English

Unit Overviews

English

Overview of Topics

		Autumn Term	Spring Term	Summer Term
EYFS (Seed Class)		Labels and Captions Lists and Storytelling Repetitive Chants and Rhymes Lists and Labels Prepositions and descriptors Greetings and Letters	Traditional Tales and Labels Captions and Banners Labels and Captions Non- Fiction Texts and Stories Lists, Instructions and Recipes Captions, Labels and Non-Fiction Writing	Labels, Captions and Simple Report Sequences Letters, Short Retellings of Fairy Tales Descriptive Writing Lists, Maps and Recounts
KS1 A (Seed Class)	Fiction	Stories on a theme: feelings	Classic fiction: Beatrix Potter Contemporary picture books	Stories on a theme: picture books from the USA
	Non-Fiction	Recounts Letters and postcards	Instructions	Information texts and interviews Instructions
	Poetry	Poems by the same poet: Edward Lear	Caribbean poems	Poems on a theme: animals
KS1 B (Seed Class)	Fiction	Humorous Stories Stories on a theme: farm stories	Myths and legends: Chinese New Year	Stories on a theme: books
	Non-Fiction	Letters and postcards	Information texts Recounts	Persuasive writing Information texts
	Poetry	Poems on a theme: monsters	Humorous poems	Performance poetry
LKS2 A (Sapling Class)	Fiction	Classic fiction: Stig of the Dump Author study: Satoshi Kitamura	Author study: Anthony Browne Humorous stories	Fantasy adventure stories

	Non-Fiction	Instructions and explanations: keeping healthy	Letters and postcards: Dragon Post	Information texts
	Poetry	Humorous poems: I Can Make You Laugh	Poems by the same poet: Alex Wharton	Poems for a change
LKS2 B (Sapling Class)	Fiction	Alternative fairy tales Historical portal stories	Classic fiction: The Lion, The Witch and the wardrobe Stories that raise issues	Roman myths
	Non-Fiction	Instructions and explanations	Explanation texts	Saving species reports Reports and recounts
	Poetry	Poems by the same poet: Michael Rosen	Poems by the same poet: Valerie Bloom	Shaping the World
UKS2 A (Blossom Class)	Fiction	Stories on a theme: difference Adventure stories: The girl Who Stole an Elephant	Short stories: African stories	Graphic Novels: when Stars are Scattered Science Fiction: The Boy in the Tower
	Non-Fiction	Biographies: The Undefeated	Instructions and explanations: fake news Persuasive writing: advertising and influencing	Reports: Awesome Oceans
	Poetry	Poems on a theme: Black Lives Matter		Poems on a theme: unique
UKS2 A (Blossom Class)	Fiction	Classic fiction: The Iron Man	Humorous stories: The Day the Screens Went Blank	Modern fiction: Framed
	Non-Fiction	Interviews and articles: Black and British Persuasive writing: historic speeches	Reports and recounts: Space Biographies: Rise Up	Reports: Re-Wilding
	Poetry	Poems on a theme: hope		Poems from a Green and Blue Planet

EYFS

Autumn	Spring	Summer
Literacy **Texts:** • It's Okay to be Different • Peace at Last • The Great Big Book of Families • Pumpkin Soup • The Enormous Turnip • We're Going on a Bear Hunt • Little Rabbit Foo Foo • Leaf Man • Bears in the Night • Rama and Sita • Let's Celebrate 5 Days of Diwali • The Jolly Christmas Postman • Christmas in Exeter Street	**Literacy** **Texts:** • Billy Goats Gruff • Three • Little Pigs • Goldilocks and the Three Bears • Tell Me A Dragon • The Dragon Machine • Holidays and Festivals: Chinese New Year • The Race Across the River • The Great Race • Stanley's Stick • Stick Man • Owls and Dinosaurs • Dinosaur Roar	**Literacy** **Texts:** • The Tiny Seed • Jasper's Beanstalk • Oliver's Vegetable • Oliver's Fruit Salad • Grass for Tea • The Very Hungry Caterpillar • Tadpole's Promise • Sleeping Beauty • Jack and the Beanstalk • Jim and the Beanstalk • Hansel and Gretel • Mixed Up Fairy Tales • Superheroes

• Dear Santa • Harvey Slumfenburger's Christmas Present **Comprehension**: • Listening to stories • Retelling stories **Word Reading**: • Read basic CVC words • Read simple tricky words **Writing**: • Initial sounds • Writing our name • Independent learning time opportunities **Phonics** • Phase 1 • Phase 2 (sets 1 – 5) • High frequency words • Tricky words **<u>Communication and Language:</u>** **Listening, Attention and Understanding:** • Daily story times • Time to talk activities • settling in • Mystery Bag • Role play opportunities **Speaking**: • Harvest Festival • Focused groups • Nativity speaking	• The Dirty Great Dinosaur • Ketchup on Your Cornflakes? • The Giant Jam Sandwich • Mr Wolf's Pancakes • The Gingerbread Man **Comprehension**: • Listening to stories • Retelling stories **Word Reading**: • Read basic CVC words • Read simple tricky words **Writing**: • Write CVC words • Write simple labels and captions • Independent learning time opportunities **Phonics** • Phase 3 (sets 6 – 11) • High frequency words • Tricky words **<u>Communication and Language:</u>** **Listening, Attention and Understanding:** • Daily story times • Time to talk activities • settling in • Mystery Bag • Role play opportunities **Speaking**: • Easter service • Class assembly • Focused groups	• Super Daisy • My Mum is a Supermum • Superworm • Supertato • You Can't Take an Elephant on the Bus • The hundred Decker Bus • Naughty Bus • The Train Ride **Comprehension**: • Listening to stories • Retelling stories **Word Reading**: • Read CVCC, CCVC, CCVCC, CCCVC, CCCVCC words **Writing**: • Write longer words using learn graphemes words • Write simple sentences • Independent learning time opportunities **Phonics** • Phase 3 and 4 (Revise all phonemes and blend longer words) • High frequency words • Tricky words **<u>Communication and Language:</u>** **Listening, Attention and Understanding:** • Daily story times • Time to talk activities • settling in • Mystery Bag • Role play opportunities **Speaking**: • Talk boost • Leavers service • Focused groups

Key Stage 1

(Years 1 and 2)

Big Question: Do you remember?
Unit grid: English – Stories on a theme: feelings
Year A/Year B
Autumn/Spring/Summer

<table>
<tr><td>Prior Learning Links</td><td>Key NC Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td>EYFS Book Adventures</td><td rowspan="2">See highlighted objectives on next page.</td><td>1</td><td>Rabbityness
Enjoy and discuss the story, explore the vocabulary in the text, predict what will happen next, write a party invitation and complete a book review.</td><td rowspan="2">Party invitation

Book review

A message to a character

A bullet-pointed list

Story about a new child joining a school</td></tr>
<tr><td>Key Vocabulary
Predict
Invite / invitation
Summarise
Review
Rating
Question
Answer
Question mark
Full stop
Adjective
Conjunction
And
But
Or
Because
Character
Full stop
Describe
Feelings
Thoughts</td><td>2</td><td>The Visitor
Enjoy and discuss the story, explore the vocabulary in the text, describe the characters using adjectives, write questions and answers for the characters using sentence punctuation, compare the setting at the beginning and the end, summarise the story using conjunctions to extend sentences, write a message to a character and predict what would happen next.</td></tr>
<tr><td></td><td></td><td>3</td><td>The Suitcase
Enjoy and discuss the story, explore the vocabulary in the text, describe one of the character's personalities based on what they do/say in the story, describe the settings in the story and talk about the feelings they create, write a bullet-pointed list of what you would put in your suitcase, design a character and write a story about your character starting their new school focusing on feelings.</td><td></td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">Do you remember what happened in the story? Do you remember how it felt to start school?</td><td colspan="3">Do you think the rabbit lived life in all its fullness? Is it wise to visit someone you don't know? How did the stranger in the story show endurance?</td></tr>
</table>

Year 1	Year 2
• develop pleasure in reading, motivation to read, vocabulary and understanding by: ▪ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently ▪ being encouraged to link what they read or hear read to their own experiences ▪ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics ▪ recognising and joining in with predictable phrases ▪ learning to appreciate rhymes and poems, and to recite some by heart ▪ discussing word meanings, linking new meanings to those already known • understand both the books they can already read accurately and fluently and those they listen to by: ▪ 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 ▪ discussing the significance of the title and events ▪ making inferences on the basis of what is being said and done ▪ predicting what might happen on the basis of what has been read so far • participate in discussion about what is read to them, taking turns and listening to what others say • explain clearly their understanding of what is read to them. • write sentences by: ▪ saying out loud what they are going to write about ▪ composing a sentence orally before writing it ▪ sequencing sentences to form short narratives ▪ re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils • read aloud their writing clearly enough to be heard by their peers and the teacher. • develop their understanding of the concepts set out in English Appendix 2 by: ▪ leaving spaces between words ▪ joining words and joining clauses using and ▪ beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	• develop pleasure in reading, motivation to read, vocabulary and understanding by: ▪ listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently ▪ discussing the sequence of events in books and how items of information are related ▪ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales ▪ being introduced to non-fiction books that are structured in different ways ▪ recognising simple recurring literary language in stories and poetry ▪ discussing and clarifying the meanings of words, linking new meanings to known vocabulary ▪ discussing their favourite words and phrases ▪ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear • understand both the books that they can already read accurately and fluently and those that they listen to by: ▪ 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 • participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. • develop positive attitudes towards and stamina for writing by: ▪ writing narratives about personal experiences and those of others (real and fictional) ▪ writing about real events ▪ writing poetry ▪ writing for different purposes • consider what they are going to write before beginning by: ▪ 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

▪ using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' ▪ learning the grammar for year 1 in English Appendix 2 • use the grammatical terminology in English Appendix 2 in discussing their writing	• make simple additions, revisions and corrections to their own writing by: ▪ 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 [for example, ends of sentences punctuated correctly] • read aloud what they have written with appropriate intonation to make the meaning clear. • develop their understanding of the concepts set out in English Appendix 2 by: ▪ learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) • learn how to use: ▪ sentences with different forms: statement, question, exclamation, command ▪ expanded noun phrases to describe and specify [for example, 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 • use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

Big Question: Do you remember?
Unit grid: English – Recounts: animal diaries
Year A/Year B
Autumn/Spring/Summer

<table>
<tr><td>Prior Learning Links</td><td>Key NC Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td>EYFS Book Adventures</td><td rowspan="4">See highlighted objectives on next page.</td><td>1</td><td>Diary of a Wombat
Enjoy and discuss the text, explore the vocabulary in the text, write a conversation between the characters, write a naughty animal's diary for each day of the week using capital letters correctly.</td><td rowspan="4">A naughty animal's diary for each day of the week

A postcard from Scratch

Messages from the swallow recounting each day of its journey

Diary entries for Bear and Goliath</td></tr>
<tr><td>Key Vocabulary</td><td>2</td><td>The Cat's Journey
Enjoy and discuss the text, explore the vocabulary in the text, create a story map, write a postcard from Scratch to a cat friend.</td></tr>
<tr><td rowspan="2">Conversation
Diary
Recount
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday
Verb
Past/present tense
Pronoun
I
First/third person
Predict
Story map</td><td>3</td><td>The Swallow's Journey
Enjoy and discuss the animation, explore the vocabulary in the text, identify and reuse verbs from the text, write sentences about the swallow using past and present tense, identify whether sentences are by or about the swallow (first/third person), write messages from the swallow about each day of its journey.</td></tr>
<tr><td>4</td><td>Waiting for Goliath
Predict what animal Goliath will be, enjoy and discuss the story, explore the vocabulary in the text, write diary entries for Bear, create a story map, write a series of diary entries as Goliath for each day of the week leading up to meeting Bear.</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">Do you remember what the Wombat did?
Do you remember what happened on the swallow's journey?</td><td colspan="3">Which character showed the most wisdom – the wombat, Scratch or the swallow?</td></tr>
</table>

Year 1	Year 2
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▪ using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' ▪ learning the grammar for year 1 in English Appendix 2 • use the grammatical terminology in English Appendix 2 in discussing their writing	• make simple additions, revisions and corrections to their own writing by: ▪ 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 [for example, ends of sentences punctuated correctly] • read aloud what they have written with appropriate intonation to make the meaning clear. • develop their understanding of the concepts set out in English Appendix 2 by: ▪ learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) • learn how to use: ▪ sentences with different forms: statement, question, exclamation, command ▪ expanded noun phrases to describe and specify [for example, 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 • use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

Big Question: Do you remember?
Unit grid: English – Letters and postcards
Year A/Year B
Autumn/Spring/Summer

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<tr><td>Prior Learning Links</td><td>Key NC Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td>EYFS Book Adventures</td><td rowspan="4">See highlighted objectives on next page.</td><td>1</td><td>Dear Dinosaur
Predict who/what Bert is, enjoy and discuss the text, explore the vocabulary from the text, write to a friend/relative using old fashioned methods (e.g. pigeon post), sequence the journey of a letter and write a postcard to T Rex.</td><td rowspan="4">A postcard to T Rex in ‘Dear Dinosaur’

Letters between the animals and postman in ‘Dear Postman’

A descriptive letter from Sam in ‘Dear Postman’ to a relative about his day at the zoo

A letter to Father Christmas asking for a magical journey somewhere</td></tr>
<tr><td>Key Vocabulary</td><td>2</td><td>Dear Postman
Enjoy and discuss the text, explore the vocabulary from the text, write questions and answers between the animals and the postmen/women using correct punctuation (Year 2 write as a playscript), write letters between the animals and the postman using questions, statements and commands, describe animals, parcels and scenes from the text using adjectives, adverbs and prepositions, and write a descriptive letter from Sam about his say at the zoo.</td></tr>
<tr><td>Predict
Letter
Postcard
Address
Dear
Sequence
Journey
Question
Answer
Statement
Question mark
Full stop
Playscript
Command
Parcel
Scene
Describe
Adjective
Adverb
Preposition</td><td>3</td><td>Dear Father Christmas
Enjoy and discuss the text, explore the vocabulary from the text, predict what Holly wants for Christmas and why, describe the journey of Father Christmas’ letter to Holly (Year 2 use sequencing adverbs) and write letters to Father Christmas asking for a magical journey.</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">Do you remember what happened in the story? Do you remember the journey of a letter?</td><td colspan="3">To develop aspiration by selecting adventurous word choices to describe a magical journey.</td></tr>
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Year 1	Year 2
• develop pleasure in reading, motivation to read, vocabulary and understanding by: ▪ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently ▪ being encouraged to link what they read or hear read to their own experiences ▪ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics ▪ recognising and joining in with predictable phrases ▪ learning to appreciate rhymes and poems, and to recite some by heart ▪ discussing word meanings, linking new meanings to those already known • understand both the books they can already read accurately and fluently and those they listen to by: ▪ 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 ▪ discussing the significance of the title and events ▪ making inferences on the basis of what is being said and done ▪ predicting what might happen on the basis of what has been read so far • participate in discussion about what is read to them, taking turns and listening to what others say • explain clearly their understanding of what is read to them. • write sentences by: ▪ saying out loud what they are going to write about ▪ composing a sentence orally before writing it ▪ sequencing sentences to form short narratives ▪ re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils • read aloud their writing clearly enough to be heard by their peers and the teacher. • develop their understanding of the concepts set out in English Appendix 2 by: ▪ leaving spaces between words ▪ joining words and joining clauses using and ▪ beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	• develop pleasure in reading, motivation to read, vocabulary and understanding by: ▪ listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently ▪ discussing the sequence of events in books and how items of information are related ▪ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales ▪ being introduced to non-fiction books that are structured in different ways ▪ recognising simple recurring literary language in stories and poetry ▪ discussing and clarifying the meanings of words, linking new meanings to known vocabulary ▪ discussing their favourite words and phrases ▪ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear • understand both the books that they can already read accurately and fluently and those that they listen to by: ▪ 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 • participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. • develop positive attitudes towards and stamina for writing by: ▪ writing narratives about personal experiences and those of others (real and fictional) ▪ writing about real events ▪ writing poetry ▪ writing for different purposes • consider what they are going to write before beginning by: ▪ 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

▪ using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' ▪ learning the grammar for year 1 in English Appendix 2 • use the grammatical terminology in English Appendix 2 in discussing their writing	• make simple additions, revisions and corrections to their own writing by: ▪ 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 [for example, ends of sentences punctuated correctly] • read aloud what they have written with appropriate intonation to make the meaning clear. • develop their understanding of the concepts set out in English Appendix 2 by: ▪ learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) • learn how to use: ▪ sentences with different forms: statement, question, exclamation, command ▪ expanded noun phrases to describe and specify [for example, 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 • use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

Big Question: Do you remember?
Unit grid: English – Poems by the same poet: Edward Lear
Year A/Year B
Autumn/Spring/Summer

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<tr><th>Prior Learning Links</th><th>Key NC Objectives</th><th colspan="2">Session overviews</th><th>Unit Outcomes</th></tr>
<tr>
<td>EYFS Book Adventures
EYFS Nursery Rhymes

Key Vocabulary

Poem / poet / poetry
Nonsense
Predict
Summarise
Funny / funniest
Rhyming couplet
Illustrate
Adjective
Describe
Appearance
Creature
Explain / explanation
Conjunction
Because
Character
Noun phrase (expanded)
Preposition
Sequel</td>
<td>See highlighted objectives on next page.</td>
<td>1</td><td>The Pobble Who Has No Toes
Enjoy and discuss the poem, explore the vocabulary in the text, predict what happened to the Pobble's toes, summarise the funniest part of the poem, write rhyming couplets about the Pobble, describe the Pobble, design your own nonsense creature and describe it, compare to The Owl and The Pussycat and write an explanation of which is your favourite and why (using because).</td>
<td rowspan="4">Nonsense rhyming couplets about the Pobble

A spotter's guide for a curious creature

A description of the Bong or Twangum tree/leaf

A short rhyming poem about how the Owl and the Pussycat first met

A sequel to 'The Owl and The Pussycat'</td>
</tr>
<tr><td>2</td><td>The Quangle Wangle's Hat
Enjoy and discuss the poem, explore the vocabulary in the text, describe the creatures in the poem and the Quangle Wangle's Hat using expanded noun phrases and create a spotter's guide.</td></tr>
<tr><td>3</td><td>The Dong with the Luminous Nose
Enjoy and discuss the poem, explore the vocabulary in the text, describe the Dong with the Luminous Nose using expanded noun phrases, use prepositions to write sentences about the Jumblies, describe The Bong or Twangum Tree using expanded noun phrases and prepositions.</td></tr>
<tr><td>4</td><td>The Owl and The Pussycat
Enjoy and discuss the poem, explore the vocabulary in the text, imagine how the Owl and the Pussycat first met, create rhyming couplets to describe their first meeting, write a sequel to 'The Owl and The Pussycat'.</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">Do you remember the funniest part of the poem? Do you remember which curious creatures built on the Quangle Wangle's hat?</td><td colspan="3">To aspire to create a nonsense character as funny as Edward Lear's Pobble. To develop aspiration by aiming to use more adventurous language.</td></tr>
</table>

Year 1	Year 2
• develop pleasure in reading, motivation to read, vocabulary and understanding by: ▪ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently ▪ being encouraged to link what they read or hear read to their own experiences ▪ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics ▪ recognising and joining in with predictable phrases ▪ learning to appreciate rhymes and poems, and to recite some by heart ▪ discussing word meanings, linking new meanings to those already known • understand both the books they can already read accurately and fluently and those they listen to by: ▪ 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 ▪ discussing the significance of the title and events ▪ making inferences on the basis of what is being said and done ▪ predicting what might happen on the basis of what has been read so far • participate in discussion about what is read to them, taking turns and listening to what others say • explain clearly their understanding of what is read to them. • write sentences by: ▪ saying out loud what they are going to write about ▪ composing a sentence orally before writing it ▪ sequencing sentences to form short narratives ▪ re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils • read aloud their writing clearly enough to be heard by their peers and the teacher. • develop their understanding of the concepts set out in English Appendix 2 by: ▪ leaving spaces between words ▪ joining words and joining clauses using and ▪ beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	• develop pleasure in reading, motivation to read, vocabulary and understanding by: ▪ listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently ▪ discussing the sequence of events in books and how items of information are related ▪ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales ▪ being introduced to non-fiction books that are structured in different ways ▪ recognising simple recurring literary language in stories and poetry ▪ discussing and clarifying the meanings of words, linking new meanings to known vocabulary ▪ discussing their favourite words and phrases ▪ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear • understand both the books that they can already read accurately and fluently and those that they listen to by: ▪ 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 • participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. • develop positive attitudes towards and stamina for writing by: ▪ writing narratives about personal experiences and those of others (real and fictional) ▪ writing about real events ▪ writing poetry ▪ writing for different purposes • consider what they are going to write before beginning by: ▪ 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

▪ using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' ▪ learning the grammar for year 1 in English Appendix 2 • use the grammatical terminology in English Appendix 2 in discussing their writing	• make simple additions, revisions and corrections to their own writing by: ▪ 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 [for example, ends of sentences punctuated correctly] • read aloud what they have written with appropriate intonation to make the meaning clear. • develop their understanding of the concepts set out in English Appendix 2 by: ▪ learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) • learn how to use: ▪ sentences with different forms: statement, question, exclamation, command ▪ expanded noun phrases to describe and specify [for example, 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 • use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

Big Question: Where shall I go?
Unit grid: English – Classic fiction: Beatrix Potter
Year A/Year B
Autumn/Spring/Summer

<table>
<tr><th>Prior Learning Links</th><th>Key NC Objectives</th><th colspan="2">Session overviews</th><th>Unit Outcomes</th></tr>
<tr><td>EYFS Book Adventures
Key Vocabulary
Beatrix Potter
Biography
Features
Compare
Characters
Conversation
Speech
Describe
Adjectives
Verbs
Past/present tense
Progressive
Fiction
Non-fiction
Predict
Punctuation
Full stop
Question mark
Question
Answer
Summarise
Review
Because
Favourite
Sequence</td><td>See highlighted objectives on next page.</td><td>1</td><td>The Bunny Lady
Enjoy and discuss the text, explore the vocabulary in the text, write about what they have learnt about Beatrix Potter from the biography.</td><td rowspan="6">Facts about Beatrix Potter

A conversation between the characters in ‘The Tale of Tom Kitten’

A description of Jeremy Fisher’s party food and games

A letter from Peter Rabbit to Benjamin Bunny in past tense

Questions and answers between Jemima Puddle-Duck and the fox, using correct punctuation

A new version of ‘The Tale of Two Bad Mice’ where the mice cause trouble with different toys/games</td></tr>
<tr><td></td><td></td><td>2</td><td>The Tale of Tom Kitten
Enjoy and discuss the text, explore vocabulary in the text, identify features of the text, write a conversation between the characters.</td></tr>
<tr><td></td><td></td><td>3</td><td>The Tale of Mr Jeremy Fisher
Enjoy and discuss the text, explore vocabulary in the text, identify features of the text, imagine Jeremy Fisher was hosting a big party and write about the food and games.</td></tr>
<tr><td></td><td></td><td>4</td><td>The Tale of Peter Rabbit
Enjoy and discuss the text, explore vocabulary in the text, identify features of the text, identify and write sentences in past tense, write about their favourite part of the story in past tense, compare story sentences in past tense to information sentences in present tense, Year 2 rewrite sentences in past progressive tense, write letters from Peter Rabbit to Benjamin Bunny in past tense.</td></tr>
<tr><td></td><td></td><td>5</td><td>The Tale of Jemima Puddle-Duck
Enjoy and discuss the text, explore vocabulary in the text, identify features of the text, compare to other texts read so far, correct punctuation in sentences about the story, predict what will happen next, write questions and answers using the correct punctuation.</td></tr>
<tr><td></td><td></td><td>6</td><td>The Tale of Two Bad Mice
Enjoy and discuss the story, explore the vocabulary in the text, summarise what the mice did, review all of the Beatrix Potter tales they have read and choose a favourite giving reasons for their choice, sequence events from the story, write new versions of the story where the mice come back a cause more trouble with different toys/games.</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">Where do each of the characters go in Beatrix Potter’s tales?</td><td colspan="3">To develop endurance by writing and editing a longer narrative.</td></tr>
</table>

Year 1	Year 2
• develop pleasure in reading, motivation to read, vocabulary and understanding by: ▪ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently ▪ being encouraged to link what they read or hear read to their own experiences ▪ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics ▪ recognising and joining in with predictable phrases ▪ learning to appreciate rhymes and poems, and to recite some by heart ▪ discussing word meanings, linking new meanings to those already known • understand both the books they can already read accurately and fluently and those they listen to by: ▪ 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 ▪ discussing the significance of the title and events ▪ making inferences on the basis of what is being said and done ▪ predicting what might happen on the basis of what has been read so far • participate in discussion about what is read to them, taking turns and listening to what others say • explain clearly their understanding of what is read to them. • write sentences by: ▪ saying out loud what they are going to write about ▪ composing a sentence orally before writing it ▪ sequencing sentences to form short narratives ▪ re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils • read aloud their writing clearly enough to be heard by their peers and the teacher. • develop their understanding of the concepts set out in English Appendix 2 by: ▪ leaving spaces between words ▪ joining words and joining clauses using and ▪ beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	• develop pleasure in reading, motivation to read, vocabulary and understanding by: ▪ listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently ▪ discussing the sequence of events in books and how items of information are related ▪ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales ▪ being introduced to non-fiction books that are structured in different ways ▪ recognising simple recurring literary language in stories and poetry ▪ discussing and clarifying the meanings of words, linking new meanings to known vocabulary ▪ discussing their favourite words and phrases ▪ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear • understand both the books that they can already read accurately and fluently and those that they listen to by: ▪ 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 • participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. • develop positive attitudes towards and stamina for writing by: ▪ writing narratives about personal experiences and those of others (real and fictional) ▪ writing about real events ▪ writing poetry ▪ writing for different purposes • consider what they are going to write before beginning by: ▪ 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

▪ using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' ▪ learning the grammar for year 1 in English Appendix 2 • use the grammatical terminology in English Appendix 2 in discussing their writing	• make simple additions, revisions and corrections to their own writing by: ▪ 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 [for example, ends of sentences punctuated correctly] • read aloud what they have written with appropriate intonation to make the meaning clear. • develop their understanding of the concepts set out in English Appendix 2 by: ▪ learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) • learn how to use: ▪ sentences with different forms: statement, question, exclamation, command ▪ expanded noun phrases to describe and specify [for example, 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 • use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

Big Question: Where shall I go?

Unit grid: English – Contemporary picture books

Year A/Year B

Autumn/Spring/Summer

<table>
<tr><td>Prior Learning Links</td><td>Key NC Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td>EYFS Book Adventures
Key Vocabulary
Feelings
Invisible
Mural
Street art
Reasons
Because
Design
Prefix
Suffix
Meaning
Opposite
Character profile
Topiary
Book review
Describe
Adjectives
Adverbs
Prepositions
Scene
Compare
Journey</td><td>See highlighted objectives on next page.</td><td>1</td><td>The Invisible
Enjoy and discuss the text, explore the vocabulary in the text, explore the feelings in the text and what it means to feel ‘invisible’, write ways that you can help someone who is feeling invisible, design a street art mural and explain the reasons behind your design, add prefixes and suffixes to change the meaning of words from the story, create a character profile with words that have prefixes/suffixes.</td><td>A street art mural with explanation

A character profile

A book review

Descriptions of characters and scenes

A story about a kind character on a journey, inspired by ‘Last Stop on Market Street’</td></tr>
<tr><td></td><td></td><td>2</td><td>The Night Gardener
Enjoy and discuss the text, explore the vocabulary in the text, describe what topiary animal they would make in the garden and why, answer comprehension questions, write a book review of both books, write descriptions of characters using adjectives (Year 2 use commas between adjectives) and adverbs, identify and use prepositions to describe scene from the story.</td><td></td></tr>
<tr><td></td><td></td><td>3</td><td>Last Stop on Market Street
Enjoy and discuss the text, explore the vocabulary in the text, compare all 3 books in the unit, design a loving/caring character who could cheer you up, plan and write a story about their kind character going on a journey and helping people on the way.</td><td></td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">Where shall our kind characters go on their journey?</td><td colspan="3">The owl in ‘The Night Gardener’ is described as ‘wise’. What does it mean to be wise?</td></tr>
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Year 1	Year 2
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Big Question: Where shall I go?
Unit grid: English – Instructions: cleaner world
Year A/Year B
Autumn/Spring/Summer

<table>
<tr><th>Prior Learning Links</th><th>Key NC Objectives</th><th colspan="2">Session overviews</th><th>Unit Outcomes</th></tr>
<tr><td>EYFS Book Adventures
Key Vocabulary
Command
Instruction
Imperative (bossy) verbs
Poster
Predict
Mistake
Tidy
Statement
Full stop
Question
Question mark
Punctuation
Magazine
Article
Past/present tense
Continuous
Suffixes (-ing, -ed)
Advert
4 Rs – reduce, reuse, recycle, repair
Explain
Because
Protect</td><td>See highlighted objectives on next page.</td><td>1</td><td>Being Bossy
Enjoy and discuss the text, explore the vocabulary from the text, write commands from an animal.</td><td rowspan="3">Commands from an animal to people

A poster with classroom instructions

Statements, questions and commands from the animals in ‘Tidy’

A magazine article using past and present tense

Instructional posters for the 4 Rs (reduce, reuse, recycle, repair)

Instructions for how to protect British birds</td></tr>
<tr><td>2</td><td>Tidy
Enjoy and discuss the text, explore vocabulary from the text, predict what Pete will do when he realises his mistake, answer comprehension questions, write instructions for how to keep the classroom tidy and happy, make a poster with classroom instructions, identify statements, commands and questions related to the story and punctuate them correctly, write questions, statements and commands from the animals in the story.</td></tr>
<tr><td>3</td><td>Too Much Stuff
Enjoy and discuss the text, explore vocabulary from the text, compare ‘Too Much Stuff’ to ‘Tidy’, identify verbs and use them to work out whether sentences are in past or present tense, Year 2 explore continuous present tense, write sentences using verbs with -ing and -ed, create a magazine article to describe what happened in the story (past tense) and what the characters are doing now (present tense), choose one of the items from the adverts in the book and write about why you would want that item and what you would use it for, create instructional posters for the 4 Rs including explanations of why people should follow the instructions, write instructions from a British bird telling people how to protect them and why.</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">Where should our rubbish go?</td><td colspan="3">To write wise classroom instructions. To give back to the community by learning how to look after our environment.</td></tr>
</table>

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Big Question: Where shall I go?
Unit grid: English – Caribbean poetry
Year A/Year B
Autumn/Spring/Summer

Prior Learning Links	Key NC Objectives	Session overviews		Unit Outcomes
EYFS Book Adventures EYFS Nursery Rhymes	See highlighted objectives on next page.	1	A Caribbean Dozen Study the cover, find out about life in the Caribbean, predict what the poems will be about.	Writing in 'green voices' An explanation of what they would do if they were a tree Poetry analysis and comparison Review of favourite poem Explanation of favourite food Alliterative / rhyming poem about an imaginary creature Descriptive sentences about boats Description of creepy crawlies A poem about a pet
		2	Green Jewels Enjoy and discuss the poem, explore the vocabulary in the poem, write what the children in the poem might say in their 'green voices'.	
Key Vocabulary		3	Being a Tree Enjoy and discuss the poem, explore the vocabulary in the poem, write what they would do if they were a tree.	
Poem / poet / poetry Caribbean Dozen Predict Analyse Compare Prefer Favourite Rhythm Review Verbs Suffixes (-ing, -ed, -er) Compound words Nouns Rhyme Alliteration Imaginary Adjectives Qualifying adverbs Noun phrases Prepositions Descriptive Creepy crawlies		4	Charley and Miss Morley's Goat Enjoy and discuss the poem, explore the vocabulary in the poem, answer comprehension questions about the poem.	
		5	Water Everywhere / River Enjoy and discuss both poems, explore the vocabulary in the poems, analyse and compare the poems, write about which one you prefer and why.	
		6	Steel Band Jump Up Enjoy and discuss the poem, explore the vocabulary in the poem, analyse the poem.	
		7	Mammie's Coo-coo and Callaloo Enjoy and discuss the poem, explore the vocabulary in the poem, write about their favourite foods and why they like them, recap all the poems they have learnt and choose one to review.	
		8	The Zobo Bird Enjoy and discuss the poem, explore the vocabulary in the poem, identify the verbs in the poem and add suffixes -ing, -er and -ed to them, create compound words using pairs of nouns.	
		9	The Phinniphin Enjoy and discuss the poem, explore the vocabulary in the poem, identify rhyming words and alliteration, use suffixed/compound words to write an alliterative/rhyming poem about an imaginary creature.	
		10	My Praying Mantis Enjoy and discuss the poem, explore the vocabulary in the poem, identify adjectives and adverbs.	
		11	Boats Enjoy and discuss the poem, explore the vocabulary in the poem, write descriptive sentences using noun phrases and prepositions.	
		12	All the Ones They Call Lowly Enjoy and discuss the poem, explore the vocabulary in the poem, use descriptive language to write a description of creepy crawlies.	

Autobiography		13	Rabbit Poem Enjoy and discuss the poem, explore the vocabulary in the poem, plan and write poems about a different pet, compare to 'Spider', read and discuss autobiographies from poets, plan and write their own autobiography.	An autobiography
Biq Question Link		Vision and Values Link		
Shall we go to the Caribbean based on the poems we've read?		To promote dignity and acceptance by studying poetry from other cultures.		

Year 1	Year 2
• develop pleasure in reading, motivation to read, vocabulary and understanding by: ▪ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently ▪ being encouraged to link what they read or hear read to their own experiences ▪ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics ▪ recognising and joining in with predictable phrases ▪ learning to appreciate rhymes and poems, and to recite some by heart ▪ discussing word meanings, linking new meanings to those already known • understand both the books they can already read accurately and fluently and those they listen to by: ▪ 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 ▪ discussing the significance of the title and events ▪ making inferences on the basis of what is being said and done ▪ predicting what might happen on the basis of what has been read so far • participate in discussion about what is read to them, taking turns and listening to what others say • explain clearly their understanding of what is read to them. • write sentences by: ▪ saying out loud what they are going to write about ▪ composing a sentence orally before writing it ▪ sequencing sentences to form short narratives ▪ re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils	• develop pleasure in reading, motivation to read, vocabulary and understanding by: ▪ listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently ▪ discussing the sequence of events in books and how items of information are related ▪ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales ▪ being introduced to non-fiction books that are structured in different ways ▪ recognising simple recurring literary language in stories and poetry ▪ discussing and clarifying the meanings of words, linking new meanings to known vocabulary ▪ discussing their favourite words and phrases ▪ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear • understand both the books that they can already read accurately and fluently and those that they listen to by: ▪ 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 • participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. • develop positive attitudes towards and stamina for writing by: ▪ writing narratives about personal experiences and those of others (real and fictional)

• read aloud their writing clearly enough to be heard by their peers and the teacher. • develop their understanding of the concepts set out in English Appendix 2 by: ▪ leaving spaces between words ▪ joining words and joining clauses using and ▪ beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark ▪ using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' ▪ learning the grammar for year 1 in English Appendix 2 • use the grammatical terminology in English Appendix 2 in discussing their writing	▪ writing about real events ▪ writing poetry ▪ writing for different purposes • consider what they are going to write before beginning by: ▪ 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 • make simple additions, revisions and corrections to their own writing by: ▪ 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 [for example, ends of sentences punctuated correctly] • read aloud what they have written with appropriate intonation to make the meaning clear. • develop their understanding of the concepts set out in English Appendix 2 by: ▪ learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) • learn how to use: ▪ sentences with different forms: statement, question, exclamation, command ▪ expanded noun phrases to describe and specify [for example, 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 • use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

Big Question: What is home?
Unit grid: English – Stories on a theme: picture books from the USA
Year A/Year B
Autumn/Spring/Summer

Prior Learning Links	Key NC Objectives	Session overviews		Unit Outcomes
EYFS Book Adventures Key Vocabulary USA Features Modern Old Recommendation Conjunction And But Or Because If Compare Special Verb tenses Past/present Progressive Journey Sequencing adverbs Postcard Magical adventure Wild Creatures	See highlighted objectives on next page.	1	It's a Book Enjoy and discuss the story, explore the vocabulary in the text, identify the features of modern picture books, write a book recommendation for the monkey, write sentences using conjunctions (and/but/or), write sentences using because/if.	A book recommendation for monkey A story map A description of a special meal A description of a journey in present tense A postcard from Max to Granny A story about a magical adventure, inspired by 'Where the Wild Things Are'
		2	Watercress / Make Way for Ducklings Enjoy and discuss both stories, explore the vocabulary in the texts, predict what will happen next, make a story map for 'Make Way for Ducklings', identify features of old picture books, compare to 'It's a Book', describe a meal that is special to them, compare verb tenses in each book, write about a journey in present tense (Year 2 include progressive).	
		3	Where the Wild Things Are Enjoy and discuss the story, explore the vocabulary in the text, answer comprehension questions, use sequencing adverbs to write a postcard from Max to Granny about what he has done, plan and write a story about a magical adventure.	

Biq Question Link	Vision and Values Link
What is home for the family in 'Watercress'? What is home for the ducklings? What is home for the wild things?	To promote dignity and acceptance by listening to each other's book recommendations and descriptions of special meals and recognizing the diversity within the class.

Year 1	Year 2
• develop pleasure in reading, motivation to read, vocabulary and understanding by: ▪ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently ▪ being encouraged to link what they read or hear read to their own experiences ▪ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics ▪ recognising and joining in with predictable phrases ▪ learning to appreciate rhymes and poems, and to recite some by heart ▪ discussing word meanings, linking new meanings to those already known • understand both the books they can already read accurately and fluently and those they listen to by: ▪ 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 ▪ discussing the significance of the title and events ▪ making inferences on the basis of what is being said and done ▪ predicting what might happen on the basis of what has been read so far • participate in discussion about what is read to them, taking turns and listening to what others say • explain clearly their understanding of what is read to them. • write sentences by: ▪ saying out loud what they are going to write about ▪ composing a sentence orally before writing it ▪ sequencing sentences to form short narratives ▪ re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils • read aloud their writing clearly enough to be heard by their peers and the teacher. • develop their understanding of the concepts set out in English Appendix 2 by: ▪ leaving spaces between words ▪ joining words and joining clauses using and ▪ beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	• develop pleasure in reading, motivation to read, vocabulary and understanding by: ▪ listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently ▪ discussing the sequence of events in books and how items of information are related ▪ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales ▪ being introduced to non-fiction books that are structured in different ways ▪ recognising simple recurring literary language in stories and poetry ▪ discussing and clarifying the meanings of words, linking new meanings to known vocabulary ▪ discussing their favourite words and phrases ▪ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear • understand both the books that they can already read accurately and fluently and those that they listen to by: ▪ 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 • participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. • develop positive attitudes towards and stamina for writing by: ▪ writing narratives about personal experiences and those of others (real and fictional) ▪ writing about real events ▪ writing poetry ▪ writing for different purposes • consider what they are going to write before beginning by: ▪ 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

▪ using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' ▪ learning the grammar for year 1 in English Appendix 2 • use the grammatical terminology in English Appendix 2 in discussing their writing	• make simple additions, revisions and corrections to their own writing by: ▪ 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 [for example, ends of sentences punctuated correctly] • read aloud what they have written with appropriate intonation to make the meaning clear. • develop their understanding of the concepts set out in English Appendix 2 by: ▪ learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) • learn how to use: ▪ sentences with different forms: statement, question, exclamation, command ▪ expanded noun phrases to describe and specify [for example, 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 • use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

Big Question: What is home?
Unit grid: English – Information texts: interviews
Year A/Year B
Autumn/Spring/Summer

<table>
<tr><th>Prior Learning Links</th><th>Key NC Objectives</th><th colspan="2">Session overviews</th><th>Unit Outcomes</th></tr>
<tr><td>EYFS Book Adventures
Key Vocabulary
Facts
Non-fiction
Fiction
Information
Interview
Question (mark)
Question words: who, what, where, why, how, can, is, shall, are, do
Answer
Ask
Tell / inform
Statement
Command
Instruction
Exclamation (mark)
Full stop
Capital letter
Adjectives
Qualifying adverbs
Describe
Compare
Explain
Reasons
Because
Bird</td><td>See highlighted objectives on next page.</td><td>1</td><td>Interview with a Tiger and Other Clawed Beasts Too
Enjoy and discuss the text, explore vocabulary from the text, write facts that you can learn from the interviews, answer quiz questions and create a fact file about giant armadillos, write interview questions for an animal, write the animal's answers in full sentences, write questions that an animal would ask if it was interviewing a human, identify statements, questions, commands and exclamations, write instructions to tell a snow leopard how to stay warm in winter.</td><td>Facts about animals retrieved from interviews

Interview questions and answers for an animal

Interview questions from an animal to a human

Instructions to keep a snow leopard warm

A description of an animal using qualifying adverbs

A comparison of 2 interviews

An informative interview with a bird</td></tr>
<tr><td></td><td></td><td>2</td><td>Boris and Sid Find a Tiger
Enjoy and discuss the text, explore vocabulary from the text, identify adjectives and qualifying adverbs, use adjectives and qualifying adverbs to describe who they think came out of the trees.</td><td></td></tr>
<tr><td></td><td></td><td>3</td><td>Interview with a Shark and other Ocean Giants Too
Enjoy and discuss the text, explore vocabulary from the text, compare 2 interviews, choose a bird to interview for a new book and write an explanation of why you chose it, plan and write an interview with the chosen bird.</td><td></td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">What is home for each animal?</td><td colspan="3">To develop wisdom by asking wise questions in an interview.</td></tr>
</table>

Year 1	Year 2
• develop pleasure in reading, motivation to read, vocabulary and understanding by: ▪ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently ▪ being encouraged to link what they read or hear read to their own experiences ▪ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics ▪ recognising and joining in with predictable phrases ▪ learning to appreciate rhymes and poems, and to recite some by heart ▪ discussing word meanings, linking new meanings to those already known • understand both the books they can already read accurately and fluently and those they listen to by: ▪ 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 ▪ discussing the significance of the title and events ▪ making inferences on the basis of what is being said and done ▪ predicting what might happen on the basis of what has been read so far • participate in discussion about what is read to them, taking turns and listening to what others say • explain clearly their understanding of what is read to them. • write sentences by: ▪ saying out loud what they are going to write about ▪ composing a sentence orally before writing it ▪ sequencing sentences to form short narratives ▪ re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils • read aloud their writing clearly enough to be heard by their peers and the teacher. • develop their understanding of the concepts set out in English Appendix 2 by: ▪ leaving spaces between words ▪ joining words and joining clauses using and ▪ beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	• develop pleasure in reading, motivation to read, vocabulary and understanding by: ▪ listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently ▪ discussing the sequence of events in books and how items of information are related ▪ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales ▪ being introduced to non-fiction books that are structured in different ways ▪ recognising simple recurring literary language in stories and poetry ▪ discussing and clarifying the meanings of words, linking new meanings to known vocabulary ▪ discussing their favourite words and phrases ▪ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear • understand both the books that they can already read accurately and fluently and those that they listen to by: ▪ 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 • participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. • develop positive attitudes towards and stamina for writing by: ▪ writing narratives about personal experiences and those of others (real and fictional) ▪ writing about real events ▪ writing poetry ▪ writing for different purposes • consider what they are going to write before beginning by: ▪ planning or saying out loud what they are going to write about ▪ writing down ideas and/or key words, including new vocabulary

▪ using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' ▪ learning the grammar for year 1 in English Appendix 2 • use the grammatical terminology in English Appendix 2 in discussing their writing	▪ encapsulating what they want to say, sentence by sentence • make simple additions, revisions and corrections to their own writing by: ▪ 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 [for example, ends of sentences punctuated correctly] • read aloud what they have written with appropriate intonation to make the meaning clear. • develop their understanding of the concepts set out in English Appendix 2 by: ▪ learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) • learn how to use: ▪ sentences with different forms: statement, question, exclamation, command ▪ expanded noun phrases to describe and specify [for example, 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 • use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

Big Question: What is home?
Unit grid: English – Instructions: food stories
Year A/Year B
Autumn/Spring/Summer

<table>
<tr><th>Prior Learning Links</th><th>Key NC Objectives</th><th colspan="2">Session overviews</th><th>Unit Outcomes</th></tr>
<tr><td>EYFS Book Adventures
Key Vocabulary
Instruction
Command
Order
Bossy
Imperative verbs
Reasons
Excuses
Tricks
Questions
Statements
Exclamations
Conversation
Sentence types
Punctuation
Question mark
Full stop
Exclamation mark
Comma
List
Separate
Singular
Plural</td><td>See highlighted objectives on next page.</td><td>1</td><td>No Thank You!
Enjoy and discuss the text, explore the vocabulary in the text, write which foods each animal was given, write instructions for Bobo and Muna from their parents, identify and write questions, statements, commands and exclamations, write conversations between Bobo and Muna using different sentence types.</td><td rowspan="3">Instructions for Bobo and Muna from their parents

Conversations between Bobo and Muna using different sentence types

Lists of food

A letter of advice to Daisy

A story with instructions from Daisy’s mum and a list of rewards for following them

A book review</td></tr>
<tr><td>2</td><td>I Will Not Ever Never Eat a Tomato
Enjoy and discuss the text, explore the vocabulary in the text, answer comprehension questions, write Charlie’s food tricks, write a command from someone you know telling you to eat your worst food and write your reasons / excuses for not eating it, write a shopping list for Charlie (using singular/plural nouns), write a list of foods Lola won’t eat using commas to separate items.</td></tr>
<tr><td>3</td><td>Daisy Eat Your Peas
Enjoy and discuss the text, explore the vocabulary in the text, predict how it will end, write a letter to give advice to Daisy, plan and write stories where Daisy’s mum offers lots of exciting rewards as long as Daisy follows certain instructions, compare ‘Daisy Eat Your Peas’ and ‘I Will Not Ever Never Eat a Tomato’ and write a book review about your favourite.</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">Is food an important part of a home?</td><td colspan="3">To promote wisdom by giving wise advice to Daisy.</td></tr>
</table>

Year 1	Year 2
• develop pleasure in reading, motivation to read, vocabulary and understanding by: ▪ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently ▪ being encouraged to link what they read or hear read to their own experiences ▪ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics ▪ recognising and joining in with predictable phrases ▪ learning to appreciate rhymes and poems, and to recite some by heart ▪ discussing word meanings, linking new meanings to those already known • understand both the books they can already read accurately and fluently and those they listen to by: ▪ 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 ▪ discussing the significance of the title and events ▪ making inferences on the basis of what is being said and done ▪ predicting what might happen on the basis of what has been read so far • participate in discussion about what is read to them, taking turns and listening to what others say • explain clearly their understanding of what is read to them. • write sentences by: ▪ saying out loud what they are going to write about ▪ composing a sentence orally before writing it ▪ sequencing sentences to form short narratives ▪ re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils • read aloud their writing clearly enough to be heard by their peers and the teacher. • develop their understanding of the concepts set out in English Appendix 2 by: ▪ leaving spaces between words ▪ joining words and joining clauses using and ▪ beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	• develop pleasure in reading, motivation to read, vocabulary and understanding by: ▪ listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently ▪ discussing the sequence of events in books and how items of information are related ▪ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales ▪ being introduced to non-fiction books that are structured in different ways ▪ recognising simple recurring literary language in stories and poetry ▪ discussing and clarifying the meanings of words, linking new meanings to known vocabulary ▪ discussing their favourite words and phrases ▪ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear • understand both the books that they can already read accurately and fluently and those that they listen to by: ▪ 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 • participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. • develop positive attitudes towards and stamina for writing by: ▪ writing narratives about personal experiences and those of others (real and fictional) ▪ writing about real events ▪ writing poetry ▪ writing for different purposes • consider what they are going to write before beginning by: ▪ 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

▪ using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' ▪ learning the grammar for year 1 in English Appendix 2 • use the grammatical terminology in English Appendix 2 in discussing their writing	• make simple additions, revisions and corrections to their own writing by: ▪ 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 [for example, ends of sentences punctuated correctly] • read aloud what they have written with appropriate intonation to make the meaning clear. • develop their understanding of the concepts set out in English Appendix 2 by: ▪ learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) • learn how to use: ▪ sentences with different forms: statement, question, exclamation, command ▪ expanded noun phrases to describe and specify [for example, 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 • use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

Big Question: What is home?
Unit grid: English – Poems on a theme: animals
Year A/Year B
Autumn/Spring/Summer

<table>
<tr><th>Prior Learning Links</th><th>Key NC Objectives</th><th colspan="2">Session overviews</th><th>Unit Outcomes</th></tr>
<tr><td>EYFS Book Adventures
EYFS Nursery Rhymes</td><td rowspan="11">See highlighted objectives on next page.</td><td>1</td><td>Jaws and Claws and Things with Wings (The Mouse's Song, Greedy Goat, Snail, Octopus, Seaside Bandit)
Study the cover and predict what the poems will be about, enjoy and discuss the poems, explore the vocabulary in the texts, choose and favourite poem and explain why it is your favourite.</td><td rowspan="11">A performance of 'Army Ants'

New verses for 'The Owl'

Descriptions of animals using adjectives, qualifying adverbs and prepositions

Kennings about animals

A poem appreciation</td></tr>
<tr><td>Key Vocabulary</td><td>2</td><td>Jaws and Claws and Things with Wings (Pet Shop, School Visitor)
Enjoy and discuss the poems, explore vocabulary in the poems, identify the rhyming words and any odd words out.</td></tr>
<tr><td rowspan="9">Poem / poet / poetry
Favourite
Animal
Rhyme
Perform
Recite
Structure
Rhythm
Repeat
Verse
Describe
Adjectives
Qualifying adverbs
Prepositions
Sentences
Punctuation
Full stop
Question mark
Exclamation mark
Kenning
Appreciation</td><td>3</td><td>Jaws and Claws and Things with Wings (I Don't Think Sheep Like Me, Last Night I Saw a Hedgehog, Squirrel in Winter)
Enjoy and discuss the poems, explore vocabulary in the poems, answer comprehension questions.</td></tr>
<tr><td>4</td><td>Jaws and Claws and Things with Wings (Army Ants)
Enjoy and discuss the poem, explore vocabulary in the poem, perform the poem.</td></tr>
<tr><td>5</td><td>Jaws and Claws and Things with Wings (The Owl)
Enjoy and discuss the poem, explore vocabulary in the poem, join in with repeated phrases, write new verses for the poem in the same structure.</td></tr>
<tr><td>6</td><td>Jaws and Claws and Things with Wings (African Elephant)
Enjoy and discuss the poem, explore the vocabulary in the poem, write descriptions of animals they would/would not want at pets using adjectives.</td></tr>
<tr><td>7</td><td>Jaws and Claws and Things with Wings (Whale Alert)
Enjoy and discuss the poem, explore the vocabulary in the poem, write descriptions of the creature you think is under the castle using qualifying adverbs as well as adjectives.</td></tr>
<tr><td>8</td><td>Jaws and Claws and Things with Wings (Snake in the Grass)
Enjoy and discuss the poem, explore the vocabulary in the poem, write sentences with prepositions to say where the snake slithers.</td></tr>
<tr><td>9</td><td>Read Me First – Poems for Younger Readers for Every Day of the Year
Enjoy and discuss the poems, explore the vocabulary in the poems, write sentences about the poems using the correct sentence punctuation.</td></tr>
<tr><td>10</td><td>Jaws and Claws and Things with Wings (Slug, Snake, Cat)
Enjoy and discuss the poems, explore the vocabulary in the poems, plan and write kennings about animals, write a poem appreciation about their favourite poem.</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">What is home for each of the animals in the poems?</td><td colspan="3">To promote aspiration by learning to recite a poem.</td></tr>
</table>

Year 1	Year 2
• develop pleasure in reading, motivation to read, vocabulary and understanding by: ▪ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently ▪ being encouraged to link what they read or hear read to their own experiences ▪ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics ▪ recognising and joining in with predictable phrases ▪ learning to appreciate rhymes and poems, and to recite some by heart ▪ discussing word meanings, linking new meanings to those already known • understand both the books they can already read accurately and fluently and those they listen to by: ▪ 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 ▪ discussing the significance of the title and events ▪ making inferences on the basis of what is being said and done ▪ predicting what might happen on the basis of what has been read so far • participate in discussion about what is read to them, taking turns and listening to what others say • explain clearly their understanding of what is read to them. • write sentences by: ▪ saying out loud what they are going to write about ▪ composing a sentence orally before writing it ▪ sequencing sentences to form short narratives ▪ re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils • read aloud their writing clearly enough to be heard by their peers and the teacher. • develop their understanding of the concepts set out in English Appendix 2 by: ▪ leaving spaces between words ▪ joining words and joining clauses using and ▪ beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	• develop pleasure in reading, motivation to read, vocabulary and understanding by: ▪ listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently ▪ discussing the sequence of events in books and how items of information are related ▪ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales ▪ being introduced to non-fiction books that are structured in different ways ▪ recognising simple recurring literary language in stories and poetry ▪ discussing and clarifying the meanings of words, linking new meanings to known vocabulary ▪ discussing their favourite words and phrases ▪ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear • understand both the books that they can already read accurately and fluently and those that they listen to by: ▪ 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 • participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. • develop positive attitudes towards and stamina for writing by: ▪ writing narratives about personal experiences and those of others (real and fictional) ▪ writing about real events ▪ writing poetry ▪ writing for different purposes • consider what they are going to write before beginning by: ▪ 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

▪ using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' ▪ learning the grammar for year 1 in English Appendix 2 • use the grammatical terminology in English Appendix 2 in discussing their writing	• make simple additions, revisions and corrections to their own writing by: ▪ 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 [for example, ends of sentences punctuated correctly] • read aloud what they have written with appropriate intonation to make the meaning clear. • develop their understanding of the concepts set out in English Appendix 2 by: ▪ learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) • learn how to use: ▪ sentences with different forms: statement, question, exclamation, command ▪ expanded noun phrases to describe and specify [for example, 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 • use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

Year B unit grids will be added in soon – we are currently reviewing our curriculum offer!

Lower Key Stage 2 (Years 3 and 4)

Big Question Link: What does it mean to be human?
Unit grid: English - Classic fiction: Stig of the Dump
Year A/Year B
Autumn /Spring /Summer

<table>
<tr><td>Prior Learning Links</td><td>Key NC Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td>KS1 programme of study for English

Key Vocabulary

Chapter
Fiction
Classic
Character
Setting
Atmosphere
Sequence
Direct speech
Dialogue
Punctuating
Inverted commas
Speech punctuation
Preposition</td><td>Spoken language
• Give well-structured descriptions and explanations.
• Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
Comprehension
• Participate in discussion about books, taking turns and listening to what others say. Read for a range of purposes.
• Identify main ideas drawn from more than one paragraph and summarise these.
• Draw inferences and justify inferences with evidence.
• Discuss words and phrases that capture the reader’s interest and imagination.
• Read aloud, showing understanding through intonation, tone and volume.
Composition
• Discuss writing to understand and learn from its vocabulary.
• Compose and rehearse sentences orally, including dialogue, progressively building a varied and rich vocabulary.
• Compose and rehearse sentences orally, including dialogue, building an increasing range of sentence structures.
• Create settings, characters and plot.
• Discuss writing similar to that which they are planning to write in order to learn from its structure, vocabulary and grammar.
• Discuss and record ideas.
• Propose changes to grammar and vocabulary to improve consistency. Proof-read for spelling and punctuation errors.
• Read aloud their own writing, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
Vocabulary, Grammar and Punctuation
• Express time, place and cause using prepositions.
• Use and punctuate direct speech.
Transcription
• Increase the legibility, consistency and quality of handwriting.</td><td>Unit 1</td><td>Introduction to the characters, setting and world.
Introduce the classic Stig of the Dump by Clive King, reading and discussing openings, settings, characters and powerful language. Children play a speculative character game, answer formal comprehension questions and retell a story scene with a new narrator</td><td rowspan="4">A new chapter for Stig of the Dump</td></tr>
<tr><td>Unit 2</td><td>Prepositions for time, place & cause: describing and retelling
Children learn about prepositions to express time, place and cause while talking and writing about Chapter 5. They sequence story events, extend given sentences and write descriptively about the inside of the Snargets’ shack!</td></tr>
<tr><td>Unit 3</td><td>Dialogue, writing and punctuating: arguments amongst thieves
Children explore writing and punctuating dialogue inspired by Chapter 6. They identify speech in their reading, creating a set of punctuation rules; role play an argument; and then turn their scripts into punctuated story scenes.</td></tr>
<tr><td>Unit 4</td><td>Write a new chapter, continuing the story.
Children put everything together as they plan, write, revise and publish their own chapters of Stig of the Dump, illustrated by cave paintings. They use prepositional phrases to add detail and create flow, and punctuated speech to give clues about character and action. They finish the block, sharing their published writing. Additional art ideas and activities are supplied in the resources.</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">Do you think the meaning of being human has changed since the time of Stig of the dump?</td><td colspan="3">Dignity and acceptance</td></tr>
</table>

Big Question Link: What does it mean to be human?
Unit grid: English - Stories by the Same Author: Satoshi Kitamura
Year A/Year B
Autumn /Spring /Summer

<table>
<tr><th>Prior Learning Links</th><th>Key NC Objectives</th><th colspan="2">Session overviews</th><th>Unit Outcomes</th></tr>
<tr><td>Y1/2 programme of study for English

Key Vocabulary

Author
Illustrator
Description
Vivid
Direct speech
Inverted commas
Speech punctuation
Dialogue
Present perfect
Verbs
Simple past</td><td>Composition
Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
Compose and rehearse sentences orally, progressively building a varied and rich vocabulary. 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.
In narratives, create settings, characters and plot.
Proof-read for spelling and punctuation errors
Discuss and record ideas.
Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements.
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.
Transcription
Use the diagonal and horizontal strokes that are needed to join letters and understand which letters are best left unjoined.
Comprehension
Identify main ideas drawn from more than one paragraph/[part of a book] and summarise these.
Identify themes and conventions in a wide range of books.
Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence; Predict what might happen from details stated and implied.
Spoken Language
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
Vocabulary, Grammar and Punctuation
Use the present perfect form of verbs in contrast to the past tense.
Indicate grammatical and other features by using and punctuating direct speech.
Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading – be introduced to inverted commas to punctuate direct speech.</td><td>Unit 1</td><td>Comprehension
Discover the engaging and richly imaginative world of author/illustrator Satoshi Kitamura, reading and listening to a selection of his books. Write in response to these stories, compare the books and rehearse their comprehension skills. Compose vivid descriptions of a character mentioned but never depicted in UFO Diary.</td><td rowspan="4">Character descriptions.

New version of a known story.

Letter from a classmate.</td></tr>
<tr><td>Unit 2</td><td>Punctuating and setting out written dialogue
Read and listen to Kitamura's The Smile Shop. Confirm understanding of direct speech and learn to correctly punctuate and lay out short exchanges of dialogue.</td></tr>
<tr><td>Unit 3</td><td>Recognising and using the present perfect form
Read and listen to In the Attic. In conjunction with characters and events of the story. Learn to recognise and use the present perfect form of verbs in contrast to the simple past tense. Write sentences in the present perfect which are grammatically accurate and correctly spelt.</td></tr>
<tr><td>Unit 4</td><td>Writing imaginatively in response to a story shared in class
Listen to Me and My Cat? by Satoshi Kitamura and use the book as a springboard for two longer pieces of imaginative writing. Plan, write and read aloud new versions of the story in which they themselves swap bodies with their pet for a day. Imagine what might have taken place in the school featured in Me and My Cat? when the story's cat went into school in the body of a boy. Write letters from a classmate detailing what occurred when this happened.</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">How does Kitamura convey humanity in his books?</td><td colspan="3">Acceptance – studying an author from a different culture</td></tr>
</table>

Big Question Link: What does it mean to be human?
Unit grid: English – Instructions and explanations: keeping healthy
Year A/Year B
Autumn /Spring /Summer

<table>
<tr><td>Prior Learning Links</td><td>Key NC Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td>KS1 programme of study for English

Key Vocabulary

Instruction
Explanation
Letter
Chronological
Step
Paragraph
Sub-headings
Persuade
Heading
Comma
Apostrophe
Plural
Singular
Letter
Advice
Guide</td><td>Spoken language
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.
Give well-structured descriptions and explanations.
Word reading
Comprehension
Identify themes and conventions.
Identify how language, structure and presentation contribute to meaning.
Retrieve and record information from non-fiction.
Check that the text makes sense to them, discussing their understanding.
Composition
Assess the effectiveness of their own and others' writing and suggest
Organise paragraphs around a theme.
Propose changes to grammar and vocabulary to improve consistency.
Discuss and record ideas.
Use simple organisational devices such as headings and sub-headings.
Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures.
Assess the effectiveness of their own and others' writing and suggest improvements (including commas in lists).
Proof-read for spelling and punctuation errors.
Read aloud their own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.
Vocabulary, Grammar and Punctuation
Indicate possession by using the possessive apostrophe with singular and plural nouns.
Use commas to separate items in a list
Transcription
Increase the legibility, consistency and quality of their handwriting.</td><td>Unit 1</td><td>Introducing Instructions: Food and Exercise
Explore a range of texts about food and exercise. Answer formal comprehension questions and analyse features. Design a creative sandwich and write instructions for an active game.</td><td>Creative sandwich
Active game instructions
Persuasive writing
Letters of advice
Dream catcher instructions
Happy mind guide</td></tr>
<tr><td></td><td></td><td>Unit 2</td><td>Paragraphs and Headings: Fitness Fun
With the context of dance crazes, explore how paragraphs and headings help to organise writing and signpost information for the reader. Write a persuasive piece about the best way to keep fit, using paragraphs and headings.</td><td></td></tr>
<tr><td></td><td></td><td>Unit 3</td><td>Possessive apostrophes, singular and plural, & commas in lists
Using Horrible Histories as an amusing starting point, make lists of horrible medicines using commas and use possessive apostrophes for singular and plural cures. Write letters of advice for patients from the past, organising writing using commas and apostrophes.</td><td></td></tr>
<tr><td></td><td></td><td>Unit 4</td><td>Writing guides for happy minds.
With happy minds as a theme, children make and write instructions for a dreamcatcher, and write a guide in paragraphs to inform and persuade readers of happy activities to try.</td><td></td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">Is keeping healthy part of what it is to be human?</td><td colspan="3">Making wise choices about health</td></tr>
</table>

Big Question Link: What does it mean to be human?
Unit grid: English – Poetry: Humorous poems
Year A/Year B
Autumn /Spring /Summer

<table>
<tr><td>Prior Learning Links</td><td>Key NC Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td>KS1 programme of study for English

Key Vocabulary

Poem
Humour
Humorous
Haiku
Acrostic
Poetic device
Structure
Rhyme
Rhythm
Performance
Effect
Preposition
Prepositional phrase
Expanded noun phrase
List poem
Narrative</td><td>Spoken language
Participate in discussions, taking turns and listening to what others say..
Articulate and justify answers, arguments and opinions.
Word reading
Comprehension
Listen to and discuss a wide range of poetry.
Discuss words and phrases that capture the reader’s interest and imagination.
Identify how language, structure, and presentation contribute to meaning.
Discuss their understanding and explain the meaning of words in context.
Recognise some different forms of poetry.
Prepare poems to read aloud and to perform, showing an understanding through intonation, tone, volume and action.
Composition
Compose and rehearse sentences orally building a varied and rich vocabulary and an increasing range of sentence structures.
Read aloud their own writing to a group or whole class.
Discuss and record ideas.
Assess the effectiveness of their own and others’ writing and suggest improvements.
Plan their writing by discussing writing similar to that which they are planning to write in order to learn from its structure, vocabulary and grammar.
In narratives create settings, characters and plot.
Organise paragraphs around a theme.
Proof read for spelling and punctuation errors.
Propose changes to grammar and vocabulary.
Vocabulary, Grammar and Punctuation
Use prepositions to express time, place and cause.
Expand noun phrases with modifying adjectives, nouns and preposition phrases.
Transcription</td><td>Unit 1</td><td>Identify, understand and compare form, structure and language in poems
Listen to a range of poems from I Bet I Can Make You Laugh. Learn about and identify a range of poetic devices as well as different forms of poetry. Discuss a range of poems, answer questions and compare poems. Learn about structured poems and write a haiku or acrostic. Learn about performance and choose a preferred poem to rehearse and perform.</td><td>Haiku or acrostic
Performance poem
Short story</td></tr>
<tr><td></td><td></td><td>Unit 2</td><td>Prepositions (for time, place & cause) and prepositional phrases
Listen to and read Pigeons. Learn how to identify prepositions and prepositional phrases. Use this to write a stanza for Pigeons following the same structure as the original poem. Read On the Menu. Write a short story on the theme of the poem using prepositional phrases in their writing.</td><td></td></tr>
<tr><td></td><td></td><td>Unit 3</td><td>Expanded noun phrases
Listen to Seaside Collective. Identify expanded noun phrases and learn to build expanded noun phrases about the beach. Listen to Just a Book? Write list poem about the beach, using expanded noun phrases.</td><td></td></tr>
<tr><td></td><td></td><td>Unit 4</td><td>Composition: Write poetry and short stories inspired by poetry
Listen to Our Teacher is a Caveman. Plan and write a poem about an imaginary teacher using the same poetic structure. Listen to Wattle I do? and Yetification. Plan and write a story based on the subject of both poems.</td><td></td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="2">Vision and Values Link</td><td></td></tr>
<tr><td colspan="2">How is humour linked to being human?</td><td colspan="2">Giving back to the community – making people cheerful</td><td></td></tr>
</table>

Big Question Link: How do we use…?
Unit grid: English – Author Study: Anthony Browne
Year A/Year B
Autumn /Spring /Summer

<table>
<tr><th>Prior Learning Links</th><th>Key NC Objectives</th><th colspan="2">Session overviews</th><th>Unit Outcomes</th></tr>
<tr><td>KS1 programme of study for English
Key Vocabulary

Author
Similarity
Prediction
Response
Difference
Description
Conjunction
Main clause
Setting
Character
Pronoun
Character profile
Repetition
For effect
Book review</td><td>Spoken language
Articulate and justify answers, arguments and opinions.
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
Use spoken language to develop understanding through imagining and exploring ideas.
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.
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
Word reading
Comprehension
Listen to and discuss a wide range of fiction.
Participate in discussion about books that are read to them, taking turns and listening to what others say.
Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with this evidence.
Increase their familiarity with a wide range of books.
Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
Predict what might happen from details stated and implied.
Identify themes in a wide range of books.
Ask questions to improve their understanding of a text.
Composition
Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures.
Propose changes to grammar and vocabulary.
Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
Discuss and record ideas.
In narratives, create settings, characters and plot.
Plan writing by discussing and recording ideas.
Draft and write by creating settings, characters and plot in narratives.
Assess the effectiveness of their own and others’ writing and suggest improvements.
Vocabulary, Grammar and Punctuation
Extend the range of sentences with more than one clause by using a wider range of conjunctions
Use conjunctions to express time and cause
Learn the grammar for Years 3 and 4 in English Appendix 2.
Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
Transcription</td><td>Unit 1</td><td>Read and discuss stories by Anthony Browne
Read and enjoy a selection of Anthony Browne books, looking carefully at the illustrations and how these add to the stories. Carry out formal comprehension tasks. Make predictions and respond creatively to a story.</td><td>Story based on Gorilla</td></tr>
<tr><td></td><td></td><td>Unit 2</td><td>Adding description using conjunctions
Learn how to use conjunctions to add descriptive detail. Practise identifying main clauses and conjunctions before adding descriptive clauses themselves. Consolidate learning by describing settings and characters from Piggybook.</td><td></td></tr>
<tr><td></td><td></td><td>Unit 3</td><td>Using pronouns to avoid repetition
Revise pronouns before completing grammar exercises. Create a character profile using pronouns to avoid repetition and help the flow of writing.</td><td></td></tr>
<tr><td></td><td></td><td>Unit 4</td><td>Discuss, plan and write a story based on one read
Create and describe a new fictional character. Plan and write a story based on Gorilla. Incorporate work on using pronouns to avoid repetition and using conjunctions to add descriptive clauses for effect. Finally, look back at all the Anthony Browne books read in this block, review one and write an appreciation of a favourite book.</td><td></td></tr>
<tr><td colspan="3">Biq Question Link</td><td colspan="2">Vision and Values Link</td></tr>
<tr><td colspan="3">How do we use books…?</td><td colspan="2">Develop wisdom through using books</td></tr>
</table>

Big Question Link: How do we use…?
Unit grid: English – Humorous Stories
Year A/Year B
Autumn /Spring /Summer

<table>
<tr><th>Prior Learning Links</th><th>Key NC Objectives</th><th colspan="2">Session overviews</th><th>Unit Outcomes</th></tr>
<tr><td>KS1 programme of study for English
Key Vocabulary</td><td rowspan="2">Spoken language
Articulate and justify answers, arguments and opinions.
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</td><td>Unit 1</td><td>Exploring events, characters and language in Grimwood
Children immerse themselves in the wonderful world of Grimwood. Make predictions and write in detail about characters and events from the story. Write reviews detailing what happens in the book and commenting on what they do or do not like about it.</td><td rowspan="4">Character description
Book reviews
Playscript
Narratives
Newspaper reports
Three-part story</td></tr>
<tr><td>Prediction
Character description
Direct speech
Speech punctuation
Punctuate
Narrative
Conjunctions
Newspaper report
Playscript
Stage directions
Time
Place
Cause
Descriptive clause
Expression
Intonantion</td><td rowspan="3">Word reading
Comprehension
Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions.
Predict what might happen from details stated and implied.
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.
Composition
Organise paragraphs around a theme
Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures.
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.
Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
Discuss and record ideas
In non-narrative material, use simple organisational devices.
Proof-read for spelling and punctuation errors.
Draft and write by composing and rehearsing sentences orally (including dialogue)
Plan writing by discussing and recording ideas.
In narratives, create settings, characters and plot.
Assess the effectiveness of their own writing and suggest improvements
Propose changes to grammar and vocabulary to improve consistency.
Vocabulary, Grammar and Punctuation
Punctuate direct speech
Learn the grammar for Years 3 and 4 in English Appendix 2
Use Terminology: direct speech and inverted commas (or ‘speech marks’).
Indicate grammatical and other features by using and punctuating direct speech.
Use conjunctions to express time and cause
Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.
Transcription
Increase the legibility, consistency and quality of their handwriting.</td><td>Unit 2</td><td>Writing correctly laid-out and punctuated direct speech
Identify examples of direct speech in the text. Learn how to punctuate and lay-out speech correctly. Role-play and write a brief playscript then use the skills they have learned to rewrite their scripts as narratives containing direct speech.</td></tr>
<tr><td>Unit 3</td><td>Adding description using conjunctions
Re-read the section of Grimwood dealing with preparations for the Big Talent Show, explore how conjunctions indicating time, place and cause can be used to add descriptive clauses to sentences. Apply what they have learned to write newspaper reports.</td></tr>
<tr><td>Unit 4</td><td>Writing a story linked to Grimwood
Plan and write a three-part story exploring what happened to Ted and Nancy’s parents. Include punctuated direct speech in their tales and also use conjunctions indicating time, place and cause to add descriptive clauses to sentences. Produce best copy versions of their stories and read these aloud with expression and pace to the class.</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">How do we use books…?</td><td colspan="3">Develop wisdom through using books</td></tr>
</table>

Big Question Link: How do we use…?
Unit grid: English – Letters and postcards
Year A/Year B
Autumn /Spring /Summer

<table>
<tr><td>Prior Learning Links</td><td>Key NC Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td>KS1 programme of study for English
Key Vocabulary

Letter
Formal
Informal
Email
Postcard
Form
Content
Structure
Personal
Possessive
Pronoun
Determiner
Indefinite article
Vowel
Consonant
Feature</td><td>Spoken language
Consider and evaluate different viewpoints.
Listen and respond appropriately to peers.
Imagine and explore ideas.
Word reading
Comprehension
Discuss words and phrases that capture the reader’s interest and imagination.
Listen to and discuss a wide range of non-fiction.
Ask questions to improve their understanding.
Read for a range of purposes. Identify conventions.
Identify how language, structure and presentation contribute to meaning.
Discuss their understanding and explain the meaning of words in context.
Identify how language, structure and presentation contribute to meaning.
Composition
Discuss and record ideas.
Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures.
Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
Use simple organisational devices.
Proof-read for spelling and punctuation errors.
Evaluate and edit through proposing changes to grammar and vocabulary to increase consistency and include the accurate use of pronouns.
Vocabulary, Grammar and Punctuation
Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
Use of the forms a or an according to whether the next word begins with a consonant or a vowel.
Recognise and use determiners accurately
Transcription
Increase the legibility, consistency and quality of their handwriting.</td><td>Unit 1</td><td>Reading and writing letters
Read the book Dragon Post and discover the letters inside the book. Read a range of letters and discuss the different levels of formality. Answer questions about the form and content of letters and write postcards and emails.</td><td>Postcards
Emails
Lists
Informal letter
Formal letter</td></tr>
<tr><td></td><td></td><td>Unit 2</td><td>Choosing to use pronouns or nouns within and across sentences to aid cohesion and avoid repetition
Learn about personal and possessive pronouns. Identify pronouns used in letters and use them in their own letters. Learn to tell the difference between possessive pronouns and determiners.</td><td></td></tr>
<tr><td></td><td></td><td>Unit 3</td><td>Use of the indefinite article a or an
Learn to use the correct form of the indefinite article a and an. Learn the rule involving vowel and consonant sounds. Practice using a and an, as well as other determiners, in lists.</td><td></td></tr>
<tr><td></td><td></td><td>Unit 4</td><td>Writing formal and informal letters.
Look closely at the structure and form of a range of letters, including some from Dragon Post. Explore the idea of a dragon becoming a class pet and write an informal letter in role as a dragon. Write a formal letter to the HT requesting that the dragon become a permanent member of the school community.</td><td></td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">How do we use letters…?</td><td colspan="3">Wisdom and respect – knowing how to address people in different roles</td></tr>
</table>

Big Question Link: How do we use…?
Unit grid: English – Poems by the same poet: Alex Wharton
Year A/Year B
Autumn /Spring /Summer

<table>
<tr><td>Prior Learning Links</td><td>Key NC Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td>KS1 programme of study for English</td><td rowspan="2">Spoken language
Participate in discussions, take turns, listen to what others say and justify answers
Word reading
Comprehension
Listen to and discuss a wide range of poetry.
Discuss words and phrases that capture the reader’s interest and imagination. Prepare poems to read aloud and to perform, showing an understanding through intonation, tone, volume and action.
Recognise different forms of poetry.
Identify how language and structure contribute to meaning.
Discuss their understanding of and explain the meaning of words in context.
Develop positive attitudes to reading.
Discussing understanding of what has been read.
Composition
Plan writing by discussing and recording ideas.
Plan writing by discussing writing similar to that which they are planning to write in order to learn from its structure, vocabulary and grammar.
Compose and rehearse sentences orally, progressively building a wide and rich vocabulary and an increasing range of sentence structures.
Assess the effectiveness of their own and others’ writing and suggest improvements.
Propose changes to grammar and vocabulary.
In narratives create settings, characters and plot. Organise paragraphs around a theme.
Proof read for spelling and punctuation errors.
Vocabulary, Grammar and Punctuation
Express time, place and cause using adverbs.
Use fronted adverbials.
Use and punctuate direct speech.
Transcription
Increase the legibility, consistency and quality of their handwriting.</td><td>Unit 1</td><td>Reading and performing poems and recognising poetic devices
Explore poetic devices and read and perform a variety of poems from Daydreams and Jellybeans. Answer questions about poems and explain their own preferences. They consider the importance of poems being read aloud and of illustrations.</td><td rowspan="2">Performance poems
Playscript
Descriptions
Poems
Short stories</td></tr>
<tr><td>Key Vocabulary

Performance
Poetry
Poetic device
Rhyme
Rhythm
Repetition
Stanza
Illustration
Aloud
Dialogue
Playscript
Speech punctuation
Adverbial
Fronted adverbial
Description
Descriptive</td><td>Unit 2</td><td>Punctuating dialogue
Read poems about toys and think about things their toys may like to say to them. Write dialogue in the form of playscripts and use standard dialogue layout and punctuation.</td></tr>
<tr><td colspan="2"></td><td>Unit 3</td><td>Recognising and using adverbials
Listen to some poems about the sea. Learn about adverbials, including fronted adverbials. Identify adverbials and discuss whether they are providing more information about when, where or how something happens. Write their own descriptions using adverbials.</td><td></td></tr>
<tr><td colspan="2"></td><td>Unit 4</td><td>Writing poetry and short stories inspired by poetry
Use ‘Underworld Dreams’ as inspiration for writing poems about an underwater world. Write descriptive poems following the original poem’s structure. Plan, draft and write short stories inspired by the characters in the poems ‘Man about Town’ and ‘The Paint Job’, including dialogue.</td><td></td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">How do we use poetry…?</td><td colspan="3">Respect – respect for belongings</td></tr>
</table>

Big Question Link: What's so important about water?
Unit grid: English – Information texts: water
Year A/Year B
Autumn /Spring /Summer

<table>
<tr><th>Prior Learning Links</th><th>Key NC Objectives</th><th colspan="2">Session overviews</th><th>Unit Outcomes</th></tr>
<tr><td>KS1 programme of study for English
Key Vocabulary

Discuss
Compare
Summarise
Summary
Contrast
Conjunction
Preposition
Adverb
Pronouns
Personal
Possessive
Book review
Determiner
Information page
Features
Information text
Research
Note-taking
Draft
Edit
Improve
Present
Page design
Illustration</td><td>Spoken language
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
Participate in performances.
Participate in discussion about books, taking turns and listening to what others say.
Word reading
Comprehension
Participate in discussion about books, taking turns and listening to what others say.
Identify main ideas drawn from more than one paragraph and summarise these.
Retrieve and record information from non-fiction texts.
Identify how language, structure, and presentation contribute to meaning.
Read books that are structured in different ways and read for a range of purposes.
Composition
Compose sentences, progressively building a varied and rich vocabulary and an increasing range of sentence structures.
Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
Vocabulary, Grammar and Punctuation
Use conjunctions, adverbs and prepositions to express time and cause.
Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
Transcription</td><td>Unit 1</td><td>Reading, discussing and comparing three books about water
Read and discuss The Rhythm of the Rain, research background information from Water Cycles and summarise. Create an information page about dams. Read and discuss The Dam; compare and contrast the three texts studied in this unit.</td><td>Information pages
Descriptive writing
Book review</td></tr>
<tr><td></td><td></td><td>Unit 2</td><td>Using conjunctions and prepositions to express time, cause and place.
Identify and use conjunctions, prepositions and adverbs to express time, cause and place. Practise using these to write about the Rhythm of the Rain.</td><td></td></tr>
<tr><td></td><td></td><td>Unit 3</td><td>Using pronouns to aid cohesion and avoid repetition
Introduce pronouns and identify personal and possessive pronouns. Use these to write about scenes from The Dam. Explore possessive pronouns and determiners and use these correctly while writing a book review.</td><td></td></tr>
<tr><td></td><td></td><td>Unit 4</td><td>Writing an information page about Kielder Water
Examine the features of an information text. Read and take notes from a text. Research and select information for their own information pages. Draft, edit and present their writing, thinking carefully about page design and illustrations.</td><td></td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">Why is water so important?</td><td colspan="3">Respect – respect for the planet's water supply</td></tr>
</table>

Big Question Link: What's so important about water?
Unit grid: English – Anthologies: poetry for change
Year A/Year B
Autumn /Spring /Summer

<table>
<tr><td>Prior Learning Links</td><td>Key NC Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td>KS1 programme of study for English
Key Vocabulary</td><td rowspan="5">Spoken language
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
Word reading
Comprehension
Identify main ideas and summarise these.
Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.
Identify themes and conventions.
Identify how language, structure, and presentation contribute to meaning.
Discuss words and phrases that capture the reader's interest and imagination.
Composition
Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
Assess the effectiveness of their own and others' writing and suggest improvements.
Discuss and record ideas.
Compose and rehearse writing orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures.
Propose changes to grammar and vocabulary to improve consistency.
Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
Organise paragraphs around a theme.
Vocabulary, Grammar and Punctuation
Express time, place and cause using prepositions.
Expand noun phrases with modifying adjectives, nouns and preposition phrases.
Transcription
Increase the legibility, consistency and quality of their handwriting.</td><td>Unit 1</td><td>Explore poetry about change
Introduce the fantastic Poetry for a Change: A National Poetry Day Anthology, reading, discussing and performing the poems. Answer formal comprehension questions, use one as a model for writing new lines and write poetry about natural changes.</td><td rowspan="5">Poems about natural changes
Descriptive writing
Funny poems
Poems about change</td></tr>
<tr><td></td><td>Unit 2</td><td>Prepositions for time, place & cause
Learn about prepositions to express time, place and cause while exploring poetry about changes in weather. Extend given sentences and write descriptively about an imagined event, spoilt by nature!</td></tr>
<tr><td></td><td>Unit 3</td><td>Expanded noun phrases
Explore adapting and building expanded noun phrases, using adjectives, adverbs, nouns and prepositional phrases. Observe changes in their own faces using mirrors, making notes before writing lines of poetry, inspired by a funny poem.</td></tr>
<tr><td></td><td>Unit 4</td><td>Write poetry and prose about a change
In two complementary writing tasks, plan, write and publish a poem about a change they would like for themselves. Discuss a change they would like for the world, culminating in briefing a poet to write a poem presenting their idea. Prepositions and expanded noun phrases are embedded into the writing tasks.</td></tr>
<tr><td></td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">What can we change in order to protect the Earth's water supply?</td><td colspan="3">Respect – for the Earth's water supply</td></tr>
</table>

Big Question Link: Who is in control?
Unit grid: English – Fairy Tales: alternative versions
Year A/Year B
Autumn/Spring /Summer

<table>
<tr><td>Prior Learning Links</td><td>Key NC Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td>KS1 programme of study for English
Key Vocabulary

Version
Fairy tale
Comprehension
Perspective
Innovate
Book review
Alternative
Dialogue
Dialogue punctuation
Punctuate
Inverted commas
Present tense
Simple past tense
Present perfect form
Plan
Write
Draft
Edit
Improve</td><td>Spoken language
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.
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
Word reading
Comprehension
Increase their familiarity with a wide range of books, including fairy tales.
Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
Use a dictionary to check the meaning of words that they have read.
Ask questions to improve their understanding of a text.
Composition
In narratives, create settings, characters and plot.
Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.
Discuss and record ideas.
Assess the effectiveness of their own and others' writing and suggest improvements.
Propose changes to grammar and vocabulary to improve consistency.
Proofread for spelling and punctuation errors.
Vocabulary, Grammar and Punctuation
Be introduced to inverted commas to punctuate direct speech.
Use the present perfect form of verbs instead of the simple past.
Transcription
Increase the legibility, consistency and quality of their handwriting</td><td>Unit 1</td><td>Introducing New versions of fairy tales
Read two versions of The Three Little Pigs, consider the essential elements of fairy tales and complete comprehension activities. Consider how different a story might be if told from another character's perspective. Plan a changed version of Little Red Riding Hood and complete a book review.</td><td>Innovated Little Red Riding Hood
Book review
Innovation of The Three Billy Goats Gruff
Roleplay
Mixed up tale</td></tr>
<tr><td></td><td></td><td>Unit 2</td><td>Punctuating direct speech
Read a further alternative version of The Three Little Pigs and compare to the original. Revise and practise dialogue punctuation. Roleplay speech for an alternate version of The Three Billy Goats Gruff before writing their own version of this story.</td><td></td></tr>
<tr><td></td><td></td><td>Unit 3</td><td>Verbs and the Present Perfect Form Read and compare two versions of Snow White. Revise the present and simple past tense. Use a dictionary to find the meaning of unusual verbs. Learn about the present perfect form, identify its use in a text and practise using it in own writing.</td><td></td></tr>
<tr><td></td><td></td><td>Unit 4</td><td>Writing mixed-up Fairy Tales
Explore Mixed Up Fairy Tales and ask and answer questions about these. Plan, draft, write and edit a new, mixed up tale based on those read and using correctly punctuated dialogue.</td><td></td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">Is good or bad in control?</td><td colspan="3">Acceptance of different perspectives</td></tr>
</table>

Big Question Link: Who is in control?
Unit grid: English – Short stories: Look both ways
Year A/Year B
Autumn/Spring /Summer

<table>
<tr><th>Prior Learning Links</th><th>Key NC Objectives</th><th colspan="2">Session overviews</th><th>Unit Outcomes</th></tr>
<tr><td>KS1 programme of study for English
Key Vocabulary</td><td rowspan="4">Spoken language
Articulate and justify answers, arguments and opinions.
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
Participate in discussion about books that are read to them, taking turns and listening to what others say.
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
Participate in role-play
Word reading</td><td>Unit 1</td><td>Reading short stories and exploring character, setting and plot
Listen to and read the first five short stories in Look Both Ways. Discuss the use of language, dialogue and the characters from Marston St - Water Bogey Babies. Create a character profile of one of the four Low Cuts from Placer St – The Low Cuts Strike Again. Read and answer questions about Bastion St - Skitter Hitter. Write a checklist of their walk home from school or a familiar walk, based on the style of Fatima's checklist in the story, Portal Ave - How to Look (Both) Both Ways. Make a prediction of what they think will happen in Burman St – Call of Duty.</td><td rowspan="4">Character profile
Checklist
Predictions
Roleplay
Script
Scene
Master escape plan
Short story</td></tr>
<tr><td rowspan="3">Language
Impact
Dialogue
Character
Character profile
Checklist
Prediction
Predict
Plot
Direct speech
Speech punctuation
Inverted commas
Roleplay
Script
Scene
Adverbial
Fronted adverbial
Preposition
Prepositional Phrase
Plan
Write
Edit
Improve
Publish</td><td>Unit 2</td><td>Writing and Punctuating Dialogue
Listen to Chestnut St – Five Things Easier to do than Simeon's and Kenzi's Secret Handshake. Explore how dialogue can be used in a story, to reveal more about the characters and / or move the plot of the story along. Learn how to include direct speech in their writing and the rules for punctuating speech. Role-play a conversation between themselves and a child who is new to their area, recording this in script form. Write a short scene based on their role-play, using direct speech and narration.</td></tr>
<tr><td>Unit 3</td><td>Identifying and using adverbials, including fronted adverbials
Listen to Nestle St - Satchmo's Master Plan. Identify adverbials in the form of adverbs and prepositional phrases. Learn to use adverbials, including fronted adverbials in a sentence and punctuate them correctly. Write their own Master Plan to escape from a terrifying dog, using adverbials in each step of their plan.</td></tr>
<tr><td>Unit 4</td><td>Discuss, plan and write a short story
Listen to the final two short stories in Look Both Ways; Rogers St – How a Boy Can Become a Grease Fire and The Corner of Portal Avenue – The Broom Dog. Revisit an extract from Portal Ave – How to Look (Both) Both Ways. Discuss, plan and write a short story about a walk home from school or a familiar walk, where something happens. Focus on creating a descriptive setting, the use of dialogue and adverbials in their stories.</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">Who is in control in each story?</td><td colspan="3">Acceptance of different people (characters)</td></tr>
</table>

Big Question Link: Who is in control?

Unit grid: English – Instructions and explanations – How does it work?
Year A/Year B
Autumn/Spring /Summer

<table>
<tr><th>Prior Learning Links</th><th>Key NC Objectives</th><th colspan="2">Session overviews</th><th>Unit Outcomes</th></tr>
<tr><td>KS1 programme of study for English
Key Vocabulary

Explore
Interactive
Life-the-flap
Conjunction
Diagram
Paragraph
Instructions
Step-by-step
Draft
Improve
Plan
Edit</td><td>Spoken language
Give well-structured descriptions and explanations.
Use spoken language to develop understanding through imagining and exploring ideas.
Word reading
Comprehension
Identify themes and conventions.
Identify how language, structure, and presentation contribute to meaning.
Check that the text makes sense to them, discussing their understanding and explaining the meaning.
Read for a range of purposes.
Retrieve and record information from non-fiction.
Listen to and discuss a wide range of non-fiction.
Identify the main ideas and summarise these.
Composition
Compose sentences, progressively building a varied and rich vocabulary and an increasing range of sentence structures.
Organise paragraphs around a theme.
Assess the effectiveness of their own and others' writing and suggest improvements.
In non-narrative material, use simple organisational devices.
Discuss and record ideas.
Organise paragraphs around a theme.
Proof-read for spelling and punctuation errors.
Use simple organisational devices.
Vocabulary, Grammar and Punctuation
Use conjunctions to express time and cause.
Use adverbs to express time, place and manner.
Transcription</td><td>Unit 1</td><td>Explore questions and answers
Inspired by the interactive Questions and answers: How does it work?, discuss types of question and ways they can be answered; match answers to questions; answer comprehension questions; make notes using online sources; and create lift-the-flap questions and answers, explaining answers and justifying their opinions.</td><td>Lift-the-flap questions and answers
Explanations
Instructions
Leaflet</td></tr>
<tr><td></td><td></td><td>Unit 2</td><td>Conjunctions to order and explain
Explore conjunctions to order and explain, reading about gadgets in Questions and answers: How does it work? Discuss modern technology, drawing diagrams and using conjunctions to explain how they work, verbally and then in paragraphs.</td><td></td></tr>
<tr><td></td><td></td><td>Unit 3</td><td>Adverbs to order and specify: Instructions for robots and relatives
Investigate adverbs to order and specify. Play games, instructing 'robots' to complete a range of everyday tasks; explore their own roles in helping relatives access technology; and draft and improve a set of instructions to create a written guide to a modern technology for a less techno-confident relative.</td><td></td></tr>
<tr><td></td><td></td><td>Unit 4</td><td>Write an information leaflet on a specialist subject
Apply learning from the block, drawing on own areas of expertise. Draft and improve a booklet which explains something about their topic of interest and includes some instructions for readers to try something for themselves. Use adverbs and conjunctions to give extra information and complete the unit with a polished information leaflet ready to share.</td><td></td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">Who is in control when giving and following instructions?</td><td colspan="3">Respect – instructions given by people in different situations (with caution)</td></tr>
</table>

Big Question Link: Who is in control?
Unit grid: English – Poems by the same poet – Michael Rosen
Year A/Year B
Autumn/Spring /Summer

<table>
<tr><th>Prior Learning Links</th><th>Key NC Objectives</th><th colspan="2">Session overviews</th><th>Unit Outcomes</th></tr>
<tr>
<td>KS1 programme of study for English

Key Vocabulary

Poetry
Poem
Poet
Stanza
Recite
Perform
Direct speech
Punctuate
Punctuation
Speech punctuation
Inverted commas
Conjunction
Compose
Rhyme
Rhyming
Rhythm
Rhythmical
Dialogue
Conversation</td>
<td>Spoken language
Articulate and justify answers, arguments and opinions.
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
Speak audibly and fluently with an increasing command of Standard English. Participate in discussions, presentations, performances, role-play, improvisations and debates.
Select and use appropriate registers for effective communication.
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
Word reading
Comprehension
Listen to and discuss a wide range of poetry.
Discuss words and phrases that capture the reader's interest and imagination.
Recognise some different forms of poetry.
Check that the text makes sense to you, discussing your understanding and explaining the meaning of words in context.
Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
Predict what might happen from details stated and implied.
Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
Composition
Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
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.
Discuss and record ideas.
Proof-read for spelling and punctuation errors.
Plan writing by discussing writing similar to that which you are planning to write in order to understand and learn from its structure, vocabulary and grammar.
In narratives, create settings, characters and plot.
Vocabulary, Grammar and Punctuation
Use and punctuate direct speech.
Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.
Use conjunctions...to express time and cause.
Transcription
Use the diagonal and horizontal strokes that are needed to join letters
Increase the legibility, consistency and quality of your handwriting.</td>
<td>Unit 1</td>
<td>Introducing the poetry of Michael Rosen
Children are introduced to the work of poet Michael Rosen. They analyse and answer questions about his poems, explaining which they prefer and why. They recite and learn lines from poems, finishing the Unit by writing their own rhyming verse.</td>
<td rowspan="4">Rhyming verse
Written conversation
Rhyming and rhythmical poem
Short story</td>
</tr>
<tr>
<td>Unit 2</td>
<td>Writing and Punctuating Speech
Children read further poems by Michael Rosen. They learn how to punctuate and lay out direct speech, using what they have learned to role-play and then write out a conversation between two children.</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Conjunctions indicating time and cause
Children read further poems by Michael Rosen. They learn how to use conjunctions indicating time and cause, completing an exercise to check their understanding and then using the conjunctions they have been introduced to in their own writing.</td>
</tr>
<tr>
<td>Unit 4</td>
<td>Write and perform poems inspired by Michael Rosen
Children read and listen to recitals of poems by Michael Rosen. They compose a short rhyming and highly rhythmical poem that they perform to the rest of the class. They then write a story featuring dialogue that draws upon the setting and themes of a longer narrative poem by Michael Rosen.</td>
</tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">Who is in control when giving and following instructions?</td><td colspan="3">Respect – instructions given by people in different situations (with caution)</td></tr>
</table>

Big Question Link: What lights up the world?
Unit grid: Classic Fiction: The Lion the Witch and the Wardrobe
Year A/Year B
Autumn /Spring /Summer

<table>
<tr><th>Prior Learning Links</th><th>Key NC Objectives</th><th colspan="2">Session overviews</th><th>Unit Outcomes</th></tr>
<tr><td>Y1/2 programme of study for English</td><td rowspan="4">Spoken Language
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
Word reading
Comprehension
Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English appendix 1 , both to read aloud and to understand the meaning of new words they meet.
Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
Discuss words and phrases that capture the reader’s interest and imagination.
Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence; Predict what might happen from details stated and implied.
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.</td><td>Unit 1</td><td>Explore the text
Read and explore the text through the use of VIPERS orally and in written form.</td><td rowspan="4">Descriptive sequences.

First person narrative.

Persuasive speech.

Dual narrative

Poem</td></tr>
<tr><td rowspan="3">Key Vocabulary
Synonym
Dialogue
Simile
Metaphor
Expanded noun phrase
First person
Narrative
Descriptive
Word classes
Persuasive</td><td>Unit 2</td><td>Developing vocabulary
Develop descriptive vocabulary using a variety of word classes and expanded noun phrases. Recap knowledge of word class and practice developing sentences and paragraphs using the coats in the wardrobe as a focus point.</td></tr>
<tr><td>Unit 3</td><td>Similes and metaphors
Use similes and metaphors to add description. Children write a poem describing Lucy’s entry into Narnia.
Find synonyms for words. Explore synonyms using a thesaurus, identifying strong vocab and then using this to write/ edit sentences.</td></tr>
</table>

	Composition 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. Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures. Proof-read for spelling and punctuation errors. Plan writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discuss and record ideas. Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements. Create settings, characters and plot. Propose changes to grammar and vocabulary to improve consistency. Organise paragraphs around a theme In narratives, creating settings, characters and plot Assess the effectiveness of their own and others' writing and suggesting improvements Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proofread for spelling and punctuation errors **Transcription** Use the diagonal and horizontal strokes that are needed to join letters and understand which letters are best left unjoined. increase the legibility, consistency and quality of their handwriting. Spell words that are often misspelt. **Vocabulary, Grammar and Punctuation** Indicate grammatical and other features by using and punctuating direct speech. Use and understand grammatical terminology accurately and appropriately when discussing their writing and reading – be introduced to inverted commas to punctuate direct speech. Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Use conjunctions, adverbs and prepositions to express time and cause Use fronted adverbials with commas.	Unit 4	**Writing a first-person narrative** Write descriptive sentences detailing Lucy's experience upon transitioning through the wardrobe into Narnia. Write a setting description of Narnia as Lucy first sees it. Write a description of the meeting with Mr Tumnus using a range of the openers they have looked at so far (all excluding dialogue, which will follow next lesson) through writing prompts. Identify the features of written direct speech then write a conversation between two characters using dialogue at the beginning of sentences. Complete a detailed planning sheet in preparation for independent writing. Write a first-person narrative featuring description of setting and character. write an independent narrative in first person, describing how Lucy finds Narnia and Mr Tumnus though the wardrobe. Identify how writers use persuasive language. Describe the changes in Queen's thought process then use persuasive language to show how she gets Edmund to return with his siblings. Write and deliver a speech from the Queen to her spies. Explore the elements that make up a dual narrative before beginning to write their own from one character's perspective writing the other character's perspective, including direct and indirect speech within the thought process.	
Biq Question Link		**Vision and Values Link**		
Lampost,look at environment of Narnia. Do books bring light? Draw on classic element.		Characters-do they display values? Who displays what?		

Big Question Link: Who lights up the world?
Unit grid: English – Stories on a theme: stories that raise issues
Year A/Year B
Autumn/Spring /Summer

<table>
<tr><td>Prior Learning Links</td><td>Key NC Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td>KS1 programme of study for English

Key Vocabulary

Features
Dilemma
Prediction
Continue
Simple past tense
Simple present tense
Past progressive
Present progressive
Past perfect
Present perfect
Verb
Sentence
Adverbial
Fronted adverbial
Comma
Description
Descriptive</td><td>Spoken language
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
Word reading
Comprehension
Predict what might happen from details stated and implied.
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.
Understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.
Use dictionaries to check the meaning of words that they have read.
Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
Identify themes and conventions in a wide range of books.
Identify how language, structure, and presentation contribute to meaning.
Composition
Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.
Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
Draft and write by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures.
Discuss and record ideas.
Organise paragraphs around a theme.
Assess the effectiveness of their own and others' writing and suggest improvements.
Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
Proof-read for spelling and punctuation errors.
Vocabulary, Grammar and Punctuation
Use the present perfect form of verbs in contrast to the past tense.
Learn the grammar for Years 3 and 4 in English Appendix 2
Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.
Use fronted adverbials and use commas after them.
Transcription
Use further prefixes and suffixes and understand how to add them.
Spell words that are often misspelt.</td><td>Unit 1</td><td>Reading, discussing and comparing stories that raise issues
Read, discuss and compare three stories featuring children facing tricky or upsetting situations. Make predictions about stories and answer questions to show comprehension. Write an imaginative continuation of Judith Viorst's humorous tale.</td><td>Story continuation
Descriptive sentences
Descriptive writing</td></tr>
<tr><td></td><td></td><td>Unit 2</td><td>Verbs and tenses – the simple, progressive and perfect forms of the present and past tenses
Read Grandad's Island. Learn to identify and use the simple, progressive and perfect forms of the past and present tenses. Learn rules governing the spelling of verbs when different suffixes are added according to the tense of the sentence.</td><td></td></tr>
<tr><td></td><td></td><td>Unit 3</td><td>Adverbials and fronted adverbials in descriptive writing
Looking once again at Grandad's Island, explore the place of adverbials in descriptive writing. Identify and categorise adverbials according to the kind of extra information they provide. Write descriptive sentences containing a variety of adverbials and correctly punctuated fronted adverbials.</td><td></td></tr>
<tr><td></td><td></td><td>Unit 4</td><td>Descriptive writing about feelings and emotions
Revisit The Red Tree by Shaun Tan, first discussing and writing about the impact of the pictures in the book. Draft three separate pieces of richly descriptive writing prompted by the themes and imagery of Shaun Tan's tale. Edit and present a 'best copy' version of one piece for sharing and display.</td><td></td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">How to stories help to light up the world?</td><td colspan="3">Respect for others' emotions.</td></tr>
</table>

Big Question Link: What lights up the world?
Unit grid: English – Explanations: modern technology
Year A/Year B
Autumn/Spring /Summer

<table>
<tr><th>Prior Learning Links</th><th>Key NC Objectives</th><th colspan="2">Session overviews</th><th>Unit Outcomes</th></tr>
<tr><td>KS1 programme of study for English
Key Vocabulary

Explanation
Features
Research
Questions
Conjunctions
Letter
Complaint
Formal
Cohesion
Glossary
Information
Panel
Noun
Pronoun
Precise
Persuasive
Persuade
Billboard
Advertisement
Advert
Ad
Invention</td><td>Spoken language
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.
Give well-structured descriptions and explanations.
Word reading
Comprehension
Identify themes and conventions.
Identify how language, structure, and presentation contribute to meaning.
Retrieve and record information from non-fiction.
Ask questions to improve their understanding of a text.
Read books that are structured in different ways and read for a range of purposes.
Composition
Organise paragraphs around a theme.
Use simple organisational devices.
Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures
Assess the effectiveness of writing and suggest improvements.
Propose changes to grammar and vocabulary.
Discuss and record ideas.
Proof-read for spelling and punctuation errors.
Read aloud their own writing, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
Vocabulary, Grammar and Punctuation
Extend the range of sentences with more than one clause by using a wider range of conjunctions.
Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
Transcription
Use the first two or three letters of a word to check it in a dictionary.
Increase the legibility, consistency and quality of their handwriting.</td><td>Unit 1</td><td>Read and explore explanations about modern technology
Introduce explanation texts about technology using Until I Met Dudley. Read and discuss explanations, write open questions and research answers, answer formal comprehension questions and use drama to develop funny shared explanation posters, based on the book.</td><td>Explanation posters
Letters
Glossaries
Museum information panels
Explanations
Billboard advertisement</td></tr>
<tr><td></td><td></td><td>Unit 2</td><td>Extend sentences using a wider range of conjunctions: funny machines
Revise and use a range of conjunctions to extend sentences. Explain how funny machines work and write responses to letters of complaint.</td><td></td></tr>
<tr><td></td><td></td><td>Unit 3</td><td>Nouns, pronouns and precise language: digital technology
Explore writing clearly and cohesively using nouns and pronouns. Improve repetitive texts about computers, create glossaries and write museum panels for children of the future.</td><td></td></tr>
<tr><td></td><td></td><td>Unit 4</td><td>Invent and write explanations for a new technology
Invent and write an explanation for a new machine to solve a specific problem. Use conjunctions to explain ideas and use precise nouns and pronouns to ensure clarity and cohesion. Design and present a persuasive billboard advertisement, to promote a fantastic invention.</td><td></td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">How does modern technology work to light up the world?</td><td colspan="3">Wisdom – know how to stay safe when using modern technology.</td></tr>
</table>

Big Question Link: What lights up the world?
Unit grid: English – Poems by the same poet: Valerie Bloom
Year A/Year B
Autumn/Spring /Summer

<table>
<tr><td>Prior Learning Links</td><td>Key NC Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td>KS1 programme of study for English
Key Vocabulary

Poetry
Poet
Poem
Stanza
Preposition
Fantasy setting
Redraft
Impact
Expanded noun phrases
Noun
Metaphor
Tribute
Dreamscape</td><td>Spoken language
Articulate and justify answers, arguments and opinions.
Word reading
Comprehension
Discuss a wide range of poetry.
Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action. Identify themes and conventions.
Discuss words and phrases that capture the reader’s interest and imagination.
Identify how language, structure, and presentation contribute to meaning.
Composition
Discuss writing to understand and learn from its vocabulary.
Discuss and record ideas.
Compose and rehearse writing orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures.
Propose changes to grammar and vocabulary.
Assess the effectiveness of their own and others’ writing and suggest improvements.
Create settings.
Read aloud their writing.
Vocabulary, Grammar and Punctuation
Use prepositions to express time, place and cause.
Expand noun phrases with modifying adjectives, nouns and preposition phrases.
Transcription
Increase the legibility, consistency and quality of their handwriting.</td><td>Unit 1</td><td>Exploring poetry and performance by Valerie Bloom
Introduce Valerie Bloom and her poetry collection Stars with Flaming Tails, reading, discussing and performing the poems. Play with sound, answer formal comprehension questions and write a new stanza for a funny family poem.</td><td rowspan="4">Poem stanza
Hide and Seek poem
Poetry using metaphors and expanded noun phrases
Tribute poems
Dreamscape descriptions</td></tr>
<tr><td>Unit 2</td><td>Prepositions for time, place and cause
Revise and explore prepositions for time, place and cause, using Valerie Bloom’s funny poem, ‘Hide and Seek’ as a stimulus. Redraft the poem for a new fantasy setting using prepositional phrases to change the impact.</td></tr>
<tr><td>Unit 3</td><td>Expanded noun phrases
Revise expanding noun phrases using adjectives, adverbs and prepositional phrases, within the context of Valerie Bloom’s emotion poem, ‘My Heart is a Volcano’. Explore and create metaphors for emotion, writing a poem which uses expanded noun phrases.</td></tr>
<tr><td>Unit 4</td><td>Special people and places: gift poems and dreamscapes
Inspired by two more poems from Stars with Flaming Tails, write tribute poems as gifts to someone special, using expanded noun phrases for impact. Listen to music and write dreamscape descriptions, taking their reader on a prose dream journey.</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">How can poetry light up the world?</td><td colspan="3">Respect – tribute poems for someone you respect</td></tr>
</table>

Big Question Link: What is stronger – people or their environment?
Unit grid: English – Myths and legends: Roman myths
Year A/Year B
Autumn/Spring /Summer

<table>
<tr><td>Prior Learning Links</td><td>Key NC Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td>KS1 programme of study for English
Key Vocabulary

Mythology
Myth
Magical elements
Gods
Story map
Speech punctuation
Dialogue
Inverted commas
Prediction
Oral retelling
Letter
First person
In role
Conjunction
Extended sentence
Scenario
Beginning
Problem
Resolution
Plot
Advance</td><td>Spoken language
Listen and respond appropriately.
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
Participate in discussions, presentations, performances and debates.
Use spoken language to develop understanding through speculating, hypothesising, imagining & exploring ideas.
Consider and evaluate different viewpoints, attending to and building on the contributions of others.
Gain, maintain and monitor the interest of the listener(s).
Speak audibly and fluently.
Word reading
Apply growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet.
Comprehension
Listen to and discuss a wide range of fiction.
Increase familiarity with a wide range of books, including myths…, and retell some of these orally.
Identify main ideas drawn from more than one paragraph and summarise these; Retrieve and record information from non-fiction.
Draw inferences such as characters' feelings, thoughts and motives, and justify inferences with evidence.
Predict what might happen from details stated and implied.
Participate in discussion about both books that are read to them…, taking turns and listening to what others say.
Read books that are structured in different ways.
Identify themes and conventions in a wide range of books.
Discuss words and phrases that capture the reader’s interest and imagination.
Composition
Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.
Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
Discuss and record ideas.
In narratives, create settings, characters and plot.
Organise paragraphs around a theme.
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.
Vocabulary, Grammar and Punctuation
Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing writing and reading.
Use and punctuate direct speech.
Express time, place and cause using conjunctions.
Transcription</td><td>Unit 1

Unit 2

Unit 3

Unit 4

Unit 5</td><td>Introduction to Roman mythology and gods; revision of word classes Introduce the concept: traditional stories set in the past with magical elements. Read a couple of myths, discuss the importance of Gods in Roman life and create story maps.

Dialogue punctuation; role play; reading & comparing myths
Using two versions of this classic Roman legend, discuss their own readings. Learn about layout and punctuation for writing speech and then create their own dialogue stimulated by the legend.

Inference & prediction; story-mapping; retelling
Read the start of this myth and make predictions. Finish reading and listen to different versions. Prepare an oral retelling from the perspective of a character, then write a letter in role.

Conjunctions to extend sentences, expressing time and cause
The Story of Ceres gives the context for learning about how conjunctions can enable us to add information about time and case using extended sentences. Identify and write examples.

Extended writing: write and perform a myth
Choose a scenario and match to appropriate Gods/Goddesses. Create a story map: beginning, problem, resolution, and add dialogue to advance the plot and extended sentences, drawing on the grammar covered. Complete their myths and perform.</td><td>Story map
Dialogue
Oral retelling
Letter
Myth</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">Are humans or Gods stronger?</td><td colspan="3">Acceptance of different cultures and beliefs</td></tr>
</table>

Big Question Link: What is stronger – people or their environment?
Unit grid: English – Reports: Saving species
Year A/Year B
Autumn/Spring /Summer

<table>
<tr><td>Prior Learning Links</td><td>Key NC Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td>KS1 programme of study for English
Key Vocabulary

Story
Listen
Respond
Article
Fiction
Non-fiction
Research
Report
Noun
Adjective
Expanded noun phrase
Preposition
Description
Noun phrase
Paragraphs
Infographic
Notes
Pitch
Audience
Letter</td><td>Spoken language
Articulate and justify answers, arguments and opinions.
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
Gain, maintain and monitor the interest of the listener(s).
Word reading
Comprehension
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.
Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justify inferences with evidence.
Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
Retrieve and record information from non-fiction.
Identify main ideas drawn from more than one paragraph and summarise these.
Identify how language, structure and presentation contribute to meaning.
Composition
Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.
In narratives, create settings, characters and plot.
Assess the effectiveness of their own and others’ writing and suggest improvements.
Organise paragraphs around a theme.
Assess the effectiveness of their own and others’ writing and suggest improvements.
Vocabulary, Grammar and Punctuation
Use and understand grammatical terminology as outlined in Appendix 2.
Introduction to paragraphs as a way to group related material.
Transcription</td><td>Unit 1</td><td>Reading Last and researching endangered animals
Write a story about being ‘the last’. Listen and respond to Last by Nicola Davies. Discuss and answer questions about a non-fiction article. Research and write about endangered animals.</td><td rowspan="4">Endangered animals writing
Descriptions
Story
Infographic
Pitch
Letter</td></tr>
<tr><td></td><td></td><td>Unit 2</td><td>Extended noun phrases
Identifying nouns and adjectives and writing labels using these. Expanding noun phrases with prepositions. Writing descriptions using adjectives and noun phrases.</td></tr>
<tr><td></td><td></td><td>Unit 3</td><td>Paragraphs
Using paragraphs in non-fiction and fiction. Expanding noun phrases with prepositions.</td></tr>
<tr><td></td><td></td><td>Unit 4</td><td>Researching endangered animals and taking action
Research UK endangered species and make notes. Make an infographic to show what they have found out. Discuss actions and prepare a pitch. Research and write about orangutans and palm-oil. Write letters about palm oil, using paragraphs to organise information.</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">Which is stronger – animals, people or the environment?</td><td colspan="3">Respect - stewardship</td></tr>
</table>

Big Question Link: What is stronger – people or their environment?
Unit grid: English – Reports and recounts: real life mysteries
Year A/Year B
Autumn/Spring /Summer

<table>
<tr><td>Prior Learning Links</td><td>Key NC Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td>KS1 programme of study for English
Key Vocabulary

Mystery
Feature
Report
Recount
Adverb
Box up
Heading
Sub-heading
Paragraph
Plan
Write
Draft
Edit
Publish
Detail
Variety</td><td>Spoken language
Participate in discussions.
Maintain attention and participate actively in collaborative conversations.
Word reading
Read aloud and understand the meaning of new words.
Comprehension
Read books that are structured in different ways and read for a range of purposes.
Identify how language, structure, and presentation contribute to meaning.
Retrieve and record information from non-fiction.
Use dictionaries to check the meaning of words that they have read.
Discuss and record ideas.
Check that the text makes sense to them, discussing their understanding.
Composition
Compose and rehearse sentences orally, progressively building a varied and rich vocabulary.
Create settings, characters and plot.
Organise paragraphs around a theme.
Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
Discuss and record ideas.
Use simple organisational devices such as headings and sub-headings.
Proof-read for spelling and punctuation errors.
Assess the effectiveness of their own and others’ writing and suggest improvements.
Vocabulary, Grammar and Punctuation
Use adverbs to express time, place and manner.
Transcription</td><td>Unit 1</td><td>Explore texts about mysterious monsters and time travel
Explore the award-winning Real-life Mysteries: Can you explain the unexplained? Discuss text features; answer comprehension questions; investigate topic vocabulary; and retrieve information from a text, plotting a recount on a timeline. Recounting events from a different (and surprising) point of view.</td><td>Recounts
Alien report
Hoax report</td></tr>
<tr><td></td><td></td><td>Unit 2</td><td>Adverbs for Time, Place and Cause
Investigate adverbs to express time, place and cause. Sort, identify and insert adverbs in structured activities and then use adverbs to write a recount about what they think really happened in a ghostly encounter.</td><td></td></tr>
<tr><td></td><td></td><td>Unit 3</td><td>Paragraphs and Headings: Reports about UFOs and Aliens
Box up information on UFOs into paragraphs and match headings and subheadings. Design their own alien, prompted by subheadings and use to write reports about them in short paragraphs.</td><td></td></tr>
<tr><td></td><td></td><td>Unit 4</td><td>Write a hoax report about mysterious encounter
Apply their learning as they create mysterious hoaxes. Plan, write and polish a new report on a hoax phenomenon, organising writing into paragraphs with headings and subheadings, and using adverbs for detail and variety. Writing outcomes could be a class book, display or blog.</td><td></td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">Which is stronger – mystery or fact?</td><td colspan="3">Acceptance – different views and beliefs.</td></tr>
</table>

Big Question Link: What is stronger – people or their environment?
Unit grid: English – Poetry: shaping the world
Year A/Year B
Autumn/Spring /Summer

<table>
<tr><td>Prior Learning Links</td><td>Key NC Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td>KS1 programme of study for English</td><td rowspan="2">Spoken language
Participate in presentations and performances.
Word reading
Comprehension
Discuss a wide range of poetry and non-fiction.
Discuss words and phrases that capture the reader's interest and imagination.
Retrieve and record information from non-fiction.
Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.
Identify how language, structure, and presentation contribute to meaning.
Using dictionaries to check the meaning of words they have read.
Composition
Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures.
Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
Discuss and record ideas.
In non-narrative material, use simple organisational devices (headings and subheadings).
Propose changes to grammar and vocabulary to improve consistency.
Proofread for spelling and punctuation errors.
Vocabulary, Grammar and Punctuation
Use fronted adverbials.
Word families based on common words.
Transcription
Increase the legibility, consistency and quality of their handwriting.</td><td>Unit 1</td><td>Shaping the World – Biography and Shape Poems
Introduce Shaping the World, a collection of short biographies and shape poems about historical figures. Read several biographies and present one to the rest of the class. Read poems aloud and compare poems, answering comprehension questions. Write a poem into an appropriate shape.</td><td rowspan="5">Shape poems
Biography
Creative writing</td></tr>
<tr><td>Key Vocabulary

Shape poem
Poem
Anthology
Compare
Fronted adverbials
Biography
Poet
Author
Vocabulary
Varied
Research
Plan
Draft
Edit
Publish
Significant
Collection</td><td>Unit 2</td><td>Fronted Adverbials
Learn about fronted adverbials, identify them in texts. Write a short, imagined biography using fronted adverbials.</td></tr>
<tr><td></td><td>Unit 3</td><td>Investigating Words
Investigate interesting words found in the text to build a varied vocabulary. Use dictionaries to find definitions, word classes and families. Use this exciting new vocabulary to write creatively.</td></tr>
<tr><td></td><td>Unit 4</td><td>Writing Biography and Shape Poems
Research, plan, draft and write a brief biography for a significant person. Choose one of the poems read in this block as a model for writing a shape poem of their own for a display or class collection.</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">Does a published biography mean someone is strong?</td><td colspan="3">Acceptance – different views and beliefs.</td></tr>
</table>

Upper Key Stage 2 (Years 5 and 6)

Big Question Link: How do you live?
Unit grid: English: Stories on a theme – Difference.
Year A/Year B
Autumn /Spring /Summer

<table>
<tr><td>Prior Learning Links</td><td>Key NC Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td rowspan="3">Y3/4 programme of study for English

Key Vocabulary

Perspective
Compare
Noun phrase
Expanded noun phrase
Register
Formal
Informal</td><td rowspan="3">Spoken Language:
-Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
-Consider and evaluate different viewpoints, attending to and building on the contributions of others.
Comprehension:
-Draw inferences such as inferring characters’ feelings, thoughts and motives and justify inferences with evidence.
-Identify and discuss themes.
-Summarise the main ideas drawn from more than one paragraph.
-Discuss and evaluate how authors use language.
-Continue to read and discuss an increasingly wide range of fiction and poetry.
-Read for a range of purposes.
-Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
Composition:
-In narratives, describe settings, characters and atmosphere.
-Assess the effectiveness of their own and others’ writing and suggest improvements.
-Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
-Note and develop initial ideas, drawing on reading.
-Identify the purpose of writing, selecting the appropriate form and using other similar writing as models for their own.
-Propose changes to vocabulary, grammar and punctuation to enhance effects.
Grammar:
-Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.
-Use expanded noun phrases to convey complicated information concisely.
-Understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing.
Transcription
-Use dictionaries to check the spelling of words.</td><td>Unit 1</td><td>Comprehension and Composition
Listen to a story and explore perspectives. Write about a personal experience of feeling different. Discuss and answer questions about a story and create an artwork inspired by the text. Make comparisons between the books and give advice to a character. Write about what makes them feel proud.</td><td rowspan="4">-Emotive artwork
-Writing about what makes them proud
-A written description of a scene
-A formal letter to the Queen
-A written story</td></tr>
<tr><td>Unit 2</td><td>Noun phrases
Revise expanded noun phrases; explore how they are built and develop evocative expanded noun phrases. Consider how they can convey complicated ideas concisely. Write a descriptive scene using expanded noun phrases.</td></tr>
<tr><td>Unit 3</td><td>Register
Explore informal and formal register. Identify examples and discuss. Write/ improve a letter to ensure a register suited to a formal audience.</td></tr>
<tr><td>Unit 4</td><td>Composition
Plan, draft, write and edit a story based on those read. Incorporate expanded noun phrases and formal and informal register in their writing.</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">How does difference affect how people choose to live?</td><td colspan="3">Acceptance and tolerance of those different to usp</td></tr>
</table>

Big Question Link: How do you live?
Unit grid: English: Poems on a Theme: Black lives matter
Year A/Year B
Autumn /Spring /Summer

<table>
<tr><th>Prior Learning Links</th><th>Key NC Objectives</th><th colspan="2">Session overviews</th><th>Unit Outcomes</th></tr>
<tr><td>Y3/4 programme of study for English
Key Vocabulary

Justify
Perform
Stanza
Rap
Modal verbs</td><td>Spoken Language: Use spoken language to develop understanding. Articulate and justify answers, arguments and opinions. : Develop understanding through speculating, hypothesising, imagining and exploring ideas. : Use spoken language, speculating, hypothesising, imagining and exploring ideas. Participate in performances.

Comprehension: Prepare poems to perform, showing understanding through intonation, tone and volume. Retrieve, record and present information from non-fiction. Discuss their understanding and exploring the meaning of words in context. Summarise the main ideas.
Discuss and evaluate how authors use language, considering the impact on the reader. Provide reasoned justifications for their views. Identify how structure and presentation contribute to meaning. : Prepare poems to read aloud and to perform.

Composition: Develop initial ideas, drawing on reading. Propose changes to vocabulary to enhance effects. Select appropriate grammar, understanding how such choices can change meaning. Propose changes to punctuation to enhance effects and clarify meaning. Identify the purpose of the writing, using other similar writing as models for their own. Create settings, characters and plot. Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning [modal verbs]. Assess the effectiveness of their own and others' writing. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Assess the effectiveness of their own and others' writing and suggest improvements. Read their own writing aloud, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Grammar: Use modal verbs to indicate degrees of possibility. Use and understand grammatical terminology in discussing their reading.</td><td>Unit 1</td><td>Share a poem, speculate about missing lines. Discuss links to the theme.
Read and discuss a poem: prepare to perform.
Discuss a poem performance. Introduce the comprehension text.
Read reports on BLM and answer formal comprehension questions.
Explore lines from a poem; discuss meaning and context.
Read a poem; explore a stanza; write a summary.
Read a rap; discuss poetry techniques; analyse the rap; listen to a new poem.
Read poetry and identify poetry techniques. Evaluate and compare.
Reread a poem and discuss images of peace.</td><td>A short story on a theme.
Poetry lines to describe a character</td></tr>
<tr><td></td><td></td><td>Unit 2</td><td>Modal Verbs: Experiencing & Challenging Racism
Share a poem. Watch a clip of children talking about experiences of racism.
Introduce modal verbs.
Read about experiences; discuss ideas and record using modal verbs.
Listen to a poem. Revise modal verbs. Discuss shades of meaning.</td><td></td></tr>
<tr><td></td><td></td><td>Unit 3</td><td>Revising punctuation: impact in poetry and prose
Revise sentences and their punctuation. Introduce parenthesis.
Re/read an article. Identify and discuss punctuation use.
Read poems with and without punctuation. Discuss the impact of punctuation on poetry performance.
Read poems; identify and discuss punctuation; prepare to perform.
Read poems with and without punctuation. Discuss the impact of punctuation on poetry performance.</td><td></td></tr>
<tr><td></td><td></td><td>Unit 4</td><td>Share a short story: discuss story messages and characters.
Discuss ideas and plan a story on a theme.
Discuss tension in stories. Explore how modal verbs can help build tension and show motivation.
Write a story using plans and including modal verbs.
Discuss the importance of punctuation. Create a revision list.
Complete stories; revise for punctuation.
Explore and compare the themes of the stories and a poem. Discuss using story images to write poetry.
Write lines of poetry describing a character.
Watch and discuss a poetry performance. Listen to and make notes of some tips to help own performances.
Prepare and perform own poems to small audiences.</td><td></td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">How would you feel?</td><td colspan="3">Acceptance and tolerance of those different to us</td></tr>
</table>

Big Question Link: How do you live?

Unit grid: English: Biographies- The Undefeated

Year A/Year B

Autumn /Spring /Summer

<table>
<tr><td>Prior Learning Links</td><td>Key NC Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td>Y3/4 programme of study for English
Key Vocabulary</td><td rowspan="4">Comprehension: Explore the meaning of words in context. Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas. Continue to read and discuss an increasingly wide range of non-fiction. Identify how language, structure and presentation contribute to meaning. Check that the book makes sense to them, discussing their understanding and explaining the meaning of words in context. Retrieve, record and present information from non-fiction. Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas. Identify how language, structure and presentation contribute to meaning. Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence. Check that the book makes sense to them, discussing their understanding and explaining the meaning of words in context. Retrieve, record and present information from non-fiction.

Composition: Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Assessing the effectiveness of their own and others' writing. Use devices to build cohesion, including adverbials of time, place and number. Assess the effectiveness of their own and others' writing. Use devices to build cohesion, including adverbials of time, place and number. Use a wide range of devices to build cohesion within and across paragraphs; Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Articulate and justify answers and opinions. Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Use a wide range of devices to build cohesion within and across paragraphs. Assess the effectiveness of their own and others' writing and suggest improvements; Propose changes to grammar and vocabulary to improve consistency; Proofread for spelling and punctuation errors. Assess the effectiveness of their own and others' writing and suggesting improvements; Proposing changes to vocabulary, grammar and punctuation to improve consistency; Proofread for spelling and punctuation errors.

Speaking and Listening: Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
Grammar: The difference between structures typical of informal speech and structures appropriate for formal speech and writing; the use of subjunctive forms.
Transcription: Increase the legibility, consistency and quality of their handwriting.</td><td>Unit 1</td><td>Comprehension and Composition
Introduction to biographies
Reading comprehension
Read and discuss a biography
Reading and comparing biographies
Reading and exploring
Researching an artist, sportsperson or musician
Plan and write a short biography</td><td rowspan="4">Write a biography</td></tr>
<tr><td rowspan="3">Meaning of words
Biographies
Cohesion
Pronouns
Ellipses
subjunction</td><td>Unit 2</td><td>Devices to build cohesion between and within paragraphs
Pronouns and ellipsis for cohesion within paragraphs
Using adverbials and conjunctions for cohesion within paragraphs</td></tr>
<tr><td>Unit 3</td><td>Subjunctive for hypothetical expressions
Subjunctive for recommendations and requests</td></tr>
<tr><td>Unit 4</td><td>Reading autobiography and writing biographies
Researching
Drafting biographies
Planning and drafting a biography
Editing and improving writing
Edit and improve writing. Make a final copy.</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">Could you have done what they did?</td><td colspan="3">Acceptance and tolerance of those different to us</td></tr>
</table>

Big Question Link: How do you live?
Unit grid: English: Adventure stories- The Girl Who Stole an Elephant
Year A/Year B
Autumn /Spring /Summer

<table>
<tr><td>Prior Learning Links</td><td>Key NC Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td>Y3/4 programme of study for English
Key Vocabulary
Meaning of words
Figurative
Inference
Performance
Role-play
Inverted commas
Direct speech
Expanded noun phrases</td><td>Comprehension: Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence; Provide reasoned justification for their views. Prepare 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. : Précis longer passages; Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Discuss and evaluate how authors use language, considering the impact on the reader. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader; Continue to read and discuss an increasingly wide range of fiction. Explain and discuss their understanding of what they have read, including through formal presentations and debates; Provide reasoned justification for their views.

Spoken Language: Participate in performances. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Participate in role-play. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Maintain attention/participate actively in collaborative conversations. Participate in performances; Speak audibly and fluently.

Composition: Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own; Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Note and develop initial ideas. In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action; Assess the effectiveness of their own and others' writing. Describe settings and atmosphere. Note and develop initial ideas, drawing on reading and research where necessary. In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action. Assess the effectiveness of their own and others' writing; Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Continue to read and discuss an increasingly wide range of fiction; Participate in discussions about books, building on their own and others' ideas and challenging views courteously.

Grammar: Use inverted commas and other punctuation to indicate direct speech. Use expanded noun phrases to convey complicated information concisely.</td><td>Unit 1</td><td>Comprehension and Composition
Listen to a story and explore perspectives.
Discussing and evaluating language
Exploring the character</td><td rowspan="4">A play script</td></tr>
<tr><td>Unit 2</td><td>Writing integrated dialogue rules for punctuating direct speech Improvising dialogue</td></tr>
<tr><td>Unit 3</td><td>Noun phrasesRevise expanded noun phrases; explore how they are built and develop evocative expanded noun phrases. Consider how they can convey complicated ideas concisely. Write a descriptive scene using expanded noun phrases.</td></tr>
<tr><td>Unit 4</td><td>Composition
Plan, draft, write and edit a play script based on those read. Incorporate expanded noun phrases and inverted commas for speech</td></tr>
<tr><td colspan="2">Biq Question Link
What would you have done?</td><td colspan="3">Vision and Values Link
Acceptance and tolerance of those different to us</td></tr>
</table>

Big Question Link: What do you believe?
Unit grid: English: Short Stories: African Stories
Year A/Year B
Autumn /Spring /Summer

<table>
<tr><td>Prior Learning Links</td><td>Key NC Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td>Y3/4 programme of study for English</td><td rowspan="4">Comprehension: Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. Spoken language: Participate in discussions, presentations, performances, role play, improvisations and debates.
Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Increase their familiarity with a wide range of books, including books from other cultures and traditions. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions. Identify how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Participate in discussions about books, building on their own and others' ideas and challenging views courteously.
Discuss and evaluate how authors use language. Recognise vocabulary and structures that are typical of informal speech and vocabulary appropriate for formal speech and writing. Participate in discussions about books, building on their own and others' ideas and challenging views courteously. Composition: Consider how authors have developed characters and settings in what pupils have read, listened.

Composition: Note and develop initial ideas, drawing on reading and research where necessary. Predict what might happen from details stated and implied. Note and develop initial ideas, drawing on reading. Describe settings, characters and atmosphere. Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Note and develop initial ideas, drawing on reading. Describe settings, characters and atmosphere. Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Proof-read for spelling and punctuation errors.

Grammar: Use relative clauses beginning with who, which, where, when, whose, that. Revise the grammar for dialogue in English Appendix 2 [Use of inverted commas and other punctuation to indicate direct speech] Recognise vocabulary and structures that are appropriate for formal speech and writing. Use relative clauses beginning with who, which, where, when, whose, that. Recognise vocabulary and structures that are typical of informal speech and vocabulary appropriate for formal speech and writing.

Spoken Language: Participate in discussions, presentations, performances, role play, and improvisations.</td><td>Unit 1</td><td>Introduce Chasing the Sun. Discuss how to make notes on a story.
Read, make notes and rehearse telling a short story.
Read the opening of a short story. Discuss the character and setting.
Read a short story and discuss its features.
Read the opening to a story. Discuss how tension is built.
Read a story extract. Answer formal comprehension questions.
Explore and discuss the language of story writing.
Discuss and analyse the way that language is used in stories.
Make predictions about a story ending. Discuss good endings.</td><td rowspan="4">A short story about a magical power</td></tr>
<tr><td>Key Vocabulary</td><td></td><td></td></tr>
<tr><td rowspan="2">Short stories
African
Figurative
Notes
Relative clauses
Formal
Informal
dialogue</td><td>Unit 2</td><td>Relative Clauses: Character & Setting
Build and use relative clauses to describe a character.
Recap relative clauses. Discuss settings and how writers use them.
Write descriptively about setting and mood using relative clauses.</td></tr>
<tr><td>Unit 3</td><td>Formal and Informal Language: Dialogue
Revise dialogue punctuation.
Roleplay a story scene. Record it as punctuated dialogue.
Discuss formal and informal language. Discuss its use in fiction.
Read a story extract, exploring the language of speech and narration.
Recap register. Explore its role in characterisation.</td></tr>
<tr><td></td><td>Unit 4</td><td>Composition: Write a short story about a magical power
Discuss the power of short stories. Explore a story opening.
Read and analyse a short story. Discuss new ideas for a similar story.
Discuss the structure of short stories and how to plan one.
Plan a short story about a secret power.
Discuss vivid characters. Recap relative clauses and their impact.
Write a story beginning, including relative clauses for impact.
Discuss satisfying endings. Recap register in narrative and dialogue.
Write a story ending, including register for impact.
Revise stories and publish them.</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">Do you believe in magical powers?</td><td colspan="3">To respect others and their beliefs</td></tr>
</table>

Big Question Link: What do you believe?
Unit grid: English: Instructions and Explanations: Fake News
Year A/Year B
Autumn /Spring /Summer

<table>
<tr><td>Prior Learning Links</td><td>Key NC Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td>Y3/4 programme of study for English</td><td rowspan="3">Comprehension: Read and discuss an increasingly wide range of non-fiction. Build on their own and others' ideas and challenge views courteously. Read and discuss an increasingly wide range of non-fiction. Retrieve, record and present information from non-fiction.
Discuss their understanding and exploring the meaning of words in context. Discuss and evaluate how authors use language, considering the impact on the reader. Provide reasoned justifications for their views. Discuss how authors use language, considering the impact on the reader. Summarise the main ideas drawn from more than one paragraph, identifying key details.

Composition: Use dictionaries to check the meaning of words. Identify the audience for and purpose of the writing, selecting the appropriate form. Develop initial ideas, drawing on reading and research. Select appropriate grammar, understanding how such choices can change meaning. Identify the audience for and purpose of the writing, selecting the appropriate form. Note and develop initial ideas, drawing on reading. Identify the audience for and purpose of the writing, selecting the appropriate form. Select appropriate grammar and vocabulary. Select appropriate grammar, understanding how such choices can enhance meaning. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Perform their own compositions, using appropriate intonation, volume, and movement.

Grammar: Use modal verbs or adverbs to indicate degrees of possibility. Use further organisational and presentational devices to structure text and to guide the reader. Punctuate lists consistently. Use modal verbs to indicate degrees of possibility. Use adverbs to indicate degrees of possibility. Punctuate bullet points to list information. Punctuate bullet points consistently.
Composition: Use organisational and presentational devices to structure the text.

Spoken language: Develop understanding through speculating, hypothesising and imagining.</td><td>Unit 1</td><td>Introduce the term, fake news. Discuss some of the issues.
Discuss news, fake news and decide if statements are true or false.
Read an extract and shared answer comprehension questions.
Create a glossary for news and social media.
Explain the purpose of fact-checking sites. Discuss how to fact-check.
Recap report features. Model how to write a fact-checking report</td><td rowspan="4">Produce a guide on how to recognize fake news</td></tr>
<tr><td>Key Vocabulary</td><td>Unit 2</td><td>Discuss headlines and clickbait. Recap modal verbs.
Read and discuss headlines and clickbait, using modal verbs.
Explain a theory using adverbs of possibility.
Write a code of conduct. Use language of possibility.</td></tr>
<tr><td>Fake news
True or false
Glossary
Fact-check
Clickbait
Adverbs of possibility
Bullets
Colons
Semi-colons
Journalistic style</td><td>Unit 3</td><td>Bullets, colons and semi-colons for lists: Newsworthy or Not?
Discuss the idea of 'newsworthiness'. Revise list punctuation.
Practise punctuating lists with colons, semi-colons and bullet points.
Write a report on a potential news story, including punctuated lists.</td></tr>
<tr><td>Unit 4</td><td>Discuss characteristics of fake news. Discuss ideas for fake news stories.
Discuss ideas and plan a fake news story.
Write a fake news report in a journalistic style.
Explain what fake news is and why it is a problem.
Write instructions for spotting fake news.
Revise and present a guide on fake news.</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">Can you believe the news?</td><td colspan="3">To have an open mind</td></tr>
</table>

Big Question Link: What do you believe?
Unit grid: English: Persuasive Writing: Advertising and influencing
Year A/Year B
Autumn /Spring /Summer

<table>
<tr><th>Prior Learning Links</th><th>Key NC Objectives</th><th colspan="2">Session overviews</th><th>Unit Outcomes</th></tr>
<tr><td>Y3/4 programme of study for English

Key Vocabulary

Persuasive
Adverts
Influencers
Modal verb
Adverbs of possibility
Subjunctive</td><td>Comprehension: Identify and discuss themes and conventions in and across a wide range of writing. Participate in discussions about texts, building on their own and others' ideas and challenging views courteously. Read and discuss an increasingly wide range of non-fiction. Identify how language, structure and presentation contribute to meaning. Note and develop initial ideas. Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Check that the text makes sense to them, discussing their understanding and exploring the meaning of words in context; Identify how language, structure and presentation contribute to meaning. Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. Retrieve, record and present information from non-fiction. Check that the text makes sense to them, discussing their understanding.
Composition: Identify the audience for and purpose of the writing, selecting the appropriate form; Note and develop initial ideas, drawing on reading. Select appropriate grammar, understanding how such choices can change meaning. Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Select appropriate grammar, understanding how such choices can change meaning. Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Note and develop initial ideas, drawing on reading and research where necessary. Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Grammar: Use modal verbs or adverbs to indicate degrees of possibility. Propose changes to vocabulary, grammar and punctuation to enhance effects. Perform their own compositions, using appropriate intonation, volume, and movement.
Spoken Language: Participate in discussions, presentations, performances and role play.
Select and use appropriate registers for effective communication.
Grammar: Use modal verbs or adverbs to indicate degrees of possibility. Use modal verbs or adverbs to indicate degrees of possibility. Recognise structures that are appropriate for formal speech, including subjunctive forms. Recognise structures that are appropriate for formal speech, including subjunctive forms. Recognise structures that are appropriate for formal writing, including subjunctive forms.</td><td>Unit 1</td><td>Introduction to features of persuasive texts and advertising
Recap the persuasive genre. Discuss text types that use persuasion.
Read persuasive texts and discuss features.
Read a selection of adverts and analyse them.
Draft an advert for a billboard or flier.
Read and answer questions about a non-fiction text.
Read about advertising and discuss how information is presented.
Write a persuasive email about advertising in schools.</td><td rowspan="4">Create a persuasive blog</td></tr>
<tr><td>Unit 2</td><td>Discuss modal verbs. Consider their role in persuasion.
Read a script. Change the impact using modal verbs. Perform it.
Discuss adverbs of possibility. Explore their impact.
Write feedback using adverbs of possibility.
Plan and write a script for an advert. Use language of possibility.</td></tr>
<tr><td>Unit 3</td><td>Discuss reliable sources. Explore subjunctive form.
Discuss issues around information reliability using subjunctive form.
Recap subjunctive form and why it might be used.</td></tr>
<tr><td>Unit 4</td><td>Introduce the world of influencers. Link to persuasion.
Choose a cause. Research and make notes.
Plan and begin to draft a persuasive blog post.
Discuss the language of persuasion. Explore modal verbs and adverbs of possibility.
Draft a persuasive blog post.
Discuss why we revise. Create an editing list. Recap subjunctive form.
Discuss the pros and cons of advertising.
Consider opinions on advertising. Argue persuasively.</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">Can you believe the adverts?</td><td colspan="3">To have an open mind</td></tr>
</table>

Big Question Link: ¿Qué hizo que los mayas fueran increíbles?
Unit grid: English: Graphic Novels: When Stars are Scattered
Year A/Year B
Autumn /Spring /Summer

<table>
<tr><td>Prior Learning Links</td><td>Key NC Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td>Y3/4 programme of study for English

Key Vocabulary

Prologue
Graphic novel
Dilemma
School life
Direct speech
Modal verbs
Adverbs of possibility</td><td>Comprehension: Continue to read and discuss an increasingly wide range of fiction; Participate in discussions about books, building on their own and others' ideas and challenging views courteously. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence; Identify how language, structure and presentation contribute to meaning. Identify how language, structure and presentation contribute to meaning; Read books that are structured in different ways. Provide reasoned justifications for their views; Discuss and evaluate how authors use language, considering the impact on the reader. Explain and discuss their understanding of what they have read. Explain and discuss their understanding of what they have read; Identifying how language, structure and presentation contribute to meaning. Read and discuss an increasingly wide range of non-fiction; Retrieve, record and present information from non- fiction.

Composition: Identify the audience for and purpose of the writing, selecting the appropriate form. Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning; Use a wide range of devices to build cohesion within and across paragraphs. Note and develop initial ideas. In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action; Assess the effectiveness of their own and others' writing. Select appropriate grammar, understanding how such choices can change meaning. Note and develop initial ideas, drawing on reading and research where necessary. In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action. Use further organisational and presentational devices to structure text and to guide the reader. Proofread for spelling and punctuation errors.

Grammar: Use inverted commas and other punctuation to indicate direct speech. Use modal verbs and adverbs to indicate degrees of possibility.

Spoken Language: Participate in role-play. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Maintain attention/participate actively in collaborative conversations.</td><td>Unit 1</td><td>Reading and discussing the prologue.
Reading Chapter 1. Discussing characters.
Discussing graphic novel techniques
Exploring Omar's dilemma in Chapter 2.
Comparing Omar's school life with personal experiences</td><td rowspan="4">Planning and writing a Graphic novel pages</td></tr>
<tr><td>Unit 2</td><td>Revising rules for punctuating direct speech
Improvising dialogue
Writing integrated dialogue</td></tr>
<tr><td>Unit 3</td><td>Using adverbs of possibility.
Using modal verbs and adverbs of possibility.</td></tr>
<tr><td>Unit 4</td><td>Reading and discussing the start of Part 3 of When Stars Are Scattered
Choosing, planning and telling a story on a theme.
Planning graphic novel pages.
Writing and drawing graphic novel pages.
Reading and responding to the Afterword and Author Notes.</td></tr>
<tr><td colspan="2">Biq Question Link
Are people incredible?</td><td colspan="3">Vision and Values Link
Life live in all its fullness</td></tr>
</table>

Big Question Link: ¿Qué hizo que los mayas fueran increíbles?
Unit grid: English: Reports: Awesome Oceans
Year A/Year B
Autumn /Spring /Summer

<table>
<tr><td>Prior Learning Links</td><td>Key NC Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td>Y3/4 programme of study for English
Key Vocabulary</td><td rowspan="5">Comprehension Read and discuss non-fiction. Identify how language, structure and presentation contribute to meaning. Read books that are structured in different ways and for different purposes. Retrieve and record information from non-fiction. Explore the meaning of words in context. Distinguish between statements of fact and opinion. Read books that are structured in different ways and for different purposes. Retrieve and record information from non-fiction. Explore the meaning of words in context. Identifying how language, structure and presentation contribute to meaning. Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. Increase familiarity with a range of myths and legends. Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.

Composition Identify the audience for and purpose of writing. Select the appropriate form and use other writing as models for their own. Note and develop initial ideas, drawing on reading and research. Computing Use technology safely and responsibly. Select the appropriate form and use other writing as models for their own. Use further organisational and presentational devices to structure the text and to guide the reader. Proof read for spelling and punctuation errors. Use further organizational and presentational devices to structure the text and guide the reader (bullet points). Composition Use a wide range of devices to build cohesion within and across paragraphs. Note and develop initial ideas, drawing on reading and research. Computing Use technology safely and responsibly. Draft and write by using organisational devices (subheadings). Plan their writing by using other similar writing as models for their own writing and selecting the appropriate form. Draft and write using organisational and presentational devices to structure text and to guide the reader. Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Ensure the consistent and correct use of tense throughout a piece of writing. Use a wide range of devices to build cohesion within and across paragraphs. Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Ensure the consistent and correct use of tense throughout a piece of writing. Use a wide range of devices to build cohesion within and across paragraphs. Assess the effectiveness of their own and others' writing. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Proofread for spelling and punctuation errors.
Handwriting and presentation Write legibly and fluently, choosing the writing implement that is best suited for the task. Handwriting Write legibly, fluently and with increasing speed. Write legibly and fluently, choosing the writing implement that is best suited for the task.

Grammar Use semicolons, colons or dashes to mark boundaries between independent clause Use a colon to introduce a list. Use semi-colons within lists. Use semicolons, colons or dashes to mark boundaries between independent clauses. Punctuate bullet points accurately. Use a colon to introduce a list. Use semi-colons to mark boundaries between independent clauses.</td><td>Unit 1</td><td>Revise the features of information texts, identifying features.
Read a text, understand the information and answer comprehension questions.
Read a text and summarise the information given.
Reading information and carrying out research.
Summarising information and presenting it clearly.</td><td rowspan="5">Write an information text and share with Sapling class</td></tr>
<tr><td rowspan="4"></td><td>Unit 2</td><td>using colons and semicolons to link clauses.
Using colons and semicolons in lists.
Using bullet points.</td></tr>
<tr><td>Unit 3</td><td>Using devices to ensure cohesion within paragraphs.
Using devices to ensure cohesion between paragraphs.</td></tr>
<tr><td>Unit 4</td><td>Plan and start research about a sea creature.
Complete research and organise notes under subheadings.
Plan an information page.
Write an information page aimed at younger children.
Review, edit and complete an information page aimed at younger children.</td></tr>
<tr><td colspan="2">Biq Question Link
The big Oceans are incredible</td><td colspan="3">Vision and Values Link
Take care of the Earth</td></tr>
</table>

Big Question Link: ¿Qué hizo que los mayas fueran increíbles?
Unit grid: English: Poems on a Theme: Unique
Year A/Year B
Autumn /Spring /Summer

<table>
<tr><th>Prior Learning Links</th><th>Key NC Objectives</th><th colspan="2">Session overviews</th><th>Unit Outcomes</th></tr>
<tr><td>Y3/4 programme of study for English</td><td rowspan="4">Spoken language Use spoken language to develop understanding. Develop understanding through speculating, hypothesising, imagining and exploring ideas.

Comprehension Prepare poems to perform, showing understanding through intonation, tone and volume. Identify and discuss themes and conventions. Make comparisons within and across poems. Identify how language, structure and presentation contribute to meaning. Retrieve, record and present information from non-fiction. Discuss how authors use language, including figurative language. Discuss and evaluate how authors use language, considering the impact on the reader.

Composition: Note and develop initial ideas. Use other similar writing as models for their own. Assess the effectiveness of their own and others' writing. Propose changes to vocabulary, grammar and punctuation to enhance effects. Select appropriate grammar and vocabulary, understanding how choices can enhance meaning. Select appropriate grammar, understanding how such choices can change meaning. Select appropriate grammar, understanding how such choices can change meaning. Note and develop initial ideas, drawing on reading. Select the appropriate form and use other similar writing as models for their own. Propose changes to vocabulary to enhance effects. Proof-read for spelling and punctuation errors. Identify the purpose of the writing, selecting the appropriate form. Identify the purpose of the writing, selecting the appropriate form. Select appropriate grammar and vocabulary, understanding how such choices can enhance meaning. Assess the effectiveness of their own and others' writing.

Grammar Use expanded noun phrases to convey complicated information concisely. Use adverbs to indicate degrees of possibility. Use modal verbs to indicate degrees of possibility. Use modal verbs or adverbs to indicate degrees of possibility. Use expanded noun phrases to convey complicated information concisely.

Transcription Write legibly, fluently and with increasing speed.</td><td>Unit 1</td><td>Read, discuss and prepare performances of 'Life Doesn't Frighten Me'.
Read and compare poems, choosing one to recommend.
Read poems and non-fiction texts and answer comprehension questions.
Discuss poets and their identities. Listen to biographical text.
Explore images created by figurative language.
Write a poem which uses figurative language to create images.</td><td rowspan="4">Write a poem based on one read</td></tr>
<tr><td>Key Vocabulary</td><td>Unit 2</td><td>Share a poem. Discuss happy places. Revise expanded noun phrases.
Read poems about happy places and build expanded noun phrases.
Share a poem, exploring mental spaces.
Discuss integrating expanded noun phrases.
Write descriptively including expanded noun phrases</td></tr>
<tr><td>Unique
Poem
Noun phrases
Adverbs
Stanzas
Perform</td><td>Unit 3</td><td>Discuss and speculate about poems using adverbs.
Give advice using modal verbs.
Explore how modal verbs and adverbs can be combined.
Discuss ideas inspired by a poem.
Write in role, using adverbs and modal verbs.</td></tr>
<tr><td></td><td>Unit 4</td><td>Discuss and plan a new version of 'Life Doesn't Frighten Me'.
Model using notes to draft stanzas in Angelou's style.
Draft poems inspired by 'Life Doesn't Frighten Me'
Produce a proofread and polished version of a poem with illustrations.
Plan and write a text about a passion, including expanded noun phrases.
Improve writing for impact. Produce final version.</td></tr>
<tr><td colspan="2">Biq Question Link
Are you incredible?</td><td colspan="3">Vision and Values Link
Show perseverance when frightened</td></tr>
</table>

Big Question Link: ¿Qué hizo que los mayas fueran increíbles?
Unit grid: English: Science Fiction: The Boy in the Tower
Year A/Year B
Autumn /Spring /Summer

<table>
<tr><td>Prior Learning Links</td><td>Key NC Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td>Y3/4 programme of study for English
Key Vocabulary
Science fiction
Character profile
Prediction
Relative clauses
Subjunctive</td><td>Comprehension: Read and discuss an increasingly wide range of fiction. Participate in discussions about books, building on their own and others' ideas and challenging views courteously. Ask questions to improve their understanding. Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Discuss and evaluate how authors use language, considering the impact on the reader. Draw inferences such as inferring characters' feelings, thoughts and motives. Draw inferences such as inferring characters' feelings, thoughts and motives for their actions, and justifying their inferences with evidence. Understand what they have read by predicting what might happen from details stated and implied.

Composition: Identify the audience for and purpose of writing, selecting the appropriate form and using similar writing as models for their own; Consider how authors have developed characters and setting in what pupils have listened to; Draft and write narratives, describing settings, characters and atmosphere. Assess the effectiveness of their own and others' writing. Identify the audience for and purpose for writing. Draft and write by using further organisational and presentational devices to structure text and to guide the reader. Assess the effectiveness of their own and others' writing. Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. In narratives, describe settings, characters and atmosphere. Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Note and develop initial ideas, drawing on reading. Identify the audience for and purpose of the writing, using other writing as models. Note and develop initial ideas, drawing on reading. In writing narratives, consider how authors have developed characters and settings in what pupils have read. In narratives, describe settings, characters and atmosphere. Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Use a wide range of devices to build cohesion within paragraphs. Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Assess the effectiveness of their own and others' writing.

Grammar: Use relative clauses beginning with who, which, where, when, whose, that; Use commas to clarify meaning or avoid ambiguity in writing. Use relative clauses beginning with who, which, where, when, whose, that. Use commas to clarify meaning or avoid ambiguity in writing. Use relative clauses beginning with who, which, where, when, whose, that.
Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. Use relative clauses beginning with who, which, where, when, whose, that. Use commas to clarify meaning or avoid ambiguity in writing.

Speaking and Listening: Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</td><td>Unit 1</td><td>Discuss the text and features of the science fiction genre.
Explore the relationship between two characters.
Write an incident involving two familiar characters.
Read two chapters of Boy in the Tower and answer comprehension questions.
Create a character profile.
Make a prediction of what happens next in the story.</td><td>Write a story including describing the setting and characters about a familiar problem</td></tr>
<tr><td></td><td></td><td>Unit 2</td><td>Identifying and punctuating relative clauses.
Write sentences containing relative clauses about characters.
Writing a setting description using relative clauses</td><td></td></tr>
<tr><td></td><td></td><td>Unit 3</td><td>Identify and write conditional statements using the subjunctive.
Discuss and write a letter using the subjunctive for hypotheticals.</td><td></td></tr>
<tr><td></td><td></td><td>Unit 4</td><td>Brainstorm and discuss story ideas with a similar setting and familiar problem.
Plan a new story for the two survivors.
Begin to write a new story, describing the setting and character.
Complete a new story, varying sentence length to create flow and impact.
Improve stories for structure, impact and accuracy.</td><td></td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">Are the characters incredible?</td><td colspan="3">Show resilience</td></tr>
</table>

Big Question Link: Refugee or evacuee?
Unit grid: Classic Fiction: The Iron Man
Year A/Year B
Autumn /Spring /Summer

<table>
<tr><td>Prior Learning Links</td><td>Key NC Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td>Y3/4 programme of study for English</td><td rowspan="4">Comprehension:
-Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
- Draw inferences such as inferring characters' feelings, thoughts and motives. Identify how language, structure and presentation contribute to meaning.
-Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Ask questions to improve their understanding.
Develop initial ideas drawing on reading. -
Composition:
- Use other similar writing as models for their own.
- Note and develop initial ideas, drawing on reading. In writing narratives, consider how authors have developed characters and settings.
- Use a wide range of devices to build cohesion within paragraphs.
- Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Propose changes to vocabulary and grammar to enhance effects.
-Note and develop initial ideas, drawing on reading.
- Identify the purpose of the writing, using other writing as models. Consider how authors have developed characters and settings

Spoken language: Participate in discussions, presentations, performances, role play, improvisations and debates.
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring.
Grammar:
-Use and understand the grammatical terminology [conjunction, clause, adverbial, cohesion].
- Use expanded noun phrases to convey complicated information concisely.
Transcription:
-Use a thesaurus.</td><td>Unit 1</td><td>Discuss how the author draws readers in, exploring atmosphere and impact, develop character and emotion, Answer formal comprehension questions, revise simile, metaphor, onomatopoeia, powerful vocabulary and repetition, explore powerful language, evaluating the impact, write own examples, ask questions and answer in roll, Write a short prologue</td><td rowspan="4">Discuss language used
Answer comprehension questions
Explore language
Write a prologue
Write a story</td></tr>
<tr><td>Key Vocabulary</td><td>Unit 2</td><td>Cohesive devices: conjunctions and adverbials
Revise ways to create cohesion through adverbials and conjunctions. Children improve a disjointed text based on events in The Iron Man, collaboratively. They then rewrite a scene from The Iron Man from a different point of view, aiming to write in a cohesive way.</td></tr>
<tr><td>Impact
Simile
Metaphor
Onomatopoeia
Repetition
Powerful Vocabulary
Language
Prologue
Conjunction
Adverbial
Expanded noun phrase
Character description
Description
Cohesion</td><td>Unit 3</td><td>Expanded Noun Phrases: Settings & Characters
Explore how to combine words and phrases to create expanded noun phrases with impact. Children write a description of a setting and create a monstrous creature to feature in a story scene. They investigate integrating description and action to reveal character and build tension.</td></tr>
<tr><td></td><td>Unit 4</td><td>Hold a 'What if?' discussion,
discuss and role play a new scene plans for a new story, consider satisfying story structure, plan a new story, expanded noun phrases in description, describing the setting and character, choosing words for cohesion and impact,
Improve stories for structure, impact and accuracy.</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">How do we treat strangers?</td><td colspan="3">How has things changed over time?</td></tr>
</table>

Big Question Link: Evacuee or Refugee?
Unit grid: English: Interviews and Articles: Black and British
Year A/Year B
Autumn /Spring /Summer

<table>
<tr><td>Prior Learning Links</td><td>Key NC Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td>Y3/4 programme of study for English
Key Vocabulary</td><td rowspan="4">Comprehension: Read and discuss an increasingly wide range of non-fiction. Retrieve, record and present information from non-fiction. Read and discuss an increasingly wide range of non-fiction. Identify and discuss conventions in and across a wide range of writing. Make comparisons within and across books. Participate in discussions about books that are read, building on their own and others' ideas and challenging views. Retrieve, record and present information from non-fiction. Précis longer passages. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Identify how language, structure and presentation contribute to meaning. Identify how language, structure and presentation contribute to meaning. Read and discuss an increasingly wide range of non-fiction. Retrieve, record and present information from non-fiction.

Composition: Note and develop initial ideas, drawing on reading and research where necessary. Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Assess the effectiveness of their own and others' writing. Identify the audience for and purpose of the writing, selecting the appropriate form. Develop initial ideas, drawing on reading and research. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Assess the effectiveness of their own and others' writing. Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Note and develop initial ideas, drawing on reading and research where necessary. Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Identify the audience for and purpose of the writing, selecting the appropriate form. Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Assess the effectiveness of their own and others' writing. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Identify the audience for and purpose of the writing, selecting the appropriate form. Develop initial ideas, drawing on reading and research. Note and develop initial ideas; Draft by selecting appropriate grammar and vocabulary.
Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Evaluate and edit texts by assessing the effectiveness of one's own writing; proof read for errors.

Grammar: Use the passive to affect the presentation of information in a sentence. Understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing; Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing. Recognise vocabulary and structures that are appropriate for formal speech and writing. Use vocabulary and structures appropriate for informal writing in own work.</td><td>Unit 1</td><td>Introducing Black and British
Watch and read formal and informal interviews.
Read comparative interviews and identify their features.
Compose interview questions for slaves and slave traders.
Discuss and identify different types of questioning.
Research information about the Abolitionists and take notes.
Read information about Olaudah Equiano and answer questions in character.</td><td rowspan="4">Write a blog about a black Brit using informal style</td></tr>
<tr><td rowspan="3">Black and British
Formal and informal interviews
Compose questions
Active and passive voice
Formal and informal language</td><td>Unit 2</td><td>Identifying active and passive voice.
Identifying and using the active and passive voice.
Using the active and passive voice.</td></tr>
<tr><td>Unit 3</td><td>Explore formal and informal language structures
Write using informal and formal language for effect</td></tr>
<tr><td>Unit 4</td><td>Discuss features of a news article.
Research Black figures in British history.
Discuss news-reporting structure and features.
Plan and draft a news article.
Discuss the features of a news article including use and impact of direct and reported speech.
Plan a blog post using an informal register.
Write a blog post using an informal style and review.</td></tr>
<tr><td colspan="2">.Biq Question Link</td><td colspan="2">Vision and Values Link</td></tr>
<tr><td colspan="2">How long do you need to live somewhere before you are not seen as a refugee or evacuee?</td><td colspan="2">Show compassion</td></tr>
</table>

Big Question Link: Evacuee or Refugee?
Unit grid: English: Poems on a Theme: Hope
Year A/Year B
Autumn /Spring /Summer

<table>
<tr><td>Prior Learning Links</td><td>Key NC Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td>Y3/4 programme of study for English

Key Vocabulary

Poem
Hope
Emotive language
Commas
Coons
Semi-colons
Relative clauses</td><td>Speaking and Listening: Use spoken language to develop understanding
.
Comprehension: Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. Identify and discuss themes and conventions. Prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Explain and discuss their understanding of what they have read. Discuss their understanding and exploring the meaning of words in context. Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Note and develop initial ideas, drawing on reading. Identify and discuss themes and conventions in and across a wide range of writing. Read texts that are structured in different ways and read for a range of purposes.
Transcription: Use a thesaurus.

Composition: Use other similar writing as models for their own. Assess the effectiveness of their own and others' writing. Note and develop initial ideas, drawing on reading. Describe settings, characters and atmosphere. Select the appropriate form and use other similar writing as models for their own. Note and develop initial ideas, drawing on reading. Select appropriate grammar and vocabulary, understanding how choices enhance meaning. Describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action. Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Assess the effectiveness of their own and others' writing. Proofread for spelling and punctuation errors.

Grammar: Use relative clauses beginning with who, which, where, when, whose, that. Use commas, colons and semi-colons. Use commas to clarify meaning or avoid ambiguity in writing. Use semi-colons, colons or dashes to mark boundaries between independent clauses.</td><td>Unit 1</td><td>Discuss and present ideas around hope.
Read, discuss and evaluate poetry about appreciating small things.
Discussing and the language and impact of poetry.
Answering questions about a poem. Optional word cloud activity.
Read stories. Select emotive language. Identify emotions triggered.
Write stanzas with emotion metaphors.</td><td>Write a story that provokes emotion</td></tr>
<tr><td></td><td></td><td>Unit 2</td><td>Revise relative clauses. Explore how they are built.
Create a setting and write relative clauses to describe it.
Write descriptively, including punctuated relative clauses.
Write new lines for a poem using relative clauses.</td><td></td></tr>
<tr><td></td><td></td><td>Unit 3</td><td>Revise commas, colons and semi-colons. Discuss the senses in writing.
Make careful observations using the senses.
Explore how to develop notes into vivid description. Organise writing using commas, colons and semi-colons.
Write vivid description, using punctuation to organise the prose.</td><td></td></tr>
<tr><td></td><td></td><td>Unit 4</td><td>Consider the nature of The Book of Hopes. Discuss writer intentions.
Read and compare a poem and a story.
Plan a story which provokes emotion.
Revise relative clauses and how they enhance a story.
Draft stories from plans. Use relative clauses.
Complete drafts. Evaluate writing. Make improvements.
Create polished versions of stories</td><td></td></tr>
<tr><td colspan="2">.Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">Can everyone have hope?</td><td colspan="3">Show compassion to people in difficult situations</td></tr>
</table>

Big Question Link: Evacuee or Refugee?
Unit grid: English: Persuasive Writing: Historic Speeches
Year A/Year B
Autumn /Spring /Summer

<table>
<tr><td>Prior Learning Links</td><td>Key NC Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td>Y3/4 programme of study for English
Key Vocabulary
Speeches
Greta Thunberg
Malala Yousafzai
Content
Delivery
structure</td><td>Comprehension Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas. Retrieve, record and present information from non- fiction. Continue to read and discuss an increasingly wide range of non-fiction. Identify how language, structure and presentation contribute to meaning. Distinguish between statements of fact and opinion. Identify and discuss themes and conventions in and across a wide range of writing. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Discuss their understanding of what they read and exploring the meaning of words in context. Retrieve, record and present information from non- fiction. Continue to read and discuss an increasingly wide range of non-fiction. Identify how language, structure and presentation contribute to meaning. Identify how language, structure and presentation contribute to meaning.

Composition Ask questions to improve their understanding. Note and develop initial ideas, drawing on reading and research where necessary. Use further organisational and presentational devices to structure text and to guide the reader, e.g. parenthesis. Assess the effectiveness of their own and other's writing. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Assess the effectiveness of their own and others' writing. Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
Note and develop initial ideas, drawing on reading and research where necessary. Use further organisational and presentational devices to structure text and to guide the reader.
Note and develop initial ideas, drawing on reading and research where necessary. Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Assess the effectiveness of their own and others' writing. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Proofread for spelling and punctuation errors.

Spoken language Select and use appropriate registers for effective communication. Gain, maintain and monitor the interest of the listeners. Gain, maintain and monitor the interest of the listeners. Select and use appropriate registers for effective communication.

Grammar Understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing. Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing. Use modal verbs or adverbs to indicate degrees of possibility. Use brackets, dashes or commas to indicate parenthesis. Use the passive to affect the presentation of information in a sentence.

Transcription Increase the legibility, consistency and quality of their handwriting.</td><td>Unit 1

Unit 2

Unit 3

Unit 4</td><td>Exploring the stories behind the speeches.
Reading short versions of speeches.
Reading longer Greta Thunberg speeches.
Reading and discussing Malala Yousafzai speeches.
Memorising and delivering speeches.
Explore formal and informal language structures
Using formal and informal language.
Modal verbs
Parenthesis
Active and Passive
Planning content for a speech.
Planning the structure of a speech.
Writing a draft speech.
Re-drafting and improving a speech.
Delivering a speech.</td><td>Write a speech about a social injustice and deliver the speech to the class.</td></tr>
<tr><td colspan="2">.Biq Question Link
Is Malala Yousafzai a refugee?</td><td colspan="3">Vision and Values Link
Show compassion</td></tr>
</table>

Big Question Link: How far can you go?
Unit grid: English: Humorous Stories: The Day the Screens Went Blank
Year A/Year B
Autumn /Spring /Summer

<table>
<tr><td>Prior Learning Links</td><td>Key NC Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td>Y3/4 programme of study for English
Key Vocabulary
Humorous
Comic
Modal verbs
Adverbs of possibility
Commas
Semi-colons
Colons
Inference</td><td>Comprehension: Continue to read and discuss an increasingly wide range of fiction. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence. Continue to read and discuss an increasingly wide range of fiction. Discuss and evaluate how authors use language … considering the impact on the reader. Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas. Explain and discuss their understanding of what they have read, including through formal presentations and debates. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

Grammar: Use modal verbs or adverbs to indicate degrees of possibility. Select appropriate grammar and vocabulary, understanding how choices enhance meaning.

Spoken Language: Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Maintain attention and participate actively in collaborative conversations.

Composition: Discuss and record ideas. Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Assess the effectiveness of their own and others' writing. Note and develop initial ideas, drawing on reading and research where necessary. Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Note and develop initial ideas, drawing on reading. Note and develop initial ideas, drawing on reading and research where necessary. Composition: Plan writing narratives by considering how authors have developed characters and settings. Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Describe settings, characters and atmosphere. Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Describe settings, characters and atmosphere. Assess the effectiveness of their own and others' writing.

Grammar: Use modal verbs or adverbs to indicate degrees of possibility. Use commas, colons and semi-colons.

Spoken Language: Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</td><td>Unit 1

Unit 2

Unit 3

Unit 4</td><td>Reading the start of the story. Answering questions.
Exploring comic writing techniques.
Improvising comic scenes
Drafting a comic scene
Midpoint Reviews – spoken and written

Introducing modal verbs and adverbs of possibility.
Identifying Modal Verbs and Planning Discussions
Planning and writing discussions, including the of modal verbs/adverbs

Practise using commas, colons and semi-colons
Writing a comic description. Using commas, colons and semi-colons.

Creating characters – a fictional family
Writing the first part of the story: Reactions
Writing the second part of the story: Leaving
Writing the third part of the story: Journey
Writing the end of the story - Arrival</td><td>To write a story based on book read</td></tr>
<tr><td colspan="2">.Biq Question Link
How far would you go to help someone?</td><td colspan="3">Vision and Values Link
Persevere</td></tr>
</table>

Big Question Link: How far can you go?
Unit grid: English: Reports and Recounts: Space
Year A/Year B
Autumn /Spring /Summer

<table>
<tr><td>Prior Learning Links</td><td>Key NC Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td>Y3/4 programme of study for English

Key Vocabulary</td><td rowspan="3">Comprehension: Read and discuss an increasingly wide range of non-fiction. Retrieve, record and present information from non-fiction. Ask questions to improve their understanding. Summarise the main ideas drawn from more than one paragraph, identifying key details. Retrieve, record and present information from non-fiction. Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. Retrieve, record and present information from non-fiction. Draw inferences such as inferring characters' feelings and thoughts.

Composition: Note and develop initial ideas, drawing on reading and research where necessary. Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Use organisational and presentational devices to structure text and to guide the reader. Assess the effectiveness of their own and others' writing. Develop initial ideas, drawing on reading and research. Composition: Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Assess the effectiveness of their own and other's writing. Plan their writing by using other similar writing as models for their own writing and selecting the appropriate form. Draft and write using organisational and presentational devices to structure text and to guide the reader. Use organisational and presentational devices to structure text and to guide the reader. Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Use a wide range of devices to build cohesion within and across paragraphs. Identify the audience for and purpose of writing, selecting the appropriate form. Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Assess the effectiveness of their own and others' writing.

Grammar: Use brackets, dashes or commas to indicate parenthesis. Composition: Propose changes to vocab, grammar, punctuation to enhance effects/clarify meaning. Assess effectiveness of own and other's writing.

Spoken language: Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Participate in discussions and role-play.</td><td>Unit 1</td><td>Introduce the topic of space.
Discuss the role of four black women in the space race.
Read an extract from Hidden Figures and answer comprehension questions.
Identify and discuss features of an impersonal recount.
Research information about one of the Hidden Figures and make notes.
Write a magazine article about a familiar figure Write research questions about Mars and the Mars rovers Read information about Mars and the Mars rovers.
Answer their questions in note form.</td><td rowspan="4">Diary entry and information text on Mars Rover</td></tr>
<tr><td rowspan="3">Space
Hidden Figures
Black women
Space race
Mars
Mars rovers</td><td>Unit 2</td><td>Adverbials for cohesion between and within paragraphs.
Identify, select and compose adverbials.
Use cohesive devices within paragraphs
including adverbials, conjunctions and pronouns
Write a newspaper report using cohesive devices.</td></tr>
<tr><td>Unit 3</td><td>Introducing and Identifying parenthesis.
Write sentences with parentheses in a personal recount.</td></tr>
<tr><td>Unit 4</td><td>Discuss features of a non-chronological report.
Research information about the Mars rovers.
Plan and begin to write an information double page spread.
Write an information page about a Mars rover/s.
Revise cohesive devices and parenthesis.
Discuss features of a Diary Recount.
Role play and plan a diary entry in role.
Write a diary entry in role.</td></tr>
<tr><td colspan="2">.Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">Would you go to space?</td><td colspan="3">Live life to the full</td></tr>
</table>

Big Question Link: How far can you go?
Unit grid: English: Biographies: Rise Up
Year A/Year B
Autumn /Spring /Summer

<table>
<tr><td>Prior Learning Links</td><td>Key NC Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td>Y3/4 programme of study for English
Key Vocabulary

Biography
Make notes
Active and passive voive
Perfect form of verbs
Persuasive language</td><td>Comprehension Read and discuss a wide range of non-fiction. Identify how language, structure and presentation contribute to meaning. Retrieve and record information from non-fiction. Explore the meaning of words in context. Identify how language, structure and presentation contribute to meaning. Distinguish between statements of fact or opinion. Provide reasoned justification for their views. Continue to read and discuss an increasingly wide range of non-fiction. Identify how language, structure and presentation contribute to meaning. Retrieve and record information form non-fiction. Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. Identify how language, structure and presentation contribute to meaning. Read and discuss a wide range of non-fiction. Identify how language, structure and presentation contribute to meaning. Retrieve and record information from non-fiction. Summarise the main ideas from more than one paragraph, identifying key details that support the main ideas

Writing Note and develop initial ideas, drawing on reading. Draft and write by precising longer passages. Select appropriate grammar and vocabulary. Identify the audience for and purpose of the writing. Select the appropriate form and using other similar writing as a model for their own. Ensure the consistent and correct use of tense throughout a piece of writing. Describe settings and atmosphere. Select appropriate grammar and vocabulary, understanding how such changes can change and enhance meaning. Use passive verbs to affect the presentation of information in a sentence. Use passive verbs to affect the presentation of information in a sentence. Propose changes to grammar to clarify meaning. Identify the audience and purpose of the writing, selecting the appropriate form. Select appropriate grammar and vocabulary. Use passive verbs to affect the presentation of information in a sentence. Note and develop initial ideas, drawing on reading and research where necessary. Identify the audience for and purpose of the writing. Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.

Composition Note and develop initial ideas, drawing on reading and research where necessary. Select the appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Note and develop initial ideas, drawing on reading and research where necessary. Identify the audience and purpose for the writing, selecting the appropriate form and using other similar writing as models for their own. Select appropriate grammar and vocabulary. Use a range of devices to build cohesion, assessing the effectiveness of their own and others' writing. Ensure the consistent and correct use of tense throughout a piece of writing.

Grammar Use the perfect form of verbs. Use passive verbs. Use the perfect form of verbs to mark relationships of time and cause.</td><td>Unit 1

Unit 2

Unit 3

Unit 4</td><td>Reading biographies and identifying features.
Answering questions about a biography.
Make notes on a biography.
Summarising biographies.
Rehearsing the difference between a biography and an autobiography.
Identifying the active and passive voice.
Changing active sentences to passive sentences and vice versa.
Using the active and passive voice in a report.
Identifying the perfect form of verbs
Using the perfect form of verbs
Exploring features of biographies
Carrying out research and making notes
Planning a biography
Writing a short biography
Writing a persuasive letter</td><td>Research and write a biography</td></tr>
<tr><td colspan="2">.Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">How far can you go in your sport?</td><td colspan="3">Persevere</td></tr>
</table>

Big Question Link: What would you vote for?
Unit grid: English: Reports: Re-Wilding
Year A/Year B
Autumn /Spring /Summer

<table>
<tr><td>Prior Learning Links</td><td>Key NC Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td>Y3/4 programme of study for English
Key Vocabulary
Report
Paragraphs
Figurative language
Summarise
Researching
drafting</td><td>Comprehension: Continue to read and discuss an increasingly wide range of non-fiction; Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Continue to read and discuss an increasingly wide range of non-fiction; Identify how language, structure and presentation contribute to meaning. Retrieve, record and present information from non-fiction; Make comparisons within and across books. Retrieve, record and present information from non-fiction; Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas. Identify how language, structure and presentation contribute to meaning. Comprehension: Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Identify how language, structure and presentation contribute to meaning. Ask questions to improve their understanding. Continue to read and discuss an increasingly wide range of non-fiction; Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Summarise the main ideas drawn from more than one paragraph. Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
Composition: Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning; Assess the effectiveness of their own and others' writing.
Organise paragraphs around a theme (Y4); Composition: Use devices to build cohesion, including adverbials of time, place and number. Use a wide range of devices to build cohesion within and across paragraphs; Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meanings.
Composition: Note and develop initial ideas. Select the appropriate form and use other similar writing as models for their own. Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning; Use a wide range of devices to build cohesion within and across paragraphs. Assess the effectiveness of their own and others' writing and suggest improvements; Propose changes to grammar and vocabulary to improve consistency; Proofread for spelling and punctuation errors.
Spoken Language: Articulate and justify answers, arguments and opinions.
Grammar: Use the passive to affect the presentation of information in a sentence.
Transcription: Increase the legibility, consistency and quality of their handwriting.</td><td>Unit 1</td><td>Discussing and evaluating writing
Read and discuss the story of the wolves' return.
Comparing Fourteen Wolves to other texts
Researching and presenting the effects of wolf reintroduction.
Write a letter explaining the reintroduction of wolves</td><td rowspan="4">Write a report about animal that has been re-introduced</td></tr>
<tr><td>Unit 2</td><td>Revising Paragraphs
Identifying cohesive devices
Editing to improve cohesion</td></tr>
<tr><td>Unit 3</td><td>Identifying active and passive voice.
Using the active and passive voice.</td></tr>
<tr><td>Unit 4</td><td>Writing research questions
Researching Information
Drafting introductions and the start of reports
Drafting reports
Finalising reports</td></tr>
<tr><td colspan="2">.Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">What animal would you like to be re-introduced?</td><td colspan="3">Look after the environment</td></tr>
</table>

Big Question Link: What would you vote for?
Unit grid: English: Modern Fiction: Framed
Year A/Year B
Autumn /Spring /Summer

<table>
<tr><td>Prior Learning Links</td><td>Key NC Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td>Y3/4 programme of study for English
Key Vocabulary

Opening
Roleplay
Sayings
Main and subordinate clauses
Register
Evaluate
Semo-colon
Colon
dash</td><td>Speaking and Listening Use spoken language to develop understanding. Participate in discussions, role play and improvisations. Select and use appropriate registers for effective communication. Use spoken language to speculate, hypothesise, imagine and explore ideas.

Comprehension Increase their familiarity with a wide range of books, including modern fiction. Draw inferences, such as inferring characters' feelings, thoughts and motives, and justify inferences with evidence. Explain and discuss their understanding of what they have read. Discuss and evaluate how authors use language, considering the impact on the reader.
Draw inferences and justify inferences with evidence. Summarise the main ideas drawn from more than one paragraph, identifying key details. Note and develop initial ideas, drawing on reading.

Composition Consider how authors have developed characters and settings. Describe settings, characters and atmosphere to convey character and advance the action. Select appropriate grammar, understanding how this can change meaning. Draw inferences such as inferring characters' feelings, thoughts and motives. Identify how language, structure and presentation contribute to meaning. Select appropriate grammar and vocabulary. Select the appropriate form and use other similar writing as models for their own. Consider how authors have developed characters and settings in what pupils have read. Describe settings, characters and atmosphere and integrate dialogue. Select appropriate grammar, understanding how such choices can enhance meaning.
Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Assess the effectiveness of their own and others' writing.

Grammar Use and understand the grammatical terminology [clause, co-ordinate, subordinate, conjunction]. Use semi-colons and colons to mark the boundary between independent clauses. Recognise the difference between informal speech and formal writing.
Use structures of informal speech and formal speech. Use the semi-colon and colon and dash between independent clauses.</td><td>Unit 1</td><td>Read and discuss the impact of a story opening.
Answering questions about an extract.
Read and discuss dialogue. Roleplay an unseen conversation.
Pick out character clues and explain what they tell the reader. Discuss and write an anecdote to share.</td><td rowspan="4">Plan and write a 'What if' story</td></tr>
<tr><td></td><td></td><td>Unit 2</td><td>Explore sayings, extending with conjunctions for co-ordination and subordination.
Recap main and subordinate clauses joined by conjunctions.
Compare to using commas and semi-colons.</td></tr>
<tr><td></td><td></td><td>Unit 3</td><td>Listen to an informal art description from Framed.
Explore register and formal and informal vocabulary.
Describe paintings verbally using informal and formal registers.
Write about art, using register for impact.</td></tr>
<tr><td></td><td></td><td>Unit 4</td><td>Discuss ideas for what might happen next.
Plan satisfying stories with a new narrative point of view.
Begin 'what if' stories with a strong narrative voice.
Complete 'what if' stories cresting impact through sentence structure.
Evaluate and improve stories with a writing partner.</td></tr>
<tr><td colspan="2">.Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">What if are you going to choose</td><td colspan="3">Respect</td></tr>
</table>

Big Question Link: What would you vote for?
Unit grid: English: Poems on a Theme: Poems from a Green and Blue Planet
Year A/Year B
Autumn /Spring /Summer

<table>
<tr><td>Prior Learning Links</td><td>Key NC Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td>Y3/4 programme of study for English
Key Vocabulary
Environment
Poem
Punctuation
Vocabulary
Parenthesis
Thesaurus
Dictionary
Hyphen
Anthology
Discuss
Compare
Synonym
Draft
Edit
Publish</td><td>Spoken Language: Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Spoken Language: Participate in performances. Participate in presentations.

Comprehension: Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Continue to read and discuss an increasingly wide range of fiction, poetry. Identify how language, structure and presentation contribute to meaning. Make comparisons within and across books (poems). Continue to read and discuss an increasingly wide range of poetry. Identify how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

Composition: Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Note and develop initial ideas, drawing on reading and research where necessary. Select the appropriate form and using other similar writing as models for their own. Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning; Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</td><td>Unit 1</td><td>Look at two of Sabrina Mahfouz’s poems, practising one for performance, before exploring the anthology. Read, discuss and compare poems, examining poetic features and presenting their ideas.</td><td>Write a poem on one read</td></tr>
<tr><td></td><td></td><td>Unit 2</td><td>Look at a selection of poems from the collection, examine and discuss how the poets use punctuation, including parenthesis and hyphens. Edit poems to add line-breaks and punctuation.</td><td></td></tr>
<tr><td></td><td></td><td>Unit 3</td><td>Explore the vocabulary in a selection of poems, using dictionaries to find definitions of unfamiliar words and thesauruses to find synonyms. Y6 also explore antonyms. Write own poems based on those read.</td><td></td></tr>
<tr><td></td><td></td><td>Unit 4</td><td>Explore four poems from the anthology: discuss each poem and complete a writing activity. Choose one poem to edit and present in a final format.</td><td></td></tr>
<tr><td colspan="2">.Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">What poem would you vote for?</td><td colspan="3">Look after the environment</td></tr>
</table>