

CURRICULUM ROADMAP

English

- Nursery to Year 13



BIRKENHEAD
HIGH SCHOOL ACADEMY



G D S T
GIRLS' DAY SCHOOL TRUST

KEY:

■ Reading (texts in bold)

■ Writing

■ Grammar, Punctuation, Spelling & Phonics

■ Oracy (Communication & Language in EYFS)

■ Knowledge (Y7-13)

LITERATURE AND LANGUAGE:
Reading: Revising and revisiting all of the key texts
Writing: essay responses to tasks, annotations of key ideas and themes, re-creative writing and commentary. Complete non-examination assessment including redraft
Oracy: presentations of ideas and research, group discussion based on texts
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:
Reading: *Atone*ment by Ian McEwan and *Rime of the Ancient Mariner* by Samuel Taylor Coleridge
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.

LITERATURE AND LANGUAGE:
Reading: *Read AQA Anthology: Paris & The Great Gatsby* & a variety of non-examination assessment examples & wider reading linked to topic
Writing: essay responses to tasks, annotations of key ideas/themes, re-creative writing. Plan Non-Examination Assessment
Oracy: presentations of ideas/research, group discussion based on texts
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:
Reading: *Death of a Salesman*. Reading *AQA Anthology* & wider reading linked to topic
Writing: essay responses to tasks, annotations and research of genres. Planning and completing first draft
Oracy: presentations of research, group based discussions of texts

LITERATURE AND LANGUAGE:
Reading: Poetry by Robert Browning, *The Handmaid's Tale* by Margaret Atwood, wider reading linked to the themes and ideas discussed
Writing: essay responses to tasks, annotations of key ideas and 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

LITERATURE:
Reading: crime extracts (fiction, literary non-fiction, poetry, etc.)
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 Othello key plot, characters and themes. Awareness of sub-genres and conventions of crime writing.

UNITS 11.3: A Christmas Carol (Continued), 11.4: Unseen Poetry, 11.5: An Inspector Calls
Reading: Revision of all units to explore themes and context in greater depth.
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: Finish *Macbeth* (if needed) *Read Power and Conflict Poetry Anthology* focusing on meaning, techniques & effects; thematic links between poems.
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 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 (AUT)
Units 10.1 & 10.2: Macbeth and Language 1A (fiction).
Reading: *Read A Christmas Carol* by Charles Dickens, exploring plot, characters, themes & context
Writing: Build on writing skills at KS3 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 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* & *Romeo & 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. Extending & developing inference skills, adopting these to explore a range of texts, including modern representations of women in non-fictional 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.
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 *Djin 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 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 Call* for pleasure and understanding.
Writing: Students write their own poetry, letter writing, article writing, essay style exploration.
Oracy: deliver a presentation on their understanding of two poems, reading & reciting poetry, opportunities for drama & performance of creative 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 6 (SUM)
Unit 6.1: The Hound of the Baskervilles & Macbeth
Reading: short stories, continue to draw more subtle inferences such as inferring characters' feelings, thoughts, motives from their actions, justify inferences with text-based evidence, 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.
Write: *Broken Rock*, *Paper Scissors*. Narrative focusing on dialogue to advance the action and develop character.
Edit/redraft earlier pieces of writing.
Know: passive verbs, hyphens, subjunctive, re-cap all grammar and punctuation from previous years

Year 6 (AUT)
Read: A Christmas Carol (abridged) linked to Y9/11 & Anne Frank / *Rose Blanche* (one unit) *Shall*. Inferring characters' 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: *A persuasive letter*, essay, setting description (of London), narrative, diary entry
Read-read for spelling and punctuation errors.
Place Value of Punctuation.
Re-cap word classes, informal writing, synonyms/antonyms, cohesive devices, commas for clarity, prefixes/suffixes, presentational devices.

Year 5 (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 using speech punctuation, direct speech, dialogue, setting, characterisation, point of view, tense, mood, atmosphere, etc.
Use speech punctuation, identify parentheticals 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 4 (SUM)
Read: Arthur and the Golden Rope understanding of independent texts by checking it makes sense to them, discuss understanding & explaining the meaning of words in context.
Write narrative; setting description. 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
Place Value of Punctuation
Non-Chronological Report
Expand noun phrases by addition of modifying adjectives, nouns/preposition phrases, use fronted adverbials effectively, incl. appropriate comma use, concrete/abstract nouns, personification, differentiation.

Year 3 (SPR)
Read: Into the Forest and Jenny 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, participate in group discussions about texts.
Write: *Into the Forest*—narrative: lost narrative and request; reindeer setting description
Write: *Jenny Button*—narrative: reindeer narrative and request; reindeer setting description
Apply their growing knowledge of text words, prefixes and suffixes 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 world. Show an explicit increase in vocabulary, spelling and grammar. Know verbs, adverbs, adjectives and nouns, use present perfect, time and place conjunctions, adverbs, and prepositions, distinguish between different sentences (command/statement/question/exclamation, read and spell correctly suffixes and prefixes, use commas for fronted adverbials, use on/a correctly.

Year 2 (SUM)
Read: The King who Banned the Dark and Rosie Revere the Engineer and Grandpa's Island
Write: Invention narrative, explanation—how a machine works; a return narrative; a letter to persuade. 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

Year 2 (AUT)
Read: A River Narrative and The Night Gardener
Write: *A River Narrative*—circular narrative, to narrate
Place Value of Punctuation
Non-Chronological Report—milkbeats to inform, The Night Gardener Setting narrative
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 as -ness, -er and by compounding e.g. Superman

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, explanation 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 e.g. I'm, it'll, we'll

Reception (SUM)
Minibeats - *Yucky Worms* - Factual writing. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge
Ed - *The Most Exciting Eid* - Summer -
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* *The Life of David Attenborough*.
Phonics phase 3/4 recap and introduction to phase 5 - Read simple sentences made up of words with known letter-sound correspondences.

Reception (AUT)
All about me - *We are Family*. Labelling our families. Listen to and talk about stories to build familiarity and understanding.
Autumn/Harvest - *Goodbye Summer, Hello Autumn*. Autumn Harvest initial sounds list writing.
Bonfire Night - *Guy Fawkes*. Recount of experiences. Describe events in some detail.
Poppies - *Where the Poppies now grow*. Prediction writing.
Divoll - *Binny's Growth*. Recount of experiences. 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 as -ness, -er and by compounding e.g. Superman

Nursery (SPR)
Come Outside topic: reading stories, rhymes, *Jack & the Beanstalk*, *Jasper's Beanstalk*
Naming characters, sequencing, settings, drawing a story map
Listening Skills, speaking skills, recount of story orally and through drawing; talk about Mothers' Day
Phase 1 & 2 phonics
I'll Be There by Karl Newson & Rosalind Beardshaw

Year 13 (SUM)
LITERATURE:
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: Paper 1 & Paper 2 all selected texts, exam skills and techniques.

Year 13 (AUT)
LITERATURE:
Reading: *Atone*ment by Ian McEwan & *Tragic Poetry* of John Keats
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 *Atone*ment and *Rime of the Ancient Mariner* key plot, characters and themes

Year 12 (SPR)
LITERATURE:
Reading: *Murder of Roger Ackroyd*, *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

Year 11 (SUM)
Revision and exam practice until examinations.

Year 11 (AUT)
Units 11.1: Macbeth (revision), 11.2: Power and Conflict Poetry (revision), 11.3: A Christmas Carol
Reading: Begin study of *An Inspector Calls* by JB Priestley, continue to explore and analyse poems from *Power and Conflict anthology*
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*
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 (SPR)
Units 10.3 & 10.4: Power and Conflict and Narrative & Descriptive Writing
Reading: *Read Macbeth* by William Shakespeare, exploring the language, characters, plot & themes. Build on awareness of Shakespeare & genres of tragedy from study of *R&J* in Y9. Read a range of fiction extracts relevant to study of *Language Paper 1* focusing on aspects of language & structure & how writer's methods create meanings.
Writing: 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

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 & Jacobean society.
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. Sentences must include a range of R&J in Y9. Read a range of fiction extracts relevant to study of *Language Paper 1* focusing on aspects of language & structure & how writer's methods create meanings.
Writing: 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

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 oracy tasks based around theme of 'diversity'. Utilising 'Voice 21' oracy frameworks to develop speaking & listening skills. Sentences must include a range of R&J in Y9. Read a range of fiction extracts relevant to study of *Language Paper 1* focusing on aspects of language & structure & how writer's methods create meanings.
Writing: 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

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 a 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, 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 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 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 7.2: 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: *The Graveyard Book*
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; Shackleton, narratives, 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 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
Write: descriptive writing, narrative, non-chronological report, biography. Draft & write selecting appropriate gram/ vocab, understanding how choices can change/ enhance meaning, describe settings, characters, atmosphere & integrate dialogue to convey character/ advance action. Preks longer passages to use wide range of devices to build cohesion within/ across paragraphs, evaluate & edit, assessing effectiveness of own/ others' writing, produce changes to vocab/ gram/ punct to enhance effects/ clarify 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-colon, colon, bullet points, brackets for parentheticals, recap all grammar terms from KS2/ 3.

Year 5 (SUM)
Read: King Kong & The Tiberian 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 inc. pronouns, adverbials, correct use of paragraphs). Recap on speech punctuation and brackets for parentheticals. Use speech to develop character, tension and to move the plot along. Use of hyphens and adverbs.

Year 5 (AUT)
Read: The Freedom Box and biographies of Martin Luther King, Nelson Mandela, Harriet Tubman & various examples of diaries such as Anne Frank. Summarise, predict, think about author purpose, identify and annotate features from an example text. Analyse inference/identification of evidence to support opinion - Introduction to Point, Evidence, Explain
Write: *The Promise* - an abstract noun poem (the City of Melancholy) & a character narrative about a thief child in a melancholy city
Write: *Harriet Tubman* - an abstract noun poem (the City of Melancholy) & a character narrative about a thief child in a melancholy city
Place Value of Punctuation. Non-Chronological Report.
Recap word classes, types of nouns, convert 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 parentheticals, use of historical questions informal and formal writing differences, verb tenses and subject-verb agreement, consistency of verb tense across text, apostrophes for contraction and possession.

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: diary—to recount; biography: Verb inflections, fronted adverbials followed by commas, nouns or pronouns to add cohesion; use inverted commas and other punctuation to indicate direct speech; paragraphs to organise theme; Spellings: Reinforce Y3/4 spellings; prefixes and suffixes

Year 3 (SUM)
Read: Return. 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: Return narrative.
Write: Biography about extraordinary women
Spell correctly part of the Y3/4 common exception word list. Know what a clause is, how to create complex sentences, identify/write subordinate clauses, vary sentence lengths, begin to use ellipses, examine archaic contractions in poetry, use apostrophes for contractions and plural possession. Non-Chronological 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 exclamation marks to demarcate sentences. Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.

Year 3 (AUT)
Read: The Iron Man & 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.
Place Value of Punctuation
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 exclamation marks to demarcate sentences. Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.

Year 2 (SPR)
Read: Bog Baby, The Night Gardener continued
Write: *Bog Baby*: Finding narrative, Instructions, how to build a habitat—to instruct. *Night Gardener*: Write a diary to recount. 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)
Read: The Secret of Black Rock. Practice of all VIPERS skills.
Write: A return story—to narrate; an information page—to inform; a postcard—to recount; a hinting story—to narrate; recipes—to instruct
Words with suffixes -ing, -ed, -er with no change to root word & prefix -un, capital letters for people, places and days of the week
Phonics revision of all phases for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.

Year 1 (AUT)
Read: Rapunzel
Write: *Rapunzel*—narrative: A Traditional Tale and Instructions: How to catch a witch
Place Value of Punctuation & application of phonics.
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.
Reading and spelling Year 1 common exception words alongside any extras from phase 2/3

Reception (SPR)
Writer - Percy the Park Keeper One Snowy night - Characters thought speech bubbles. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
Chinese New Year - The Great Race - Use writing for Chinese Banquet
People who help us - *Great Fairies of the World* - Future writing.
Engage in asking questions.
Pancake Day - Mr Wolf's Pancakes - Descriptive list writing
People who love us (Valentine's) - *In My Heart* - Instructional writing
Mother's Day - *My Mummy is a Superhero* - Writing labels
Spring / Growth - *The growing Story and Ten seeds* - Recount writing
Easter - *The Old Egg* - 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.
Leaf Man by Lois Ehlert: repititional language; introduction to seasons & seasonal changes