Reading: Atonement by Ian McEwan and a poetry anth



LITERATURE AND LANGUAGE:

assessment examples & wider reading linked to topic.

Reading: Revising and revisiting all of the key texts
Writing: essay responses to tasks, annotations of key ideas and theme, recreative writing and commentary. Complete non-examination assessment Knowledge: of key concepts & methods of integrated literary & linguistic

Reading: Read AQA Anthology: Paris & The Great Gatsby & a variety of n

Reading: Poetry by Robert Browning, *The Handmaid's Tale* by Margaret Attwood, wider reading linked to the themes and ideas

Knowledge: Knowledge of the key concepts and methods of integrated literary and linguistic study, an understanding of the way both Browning and Atwood convey meaning, understanding of the

Knowledge: Knowledge of key concepts/methods of integrated literary & linguistic study;

understanding of way various writers convey meaning; understanding of context/genres in

LITERATURE AND LANGUAGE:

focused on crime including poetry by Crabbe, Browning and Wilde. Writing: essay responses to tasks, annotations and research of genres. coursework piece of independent research Oracy: presentations of research, group based discussions of texts Knowledge: Exam technique; knowledge of texts and ways readers study; understanding of way various writers convey meaning; understanding could respond and interpret them. Developing deeper awareness of of context & genres in texts are produced & received. Explore connections across texts, informed by literary & linguistic concepts. Demonstrate expertise & creativity in use of English to communicate in different ways.

LITERATURE AND LANGUAGE:

Non-Examination Assessment

Year 12 (SUM) •

Year 13 (SPR) •

LITERATURE: Reading: Death of a Salesman. Read Critical Anthology to prepare for NEA.
Writing: essay responses to tasks, annotations and research of genres. Planning and completing first texts are produced and received. Explore connections across texts, informed by literary & linguistic concepts. Demonstrate expertise & creativity in use of English to communicate in

Year 12 (AUT) LITERATURE:

Othello by William Shakespeare Writing: essay responses to tasks, annotations and research of genres Knowledge: key features of both crime and tragedy genres, understanding of range of subject terminology, knowledge of Othello key plot, characters and themes. Awareness of sub-genres and

Year 11 (SPR) UNITS 11.3: A Christmas Carol (Continued), 11.4: Unseen Poetry, 11.5: An Inspector Calls

Reading: Continue study of A Christmas Carol, followed by exploration of unseen poetry. Read & study An Inspector Calls by J.B. Priestley, exploring characters, plot, themes, structure & context. Writing: Respond to 19th Century Literature exam Q. Respond to Unseen Poetry Q. Respond to 20th Century text Q.

Oracy: Class discussion of ideas and themes in the texts. Knowledge: Declarative: All knowledge relevant to study of the literature texts, including detailed textual knowledge, knowledge of writers methods and their effects, knowledge of context. Procedural: exam skills and essay writing techniques.

> Year 10 (SUM) Units 10.5: Unseen Poetry and 10.6: Transactional Writing

Reading: Read selection of unseen poetry & Power and Conflict poetry, exploring methods poets use to create mean Writing: Transactional writing speeches, considering audience and purpose. Writing responses to poetry Oracy: NEA presentations give students the opportunity to practise and demonstrate presentation and public speaking Knowledge: Declarative: Poetic techniques, rhetoric and rhetorical techniques; Oracy skills including pitch, pace, prosody, body language etc. Procedural: How to compare poems; how to give an effective presentation.

> Year 10 (AUT) • Units 10.1 & 10.2: Macbeth and Language 1A (fiction).

Reading: Read Macbeth by William Shakespeare, exploring the language, characters, plot & themes. Build on awareness of Shakespeare & genre of tragedy from study of R&J in Y9. Read a range of fiction extracts relevant to study of Language Paper 1 focusing on effects of language & structure & how writer's methods create meanings. Writing: Build on writing skills at KS3 to begin working on essay responses to both language & literature Qs. Writing analytical paragraphics and paragraphics of the Knowledge: subject terminology relevant to study of creative & descriptive writing, including language & structural techniques & study of dramatic texts, including dramatic techniques. Knowledge of tragic genre. Knowledge of context relevant to the play.

UNIT 9.2: Raise Your Voice

Reading: Read & explore an anthology of poetry linked by themes of protest & dissent, alongside topical non-fiction texts & examples of Writing: Write transactional pieces of writing including letters, articles & speeches. Opportunities for creative and re-creative writing linked to Oracy: Opportunities to "Raise Your Voice" through speeches & participation in class debates & discussion linked to themes of the unit. Knowledge: Poetic form, structure & techniques. Knowledge of rhetoric & persuasive language techniques. Historical & cultural knowledge

Year 8 (SUM)

Cold

UNIT 8.3: Shakespeare's Strong Women Reading: a range of extracts from Anthony & Cleopatra, A Midsummer Night's Dream, Othello, Macbeth & Ron information from a variety of texts. Study the Jacobean context & its relevance, with particular ref. to representations of gender. Understand Shakespeare's creation of characters & themes; retrieval of key evidence, references & quotations; analysing significance of Shakespeare's language choices/linguistic methods. Exercising & developing inference skills, adapting these to explore a range of texts, including modern representations of women in non-fiction texts. Writing: Produce a range of non-fiction texts to inform, argue & persuade, linked by the theme of gender. Develop an ability to adapt tone, style & register to meet the purpose & audience of the texts. Develop ability to use a variety of vocabulary, sentence types & structural & rhetorical devices.

v: Develop ability to explore & debate issues surrounding gender representation in both Jacobean & modern texts with increasing confidence. Oracy: Develop ability to explore & Knowledge: Declarative: genres, rhetoric, context, audience. Procedural: persuade, retrieve, infer, organisation.

Year 8 (AUT) UNIT 8.1: Poverty and Homelessness Reading: Read Stone Cold, No Fixed Address, extracts from Djinn Patrol on the Purple Line, A Christmas Carol & va

Writing: Write transactional pieces including letters, articles & speeches. Writing challenges throughout the unit include diary entries, descriptive writing pieces & re-creative writing from a different perspective Oracy: Class discussion at various points throughout the novel relating to the big ideas covered in the unit. KS3 Speaking & Listening comparison. Knowledge: Developing skills to apply subject terminology accurately, infer a range of meaning & analyse language & structure within a text. Developing ability to write for a specific purpose & audience whilst synthesising & summarising info. from a variety of sources. Oracy will develop skills including organising ideas clearly, appealing to the audience, summarising info. & speaking for a specific purpose. Year 7 (SPR) 🗪

UNIT 7.2: Love and relationships Poetry Reading: Read a range of poetry based on themes of love & relationships focused on a broad range of diverse voices/concepts. Non-fiction reading includes a range of articles, diary entries & letters. Aims: to discuss understanding, identify key themes & ideas, explore the writers' use of language, form and structure. Class reading will be focused on reading A Monster Calls for pleasure and understanding. Writing: Students write their own poetry, letter writing, article writing, essay style exploration.

ing of two poems, reading & reciting poetry, opportunities for drama & perfo Knowledge: Declarative: understand a diverse range of relationships in literature, have a secure knowledge of a broad range of poetic terms, Procedural: knowledge of key skills required in delivering presentations.

Year 6 (SUM) Read texts relating to Mountains topic, incl. factual travel/newspaper articles, travel writing/brochures

Write character descriptions linked to Y6 production, write letters to Y7 teachers, write about memories, edit/redraft earlier pieces (link to Y9 Autumn) Continue skills learnt in writing but in different contexts, perform own compositions using appropriate intonation/volume/movement so Continue to draw more subtle inferences such as inferring characters' feelings, thoughts, motives from their actions, justify inferences with textbased evidence, learn a Classic poem by heart & recite effectively to an audience, summarise effectively the main idea, discuss books that are read to them/those they can read for themselves, challenging views courteously, summarising alternative opinions to their own Know: passive verbs, hyphens, subjunctive, re-cap all grammar and punctuation from previous years

Year 6 (AUT) 🍑 Read texts related to topics: Shackleton's Journey & The Origin of the Species A Christmas Carol (abridged) linked to Y9/11. Apply growing knowledge of root words,

prefixes; suffixes, both read aloud & to understand meaning of new words, continue to read accurately individual words which may be key to meaning of sentence or paragraph, to improve overall comprehension, identify/discuss themes/conventions in/across range of writing, continue to draw more subtle inferences such as inferring acters' feelings, thoughts, motives from actions, justify inferences with text-based evidence, predict what might happen from details stated/implied, summarise effectively main idea, continue to identify how language, structure/presentation contribute. Retrieve, record and present information from non-fiction texts.

Write: Shackleton's Journey—narrative: endurance narrative and recount: magazine article Write: The Origin of the Species—narrative—discovery narrative and explanation: adapt Proof-read for spelling and punctuation errors. Write: A Christmas Carol description of London, persuasive letter, essay Re-cap word classes, informal writing, synonyms/antonyms, cohesive devices, commas for clarity, prefixes/suffixes, presentational devices.

Read: The Jamie Drake Equation, Where Once we Stood and Henry's Freedom Box .Ask questions to improve understanding, draw infer evidence, predict what might happen from details stated and implied, evaluate how authors use language, incl. figurative language, consider impact on reader, retrieve/record info from non-fiction texts, discuss books that are read to them and those they can read for themselves, building on their own and others' ideas, challenging views courteously, provide reasoned justifications for their views. Write: Henry's Freedom Box — diary and biography.

Using modal verbs or adverbs to indicate degrees of possibility, using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun and using brackets, dashes or commas to indicate parenthesis.

Year 4 (SUM) 🍝 Read: Arthur and the Golden Rope. The Whale Show understanding of independent texts by checking it makes sense to them, discuss

understanding & explaining the meaning of words in context. Write narrative; setting description and recount; newspaper report Proof-read for spelling and punctuation errors, read aloud own writing to a group or whole class, using appropriate intonation, controlling tone/volume so meaning is clear. Prepositions, fronted adverbials, transform everyday language into formal, reporting language, referential pronouns, direct speech, apostrophes for possession, Prefixes and suffixes.

> Year 4 (AUT) Read: The Lost Happy Endings & Leaf Predict what might happen from details stated and implied

Write: Lost Happy Endings—narrative: twisted narrative and persuasion: letter Write: Leaf—narrative: outsider narrative and information: Polar Bears Expand noun phrases by addition of modifying adjectives, nouns/preposition phrases, use fronted adverbials effectively, incl. appropriate comma use, concrete/abstract nouns, personification, alliteration.

Year 3 (SPR)

REVERE

ENGINEER

Read The Rhythm of the Rain and Fox. Develop positive attitudes to reading, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, read books that are structured in different ways and read for a range of purposes, performance poetry, story predictions, character inference, participate in group discussions about texts. Write: The Rhythm of the Rain—Narrative: Setting narrative & To inform: River Information Leaflet Write: Fox—Narrative: Fable narrative & Information: Fox report Spell correctly part of the Y3/4 common exception word list. Know what a clause is, how to create complex sentences, identify/write ate clauses, vary sentence lengths, begin to use ellipses, examine archaic contractions in poetry, use apostrophes for contractions and

Year 2 (SUM) 🛶

Read: The King who Banned the Dark and Rosie Reveree the Enginee Write Mistake narrative, How to be a regal leader—to inform; Invention narrative, explanation—how a machine works. Re-read to check their writing makes sense & verbs to indicate time are used correctly/consistently, incl. verbs in the continuous form. Make additions, revisions & corrections to own writing independently, evaluate own writing with teacher/other pupils. Use capital letters, full stops, question marks and exclamation marks to demarcate sentences, begin to employ subordination (using when, if, that, because) & co-ordination (using or, and, but), use suffixes -er, -est in adjectives, use -ly, use commas to separate items in a list, apostrophes to mark where letters are missing & to mark singular possession in nouns

as -ness, -er and by compounding e.g. superman

Year 2 (AUT) Read: A River and The Night Gardener Write: Read a River: Narrative—circular narrative, to narrate Letter, to inform Write: The Night Gardener Setting narrative, to narrate; Diary, to recount Use capital letters, full stops, question marks, exclamation marks to demarcate sentences, begin to employ subordination (using

when, if, that, because) and co-ordination (using or, and, but), use commas to separate items in a list, form nouns using suffixes such

Year 1 (SPR) (

Read: Hemelin and Where the Wild things are and a variety of plant-based information texts. Continue previous skills, begin to predict, explain and show basic inference. Write: a detective story - to narrate; a letter—to recount; a portal story—to narrate; an information page—to inform. Phonic phases 3-5, conjunctions, alphabet and alphabetical order, exclamation and question marks, plurals s/es. Phase 5 letters and sounds, read/spell Year 1 common exception words alongside any extras from phase 4/5. Begin to read words with contractions

Reception (SUM) Minibeasts - Yucky Worms - Factual writing. Listen to and talk about selected non-fiction to develop a deep familiarity with new kno

Seasides now and then - What the ladybird heard at the seaside Recycling and saving our planet (David Attenborough study) One Plastic Bag: Isatou Ceesay and the Recycling Women of Gambia and The Phonics phase 3/4 recap and introduction to phase 5 - Read simple sentences made up of words with known le

Reception (AUT)

Autumn/Harvest - Goodbye Summer, Hello Autumn. Autumn Hunt initial sounds list writing Bonfire Night - Guy Fawkes. Recount of experiences. De Poppies - Where the Poppies now grow. Prediction writing Diwali – Binny's Diwali. Factual writing. Use new voc Christmas - Grandpa Christmas, Christmas letter writing, Listen carefully to rhymes and songs, paying attention to how they sound.

Phonics phase 2 and 3 - Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made

Nursery (SPR)

Eid - The Most Exciting Eid -

Naming characters, sequencing, settings, drawing a story map Listening Skills, speaking skills, recount of story orally and through drawing Phase 1 & 2 phonics

Come Outside topic: reading stories, rhymes, Jack & the Beanstalk/Jasper's Beanstalk

Reading (texts in bold) Writing

■ Grammar, Punctuation, Spelling & Phonics ■ Oracy (Communication & Language in EYFS)

■ Knowledge (Y7-13)

KEY:

Year 13 (SUM)

ling: revise & revisit all the texts & components of the course ncluding both Paper 1 & Paper 2. Writing: essay responses to tasks, annotations & research of genres, coursework piece of independent research. Knowledge: Paper 1 & Paper 2 all selected texts, exam skills and

Year 13 (AUT) LITERATURE:

e of the Ancient Mariner by Samuel Taylor Coleridge & Atonement by Ian McEwan Writing: essay responses to tasks, annotations & research of genres, coursework piece of independent research **Knowledge:** recap key features of both crime and tragedy genres, understanding of range of subject terminology, knowledge of Atonement and Rime of the Ancient Mariner key plot, characters and

Year 12 (SPR)

LITERATURE: der of Richard Ackroyd, Othello and Death of a

Writing: essay responses to tasks, annotations and research of Knowledge: key features of both crime and tragedy genres, understanding of range of subject terminology, knowledge of key plot, characters and themes in all texts studied

Year 11 (SUM)

Revision and exam practice until examinations.

LITERATURE AND LANGUAGE:

eading: Revise & revisit all the key texts. Writing: essay responses to tasks, annotations of key ideas & themes, re-

Knowledge: Knowledge of key concepts & methods of integrated literary & linguistic study; understanding of way various writers convey meaning; understanding of context & genres in texts are produced & received. Explore connections across texts, informed by literary & linguistic concepts. Demonstrate expertise & creativity in use of English to communicate in different ways.

LITERATURE AND LANGUAGE:
Reading: Read AQA Anthology: Paris and The Great Gatsby. Read a variety of texts,

academic articles and research papers linked to topics of study. Writing: essay responses to tasks, annotations of key ideas and theme, re-creative writing mentary. Write non-examination assessment- undertake research-led work that foregrounds the skills of close language-driven analysis in a report-based format. Knowledge: of key concepts & methods of integrated literary & linguistic study, an understanding of the way various writers convey meaning, understanding of the context and genres in texts are produced and received. Explore connections across texts, informed by literary and linguistic concepts. Demonstrate expertise and creativity in the use of English to

communicate in different ways. LITERATURE AND LANGUAGE:

ology:Paris and All My Sons by Arthur Miller Writing: essay responses to tasks, annotations of key ideas and theme

Knowledge: Knowledge of the key concepts and methods of integrated literary and linguistic study, an understanding of the way various writers convey meaning, understanding of the context and genres in texts are produced and received. Explore connections across texts, informed by literary and linguistic concepts.

Year 11 (AUT)

UNITS 11.1: Macbeth (revision), 11.2: Power and Conflict Poetry (revision), 11.3 A Christmas Carol ading: Revision/consolidation of key literature texts (Macbeth and Power and Conflict Poetry) to cement understanding of plot, characters, mes, context & connections. Begin study of A Christmas Carol by Charles Dickens

Writing: Opportunities to write analytical response & develop essay writing skills, including analysing extracts. Complete mock exam questions covering Macbeth, Power & Conflict Poetry & Language Paper 2 Knowledge: Declarative: All knowledge relevant to study of the literature texts, including detailed textual knowledge, knowledge of writers

methods and their effects, knowledge of context. Procedural: exam skills and essay writing techniques.

Year 10 (SPR)

Units 10.3 & 10.4: Power and Conflict and Narrative & Descriptive Writing

Witting: Opportunities for creating narrative & descriptive pieces of writing using range of stimulus, including images, prompts &recreative writing based on texts. Writing comparative essays on Power and Conflict anthology. Oracy: Class discussion of ideas and themes in the texts.

Knowledge: Declarative: Poetic techniques; context linked to poems in the anthology including Romantic Poetry, War poetry etc. Procedural: how to write comparative analysis; how to write effective description; how to structure a short story.

Year 9 (SUM)

UNIT 9.3: Romantic Shakespeare neo and Juliet, alongside extracts from Shakespeare's plays linked by theme, and selected sonnets. Some contextual non-fiction reading exploring the role of women in Elizabethan and Jacobean society.

arising from the study of the play exploring different interpretations. Knowledge: Declarative: dramatic techniques, contextual knowledge, genres tragedy and comedy. Procedural: essay technique, language analysis.

Year 9 (AUT)

UNIT 9.1: Diverse Voices Reading: Read Noughts and Crosses by Malorie Blackman, a variety of poems from other cultures & non-fiction texts linked to theme of 'diversity'. Develop ability to interpret a wide variety of texts, apply terminology accurately, retrieve relevant & apt textual reference as evidence for ideas and analyse language

Writing: Regular writing challenges linked to theme of 'diversity', utilising ambitious vocabulary, varying sentence lengths & structures and encouraging students to utilise reading material to generate ideas. Oracy: Role-play, group & individual oracy tasks based around theme of 'diversity'. Utilising 'Voice 21' oracy frameworks to develop speaking & listening skills. Sentence stems used to encourage more structured & developed responses. KS3 Speaking & Listening competition.

Knowledge and Skills: The ability to interpret texts in original and perceptive ways, using a range of apt, judiciously selected textual references to evidence their ideas. Close analysis of language within a variety of texts, using a wide range of subject knowledge appropriate to language and literature analysis. Year 8 (SPR)

Reading: Read a range of poetry and fiction linked to the theme of "Dystopian Worlds." Unit incorporates an anthology of poetry entitled "Poisonous Poetry". Examples of dystopian texts can be drawn from a range of speculative fiction and can include film and television texts.

Writing: Writing range of descriptive and narrative pieces using a range of stimuli, including film and TV, images Oracy: Class discussion of poems and texts. Opportunities for reading poetry aloud and learning poetry by heart. Knowledge: Declarative: Understanding of genre, partic. speculative and science-fiction writing. Terminology of descriptive writing techniques. Media terminology. Poetic techniques. Context linked to dystopian worlds (technological, social and political). Procedural: How to write effective description. Reading poetry aloud.

Year 7 (SUM) UNIT 7.3: Shakespeare and the English Language
Reading: 'The Tempest' - Reading a range of extracts from the play; studying the Jacobean context and its relevance; understanding Shakespeare's

creation of characters and themes; retrieval of key evidence, references and quotations; analysing the significance of Shakespeare's language choices Writing: Producing informative written texts, including reports, letters and speeches; learning to utilise a range of organisational features across a range

of writing types; extending written vocabulary including a range of key terminology; exploring a range of sentence types to meet the requirements of Oracy: Debates around Shakespeare's methods and storytelling; class discussions reflecting taught topics surrounding the evolution of the English language. Knowledge: Declarative - characters and plot of The Tempest, dramatic terminology, Jacobean context

Year 7 (AUT) UNIT 7.0: Transition scheme KS2-3 transition unit "All About Me" & UNIT 7.1: The Supernatural Reading: Read a range of extracts from supernatural/Gothic genres; explore methods used by writers. Class readers: Jessica's Ghost and A Monster Calls. Writing: Take inspiration from key writers of Supernatural genre, plot Gothic narratives, develop creative writing skills, focus on atmosphere, setting,

Oracy: Discussions in class used to generate ideas & structure them into written answers. Discussion also used to explicitly develop reading skills & ate comprehension. KS3 Speaking and Listening competition to increase the prominence of oracy whole-scho Knowledge: demonstrable understanding of how language devices and structure can be used to create supernatural/Gothic texts, and ability to use these

Year 6 (SPR) Read: Holes; Sylvia Earle book Write: descriptive writing, stories, diary entry; letter; newspaper article and biography Draft & write selecting

appropriate gram&vocab, understanding how such choices can change/enhance meaning, describe settings, characters, atmosphere & integrate dialogue to convey character/advance action. Précis longer passages, use wide range of devices to build cohesion within/across paragraphs, evaluate & edit, assessing effectiveness of own/others' writing, propose changes to vocab/gram/punct to enhance effects/clarify meaning. Identify/ discuss themes & conventions in/across wide range of writing, increase familiarity with wide range of books, incl. fiction from our literary heritage, discuss/critically evaluate how authors' use of language, incl. figurative, impacts the reader, explain/discuss understanding of what they've read, incl. through formal presentations/debates, maintain focus on topic, use notes where necessary, continue to provide reasoned justifications for views, on paper/to an audience. Know: perfect tense forms, layout and presentational devices, semi-colons, colons, bullet points, brackets for parenthesis, ecap all arammar terms from KS1/2

Year 5 (SUM)

Read: Journey to the River Sea, King Kong and Father. Ask questions to improve understanding, draw inferences, justify with evidence, predict what might happen from details stated and implied, evaluate how authors use language, incl. figurative language, consider impact on reader, retrieve/record info from non-fiction texts, discuss books that are read to them and those they can read for themselves, building on their own and others' ideas, challenging views courteously, provide reasoned justifications for their views. Write: King Kong -narrative: dilemma narrative and Balanced Argument. Write: Farther— Setting description and Letter

Linking ideas across paragraphs, using adverbials and using a range of devices to build cohesion. Recap on speech punctuation and brackets for parenthesis.

Read: Poppy Pym and the Pharaoh's curse, The Promise and The Hound of the Baskervilles in graphic novel and novel formats Ask questions to improve

iding, draw inferences, justify with evidence, predict what might happen from details stated and implied, evaluate how authors use language, incl. figurative language, consider impact on reader, retrieve/record info from non-fiction texts, discuss books that are read to them and those they can read for themselves, building on their own and others' ideas, challenging views courteously, provide reasoned justifications for their views. tive: character narrative and recount: newspaper report. Write: The Hound of the Baskervilles—narrative: cliff-hanger and Information: formal event report. Recap word classes, types of nouns, convert nouns/adjectives into verbs, expanded noun phrases, pronouns and possessive pronouns, adverbials. Punctuation: ophes – contractions and possession (emphasise the distinction)

Year 4 (SPR)

Read: The Journey. Manfish. Identify and discuss words and phrases that capture the reader's interest & imagination. Draw inferences from characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Write: Narrative: Refugee narrative; diary— Verb inflections, fronted adverbials followed by commas, nouns or pronouns to aid cohesion; use inverted commas and other punctuation to indicate direct speech; paragraphs to organise theme;

Year 3 (SUM)

Read: The Iron Man. Develop positive attitudes to reading, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, read books that are structured in different ways and read for a range of purposes, performance poetry, story predictions, character inference, participate in group discussions about texts.

Write: The Return Narrative: Setting description & travel report.

Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although. Build on previous year & focus on Present perfect form of verbs. Reinforce from Year 2: Use of capital letters, full stops, question marks and exclama ences. Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.

Write: The Iron Man Narrative: Approach Threat narrative & Explanation: How to capture the Iron man

Spellings: Reinforce Y3/4 spellings; prefixes and suffixes

Read; Into the Forest and Jemmy Button. Develop positive attitudes to reading, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, read books that are structured in different ways and read for a range of purposes, performance poetry, story predictions, character inference,

wledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet. Read further ex I correspondences between spelling and sound, and where these occur in the word. Show an explicit increase in <u>vocabulary</u> in talk and w taken from reading material, read fluently.

Write: Bog Baby: Finding narrative, Instructions, how to build a habitat—to instruct Return narrative, Junale animals—to inform look at different

Year 2 (SPR)

styles of writing to emulate in their own writing. Make simple additions, revisions and corrections to their own writing, evaluate their writing with the teacher and other pupils, proof-read to check for errors in spelling, grammar and punctuation, read aloud what they have written with appropriate intonation to make the meaning clear. Use capital letters, full stops, question marks and exclamation marks to demarcate sentences, begin to employ subordination (using when, if, that, because) and co-ordination (using or, and, but), expand noun phrases for description and specification, form adjectives using suffixes such as -ful, -less, choose the correct use of present tense and past tense throughout writing, use commas to separate items in a list

Year 1 (SUM)

Write: A return story—to narrate; an information page—to inform; a postcard—to recount; a hinting story—to narrate;

Words with suffixes -ing, -ed, -er with no change to root word & prefix -un, capital letters for people, places and days of the Phonics: revision of all phases for all 40+ phonemes, including, where applicable, alternative sounds for graphemes

Year 1 (AUT) Read-Major Glad, Major Dizzy and Rapunzel

Write: Rapunzel—narrative: A Traditional Tale and Instructions: How to catch a witch

Read The Secret of Black Rock. Practice of all VIPERS skills.

Poetry on a theme: Christmas and Winter - Capital letters, full stops, nouns, adjectives, capital letters for I Revision of phase 3 and moving on to phase 4 letters and sounds including reading and spelling of polysyllabic words.

Write: Major Glad, Major Dizzy—narrative: discovery narrative and recount: messages

Reception (SPR) Winter - Percy the Park Keeper One Snowy night - Characters thought speech bubbles. Retell the story, once they have developed a deep

Pancake Day - Mr Wolf's Pancakes - Descriptive list writing People who love us (Valentines) – In my Heart – Instructional writing

Chinese New Year - The Great Race - List writing for Chinese Banquet Write words and short sentences with words with known sound People who help us - Great Fairies of the World - Future writing. -letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. Phonics phase 3 and 4 - Blend sounds into words, so that they can read short words made up of known letter- sound Mother's day - My Mummy is magic - Writing labels correspondences. Read some letter groups that each Spring / Growth - The growing Story and Ten seeds - Recount writing Easter - The Odd Eag - Imaginative writing

Nursery (SUM) Tiny beginnings topic: Handa's Surprise - Write/draw a list of the fruit

The Very Hungry Caterpillar - Write/draw a list of food that the caterpillar ate

Nursery (AUT)

Topics: Ourselves and Autumn/Round the Clock: Daily story, nursery rhymes, rhyming stories, Phase 1 phonics (daily) Owl Babies: Listening Skills, speaking skills, recount of story orally and through drawing Naming characters, sequencing of story, settings The Nativity Story: dressing up in role play area and acting out the story using props.