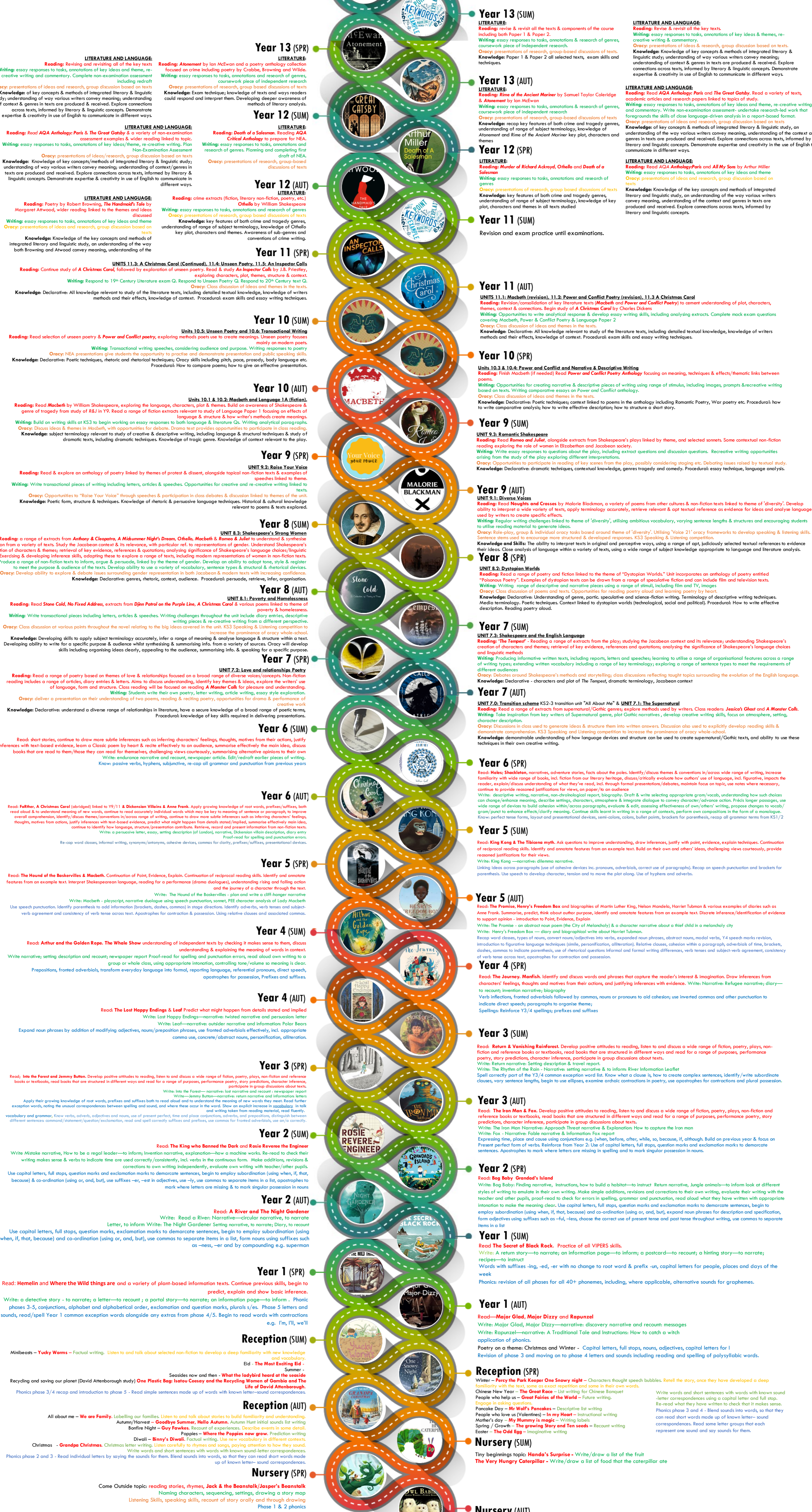


# CURRICULUM ROADMAP - Nursery to Year 13

## English



- KEY:**
- Reading (texts in bold)
  - Writing
  - Grammar, Punctuation, Spelling & Phonics
  - Oracy (Communication & Language in EYF5)
  - Knowledge (Y7-13)

**Year 13 (SUM)**

**LITERATURE AND LANGUAGE**  
 Reading: revise & revisit all the texts & components of the course including both Paper 1 & Paper 2.  
 Writing: essay responses to tasks, annotations & research of genres, coursework piece of independent research.  
 Oracy: presentations of research, group-based discussions of texts.

**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.

**Year 13 (SPR)**

**LITERATURE**  
 Reading: *Atonement* by Ian McEwan and a poetry anthology selection 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 could respond and interpret them. Developing deeper awareness of methods of literary analysis.

**Year 13 (AUT)**

**LITERATURE**  
 Reading: *Rime 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.  
 Oracy: presentations of research, group-based discussions of texts.

**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 themes.

**Year 12 (SUM)**

**LITERATURE**  
 Reading: *Death of a Salesman*. Reading *AGA Critical Anthology* to present context.  
 Writing: essay responses to tasks, annotations and research of genres. Planning and completing first Non-Examination Assessment.  
 Oracy: presentations of research, group based discussions of texts.

**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 and 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 AGA Anthology: Paris & The Great Gatsby* & a variety of non-examination assessment examples & wider reading linked to theme.  
 Writing: essay responses to tasks, annotations of key ideas/theme, re-creative writing, Plan Non-Examination Assessment.  
 Oracy: presentations of ideas/research, group discussion based on texts.

**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 and received. Explore connections across texts, informed by literary & linguistic concepts. Demonstrate expertise & creativity in use of English to communicate in different ways.

**Year 12 (AUT)**

**LITERATURE**  
 Reading: *Crime extracts (fiction, literary non-fiction, poetry, etc.)* by William Golding.  
 Writing: essay responses to tasks, annotations and research of genres.  
 Oracy: presentations of research, group based discussions of texts.

**Knowledge:** key features of both crime and tragedy genres, understanding of range of subject terminology, knowledge of Golding key plot, characters and themes. Awareness of sub-genres and conventions of crime writing.

**Year 12 (SPR)**

**LITERATURE**  
 Reading: *Poetry by Robert Browning, The Hound of the Baskervilles* by Arthur Conan Doyle, *Wider reading linked to the themes and ideas discussed*.  
 Writing: essay responses to tasks, annotations of key ideas/themes.  
 Oracy: presentations of ideas and research, group discussion based on texts.

**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

**Year 11 (SUM)**

Revision and exam practice until examinations.

**Year 11 (AUT)**

**LITERATURE**  
 Reading: *Murder of Richard Acredry, Othello and Death of a Salesman*.  
 Writing: essay responses to tasks, annotations and research of genres.  
 Oracy: presentations of research, group based discussions of texts.

**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.

**LITERATURE AND LANGUAGE**  
 Reading: *Read AGA 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 and commentary.  
 Oracy: presentations of ideas and research, group discussion based on texts.

**Knowledge:** Knowledge of key concepts and 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.

**Year 11 (SPR)**

**UNIT 11.2: 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 19<sup>th</sup> Century Literature exam Q. Respond to Unseen Poetry Q. Respond to 20<sup>th</sup> 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 11 (AUT)**

**Unit 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 meaning. Unseen poetry focuses mainly on modern poets.  
 Writing: Transactional writing speeches, considering audience and purpose. Writing responses to poetry in order to practice and demonstrate presentation and public speaking skills.  
 Oracy: NEA presentation give students the opportunity to practice and demonstrate presentation and public speaking skills.

**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 (SUM)**

**Year 10 (SPR)**

**Unit 10.3 & 10.4: Power and Conflict and Narrative & Descriptive Writing**  
 Reading: *Finish Macbeth* (if needed) *Read Power and Conflict Poetry Anthology* focusing on meaning, techniques & effects/thematic links between poems.  
 Writing: Opportunities for creating narrative & descriptive pieces of writing using range of stimulus, including images, prompts & creative 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 10 (AUT)**

**Unit 10.1 & 10.2: Macbeth and Language 1A (fiction)**  
 Reading: *Read Macbeth* by William Shakespeare, exploring the fiction characters, plot & themes. Build an 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 meaning.  
 Writing: Build on writing skills at KS2 to begin working on essay responses to both language & literature Qs. Writing analytical paragraphs.  
 Oracy: Discuss ideas & themes in *Macbeth*, with opportunities for debate. Drama text provides opportunities to participate in class reading.

**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.

**Year 10 (SPR)**

**Unit 10.3 & 10.4: Power and Conflict and Narrative & Descriptive Writing**  
 Reading: *Finish Macbeth* (if needed) *Read Power and Conflict Poetry Anthology* focusing on meaning, techniques & effects/thematic links between poems.  
 Writing: Opportunities for creating narrative & descriptive pieces of writing using range of stimulus, including images, prompts & creative 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 10 (AUT)**

**Unit 10.1 & 10.2: Macbeth and Language 1A (fiction)**  
 Reading: *Read Macbeth* by William Shakespeare, exploring the fiction characters, plot & themes. Build an 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 meaning.  
 Writing: Build on writing skills at KS2 to begin working on essay responses to both language & literature Qs. Writing analytical paragraphs.  
 Oracy: Discuss ideas & themes in *Macbeth*, with opportunities for debate. Drama text provides opportunities to participate in class reading.

**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.

**Year 10 (SPR)**

**Unit 10.3 & 10.4: Power and Conflict and Narrative & Descriptive Writing**  
 Reading: *Finish Macbeth* (if needed) *Read Power and Conflict Poetry Anthology* focusing on meaning, techniques & effects/thematic links between poems.  
 Writing: Opportunities for creating narrative & descriptive pieces of writing using range of stimulus, including images, prompts & creative 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**  
 Reading: *Read Romeo 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.  
 Writing: Write essay responses to questions about the play, including extract questions and discussion questions. Re-creative writing opportunities arising from the study of the play exploring different interpretations.  
 Oracy: Opportunities to participate in reading of key scenes from the play, possibly considering staging etc. Debating issues raised by textual study.

**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 Naughts 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 used by writers to create specific effects.  
 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 oral texts based around theme of 'diversity'. Utilising 'Voice 21' oracy frameworks to develop speaking & listening skills.

**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 9 (SPR)**

**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 speeches linked to theme.*  
 Writing: Write transactional pieces of writing including letters, articles & speeches. Opportunities for creative and re-creative writing linked to texts.  
 Oracy: Opportunities to 'Raise Your Voice' through speeches & participation in class debates & discussion linked to themes of protest & dissent.

**Knowledge:** Poetic form, structure & techniques. Knowledge of rhetoric & persuasive language techniques. Historical & cultural knowledge relevant to poems & texts explored.

**Year 8 (SUM)**

**UNIT 8.3: Shakespeare's Strong Women**  
 Reading: a range of extracts from *Anthony & Cleopatra, A Midsummer Night's Dream, Othello, Macbeth & Juliet* to understand & synthesise 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. Exersising & developing inference skills, adopting 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 adopt tone, style & register to meet the purpose & audience of the texts. Develop ability to use a variety of vocabulary, sentence types & structural & rhetorical devices.  
 Oracy: Develop ability to explore & debate issues surrounding gender representation in both Jacobean & modern texts with increasing confidence.

**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* & various poems linked to theme of poverty & homelessness.  
 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 competition to increase the prominence of oracy whole-school.

**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 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 8 (SPR)**

**UNIT 8.2: Dystopian Worlds**  
 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 regular pieces 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, parts, descriptive and science-fiction writing. Terminology of descriptive writing techniques. Genre 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 and linguistic methods.  
 Writing: Producing informative written texts, including reports, letters and speeches; learning to write a range of organisational features across a range of writing types; extending written vocabulary including a range of key terminology; reflecting a range of sentence types to meet the requirements of different audiences.  
 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 on '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, character description.  
 Oracy: Discussions in class used to generate ideas & structure them into written answers. Discussion also used to explicitly develop reading skills & demonstrate comprehension. KS3 Speaking and Listening competition to increase the prominence of oracy whole-school.

**Knowledge:** demonstrable understanding of how language devices and structure can be used to create supernatural/Gothic texts, and ability to use these techniques in their own creative writing.

**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: Write their own poetry, letter writing, writing an essay, style exploration.  
 Oracy: deliver a presentation on their understanding of two poems, reading & reciting poetry, opportunities for drama & performance work.

**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 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 and linguistic methods.  
 Writing: Producing informative written texts, including reports, letters and speeches; learning to write a range of organisational features across a range of writing types; extending written vocabulary including a range of key terminology; reflecting a range of sentence types to meet the requirements of different audiences.  
 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 6 (SUM)**

**UNIT 6.0: Transition scheme KS2-3 transition on '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, character description.  
 Oracy: Discussions in class used to generate ideas & structure them into written answers. Discussion also used to explicitly develop reading skills & demonstrate comprehension. KS3 Speaking and Listening competition to increase the prominence of oracy whole-school.

**Knowledge:** demonstrable understanding of how language devices and structure can be used to create supernatural/Gothic texts, and ability to use these techniques in their own creative writing.

**Year 6 (SPR)**

**Read: Holes** Shaktleton, narrative, adventure stories, facts about the poles. 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 presentation of what they've read, incl. through formal presentation/debates, maintain focus on topic, use notes where necessary, continue to provide reasoned justifications for views, on paper/ to an audience.  
 Write: descriptive writing, narrative, non-chronological report, 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. Prevs 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/drafty meaning. Continue skills learnt in writing in a range of contexts, perform own compositions in the form of a monologue.  
 Know: perfect tense forms, layout and presentational devices, semi-colons, colons, bullet points, brackets for parenthetical, recap all grammar terms from KS2/3.

**Year 6 (AUT)**

**Read: King Kong & The Tibetoan myth.** Ask questions to improve understanding, draw inferences, justify with point, evidence, explain techniques. Continuation of reciprocal reading skills. Identify and annotate features from an example text. Build on their own and others' ideas, challenging views courteously, provide reasoned justifications for their views.  
 Write: King Kong - narrative dilemma narrative.  
 Linking ideas across paragraphs (use of cohesive devices, link pronouns, adverbials, correct use of paragraphs). Recap on speech punctuation and brackets for parenthetical. Use speech to develop character, tension and to move the plot along. Use of hyphens and dashes.

**Year 6 (SPR)**

**Read: The Hound of the Baskervilles & Macbeth.** Continuation of Point, Evidence, Explain. Continuation of reciprocal reading skills. Identify and annotate features from an example text. Interpret Shakespearean language, reading for a performance (drama dialogues), understanding rising and falling action and the journey of a character through the text.  
 Write: The Hound of the Baskervilles - plan and write a cliff-hanger narrative.  
 Write: Macbeth - playwright narrative using speech punctuation, use of FEI characters, analysis of Lady Macbeth.  
 Use speech punctuation, identify parameters to add information (brackets, dashes, commas) in stage directions. Identify adverbs, verb tenses and subject-verb agreement and consistency of verb tense across text. Apostrophes for contraction & possession. Using relative clauses and associated commas.

**Year 6 (SUM)**

**Read: Holes** Shaktleton, narrative, adventure stories, facts about the poles. 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 presentation of what they've read, incl. through formal presentation/debates, maintain focus on topic, use notes where necessary, continue to provide reasoned justifications for views, on paper/ to an audience.  
 Write: descriptive writing, narrative, non-chronological report, 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. Prevs 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/drafty meaning. Continue skills learnt in writing in a range of contexts, perform own compositions in the form of a monologue.  
 Know: perfect tense forms, layout and presentational devices, semi-colons, colons, bullet points, brackets for parenthetical, recap all grammar terms from KS2/3.

**Year 5 (SUM)**

**Read: King Kong & The Tibetoan myth.** Ask questions to improve understanding, draw inferences, justify with point, evidence, explain techniques. Continuation of reciprocal reading skills. Identify and annotate features from an example text. Build on their own and others' ideas, challenging views courteously, provide reasoned justifications for their views.  
 Write: King Kong - narrative dilemma narrative.  
 Linking ideas across paragraphs (use of cohesive devices, link pronouns, adverbials, correct use of paragraphs). Recap on speech punctuation and brackets for parenthetical. Use speech to develop character, tension and to move the plot along. Use of hyphens and dashes.

**Year 5 (SPR)**

**Read: The Promise, Henry's Freedom Box** and biographies of Martin Luther King, Nelson Mandela, Harriet Tubman & various examples of diaries such as *Anna Frank*. Summarise, predict, think about author purpose, identify and annotate features from an example text. Discuss inference/identification of evidence to support opinion. Introduction to Point, Evidence, Explain.  
 Write: The Promise - on abstract noun poem (the City of Malancholy) & a character narrative about a thief child in a melancholy city.  
 Write: Henry's Freedom Box - diary and biographical write about Harriet Tubman.  
 Recap word classes, types of nouns, comment nouns/adjectives into verbs, expanded noun phrases, abstract nouns, modal verbs, Y4 speech marks revision, introduction to figurative language techniques (simile, personification, alliteration), relative clauses, cohesion within a paragraph, adverbials of time, brackets, dashes, commas to indicate parenthetical, use of rhetorical questions informal and formal writing, adverbials, verb tenses and subject-verb agreement, consistency of verb tense across text, apostrophes for contraction and possession.

**Year 5 (AUT)**

**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 - to recount; invention narrative; biography.  
 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;  
 Spellings: Reinforce Y3/4 spellings; prefixes and suffixes

**Year 5 (SUM)**

**Read: Into the Forest and Jimmy Butler.** 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 into the Forest - narrative: return narrative and recount; newspaper report.  
 Write - Jimmy Butler - narrative: return narrative and information letters.  
 Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet. Read further 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.  
 Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet. Read further 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.  
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