St. Mary's Catholic High School (2025-2026) English Language Long Term Plan 2025-2026 with CURRICULUM STANDARDS YEAR 1 LONG TERM PLAN WITH CURRICULUM STANDARDS YEAR 1 WEEK 1 WEEK 2 WEEK 6 WEEK 7 WEEK 8 **UNIT 1.1 Poetry** UNIT 1.1 POETRY **UNIT 1.2 FICTION** UNIT 1.3 FICTION **UNIT 1.4 NON FICTION** UNIT 1.5 NON FICTION **UNIT 1.6 FICTION** REVIEW -ESTABLISHING PRIOR LEARNING Zoo Dream/ Playground Chant/ Ms Molly had Tec and the Hole Down at the Zoo/ Hev stop! Cat is sleeping Cat and Dog in a Mess Hop. Swim and Run Sounds a Dolly SL1.1A Follow short, basic classroom R1.1A Say the letter names and sounds R1. Perform nursery rhyme and poem aloud. R1. Perform nursery rhyme and poem aloud. SL1.1A Follow short, basic classroom SL1.1A Follow short, basic classroom SL1.1A Follow short, basic classroom R1.2B Decode three known letters in R1 5A Read the poem with expression associated with all 26 lower-case structions, supported by picture or gestures R1.5A Read the poem with expression structions, supported by picture or gesture nstructions supported by pictures nstructions supported by pictures ords when reading simple, familian R1.2A Follow sentences from left to right and R1.2A: Follow sentences from left to right and R3. Learn to appreciate rhymes and poems ar letters of the English alphabet. R3. Learn to appreciate rhymes and poems an r gestures. r gestures. R1.2D Recite or sing the alphabet. Recite to recite by heart recite by heart om the top to the bottom of the page rom the top to the bottom of the page, R1.2B SL1.1B Recognise familiar key words and SL1.1B Recognise familiar key words and SL1 2C Answer short simple questions nursery rhymes. SL1.2D Recite simple sentences by heart, R1.2B Decode 3-4 known letters in words whe Decode 3-4 known letters in words when phrases in short basic phrases in short basic. SL1.2B using a word or basic phrase SL1.2D Recite simple sentences by heart, W1. Tracing the letters uppercase and reading simple, familiar texts. reading simple, familiar texts. R1.3A Match descriptions, if spoken slowly and clearly Jse simple everyday words from taught R1.3A Match a picture to a word they cluding rhymes. ncluding rhymes Arrangling two/ three letter words in ocabulary sets. W1.Tracing the uppercase and lowercase R1.3A Match a picture to a word they have picture to a word they have read. SL1.2B Use simple everyday words from taugh nave read lowercase. Inhahetical order R1.5A Use pictures in texts (including IT texts) vocabulary sets. SI 1 2C Answer short simple R1.3B Sequence three pictures to retell a to understand and explain what they are about. W1 Tracing the numbers 0 - 9 honics: Initial sounds - c h r m d R1 5A Use nictures in texts (including IT texts) SL1.2C Answer short simple questions using a word or basic phrase familiar story or sequence of events. R1 1B Blend to read words in which letters of W. Fill in the missing letter Vriting task: alphabetical order to understand and explain l. Identify nouns/ verb word or basic phrase. R1.5A Use pictures in texts (including IT Arranging jumbled letter Writing what they are about. SL1.2A Give and request simple personal R1.1B Blend to read words in which letters of the alphabet are associated with known texts) to understand and explain what task: alphabetical order R1.6A Read simple everyday nouns and verbs nformation using a basic phrase. the alphabet are associated with known they are about. SL1.2C Answer short, simple questions using a as lahels R1 2A Follow sentences from left to right and Identifying opposites SL1.2A Give and request simple personal vord or basic phrase R1 2A Follow sentences from left to right and rom the top to the bottom of the page R1.2B W. Identify common and proper poun W from the top to the bottom of the page. Decode three to four known letters in words nformation using a basic phrase W1.1A Say and write the sounds in words they Compose sentence orally before writing W. leaving SL1.2C Answer short, simple questions using a wish to spell, where each sound is represented R1.2B Decode three to four known letters in when reading simple, familiar texts, R1.3A word or basic phrase W1 1A by a single letter. words when reading simple, familiar texts. Match a picture to a word they have read. snaces hetween words W Jumbled Say and write the sounds in words they wish to V Write a list and cantion R1 3A Match a nicture to a word they have R1 3B: Sequence three nictures to retell a entences spell, where each sound is represented by a Guided Reading: Pink A Fiction: Sid's pit. Pink R1 50 amiliar story or sequence of events. Write sentences using capital letter and Read and talk about simple sequences that giv single letter. B Comic: Get the map, Red A Comic: The Fox R1.5A Use pictures in texts (including IT texts) fullstop Guided W1.2A Label pictures using already familiar information or recount what someone has to understand and explain Reading: Pink A Comic: Toms mad mon. R: Review -Identify ouns and verbs W1 5A Phonics: Initial sounds - f what they are about Pink B Fiction: Sid's pet rat.Red A Fiction Write labels of one or two words, leaving Writing task: List/ Caption nouns/verbs W Review Cantions R Identify common & proper pour Rat and Cat the Hat Trick paces between words. W. Leaving space between words W. Introducting sentences - Capital letters/full Phonics: beginning sound - b,f,g, I Phonics: Initial sounds - n. p. s. t W1.3A Write short words that have been Writing task: jumbled sentences Guided Reading: Pink A Fiction: Look up Look uided Reading: Red A Comic: Go West Ox learned or sounded out, including own name. Red B Fiction Beep Beep Timmy, Red C Fiction Guided Reading: Pink A Non-Fiction: Dig and lown Pink B Fiction: What is in my net? Red A Timmy Snowball Tip. Pink B Non- Fiction: At the funfair, Red A Non- Fiction: I am not Junk! Writing task: Labels Non- Fiction: Lots of legs Phonics: beginning sound - d, h,m, r Phonics: initial sounds - h. i Writing task: Capital letters/ full stop, commo Writing task: Review - Captions, nouns & verbs & proper noun YFAR 1 WEEK 9 WEEK 11 WEEK 13 WEEK 10 **WEEK 12** WEEK 14 WEEK 15 WEEK 16 **UNIT 1.7 FICTION UNIT 1.8 FICTION UNIT 1.9 FICTION UNIT 1.9 FICTION** UNIT 1.9 FICTION UNIT 1.10 FICTION **UNIT 1.10 FICTION** FICTION/NON-FICTION REVISION Moio and Weeza and the Funny Thing Moio and Weeza and the New Hat Class Two at the Zoo (Pages 1-10) Class Two at the Zoo (pages 11-20) Class Two at the Zoo (Pages 21-30) Aaaarrgghh Spider (Pages 1-15) Agaarreghh Spider (Pages 16-25) SL1.2C Answer short, simple questions using a R. Link what they read to their own experience SL1.2B Use simple everyday words from taught | SL.1.2 Ask and answer questions about the SL.1.2 Ask and answer questions about the SL.1.2 Ask and answer questions about the R Link what they read to their own experience rite the missing letters. word or basic phrase ocabulary sets orv read R1 1R tory read R1 1R story read Draw on prior knowledge to make R Draw on prior knowledge to make 1.5A Use nictures in texts (including I) SL1.2C Answer short, simple questions using a R1.2B Draw on prior knowledge to make end to read words in which letters of the end to read words in which letters of the R1.1B Blend to read words in which letters of redictions and inference. redictions and inference. exts) to understand and explain what predictions and Make inferences based on word or basic phrase. R1.2B Draw lphabet are associated with known sounds. alphabet are associated with known sounds. the alphabet are associated with known R1.5A Use pictures in texts (including IT texts) R1.5A Use pictures in texts (including IT texts) nev are about. what is being said and done. n prior knowledge to make predictions and . Link what they read to their own experience Link what they read to their own experience sounds. o understand and explain understand and explain 1.5C Read and talk about simple R1 3B Sequence three pictures to retell a Make inferences based on what is being said Draw on prior knowledge to make R Draw on prior knowledge to make R. Link what they read to their own experience what they are about R1 5C what they are about quences that give information or familiar story or sequence of events. and done. R1.3B Sequence three redictions and inference. redictions and inference. R. Draw on prior knowledge to make Read and talk about simple sequences that give R1.5C Read and talk about simple sequences count what someone has done. R1.5A Use pictures in texts (including IT texts) pictures to retell a familiar story or sequence of R1.3B Sequence three pictures to retell a R1.3B Sequence three pictures to retell a predictions and inference. information or recount what someone has that give information or recount what someon ink what they read to their own to understand and explain what they are about vents. R1.5A Use pictures i amiliar story or sequence of events. miliar story or sequence of events. R1.3B Sequence three pictures to retell a as done. R Identify adjectives texts (including IT texts) to understand and W1 1A Say and write the sounds in words they W- Sequence sentences to form short familiar story or sequence of events W. Say out loud what they are going to write W. Say out loud what they are going to write sk and answer a range of questions Review opposites explain what they are about. vish to spell, where each sound is represented W- Seugence sentences to form short about: Compose a sentence orally before about: Compose a sentence orally before out the story read. arrative Review - Write sentences R1.5C Read and talk about simple sequences by a single letter. W1.1A Say and write the sounds in words they narrative writing it: leave spaces between words. writing it: leave spaces between words. 1.3B Sequence pictures to retell a W- Sequencing pictures that give information or recount what someone W. Say out loud what they are going to write wish to spell, where each sound is represented W1.1A Say and write the sounds in words they W. Use a capital letter for names of people. W. Use a capital letter for names of people. iliar story or sequence, events or W- writing adjectives to describe pictures has done. about: Compose a sentence orally before by a single letter. wish to spell, where each sound is represented. places, the days of the week, and the personal places, the days of the week, and the personal tructions. Guided Reading: Pink A Comic: Tin man Tim. W- Review adjectives riting it: leave snaces between words: Use a N Say out loud what they are going to write v a single letter onoun 'I'. Write sentences using capital and ronoun 'I': Write sentences using capital and hearse the story/Instructions W Pink B Fiction: What is in my net?. Red A W- Review Sequencing pictures apital letter for names of people, places, the about: Compose a sentence orally before V. Say out loud what they are going to write full stop. full stop. rite sentences using capital and full Fiction: Timmy wants to win W- Write sentences to describe a picture lays of the week, and the personal pronoun 'I vriting it: leave spaces between words: Use a about: Compose a sentence orally before W. Sequence sentences to form short W. Sequence sentences to form short Phonics: initial sounds - i.w.z Guided Reading: Pink A Comic: Is, nan in? Pink | Write sentences using capital and full stop. capital letter for names of people, places, the writing it: leave spaces between words: Use a narrative. narrative. Writing task: Sequence, adjectives B Comic: Can cat get cod?. Red A Comic: Go W. Review Write sentences to describe a days of the week, and the personal pronoun ' apital letter for names of people, places, the W- Write sentence to describe a picture. Write sentence to describe a picture. west oX Write sentences using capital and full stop. days of the week, and the personal pronoun 'I Singular & Plural W. Determiners 'a' and 'an Phonics: end sound - ff/ II Guided Reading: Top cat (F PINK B), Rat and W. Use conjuntion 'and' W. Review Write sentences to describe a Write sentences using capital and full stop. W - Review of capital letter and fullstop. Writing task: Review - adjectives Guided Reading: Pink A Non - Fiction: Get up picture W. Review use of conjuntion 'and' Cat the hat trick(F RED A). Rat and Cat lets Guided Reading: The guiz went fizz(F RED A). and go. Red A Comic: The fox twins. Red B W. Use conjuntion 'and' /. Singular/Plural (s & es) ump (F RED C) Phonic: initial Go Jetters, on the farm (F RED B), Eco Apes grow food (F- RED C) uided Reading: Can cat get cod? (F- PINK B), Guided Reading: Can panda get it? (F- PINK B), Fiction: Beep Beep Timmy sound - dr honics: end sound - ss. ss Eco ages use rubbish (F- RED A). Rat and cat the immy wants to win (F-RED A).(King Pip and Writing task: Review - short narrative Phonics: initial sounds - fl. fr dance (F- RED B) the troll(F RED-C) Vriting task: Article a/an Vriting task: Review - sequence honics: initial sounds- bl. br & cl/cr Phonics: end sound - ck. ng" Writing task: pronoun I, conjunction, describe Writing task: short narrative UNIT 1.12 NON FICTION UNIT 1.15 NON FICTION UNIT 1.11 POETRY UNIT 1.12 NON FICTION UNIT 1.13 FICTION UNIT 1.13 FICTION UNIT 1.12 FICTION UNIT 1.14 FICTION The Four singers (Pages 2-13) The Four singers (Pages 14-24

The process of the pr									
Description of the content of the		heart,		•	•			SL.1.2 Ask and answer questions about the	R. Introduce the Big Question
Season and managed processing and managed pro		and and the	_					•	R- Talk about jobs and make links to own
Description of the process of the pr			• • •		•				
A company of the community of the commun			The state of the s	I'	l		_		R- Discuss what skills are needed for particular jobs.
See the property of anythmen, loading right printing and printing and the					II'	17		R1.3B Sequence three pictures to retell a	SP-3Discuss different places of work
with Law and Based St. St. And and with the area point proteins with a law and the standard and the area of the standard and the are		_							R- Introducing the features of recount
See the search of the Part of the Search of the			R. Introduce the concept of instructions .	W. Write an instruction text	R. Identify the title, the setting, the events and	W1.1A Say and write the sounds in words they	writing it; Leave spaces between words	W. Say out loud what they are going to write	text
Mode State (and page 1997) First 1992 and page 1997 First	using fan	amiliar	W. Say out loud what they are going to write		-			about; Compose a sentence orally before	W- Write your own sentences using the
Moderate (1985) and the second processing of t					<u> </u>	1 '		writing it; Leave spaces between words	given nouns, verbs and adjectives.
weight Sealer Bank of the Care of Part Sealer Bank of the Care of Part Sealer Bank of the Care of Part Sealer Bank of the Care	C Read p	poem	_				-		W - Write sentences to describe about
Second companies a protection of protectio	lan (F - Di	DINK R \ Ro					1 -		their favourite job. W - Write a recount (About -spring break
What paid Willing pain will will be provided to the provided pain of the				writing task instruction text,		"			week end)
willing task included by the company of the seed, and the property		-7				•	-	1.	-
Writing task intransfer local			YELLOW A) Phonics:		Leave spaces between words	places, the days of the week, and the personal	Guided Reading: Rat and Cat in the hat trick (F-	wish to spell, where each sound is represented	Grow a flower (NF -RED C), This is my per
VALUE OF THE PARTY						l.	-	1	(NF- YELLOW B)
Willing table. Course or other			Writing task: instruction text					W. Write a story beginning, middle and end	Phonics: end sounds - nd, lk, sk & nk
We contribute the second of th					l'				Writing task: Recount
MANY TO SERVICE A CONTROL OF THE PROPERTY OF THE AND A DESCRIPTION OF THE ADDRESS OF THE AND A DESCRIPTION OF THE AND A DESCRIPTION OF THE ADDRESS OF THE AND A DESCRIPTION OF THE ADDRESS OF T							_		
White a story improved to the or (C. F. 17) (C. M. A) Phenometric control (C. M. A) Phe									
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Part					Guided Reading: Timmy wants to win (F- RED	Phonics: initial sound - ch, sh, and th			
Products inclinated and an image of the control of					A), King Pip and the troll(F- RED C), Bug Boy	Writing task: story writing			
WITH 1 CARRY OF CONTROL OF CONTRO					The state of the s				
With the control of t					-				
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The first part of the property of the product of the property of the product of t			Week 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
To proble More and the treatment months (Pages 1.29) Robert or the productions and inference. In List was the present of the consequence of the consequence of the present of the present of the consequence of the present of the	FICTION	N						-	UNIT 1.19 POETRY
story read. S.1.2 And answering excellentes about date in the text of the femole and the femole of the femole and the femole of the femole and the femole a							·		Sounds Good!
Subaground information and workshallary Events and disease in the lexit. 1.1.2. Introducting the features of information to the introduction of striction. 1.2.2. Introducting the features of information to the featu	e to make	ke		The state of the s		·	·		R. Draw on prior knowledge to make
wetts and ideas in the last 31.5.5. Introduction the features of information 1st. ft. Ricitoduction of articles (a/sia) W. Writing and information test, (allows the previous of the company of the compa	uestions	is ahout			*	*			predictions and inference. R. LAsk andanswer questions .
stat. Sc. introduction of articles (place, food, plants, similar). Write a information text. (place, food, plants, similar). Write a finding state (place) and the personal photocycles are streen only before withing 1; Leese spaces between words withing 1; Lees	ucstions	is about							R: Identify the type of sentence.
W. Write an information text. (place, food, plants, similar) Very compose a sentence or only before writing it; leave space packed writing it; leave spac	ures of in	information	_						R.: To identify the key events.
past present tense will about. Compose a sentence coally before great persent tense will be produced and many control of the personal pers	farticles (s (a/an)	Discuss the significance of the title and events	R1.3B Explore Sequencing to retell a familiar	R. Link what they read to their own experience.	R1.3B Sequence three pictures to retell a	R1.3B Sequence three pictures to retell a	W. Create a poster.	W. Create a poster.
witting it; Leave spaces between words with one of the words and an an extension. The words with one of the well and make an even word with a proportion of the story of the week, and the personal pronoun in ", with support identify different types of the extension of the words and in a condition of the proportion of the story of the week, and the personal pronoun in ", with support identify different types of the week, and the personal pronoun in ", with support identify different types of the week, and the personal pronoun in ", with support identify different types of the week, and the personal pronoun in ", with support identify different types of the week, and the personal pronoun in ", with support identify different types of the week, and the personal pronoun in ", with support identify different types of the week, and the personal pronoun in ", with support identify different types of the week, and the personal pronoun in ", with sup								W. Write a recount about your favourite	W. Write a recount about your favourite
Winting task: froview flowers (NF-RED 8), flowers (NF-RED 6), specified readings flowers (NF-R	W.	. Review of						holiday.	holiday. W: Write
Guided Reading: Be a printer (NF - RED D.), places, the days of the week, and the personal or your read, white personal or your personal or yo									instructions on how to get ready for a picnic.
For the story (NF EBC C). Spot the shapeled F- promoun T, White a story beginning, middled and ending of a story (pening sentence-Once upon test of a stor	NF - RF	RED B)					_	Processes	W: Write sentences to describe your best
Weight of the story writing task: Review - Recount, information text Weight of the story of the	-						1	Guided Reading: Non Fiction, Shadows in the	friend. Guide
writing task: Review - Recount, information text with estory beginning, middle and ending of a story (popening sentence-Conce Upon a time-Favouritte story) Guided Reading: Bug boy beetle coolies[F VELLOW B), Bug Boy Spider camp[ff YELLOW B), Bug Boy Spider camp[ff YELOW B), Bug Boy Spider camp[ff YELDOW B), Bu								sun, Non Fiction, Yellow A - My pony book, Non	Reading: Fiction, Yellow A- Bug boy
Writing task: story writing, describe setting Werk 1 Werk 2 Werk 1 Werk 2 Werk 3 Resource: Skyl Bly Re			W. Write sentences to describe the setting of			With support identify different types of			beetle cookies, Fiction, Yellow A - Pippa
vex. 1	unt, infor	ormation	1					Phonics: words with ay, ee, ea&e, ow&o	Pet Lost dog, Fiction, Zeke goes to space
time-Favourite story) Guided Reading: Bug boy beetle cookies[F YELOW A), Bug boy Sipler camp(FYELOW E) Bug Boy Sipler camp(FYELOW E) Phonics: end sounds - tch, th, yowels a, e, j, ou Writing task: story writing, describe setting WEEK 1 WEEK 2 WEEK 1 WEEK 3 WEEK 4 WEEK 5 Resource: Wizards, Spiders and Castles Substantian information gives by the testers well-substantian information gives by the Substantian information information gives by the Substantian information gives by the Substantian information gives by the Substantian information gives by the Substan								Writing task: recount	school Phonics: words with ay, ee, ea&e, ow&o
Figure 1 Section 1997 Section 1997				1	stop, question mark.		-		Writing task: Write a poem
VELLOW A), Bug boy slug picinic (F VELLOW B) Bug Boy Spide crampif F VELLOW B) Phonics: end sounds - nt, st,ct, ft, pt & xt Writing task: story writing, describe setting VEAR2 VEEX 1 Poetry Unit 2.1 RIVISION Resource: Wizards, Spiders and Castles S2.32. Excella and interpret sentences by heart, including soems and other tests. S2.22. Excella and interpret sentences by heart, including soems and other tests. S2.22. Excella and interpret sentences by heart, including soems and other tests. S2.23. Excella and interpret sentences by heart, including soems and other tests. S2.23. Excella and interpret sentences by heart, including soems and other tests. S2.23. Excella and interpret sentences by heart, including soems and other tests. S2.23. Excella and interpret sentences by heart, including soems and other tests. S2.23. Excella and interpret sentences by heart, including soems and other tests. S2.23. Excella and interpret sentences by heart, including soems and other tests. S2.23. Excella and interpret sentences by heart, including soems and other tests. S2.23. Excella and interpret sentences by heart, including soems and other tests. S2.23. Excella and interpret sentences by heart, including soems and other tests. S2.23. Excella and interpret sentences by heart including it sent of 64 basis centences by heart including it sentences by heart including it sent of 64 basis centences by heart including it sent of 64 basis centences by heart including it sent of 64 basis centences by heart including it sent of 64 basis centences by heart including it sent of 65 basis centences by heart including it sent of 64 basis centences by heart including it sent of 65 basis centences by heart including it sent of 64 basis centences by heart including it sent of 65 basis centences by heart including it sent of 65 basis centences by heart including it sent of 65 basis centences by heart including it sent of 65 basis centences by heart including it sent of 65 basis centences by heart including it sent of 65 basis centences by he			**	1 *			1 .		tricing task. Write a poem
Phonics: end sounds - nt, st.ct, ft, pt & xt Writing task: story writing, describe setting YEAR 2 LONG TERM PLAN With CURRICULUM STANDARDS YEAR 2 WEK 1 WEK 2 WEK 3 WEK 4 WEK 5 Poetry Unit 2.1 REVISION Resource: Wilards, Spiders and Castles \$2.2.18 Understand basis, familiar information given by the teacher, when supported by cultures of it spoke in wind or the teacher, when supported by cultures of it spoke in wind or the teacher, when supported by cultures of it spoke in ordine teacher, when supported by cultures of it spoke in ordine teacher, when supported by cultures of its spoke in ordine teacher, when supported by cultures of its spoke in ordine teacher, when supported by cultures of its spoke in ordine teacher, when supported by cultures of its spoke in ordine teacher, when supported by cultures of its spoke in ordine teacher, when supported by cultures of its spoke in ordine teacher, when supported by cultures of its spoke in ordine teacher, when supported by cultures of its spoke in ordine teacher, when supported by cultures of its spoke in ordine teacher, when supported by cultures of its spoke in ordine teacher, when supported by cultures of its spoke in ordine teacher, when supported by cultures of its spoke in ordine teacher. Size its spoke in ordine teacher, when supported by cultures of its spoke individual in the control of 8 basic sentences by least in culture, ignored and other teacher. Viz.3A. Review simple questions about a sentence they have read. 2.2A. Read aloud a familiar teat of 6 8 basic sentences. Viz.3A. Review simple questions about a sentence they have read. 2.2A. Read aloud a familiar teat of 6 8 basic sentences. Viz.3A. Review simple questions about a sentence they have read. 2.2A. Read aloud a familiar teat of 6 8 basic sentences. Viz.3A. Review simple questions about a sentence they have read. 2.2A. Read aloud a familiar teat of 6 8 basic sentences. Viz.3A. Review simple questions about a sentence they have read. 2.2A. Read aloud a familiar teat of 6 8 basic sentences.									
WEK 1 WEK 2 WEK 3 WEK 4 WEK 5 WEK 6 WEK 7 REVISION Resource: Williard, Spiders and Castles SQ.2.18. Understand basic, familiar information given by the scacher, when supported by justicary of spoke and other texts. SQ.2.20. Recite and interpret sentences by heart, including poems and other texts. SQ.2.20. Recite and interpret sentences by heart, including poems and other texts. SQ.2.20. Recite and interpret sentences by heart, including poems and other texts. SQ.20. Recite and interpret sentences by heart, including poems and other texts. SQ.20. Recite and interpret sentences by heart, including poems and other texts. SQ.20. Recite and interpret sentences by heart, including poems and other texts. SQ.20. Recite and interpret sentences by heart, including poems and other texts. SQ.20. Recite and interpret sentences by heart, including poems and other texts. SQ.20. Recite and interpret sentences by heart, including poems and other texts. SQ.20. Recite and interpret sentences by heart, including poems and other texts. SQ.20. Recite and interpret sentences by heart, including poems and other texts. SQ.20. Recite and interpret sentences by heart, including poems and other texts. SQ.20. Recite and interpret sentences by heart, including poems and other texts. SQ.20. Recite and interpret sentences by heart, including poems and other texts. SQ.20. Recite and interpret sentences by heart, including poems and other texts. V2.24. Kead aloud a familiar text of 6-8 basis sentences valve for the valve			Bug Boy Spider camp(F YELLOW C)				Blue A - The mermaid and the Dolphins		
YEAR 2 LONG TERM PLAN With CURRICULUM STANDARDS VEEK 1 WEEK 2 WEEK 3 WEEK 4 WEEK 5 WEEK 6 WEEK 7 Peetry Unit 2.1 Poetry Unit 2.2 Poetry Unit 2.1 Poetry Unit 2.1 Poetry Unit 2.2 Poetry Unit 2.5 Poetry Unit 2.6 Poetry Unit 2.5 Poetry Unit 2.5 Poetry Unit 2.5 Poetry Unit			1 1 1 1						
Petry Unit 2.1 Petry Unit 2.1 Petry Unit 2.1 Fiction Unit 2.2 Fiction Unit 2.3 Resource: Wizards, Spiders and Castles REVISION Resource: Wizards, Spiders and Castles S12.1B: Understand basic, familiar information given by the dearly. Clearly. Glave and the rests. S12.2D: Recite and interpret sentences by heart, including poems and other texts. S12.2D: Recite and interpret sentences by heart, including poems and other texts. R2.2A: Read aloud a familiar text of 6-8 basic sentences S12.2D: Recite and interpret sentences by heart, including poems and other texts. R2.2A: Read aloud a familiar text of 6-8 basic sentences S12.2D: Recite and interpret sentences by heart, including poems and other texts. R2.2A: Read aloud a familiar text of 6-8 basic sentences S12.2D: Recite and interpret sentences by heart, including poems and other texts. R2.2A: Answer simple questions about a sentence they have read. V2.2B: Use adjectives in expanded noun phrases in simple sentences. W2.2A: Write most lower-case letters and copy all upper-vised. WEEK 9 WEEK 10 WEEK 11 WEEK 12 WEEK 13 WEEK 15 WEEK 15 WEEK 15 WEEK 15 WEEK 16 Non-fiction Unit 2.2 Resource: Silly Billy Resource: Sill			Writing task: story writing, describe setting				Writing task: Poster - Save water		
Poetry Unit 2.1 Poetry Unit 2.1 Poetry Unit 2.1 Fiction Unit 2.2 Fiction Unit 2.4 Fiction U									
Poetry Unit 2.1 Poetry Unit 2.1 Fiction Unit 2.2 Fiction Unit 2.4 Fiction Unit 2.2 Fiction Unit 2.4 Fiction									
Petry Unit 2.1 Petry Unit 2.1 Petry Unit 2.1 Fiction Unit 2.2 Fiction Unit 2.3 Resource: Wizards, Spiders and Castles REVISION Resource: Wizards, Spiders and Castles S2.18: Understand basic, familiar information given by the teacher, when supported by pictures or if spoken slowly and clearly. Glary Recource: Silly Billy Resource: Silly Billy Resource: Silly Billy Resource: Silly Billy Revise work on making sentences. S12.2D: Rectle and interpret sentences by heart, including poems and other texts. S12.2D: Rectle and interpret sentences by heart, including poems and other texts. R2.2A: Read aloud a familiar text of 6-8 basic sentence. S12.2D: Rectle and interpret sentences by heart, including poems and other texts. R2.2A: Read aloud a familiar text of 6-8 basic sentences S12.2D: Rectle and interpret sentences by heart, including poems and other texts. R2.2A: Read aloud a familiar text of 6-8 basic sentences S12.2D: Rectle and interpret sentences by heart, including poems and other texts. R2.2A: Read aloud a familiar text of 6-8 basic sentences S12.2D: Rectle and interpret sentences by heart, including poems and other texts. R2.2A: Answer simple questions about a sentence they have read. VZ.3A: Compose orally and then write a simple sentence. W2.2A: Write most lower-case letters and copy all upper- WEEK 9 WEEK 10 WEEK 11 WEEK 12 WEEK 13 WEEK 15 WEEK 15 Resource: Oceans R2.3A: Answer simple questions about a sentence they have read. VZ.3B: Combine information from text and pictures to infer ead. R2.3A: Answer simple questions about a sentence text or ead. VZ.3B: Combine information from text and pictures to infer ead. R2.3A: Answer simple questions about a sentence they have sentences. W2.2B: Combine information from text and pictures to infer ead. R2.3A: Answer simple questions about a sentence they have sentences. R2.3A: Combine information from text and pictu									
REVISION Resource: Wizards, Spiders and Castles S.2.18: Understand basic, familiar information given by the teacher, when supported by pictures or if spoken slowly and clearly. S.2.20: Recite and interpret sentences by heart, including poems and other texts. R.2.24: Read aloud a familiar text of 6-8 basic sentences R.2.25: Use the correct determiner ('a'/an', 'the' or 'some') R.2.26: Read loud a familiar text of 6-8 basic sentences R.2.27: Read aloud a familiar text of 6-8 basic sentences R.2.28: Read aloud a familiar text of 6-8 basic sentences R.2.28: Read aloud a familiar text of 6-8 basic sentences R.2.28: Read aloud a familiar text of 6-8 basic sentences R.2.28: Read aloud a familiar text of 6-8 basic sentences R.2.28: Recal what happened next in a simple				YEAR 2 LO	ONG TERM PLAN With	CURRICULUM STANDA	ARDS		
REVISION Resource: Wizards, Spiders and Castles Resource: Silly Billy Resource: Silly Bil	Į		WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
SL2.1B: Understand basic, familiar information given by the teacher, when supported by pictures or if spoken slowly and clearly. SL2.2D: Recite and interpret sentences by heart, including poems and other texts. SL2.2D: Recite and interpret sentences by heart, including poems and other texts. SL2.2D: Recite and interpret sentences by heart, including poems and other texts. SL2.2D: Recite and interpret sentences by heart, including poems and other texts. SL2.2D: Recite and interpret sentences by heart, including poems and other texts. SL2.2D: Recite and interpret sentences by heart, including poems and other texts. SL2.2D: Recite and interpret sentences by heart, including poems and other texts. SL2.2D: Recite and interpret sentences by heart, including poems and other texts. SL2.2D: Recite and interpret sentences by heart, including poems and other texts. SL2.2D: Recite and interpret sentences by heart, including poems and other texts. SL2.2D: Recite and interpret sentences by heart, including poems and other texts. SL2.2D: Recite and interpret sentences by heart, including poems and other texts. SL2.2D: Recite and interpret sentences by heart, including poems and other texts. SL2.2D: Recite and interpret sentences by heart, including poems and other texts. SL2.2D: Recite and interpret sentences by heart, including poems and other texts. SL2.2D: Recite and interpret sentences by heart, including poems and other texts. SL2.2D: Recite and interpret sentences by heart, including poems and other texts. SL2.2D: Recite and interpret sentences by heart, including poems and other texts. SL2.2D: Recite and interpret sentences by heart, including poems and other texts. SL2.2D: Recite and interpret sentences by heart, including	2.1		Poetry Unit 2.1	Fiction Unit 2.2	Fiction Unit 2.2	Fiction Unit 2.2	Non-fiction Unit 2.3	Non-fiction Unit 2.3	Non-fiction Unit 2.3
teacher, when supported by pictures or if spoken slowly and clearly. SL2.Dr. Recite and interpret sentences by heart, including poems and other texts. R2.2A: Read aloud a familiar text of 6-8 basic sentences SL2.Dr. Recite and interpret sentences by heart, including poems and other texts. R2.2A: Read aloud a familiar text of 6-8 basic sentences SL2.Dr. Recite and interpret sentences by heart, including poems and other texts. R2.2A: Read aloud a familiar text of 6-8 basic sentences SL2.Dr. Recite and interpret sentences by heart, including poems and other texts. R2.2A: Read aloud a familiar text of 6-8 basic sentences W2.4B: Write most lower-case letters and copy all upper- WEEK 19 WEEK 10 WEEK 11 WEEK 12 WEEK 13 WEEK 14 WEEK 15 Resource: Operation Night Monster R2.3A: Answer simple questions about a sentence they have read. R2.3A: Answer simple questions about a sentence they have read. R2.3A: Answer simple questions about a sentence they have read. R2.3A: Answer simple questions about a sentence they have read. R2.3A: Answer simple questions about a sentence they have read. R2.3A: Answer simple questions about a sentence they have read. R2.3A: Answer simple questions about a sentence they have read. R2.3A: Answer simple questions about a sentence they have read. R2.3A: Answer simple questions about a sentence they have read. R2.3A: Answer simple questions about a sentence they have read. R2.3A: Answer simple questions about a sentence they have read. R2.3A: Answer simple questions about a sentence they have read. R2.3A: Answer simple questions about a sentence they have read. R2.3A: Answer simple questions about a sentence they have read. R2.3A: Answer simple questions about a sentence they have read. R2.3A: Answer simple questions about a sentence they have read. R2.3A: Answer simple questions about a sentence they have read. R2.3A: Answer simple questions about a sentence they have read. R2.3A: Answer simple questions about a sentence they have read. R2.3A: Answer simple						Resource : Silly Billy			Resource: Oceans
S1.2.10: Recite and interpret sentences by heart, including poems and other texts. R2.2A: Read aloud a familiar text of 6-8 basic sentences W2.4A: Write most lower-case letters and copy all upper-read. WEEK 9 WEEK 10 WEEK 11 WEEK 12 Fiction Unit 2.4 Resource: Operation Night Monster Resource: Operation Night Monster Resource: Operation Night Monster R2.3A: Recall what happened next in a simple story or sequence of events. R2.3B: Recall what happened next in a simple story or sequence of events. R2.3B: Recall what happened next in a simple story or sequence of events. R2.3B: Recall what happened next in a simple story or sequence of events. R2.3B: Recall what happened next in a simple story or sequence of events. R2.3B: Recall what happened next in a simple story or sequence of events. R2.3B: Recall what happened next in a simple story or sequence of events. R2.4B: Combine information from text and pictures to infer R2.3B: Recall what happened next in a simple story or sequence of events. R2.4B: Combine information from text and pictures to infer R2.4B: Combine information from text and pictures to infer R2.4B: Combine information from text and pictures to infer R2.4B: Combine information from text and pictures to infer R2.4B: Combine information from text and pictures to infer R2.4B: Combine information from text and pictures to infer R2.4B: Combine information from text and pictures to infer R2.4B: Combine information from text and pictures to infer R2.4B: Combine information from text and pictures to infer R2.4B: Combine information from text and pictures to infer R2.4B: Combine information from text and pictures to infer R2.4B: Combine information from text and pictures to infer R2.4B: Combine information from text and pictures to infer R2.4B: Combine information from text and pictures to infer R2.4B: Combine information from text and pictures to infer R2.4B: Combine information from text and pictures to infer R2.4B: Combine information from text and pictures to infer R2.4B: Combine information fr			poems and other texts.	work.		R2.3A: Answer simple questions about a sentence they have			R2.2A: Read aloud a familiar text of 6-8 basic sentences (about 50 words).
poems and other texts. R2.2A: Read aloud a familiar text of 6-8 basic sentences W2.4B: Write most lower-case letters and copy all upper- WEEK 10 WEEK 11 WEEK 12 WEEK 13 WEEK 14 WEEK 15 Resource: Operation Night Monster R2.3A: Answer simple questions about a sentence they have read. R2.3A: Answer simple questions about a sentence they have read. R2.3A: Answer simple questions about a sentence they have read. R2.3A: Answer simple questions about a sentence they have read. R2.3A: Answer simple questions about a sentence they have read. R2.3A: Answer simple questions about a sentence they have read. R2.3A: Answer simple questions about a sentence they have read. R2.3A: Answer simple questions about a sentence they have read. R2.3A: Answer simple questions about a sentence they have read. R2.3A: Answer simple questions about a sentence they have read. R2.3A: Answer simple questions about a sentence they have read. R2.3A: Answer simple questions about a sentence they have read. R2.3A: Answer simple questions about a sentence they have read. R2.3A: Answer simple questions about a sentence they have read. R2.3A: Answer simple questions about a sentence they have read. R2.3A: Answer simple questions about a sentence they have read. R2.3A: Answer simple questions about a sentence they have read. R2.3A: Answer simple questions about a sentence they have read. R2.3A: Answer simple questions about a sentence they have read. R2.3A: Answer simple questions about a sentence they have read. R2.3A: Answer simple questions about a sentence they have read. R2.4B: Combine information from text and pictures to infer R2.4B: Combine information from text and pictures to infer R2.4B: Combine information from text and pictures to infer R2.4B: Combine information from text and pictures to infer R2.4B: Combine information from text and pictures to infer R2.4B: Combine information from text and pictures to infer R2.4B: Combine information from text and pictures to infer R2.4B: Combine information from	coc hu l	art includes				read.		R2.6B: Identify nouns and verbs in a simple sentence and	R2.3A: Answer simple questions about a sentence
R2.2A: Read aloud a familiar text of 6-8 basic sentences W2.4A: Write most lower-case letters and copy all upper read. W2.4B: Combine information from text and pictures to infer WEEK 9 WEEK 10 WEEK 11 WEEK 12 WEEK 13 WEEK 14 WEEK 15 Fiction Unit 2.4 Fiction Unit 2.4 Resource: Operation Night Monster Resource: Wizards, Spiders and Castles	ces by near	art, including						use the terms 'noun' and 'verb'. R2.6A: Say whether or not a group of words is a sentence.	they have read. R2.5A: With support, find information in texts
Fiction Unit 2.4 Poetry Unit 2.5 Poetry Unit 2.5 Non Fiction Unit 2.6 Resource: Operation Night Monster Resource: Wizards, Spiders and Castles Resource: Wizards, Spiders and Castles Resource: Operation Night Monster Resource: Operation Night M	6-8 basic se	sentences	W2.4A: Write most lower-case letters and copy all upper-	read.	W2.5B: Use the correct determiner ('a'/'an', 'the' or 'some')	R2.4B: Combine information from text and pictures to infer	read.	R2.6C: Recognise regular singular and plural forms of nouns.	. [including IT texts] to answer a simple question.
Resource : Operation Night Monster Resource : Opera			WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
							Poetry Unit 2. 5		
Draw on what they already know/background R2.5A: With support, find information in texts (including IT S&L: Participate in discussions and listen to others; SL2.2D: Recite and interpret sentences by heart, including R2.4D: Discuss favourite words and phrases. SL2.2D: Recite and interpret sentences by heart							1	Resource: All About Orangutans SL2.2D: Recite and interpret sentences by heart, including	REVISION ASSESSMENT- POETRY, FICTION AND NONFICTION
information/information provided by teacher. Explain clearly their understanding of what is read to them. Explain clearly their understanding of what is read to them. Doems and other texts. Explain clearly their understanding of what is read to them. Doems and other texts. SL2.2D: Recite and interpret sentences by heart, including poems and other texts.			texts) to answer a simple question.	Explain clearly their understanding of what is read to them.	Explain clearly their understanding of what is read to them	poems and other texts.	SL2.2D: Recite and interpret sentences by heart, including	poems and other texts.	READING AND WRITING -
Make inferences. R2.58: Know that information can be given through Make predictionsListen and respond appropriately; Listen and respond appropriately; Listen and respond appropriately; Make predictionsListen and respond appropriately; Photographs and illustrations as well as text. Use present and past tenses. Listen and respond appropriately; R2.20: Discuss favourite words and phrases. R2.2A: Read aloud a familiar text of 6-8 basic sentences R2.2A: Read aloud a familiar text of 6-8 basic sentences Use the terms 'noun' and 'verb'.	d approprie	riately:						R2.6B: Identify nouns and verbs in a simple sentence and	REVIEW OF ALL SKILLS DONE Reading comprehension, spelling, grammatical
					1	1		R2.2A: Read aloud a familiar text of 6-8 basic sentences	awareness, and creative writing skills.

	_		_				
and ask questions.	features.	Participate actively in conversationsDraw on what they	Participate actively in conversations.	R2.4A: Use picture cues to predict the meaning of unfamiliar		(about 50 words).	Identifying and retrieving key words, phrases, i
Participate in discussions and listen to others;	W2.3A: Compose orally and then write a simple sentence.	already know/background information/information	Draw on what they already know/background	words.	poems and other texts.	R2.2B: Decode unrecognised words (up to 6 letters) when	information about
cplain clearly their understanding of what is read to them; se present and past tenses.	W2.2A: Use vocabulary from reading in own writing. W2.3D: Re-read own writing to check the meaning is clear.	provided by teacher; Consider and evaluate different viewpoints	information/information provided by teacher R2.5A: With support, find information in texts (including IT	W2.2A: Use vocabulary from reading in own writing. W2.3A: Compose orally and then write a simple sentence.	W2.2A: Use vocabulary from reading in own writing. W2.3A: Compose orally and then write a simple sentence.	reading aloud. W2.3A: Compose orally and then write a simple sentence.	setting, events, characters from texts Deducing and inferring meanings of words, in
ticulate and justify answers.	W2.5A: Say a simple sentence and then write it.	Make inferences;	texts) to answer a simple question.	W2.3D: Re-read own writing to check the meaning is clear.	W2.3D: Re-read own writing to check the meaning is clear.	W2.5A: Compose orany and then write a simple sentence. W2.5A: Say a simple sentence and then write it.	information.
articipate actively in conversations.	W2.5C: Use everyday verbs in simple sentences.	R2.5A: With support, find information in texts (including IT	R2.5B: Know that information can be given through	W2.5A: Say a simple sentence and then write it.	W2.5A: Say a simple sentence and then write it.	W2.5B: Use the correct determiner ('a'/'an', 'the' or 'some')	
swer and ask questions;	W2.5F: Use correct singular or plural forms of regular nouns.	texts) to answer a simple question.	photographs and illustrations as well as text.	Listening & Speaking Activity: Poetry Performance	R2.4A: Use picture cues to predict the meaning of unfamilia	for single and plural nouns in simple sentences.	Expressing likes and dislikes about titles, rh
onsider and evaluate different viewpoints.	Writing Task: An Informal Letter	R2.5B: Know that information can be given through	Use present and past tenses.	AFL: Learn a poem by heart and perform it in the class loudly	y words.	W2.5D: Use adjectives in expanded noun phrases, in simple	words, ideas, events, characters with examp
poken language: Speculate, hypothesise, imagine and		photographs and illustrations as well as text. Answer and ask		with actions	Listening & Speaking Activity: Poetry Performance	sentences.	Sequencing events in the correct order.
xplore ideas; Consider and evaluate different	GUIDED READING	questions;	Answer and ask questions;	GUIDED READING		y W2.1C: Form plurals of nouns where the root word does not	
iewpointsLearn how to use both familiar and new	1. LA The Mermaid and the Perfect Presents Blue C	W2.3D: Re-read own writing to check the meaning is clear.	W2.3D: Re-read own writing to check the meaning is clear.	1. LA Play the Guitar Blue C	with actions	change by adding '-s' and '-es'.	Spellings of words and sentences
ounctuation correctly (Appendix 2); Sentences with different forms: statement, question, exclamation, command	AA All Hail King Julien : Everyone Loves King Julien Orange A	W2.5A: Say a simple sentence and then write it. W2.5C: Use everyday verbs in simple sentences.	W2.5A: Say a simple sentence and then write it. W2.5C: Use everyday verbs in simple sentences.	2. AA Pete's Peculiar Pet Shop : Just The Job - Turquoise B 3. HA Sharma Family : Stop That Dog! Purple A	Writing Task: Instructional Text GUIDED READING	Writing Task: Descriptive Writing GUIDED READING	Grammar Identification and the correct use of:
	3. HA Goldilocks and the Clever Plan Orange B	W2.5F: Use correct singular or plural forms of regular nouns		3. HA Sharma ranniy . Stop mat bog: Purple A	1. LA Time to Sleep Blue C	1. LA Exploring Rock pools Green C	Nouns- singular/ plural, common / proper
Eisteri and respond appropriatery.	3. The doluments and the ciever Flan Grange D	w2.51. Osc correct singular or planta forms of regular flouris	Writing Task: A Familiar Setting Story	PHONICS, HANDWRITING AND SPELLING	2 AA Sharma Family : What's Out There? Turquoise B	2. AA What Make's You Laugh Green A	Verbs, Past tense and Present tense.
GUIDED READING	PHONICS, HANDWRITING AND SPELLING	GUIDED READING	GUIDED READING	Unit 12- cvcc words	3. HA Sharma Family : Stop That Dog! Purple A	3. HA Colourful Creatures Orange B	Adjectives, Punctuation- Capital letters, full st
1. LA The Mermaid and the Perfect Presents Blue C	Unit 9- Phoneme 'ch' 'ng' 'sh' 'th'	1. LA Dixie's Pocket Zoo - Robber Run-around Green C	1. LA Dixie's pocket Zoo: Robber Run-around Green C	Handwriting joining letters with cvcc words			question mark, exclamation mark.
2 AA Wallace and Gromit Snowman-o-tron Green A	Handwriting joining letters with ch' 'ng' 'sh' 'th'	2 AA Chase in New York Orange A	2 AA Goldilocks and the Rig Mess Orange A		DHONICS HANDWRITING AND SPELLING	BHONICS HANDWRITING AND SPELLING	Writing about their own experience, writing a
WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24
Non Fiction Unit 2.6	Non Fiction Unit 2.6	Fiction Unit 2.7	Fiction Unit 2.7	Fiction Unit 2.7	Fiction Unit 2.7	Non Fiction Unit 2. 8	Non Fiction Unit 2. 8
Resource: All About Orangutans	Resource: All About Orangutans	Resource: Man on the Moon	Resource : Man on the Moon	Resource : Man on the Moon	Resource: Man on the Moon	Resource: There's No Place Like Home	There's No Place Like Home
SL2.2C: Answer simple questions using rehearsed expressions.	SL2.1A: Follow two-step instructions, when these are given slowly and clearly.R2.5A: With support, find information in	S&L Listen to and discuss a wide range of text types; Draw on what they already know/background	S&LParticipate actively in conversations Compose a sentence orally before writing it; Sequence	R2.3A: Answer simple questions about a sentence they have	(about 50 words).	R2.3A: Answer simple questions about a sentence they have	(including IT texts) to answer a simple question
(2.2D: Organise words into alphabetical order by their first	texts [including IT texts] to answer a simple question.	information/vocabulary provided by teacher.	sentences to form short narratives	R2.3B: Recall what happened next in a simple story or	W2.5D: Use adjectives in expanded noun phrases, in simple	R2.6B: Identify nouns and verbs in a simple sentence and	R2.2A: Read aloud a familiar text of 6-8 basic
	R2.5B: Know that information can be given through	Listen and respond appropriately.	Listen to and discuss a wide range of text types; Discuss	sequence of events.	sentences.	use the terms 'noun' and 'verb'.	sentences (about 50 words).
With support, find information in texts (including IT texts) to		Make predictions;	word meanings, linking new meanings to those already	R2.4B: Combine information from text and pictures to infer		R2.5A: With support, find information in texts (including IT	R2.3A: Answer simple questions about a sente
inswer a simple question.	R2.6C: Recognise regular singular and plural forms of nouns.		known	how a character feels.	W2.5B: Use the correct determiner ('a'/'an', 'the' or 'some')	texts) to answer a simple question.	they have read.
N2.2A: Use vocabulary from reading in own writing.	R2.3A: Answer simple questions about a sentence they have	Ask relevant questions	Compose a sentence orally before writing it	R2.5A: With support, find information in texts (including IT	for single and plural nouns in simple sentences.	R2.5C: Read simple instructions and identify key text	R2.4D: Discuss favourite words and phrases.
N2.1B: Spell another 30 basic everyday words (up to 5	read.	Make inferences; Discuss significance of title and events	Speak audibly and fluently using Standard English	texts) to answer a simple question.	W2.5A: Say a simple sentence and then write it.	features.	R2.5B: Know that information can be given the
etters in length).	R2.4D: Discuss favourite words and phrases	Participate in discussions and listen to others; Say out loud	Draw on what they already know/background	R2.1A: Match lower-case and upper-case letters, saying the	W2.5D: Use adjectives in expanded noun phrases, in simple	W2.2A: Use vocabulary from reading in own writing.	photographs and illustrations as well as text.
	R2.5C: Read simple instructions and identify key text	what they are going to write about.	information/vocabulary provided by teacher; Make	sounds and letter names associated with each one.	sentences.	W2.3A: Compose orally and then write a simple sentence.	R2.5C: Read simple instructions and identify
N2.5B: Use the correct determiner ('a'/'an', 'the' or 'some')		Speculate, hypothesise, imagine and explore ideas	inferences Articulate and justify answers	R2.3B: Recall what happened next in a simple story or	W2.5E: Use the subject pronouns 'I' and 'we' before verbs.	W2.5B: Use the correct determiner ('a'/'an', 'the' or 'some')	
or single and plural nouns in simple sentences.	R2.2D: Organise words into alphabetical order by their first		Compose a sentence orally before writing it; Sequence	sequence of events.	W2.3B: Sequence three pictures and then write a sentence	for singular and plural nouns in simple sentences.	W2.5D: Use adjectives in expanded noun phr
W2.5D: Use adjectives in expanded noun phrases, in simple sentences.	letters W2.2A: Use vocabulary from reading in own writing.	already known; Draw on what they already know/background information/vocabulary provided by	sentences to form short narratives; Re-read what they have written to check that it makes sense	W2.3A: Compose orally and then write a simple sentence. W2.3B: Sequence three pictures and then write a sentence	for each to tell a story. W2.4A: Write most lower-case letters and copy all upper-	W2.5D: Use adjectives in expanded noun phrases, in simple sentences.	simple sentences. W2.5A: Say a simple sentence and then write
sentences. Additional Resource- All about Orangutans	W2.3A: Compose orally and then write a simple sentence.	teacher.		for each to tell a story.	case letters and numbers, using correct letter formation.	W2.5E: Use the subject pronouns 'I' and 'we' before verbs.	W2.5A: Say a simple sentence and then write W2.5F: Use correct singular or plural forms of
Writing Task: A Recount Writing	W2.5A: Compose or any and then write a simple sentence. W2.5A: Say a simple sentence and then write it.R2.6B:	Explain clearly their understanding of what is read to them;	Give well-structured descriptions, explanations and	W2.3D: Re-read own writing to check the meaning is clear.	Class Assessment- Reading- comprehension, verbs,	ose the subject pronouns i and we before verbs.	nouns.
GUIDED READING	Identify nouns and verbs in a simple sentence and use the	Compose a sentence orally before writing it.	narrativesBe encouraged to link what they read or hear read		punctuation, determiners, noun plural writing with	GUIDED READING	Writing Task: An information Text
L. LA Material Around Us Green C	terms 'noun' and 'verb'.	Writing task: Description of a character	to their own experiences	W2.4A: Write most lower-case letters and copy all upper-	determiners, noun phrases, pronouns, punctuation.	1. LA My Skateboarding Scrapbook Orange B	GUIDED READING
	W2.1C: Form plurals of nouns where the root word does not	GUIDED READING	Writing Task: Description of a setting	case letters and numbers, using correct letter formation.	Writing Task- Writing an imaginative story	2.AA Can You Do This? Turquoise B	1. LA My Skateboarding Scrapbook Orange
3.HA My Skateboarding Scrapbook Orange B	change by adding '-s' and '-es'.	1. LA All The Hail King Julienn- King julien's job Orange B	GUIDED READING	Writing task: Problem and Resolution(Plot)		3.HA When Animals Attack Purple A	2. AA Can You Do This? Turquoise B
	W2.5B: Use the correct determiner ('a'/'an', 'the' or 'some')	2. AA Young Robinhood : Hit and Miss Turquoise A	1. LA All The Hail King Julien- King julien's Job Orange B	GUIDED READING	GUIDED READING		3.HA When Animals Attack Purple A
PHONICS, HANDWRITING AND SPELLING	for single and plural nouns in simple sentences.	3.HA Yun and the Fire Demon Purple A	2.AA AA Young Robinhood : Hit and Miss Turquoise A	LA Penguins of Madagascar: A Kipper for Skipper Orange		PHONICS, HANDWRITING AND SPELLING	
Unit 16- Phoneme 'i' 'i-e' 'y' 'ie'	GUIDED READING	PHONICS, HANDWRITING AND SPELLING	3.HA Yun and the Fire Demon Purple A	B	Orange B	Unit 22- Phoneme 'are' 'ear' 'er' 'eer'	PHONICS, HANDWRITING AND SPELLING
Handwriting joining letters with 'i' 'i-e' 'y' 'ie'	LA The Old Things Green C AA Great Cities Exploring London- Orange A	Unit 18- Phoneme 'ue' 'u-e' 'oul' 'ew'	PHONICS, HANDWRITING AND SPELLING	2.AA Pete's Peculiar Pet Shop: I Want Unicorn Purple B 3.HA The Magic Storm Gold B	2. AA Pete's Peculiar Pet Shop : I Want Unicorn Purple B 3. HA The Magic Storm Gold B	Handwriting joining letters with are 'ear'er'	Unit 23- Phoneme 'c' 'ch' 'k 'ck' Handwriting joining letters with 'c' 'ch' 'k 'ck'
	3.HA All About Mummies Purple A	Handwriting joining letters with ue' 'u-e' 'oul' 'ew'	Unit 19- Phoneme 'al' 'aw' 'au'	3.11A THE Wagie Storill Gold b	3. The magic storm dold b		mandwriting joining letters with C th K tk
			Handwriting joining letters with 'al' 'aw' 'au'	PHONICS, HANDWRITING AND SPELLING	PHONICS, HANDWRITING AND SPELLING		
	PHONICS, HANDWRITING AND SPELLING			Unit 20- Phoneme 'er' 'ir' 'ear'	Unit 21- Phoneme 'or' 'oy'		
	Unit 17- Phoneme 'o' 'oe' 'ow' 'ew'			Handwriting joining letters with er' 'ir' 'ear'	Handwriting joining letters with 'or' 'oy'		
	Handwriting joining letters with o' 'oe' 'ow' 'ew						
WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30	WEEK 31	WEEK 32
WEEK 25 Non-fiction Unit 2.8	WEEK 26 Fiction Unit 2.9	WEEK 27 Fiction Unit 2.9	WEEK 28 Fiction Unit 2.9	WEEK 29	WEEK 30 Poetry Unit 2.10	WEEK 31 Poetry Unit 2.10	WEEK 32 Non- Fiction Unit 2. 11
				WEEK 29 REVISION	WEEK 30 Poetry Unit 2.10 Resource: Wizards, Spiders and Castles	WEEK 31 Poetry Unit 2.10 Resource:Wizards, Spiders and Castles	
Non-fiction Unit 2.8 Resource : There is no place like home	Fiction Unit 2.9	Fiction Unit 2.9 Resource: Maximus and the Beanstalk	Fiction Unit 2.9	WEEK 29 REVISION ASSESSMENT- POETRY, FICTION AND NONFICTION	Poetry Unit 2.10	Poetry Unit 2.10	Non- Fiction Unit 2. 11 My Shoes
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REVISION ASSESSMENT-POETRY, FICTION AND NONFICTION REVIEW OF ALL SKILLS DONE Reading: Comprehension Identifying and retrieving key words, phrases, ideas, information about setting, events, characters from texts Deducing and inferring meanings of words, ideas, information, character's actions, thoughts and feelings Identifying facts Expressing likes and dislikes about titles, rhyming words, ideas, events, characters with examples Sequencing events in the correct order. Predicting ideas, actions, feelings from pictures, or what will happen next in the story. Writing correct spellings, grammar, and creative writing	Poetry Unit 2.10 Resource: Wizards, Spiders and Castles SL2.D: Recite and interpret sentences by heart, including poems and other texts. R2.40: Discuss favourite words and phrases. R2.24: Read aloud a familiar text of 6-8 basic sentences (about 50 words). R2.4A: Use picture cues to predict the meaning of unfamilial words W2.2A: Use vocabulary from reading in own writing. 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Non-fiction Unit 2.8 Resource: There is no place like home 12.1.1.4. Follow two-step instructions, when these are given lowly and clearly. 12.6.6. Identify nouns and verbs in a simple sentence and use the terms 'noun' and 'verb'. 12.6.6. Say whether or not a group of words is a sentence. 12.6.C. Recognise regular singular and plural forms of nouns. 12.6. Cray hurther or not a group of words is a sentence. 12.6.1. Erom plurals of nouns where the root word does not change by adding 's' and es'. 12.3.1. Crompose orally and then write a simple sentence. 12.5.1. Say a simple sentence and then write it. 12.5.1. Say a simple sentence and then write it. 12.5.1. Use the correct determiner 'a'-an', 'the' or 'some'] or single and plural nouns in simple sentences. 12.5.1. Use adjectives in expanded noun phrases, in simple entences. 12.5.1. Use the subject pronouns 'I' and 'we' before verbs. 13. SIUIDED READING 1. LA Cars, Cars, Cars. Turquoise A	Fiction Unit 2.9 Resource: Maximus and the Beanstalk S12.1A: Follow two-step instructions, when these are given slowly and clearly. R2.4A: Use picture cues to predict the meaning of unfamiliar words. R2.4C: Use own experiences to predict what might happen at the end of a short story. R2.4D:Discuss favourite words and phrases. R2.3A: Answer simple questions about a sentence they have read. R2.3B: Recall what happened next in a simple story or sequence of events. R2.6B: Identify nouns and verbs in a simple sentence and use the terms 'noun' and 'verb'. R2.6A: Say whether or not a group of words is a sentence W2.5C: Use everyday verbs in simple sentences. GUIDED READING 1. LA Goldflocks and the Clever Plan Orange B	Fiction Unit 2.9 Resource: Maximus and the Beanstalk R2.48: Combine information from text and pictures to infer how a character feels. R2.5A: With support, find information in texts (including IT texts) to answer a simple question. 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Predicting ideas, actions, feelings from pictures, or what will happen next in the story. Writing correct spellings, grammar, and creative writing Spellings of words and sentences Grammar-Nouns-singular/plural, common / proper Verbs, Past tense and Present tense Adjectives, Pronouns Noun phrases, Conjunctions – (and, but, because, if, so) Adverbs of manner, Contractions,	Poetry Unit 2.10 Resource: Wizards, Spiders and Castles SL2.2D: Recite and interpret sentences by heart, including poems and other texts. R2.4D: Discuss favourite words and phrases. R2.2A: Read aloud a familiar text of 6-8 basic sentences (about 50 words). R2.4A: Use picture cues to predict the meaning of unfamiliar words W2.2A: Use vocabulary from reading in own writing. W2.3A: Compose orally and then write a simple sentence. W2.3D: Re-read own writing to check the meaning is clear. W2.5A: Say a simple sentence and then write it. I Names of the poems 1. The Spiders' Football Match 2. 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Adjectives, Pronouns Noun phrases, Conjunctions—(and, but, because, if, so) Adverbs of manner, Contractions, prepositions, suffixes, prefixes,	Poetry Unit 2.10 Resource: Wizards, Spiders and Castles SL2.D: Recite and interpret sentences by heart, including poems and other texts. R2.40: Discuss favourite words and phrases. R2.24: Read aloud a familiar text of 6-8 basic sentences (about 50 words). R2.44: Use picture cues to predict the meaning of unfamilial words W2.2A: Use vocabulary from reading in own writing. W2.3A: Compose orally and then write a simple sentence. W2.3D: Re-read own writing to check the meaning is clear. W2.5A: Say a simple sentence and then write it. I Names of the poems 1. The Spiders' Football Match 2. The First Spring Writing Task: Shape Poem(Elephant) GUIDED READING 1. LA Run in the Forest Turquoise A 2. 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W2.5D: Use adjectives in expanded noun phrases, in simple sentences. W2.3A: Compose orally and then write a simple sentence. W2.5B: Use the correct determiner ('a'/an', 'the' or 'some') for single and plural nouns in simple sentences. W2.5A: Say a simple sentence and then write it. W2.5D: Use adjectives in expanded noun phrases, in simple sentences. W2.5E: Use the subject pronouns 'l' and 'we' before verbs. Sequencece three pictures and then write a sentence for each to tell a story. W2.4A: Write most lower-case letters and copy all upper- case letters and numbers, using correct letter formation. Class Assessment-Reading-comprehension, verbs, punctuation, determiners, noun plural writing with determiners, noun phrases, pronouns, punctuation. Writing Task- A Traditional Story GUIDED READING 1. LA Penguins to the Rescue Turquoise A	REVISION ASSESSMENT-POETRY, FICTION AND NONFICTION REVIEW OF ALL SKILLS DONE Reading: Comprehension Identifying and retrieving key words, phrases, ideas, information about setting, events, characters from texts Deducing and inferring meanings of words, ideas, information, character's actions, thoughts and feelings Identifying facts Expressing likes and dislikes about titles, rhyming words, ideas, events, characters with examples Sequencing events in the correct order. Predicting ideas, actions, feelings from pictures, or what will happen next in the story. Writing correct spellings, grammar, and creative writing Spellings of words and sentences Grammar:Nouns-singular/ plural, common / proper Verbs, Past tense and Present tense. Adjectives, Pronouns Noun phrases, Conjunctions — (and, but, because, if, so) Adverbs of manner, Contractions, prepositions, suffixes, prefixes, Types of sentences (Statement, Questions, Command and	Poetry Unit 2.10 Resource: Wizards, Spiders and Castles SL2.2D: Recite and interpret sentences by heart, including poems and other texts. R2.4D: Discuss favourite words and phrases. R2.2A: Read aloud a familiar text of 6-8 basic sentences (about 50 words). R2.4A: Use picture cues to predict the meaning of unfamilial words W2.2A: Use vocabulary from reading in own writing. W2.3A: Compose orally and then write a simple sentence. W2.3D: Re-read own writing to check the meaning is clear. W2.5A: Say a simple sentence and then write it. I Names of the poems 1. The Spiders' Football Match 2. The First Spring Writing Task: Shape Poem(Elephant) GUIDED READING 1. LA Run in the Forest Turquoise A 2. AA Chocolate Purple B 3.HA The Pirate and the Potter Family: Sick as Parrot Gold B PHONICS, HANDWRITING AND SPELLING Unit 29- Suffix 'es' after 'ch' 'sh' th'	Poetry Unit 2.10 Resource:Wizards, Spiders and Castles SL2.2D: Recite and interpret sentences by heart, including poems and other texts. R2.4D: Discuss favourite words and phrases. R2.2A: Read aloud a familiar text of 6-8 basic sentences (about 50 words). SL2.2D: Recite and interpret sentences by heart, including poems and other texts. W2.2A: Use vocabulary from reading in own writing. W2.3A: Compose orally and then write a simple sentence. W2.3D: Re-read own writing to check the meaning is clear. W2.5A: Say a simple sentence and then write it. R2.4A: Use picture cues to predict the meaning of unfamilia words. Names of the poems 1. The Spiders' Football Match 2. The First Spring Writing Task: Shape Poem(Butterfly) GUIDED READING I. LA Run in the Forest Turquoise A 2. AA Pirates: Life at Sea Purple B 3 HA Weird Weather Gold B	Non-Fiction Unit 2. 11 My Shoes SL2.1A: Follow two-step instructions, when th given slowly and clearly. WZ.5C: Use eR2.6B: Identify nouns and verbs simple sentence and use the terms 'noun' and veryday verbs in simple sentences. R2.6A: Say whether or not a group of words is sentence. R2.6C: Recognise regular singular and plural f nouns. WZ.1C: Form plurals of nouns where the root r does not change by adding '-s' and '-es'. WZ.3A: Compose orally and then write a simp sentence. WZ.5B: Say a simple sentence and then write WZ.5B: Use the correct determiner ['a'/an', 'some'] for single and plural nouns in simple sentences. WZ.5D: Use adjectives in expanded noun phrisimple sentences. WZ.5E: Use the subject pronouns 'I' and 'we'
Non-fiction Unit 2.8 Resource: There is no place like home SL2.1A: Follow two-step instructions, when these are given slowly and clearly. R2.6B: Identify nouns and verbs in a simple sentence and use the terms 'noun' and 'verb'. R2.6C: Sey whether or not a group of words is a sentence. R2.6C: Recognise regular singular and plural forms of nouns. R2.6C: Recognise regular singular and plural forms of nouns. R2.5C: Use everyday verbs in simple sentences. R2.5C: Sey purals of nouns where the root word does not change by adding 's' and -es'. R2.5A: Say a simple sentence and then write it. R2.5A: Say a simple sentence and then write it. R2.5B: Use the correct determiner '[a'/an', 'the' or 'some'] for single and plural nouns in simple sentences. R2.5D: Use adjectives in expanded noun phrases, in simple sentences. R2.5E: Use the subject pronouns 'I' and 'we' before verbs. R2.5BIUDED READING L. LA Cars, Cars, Cars Turquoise A R2.AA Extreme Living Turquoise B R3.HA Animals to the Rescue Gold B	Fiction Unit 2.9 Resource: Maximus and the Beanstalk \$12.14. Follow two-step instructions, when these are given slowly and clearly. R2.4A: Use picture cues to predict the meaning of unfamiliar words. R2.4C: Use own experiences to predict what might happen at the end of a short story. R2.4D: Discuss favourite words and phrases. R2.3A: Answer simple questions about a sentence they have read. R2.3B: Recall what happened next in a simple story or sequence of events. R2.6B: Identify nouns and verbs in a simple sentence and use the terms 'noun' and 'verb'. R2.6A: Say whether or not a group of words is a sentence W2.5C: Use everyday verbs in simple sentences. GUIDED READING 1. LA Goldilocks and the Clever Plan Orange B 2. AA Pete's Peculiar Pet Shop: I Want Unicorn Purple B 3.HA The Magic Storm Gold B PHONICS, HANDWRITING AND SPELLING Unit 26- Phoneme 'le' 'mb' ea 'er' 'wa'	Resource: Maximus and the Beanstalk R2.48: Combine information from text and pictures to infer how a character feels. R2.5A: With support, find information in texts (including IT texts) to answer a simple question. R2.58: Know that information can be given through photographs and illustrations as well as text. R2.2A: Read aloud a familiar text of 6-8 basic sentences (about 50 words), R2.3B: Recall what happened next in a simple story or sequence of events. R2.4C: Use own experiences to predict what might happen at the end of a short story. R2.4D: Discuss favourite words and phrases. W2.5A: Say a simple sentence and then write it. W2.6A: Use full stops at the end of simple sentences. W2.5A: Say a Simple sentence and then write it. W2.6A: Use full stops at the end of simple sentences. W2.2A: Use vocabulary from reading in own writing. W2.3B: Sequence three pictures and then write a sentence for each to tell a story. W2.3D: Re-read own writing to check the meaning is clear. GUIDED READING 1. LA King Julien and the Rain Dance Turquoise A	Fiction Unit 2.9 Resource: Maximus and the Beanstalk R2.2A: Read aloud a familiar text of 6-8 basic sentences (about 50 words). W2.5D: Use adjectives in expanded noun phrases, in simple sentences. W2.3A: Compose orally and then write a simple sentence. W2.5B: Use the correct determiner ('a'/an', 'the' or 'some') for single and plural nouns in simple sentences. W2.5A: Say a simple sentence and then write it. W2.5D: Use adjectives in expanded noun phrases, in simple sentences. W2.5E: Use the subject pronouns 'l' and 'we' before verbs. Sequencece three pictures and then write a sentence for each to tell a story. W2.4A: Write most lower-case letters and copy all upper- case letters and numbers, using correct letter formation. Class Assessment- Reading- comprehension, verbs, punctuation, determiners, noun plural writing with determiners, noun phrases, pronouns, punctuation. Writing Task- A Traditional Story GUIDED READING 1. LA Penguins to the Rescue Turquoise A 2. AA Yun and the Giant Bird Purple B	REVISION ASSESSMENT-POETRY, FICTION AND NONFICTION REVIEW OF ALL SKILLS DONE Reading: Comprehension Identifying and retrieving key words, phrases, ideas, information about setting, events, characters from texts Deducing and inferring meanings of words, ideas, information, character's actions, thoughts and feelings Identifying facts Expressing likes and dislikes about titles, rhyming words, ideas, events, characters with examples Sequencing events in the correct order. Predicting ideas, actions, feelings from pictures, or what will happen next in the story. Writing correct spellings, grammar, and creative writing Spellings of words and sentences Grammar-Nours-singular/ plural, common / proper Verbs, Past tense and Present tense Adjectives, Pronouns Noun phrases, Conjunctions — (and, but, because, if, so) Adverbs of manner, Contractions, prepositions, suffixes, prefixes, Types of sentences (Statement, Questions, Command and Exclamatory)	Poetry Unit 2.10 Resource: Wizards, Spiders and Castles SL2.D: Recite and interpret sentences by heart, including poems and other texts. R2.40: Discuss favourite words and phrases. R2.24: Read aloud a familiar text of 6-8 basic sentences (about 50 words). R2.44: Use picture cues to predict the meaning of unfamilial words W2.2A: Use vocabulary from reading in own writing. W2.3A: Compose orally and then write a simple sentence. W2.3D: Re-read own writing to check the meaning is clear. W2.5A: Say a simple sentence and then write it. I Names of the poems 1. The Spiders' Football Match 2. The First Spring Writing Task: Shape Poem(Elephant) GUIDED READING 1. LA Run in the Forest Turquoise A 2. AA Chocolate Purple B 3.HA The Pirate and the Potter Family: Sick as Parrot Gold B PHONICS, HANDWRITING AND SPELLING	Poetry Unit 2.10 Resource:Wizards, Spiders and Castles SL2.D: Recite and interpret sentences by heart, including poems and other texts. R2.4b: Discuss favourite words and phrases. R2.2A: Read aloud a familiar text of 6-8 basic sentences (about 50 words). SL2.2D: Recite and interpret sentences by heart, including poems and other texts. W2.2A: Use vocabulary from reading in own writing. W2.3A: Compose orally and then write a simple sentence. W3.3D: Re-read own writing to check the meaning is clear. W2.5A: Say a simple sentence and then write it. R2.4A: Use picture cues to predict the meaning of unfamilia words. Names of the poems 1. The Spiders' Football Match 2. The First Spring Writing Task: Shape Poem(Butterfly) GUIDED READING 1. 1A Run in the Forest Turquoise A 2. AA Pirates: Life at Sea Purple B 3 HA Weird Weather Gold B	Non-Fiction Unit 2. 11 My Shoes SL2.1A: Follow two-step instructions, when the given slowly and clearly. WZ.5C: Use R2.6B: Identify nouns and verbs simple sentence and use the terms 'noun' and veryday verbs in simple sentences. R2.6A: Say whether or not a group of words is sentence. R2.6C: Recognise regular singular and plural f nouns. WZ.1C: Form plurals of nouns where the root of does not change by adding '-s' and '-es'. WZ.3A: Compose orally and then write a simple sentence. WZ.5B: Use the correct determiner ['a','an', 'some'] for single and plural nouns in simple sentences. WZ.5D: Use adjectives in expanded noun phrisimple sentences. WZ.5E: Use the subject pronouns 'I' and 'we' verbs.
Non-fiction Unit 2.8 Resource: There is no place like home \$12.1.A: Follow two-step instructions, when these are given lowly and clearly. \$2.6.B: Identify nouns and verbs in a simple sentence and use the terms' noun' and verb'. \$2.6.A: Say whether or not a group of words is a sentence. \$2.6.C: Recognise regular singular and plural forms of nouns. \$2.5.C: Use everyday verbs in simple sentences. \$2.1.C: Form plurals of nouns where the root word does not change by adding'-s' and est. \$2.1.C: Say a simple sentence and then write it. \$2.3.A: Compose orally and then write a simple sentence. \$2.5.A: Say a simple sentence and then write it. \$2.5.B: Use the correct determiner [a'/an', the' or 'some'] for single and plural nouns in simple sentences. \$2.5.E: Use adjectives in expanded noun phrases, in simple sentences. \$2.5.E: Use the subject pronouns 'I' and 'we' before verbs. \$3.UDED READING \$3. LA Cars, Cars, Cars Turquoise A \$2.AA Extreme Living Turquoise B \$3. HA Animals to the Rescue Gold B	Fiction Unit 2.9 Resource: Maximus and the Beanstalk SL2.1A: Follow two-step instructions, when these are given slowly and clearly. R2.4A: Use picture cues to predict the meaning of unfamiliar words. R2.4C: Use own experiences to predict what might happen at the end of a short story. R2.4D: Discuss favourite words and phrases. R2.3A: Answer simple questions about a sentence they have read. R2.3B: Recall what happened next in a simple story or sequence of events. R2.6B: Identify nouns and verbs in a simple sentence and use the terms 'noun' and 'verb'. R2.6A: Say whether or not a group of words is a sentence W2.5C: Use everyday verbs in simple sentences. GUIDED READING 1. LA Goldilocks and the Clever Plan Orange B 2. AA Pete's Peculiar Pet Shop: I Want Unicorn Purple B 3.HA The Magic Storm Gold B	Resource: Maximus and the Beanstalk R2.48: Combine information from text and pictures to infer how a character feels. R2.5A: With support, find information in texts (including IT texts) to answer a simple question. R2.58: Know that information can be given through photographs and illustrations as well as text. R2.2A: Read aloud a familiar text of 6-8 basic sentences (about 50 words). R2.38: Recall what happened next in a simple story or sequence of events. R2.4C: Use own experiences to predict what might happen at the end of a short story. R2.4D: Discuss favourite words and phrases. W2.3A: Compose orally and then write a simple sentence. W2.5A: Say a simple sentence and then write it. W2.6A: Use vocabulary from reading in own writing. W2.3B: Sequence three pictures and then write a sentence for each to tell a story. W2.3D: Re-read own writing to check the meaning is clear. GUIDED READING 1. LA King Julien and the Rain Dance Turquoise A 2. AA Sharma Family: Best Birthday Ever! Purple B	Resource: Maximus and the Beanstalk R2.2A: Read aloud a familiar text of 6-8 basic sentences labout 50 words). W2.5D: Use adjectives in expanded noun phrases, in simple sentences. W2.3A: Compose orally and then write a simple sentence. W2.5B: Use the correct determiner ('a'/an', 'the' or 'some') for single and plural nouns in simple sentences. W2.5A: Say a simple sentence and then write it. W2.5D: Use adjectives in expanded noun phrases, in simple sentences. W2.5E: Use the subject pronouns 'l' and 'we' before verbs. Sequencece three pictures and then write a sentence for each to tell a story. W2.4A: Write most lower-case letters and copy all upper- case letters and numbers, using correct letter formation. Class Assessment-Reading-comprehension, verbs, punctuation, determiners, noun plural writing with determiners, noun phrases, pronouns, punctuation. Writing Task- A Traditional Story GUIDED READING 1. LA Penguins to the Rescue Turquoise A	REVISION ASSESSMENT-POETRY, FICTION AND NONFICTION REVIEW OF ALL SKILLS DONE Reading: Comprehension Identifying and retrieving key words, phrases, ideas, information about setting, events, characters from texts Deducing and inferring meanings of words, ideas, information, character's actions, thoughts and feelings Identifying facts Expressing likes and dislikes about titles, rhyming words, ideas, events, characters with examples Sequencing events in the correct order. Predicting ideas, actions, feelings from pictures, or what will happen next in the story. Writing correct spellings, grammar, and creative writing Spellings of words and sentences Grammar.Nours- singular/ plural, common / proper Verbs, Past tense and Present tense. Adjectives, Pronouns Noun phrases, Conjunctions – (and, but, because, if, so) Adverbs of manner, Contractions, prepositions, suffixes, prefixes, Types of sentences (Statement, Questions, Command and Exclamatory sentences)	Poetry Unit 2.10 Resource: Wizards, Spiders and Castles SL2.2D: Recite and interpret sentences by heart, including poems and other texts. R2.4D: Discuss favourite words and phrases. R2.2A: Read aloud a familiar text of 6-8 basic sentences (about 50 words). R2.4A: Use picture cues to predict the meaning of unfamilial words W2.2A: Use vocabulary from reading in own writing. W2.3A: Compose orally and then write a simple sentence. W2.3D: Re-read own writing to check the meaning is clear. W2.5A: Say a simple sentence and then write it. I Names of the poems 1. The Spiders' Football Match 2. The First Spring Writing Task: Shape Poem(Elephant) GUIDED READING 1. LA Run in the Forest Turquoise A 2. AA Chocolate Purple B 3.HA The Pirate and the Potter Family: Sick as Parrot Gold B PHONICS, HANDWRITING AND SPELLING Unit 29- Suffix 'es' after 'ch' 'sh' th'	Resource:Wizards, Spiders and Castles SL2.2D: Recite and interpret sentences by heart, including poems and other texts. R2.4D: Discuss favourite words and phrases. R2.2A: Read aloud a familiar text of 6-8 basic sentences (about 50 words). SL2.2D: Recite and interpret sentences by heart, including poems and other texts. W2.2A: Use vocabulary from reading in own writing. W2.3A: Compose orally and then write a simple sentence. W2.3D: Recread own writing to check the meaning is clear. W2.5A: Use picture cues to predict the meaning of unfamilia words. Names of the poems 1. The Spiders' Football Match 2. The First Spring Writing Task: Shape Poem(Butterfly) GUIDED READING 1. LA Run in the Forest Turquoise A 2. AA Pirates: Life at Sea Purple B 3 HA Weird Weather Gold B PHONICS, HANDWRITING AND SPELLING Unit 30- Prefix 'un' and 're'	Non-Fiction Unit 2. 11 My Shoes SL2.1A: Follow two-step instructions, when the given slowly and clearly. WZ.5C: Use RZ.6B: Identify nouns and verbs simple sentence and use the terms 'noun' and veryday verbs in simple sentences. RZ.6C: Say whether or not a group of words is sentence. RZ.6C: Recognise regular singular and plural founs. WZ.1C: Form plurals of nouns where the root of does not change by adding '-s' and '-es'. WZ.3A: Compose orally and then write a simple sentence. WZ.5B: Use the correct determiner ('a'/'an', 'some') for single and plural nouns in simple sentences. WZ.5D: Use adjectives in expanded noun phr. simple sentences. WZ.5E: Use the subject pronouns 'I' and 'we' verbs. WZ.5E: Use the subject pronouns 'I' and 'we' verbs. WX.5E: Boesign a poster/Advertisement
Non-fiction Unit 2.8 Resource: There is no place like home 12.1.1A: Follow two-step instructions, when these are given lowly and clearly, 12.6B: Identify nouns and verbs in a simple sentence and use the terms 'noun' and 'verb'. 12.6A: Say whether or not a group of words is a sentence. 12.6C: Recognise regular singular and plural forms of nouns. 12.5C: Use everyday verbs in simple sentences. 12.1C: Form plurals of nouns where the root word does not change by adding 's' and es'. 12.3A: Compose orally and then write a simple sentence. 12.5A: Say a simple sentence and then write it. 12.5B: Use the correct determiner ['a'/an', 'the' or 'some'] or single and plural nouns in simple sentences. 12.5E: Use a djectives in expanded noun phrases, in simple entences. 12.5E: Use the subject pronouns 'I' and 'we' before verbs. 13.DIEDD READING 1. LA Cars, Cars, Cars Turquoise A 1.AA Extreme Living Turquoise B 1.HA Animals to the Rescue Gold B PHONICS, HANDWRITING AND SPELLING 1.1A: Cars, Cars, Cars Turquoise A 1.1A: Cars, Cars, Cars Turquoise B 1.1A Animals to the Rescue Gold B	Fiction Unit 2.9 Resource: Maximus and the Beanstalk \$12.14. Follow two-step instructions, when these are given slowly and clearly. R2.4A: Use picture cues to predict the meaning of unfamiliar words. R2.4C: Use own experiences to predict what might happen at the end of a short story. R2.4D: Discuss favourite words and phrases. R2.3A: Answer simple questions about a sentence they have read. R2.3B: Recall what happened next in a simple story or sequence of events. R2.6B: Identify nouns and verbs in a simple sentence and use the terms 'noun' and 'verb'. R2.6A: Say whether or not a group of words is a sentence W2.5C: Use everyday verbs in simple sentences. GUIDED READING 1. LA Goldilocks and the Clever Plan Orange B 2. AA Pete's Peculiar Pet Shop: I Want Unicorn Purple B 3.HA The Magic Storm Gold B PHONICS, HANDWRITING AND SPELLING Unit 26- Phoneme 'le' 'mb' ea 'er' 'wa'	Resource: Maximus and the Beanstalk R2.48: Combine information from text and pictures to infer how a character feels. R2.5A: With support, find information in texts (including IT texts) to answer a simple question. R2.58: Know that information can be given through photographs and illustrations as well as text. R2.2A: Read aloud a familiar text of 6-8 basic sentences (about 50 words), R2.3B: Recall what happened next in a simple story or sequence of events. R2.4C: Use own experiences to predict what might happen at the end of a short story. R2.4D: Discuss favourite words and phrases. W2.5A: Say a simple sentence and then write it. W2.6A: Use full stops at the end of simple sentences. W2.5A: Say a Simple sentence and then write it. W2.6A: Use full stops at the end of simple sentences. W2.2A: Use vocabulary from reading in own writing. W2.3B: Sequence three pictures and then write a sentence for each to tell a story. W2.3D: Re-read own writing to check the meaning is clear. GUIDED READING 1. LA King Julien and the Rain Dance Turquoise A	Fiction Unit 2.9 Resource: Maximus and the Beanstalk R2.2A: Read aloud a familiar text of 6-8 basic sentences (about 50 words). W2.5D: Use adjectives in expanded noun phrases, in simple sentences. W2.3A: Compose orally and then write a simple sentence. W2.5B: Use the correct determiner ('a'/an', 'the' or 'some') for single and plural nouns in simple sentences. W2.5A: Say a simple sentence and then write it. W2.5D: Use adjectives in expanded noun phrases, in simple sentences. W2.5E: Use the subject pronouns 'l' and 'we' before verbs. Sequencece three pictures and then write a sentence for each to tell a story. W2.4A: Write most lower-case letters and copy all upper- case letters and numbers, using correct letter formation. Class Assessment- Reading- comprehension, verbs, punctuation, determiners, noun plural writing with determiners, noun phrases, pronouns, punctuation. Writing Task- A Traditional Story GUIDED READING 1. LA Penguins to the Rescue Turquoise A 2. AA Yun and the Giant Bird Purple B	REVISION ASSESSMENT-POETRY, FICTION AND NONFICTION REVIEW OF ALL SKILLS DONE Reading: Comprehension Identifying and retrieving key words, phrases, ideas, information about setting, events, characters from texts Deducing and inferring meanings of words, ideas, information, character's actions, thoughts and feelings Identifying facts Expressing likes and dislikes about titles, rhyming words, ideas, events, characters with examples Sequencing events in the correct order. Predicting ideas, actions, feelings from pictures, or what will happen next in the story. Writing correct spellings, grammar, and creative writing Spellings of words and sentences Grammar:Nouns-singular/ plural, common / proper Verbs, Past tense and Present tense Adjectives, Pronouns Noun phrases, Conjunctions—(and, but, because, if, so) Adverbs of manner, Contractions, prepositions, suffixes, prefixes, prefixes, Types of Sentences (Statement, Questions, Command and Exclamatory sentences) Punctuation-Capital letters, full stops, question mark,	Poetry Unit 2.10 Resource: Wizards, Spiders and Castles SL2.2D: Recite and interpret sentences by heart, including poems and other texts. R2.4D: Discuss favourite words and phrases. R2.2A: Read aloud a familiar text of 6-8 basic sentences (about 50 words). R2.4A: Use picture cues to predict the meaning of unfamilial words W2.2A: Use vocabulary from reading in own writing. W2.3A: Compose orally and then write a simple sentence. W2.3D: Re-read own writing to check the meaning is clear. W2.5A: Say a simple sentence and then write it. I Names of the poems 1. The Spiders' Football Match 2. The First Spring Writing Task: Shape Poem(Elephant) GUIDED READING 1. LA Run in the Forest Turquoise A 2. AA Chocolate Purple B 3.HA The Pirate and the Potter Family: Sick as Parrot Gold B PHONICS, HANDWRITING AND SPELLING Unit 29- Suffix 'es' after 'ch' 'sh' th'	Poetry Unit 2.10 Resource:Wizards, Spiders and Castles SL2.D: Recite and interpret sentences by heart, including poems and other texts. R2.4b: Discuss favourite words and phrases. R2.2A: Read aloud a familiar text of 6-8 basic sentences (about 50 words). SL2.2D: Recite and interpret sentences by heart, including poems and other texts. W2.2A: Use vocabulary from reading in own writing. W2.3A: Compose orally and then write a simple sentence. W3.3D: Re-read own writing to check the meaning is clear. W2.5A: Say a simple sentence and then write it. R2.4A: Use picture cues to predict the meaning of unfamilia words. Names of the poems 1. The Spiders' Football Match 2. The First Spring Writing Task: Shape Poem(Butterfly) GUIDED READING 1. 1A Run in the Forest Turquoise A 2. AA Pirates: Life at Sea Purple B 3 HA Weird Weather Gold B	Non-Fiction Unit 2. 11 My Shoes SL2.1A: Follow two-step instructions, when the given slowly and clearly. WZ.5C: Use eR2.6B: Identify nouns and verbos simple sentence and use the terms 'noun' an veryday verbs in simple sentences. R2.6A: Say wheether or not a group of words is sentence. R2.6C: Recognise regular singular and plural inouns. WZ.1C: Form plurals of nouns where the roof does not change by adding '-s' and '-es'. WZ.3A: Compose orally and then write a simple sentence. WZ.5A: Say a simple sentence and then write WZ.5B: Use the correct determiner ['a'/'an', 'some'] for single and plural nouns in simple sentences. WZ.5D: Use adjectives in expanded noun phr simple sentences. WZ.5E: Use the subject pronouns 'I' and 'we' verbs. Witting Task: Design a poster/Advertisement GUIDED READING
Non-fiction Unit 2.8 Resource: There is no place like home 12.1A: Follow two-step instructions, when these are given lowly and clearly. 12.6B: Identify nouns and verbs in a simple sentence and see the terms 'noun' and 'verb'. 12.6C: Say whether or not a group of words is a sentence. 12.6C: Recognise regular singular and plural forms of nouns. 12.5C: Use everyday verbs in simple sentences. 12.1C: Form plurals of nouns where the root word does not hange by adding '-s' and ess'. 12.3A: Compose orally and then write a simple sentence. 12.5A: Say a simple sentence and then write it. 12.5B: Use a dijectives in expanded noun phrases, in simple or single and plural nouns in simple sentences. 12.5D: Use a dijectives in expanded noun phrases, in simple entences. 12.5C: Use the subject pronouns 'l' and 'we' before verbs. 13.DIDED READING 1.4 Cars, Cars, Cars Turquoise A 2.4A Extreme Living Turquoise B 14.4A Animals to the Rescue Gold B	Fiction Unit 2.9 Resource: Maximus and the Beanstalk \$12.14. Follow two-step instructions, when these are given slowly and clearly. R2.4A: Use picture cues to predict the meaning of unfamiliar words. R2.4C: Use own experiences to predict what might happen at the end of a short story. R2.4D: Discuss favourite words and phrases. R2.3A: Answer simple questions about a sentence they have read. R2.3B: Recall what happened next in a simple story or sequence of events. R2.6B: Identify nouns and verbs in a simple sentence and use the terms 'noun' and 'verb'. R2.6A: Say whether or not a group of words is a sentence W2.5C: Use everyday verbs in simple sentences. GUIDED READING 1. LA Goldilocks and the Clever Plan Orange B 2. AA Pete's Peculiar Pet Shop: I Want Unicorn Purple B 3.HA The Magic Storm Gold B PHONICS, HANDWRITING AND SPELLING Unit 26- Phoneme 'le' 'mb' ea 'er' 'wa'	Resource: Maximus and the Beanstalk R2.48: Combine information from text and pictures to infer how a character feels. R2.5A: With support, find information in texts (including IT texts) to answer a simple question. R2.58: Know that information can be given through photographs and illustrations as well as text. R2.2A: Read aloud a familiar text of 6-8 basic sentences (about 50 words). R2.38: Recall what happened next in a simple story or sequence of events. R2.4C: Use own experiences to predict what might happen at the end of a short story. R2.4D: Discuss favourite words and phrases. W2.3A: Compose orally and then write a simple sentence. W2.5A: Say a simple sentence and then write it. W2.6A: Use vocabulary from reading in own writing. W2.3B: Sequence three pictures and then write a sentence for each to tell a story. W2.3D: Re-read own writing to check the meaning is clear. GUIDED READING 1. LA King Julien and the Rain Dance Turquoise A 2. AA Sharma Family: Best Birthday Ever! Purple B	Resource: Maximus and the Beanstalk R2.2A: Read aloud a familiar text of 6-8 basic sentences labout 50 words). W2.5D: Use adjectives in expanded noun phrases, in simple sentences. W2.3A: Compose orally and then write a simple sentence. W2.5B: Use the correct determiner ("a'/an', 'the' or 'some') for single and plural nouns in simple sentences. W2.5A: Say a simple sentence and then write it. W2.5D: Use adjectives in expanded noun phrases, in simple sentences. W2.5E: Use the subject pronouns 'l' and 'we' before verbs. Sequencece three pictures and then write a sentence for each to tell a story. W2.4A: Write most lower-case letters and copy all upper- case letters and numbers, using correct letter formation. Class Assessment-Reading- comprehension, verbs, punctuation, determiners, noun plural writing with determiners, noun phrases, pronouns, punctuation. Writing Task- A Traditional Story GUIDED READING 1. LA Penguins to the Rescue Turquoise A 2. AA Yun and the Giant Bird Purple B 3. HA The Pirate and the Potter Family: Sick as Parrot Gold B	REVISION ASSESSMENT-POETRY, FICTION AND NONFICTION REVIEW OF ALL SKILLS DONE Reading: Comprehension Identifying and retrieving key words, phrases, ideas, information about setting, events, characters from texts Deducing and inferring meanings of words, ideas, information, character's actions, thoughts and feelings Identifying facts Expressing likes and dislikes about titles, rhyming words, ideas, events, characters with examples Sequencing events in the correct order. Predicting ideas, actions, feelings from pictures, or what will happen next in the story. Writing correct spellings, grammar, and creative writing Spellings of words and sentences Grammar.Nours- singular/ plural, common / proper Verbs, Past tense and Present tense. Adjectives, Pronouns Noun phrases, Conjunctions – (and, but, because, if, so) Adverbs of manner, Contractions, prepositions, suffixes, prefixes, Types of sentences (Statement, Questions, Command and Exclamatory sentences)	Poetry Unit 2.10 Resource: Wizards, Spiders and Castles SL2.2D: Recite and interpret sentences by heart, including poems and other texts. R2.4D: Discuss favourite words and phrases. R2.2A: Read aloud a familiar text of 6-8 basic sentences (about 50 words). R2.4A: Use picture cues to predict the meaning of unfamilial words W2.2A: Use vocabulary from reading in own writing. W2.3A: Compose orally and then write a simple sentence. W2.3D: Re-read own writing to check the meaning is clear. W2.5A: Say a simple sentence and then write it. I Names of the poems 1. The Spiders' Football Match 2. The First Spring Writing Task: Shape Poem(Elephant) GUIDED READING 1. LA Run in the Forest Turquoise A 2. 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Non-fiction Unit 2.8 Resource: There is no place like home 12.1A: Follow two-step instructions, when these are given lowly and clearly. 12.6B: Identify nouns and verbs in a simple sentence and see the terms 'noun' and 'verb'. 12.6C: Say whether or not a group of words is a sentence. 12.6C: Recognise regular singular and plural forms of nouns. 12.5C: Use everyday verbs in simple sentences. 12.1C: Form plurals of nouns where the root word does not hange by adding '-s' and ess'. 12.3A: Compose orally and then write a simple sentence. 12.5A: Say a simple sentence and then write it. 12.5B: Use a dijectives in expanded noun phrases, in simple or single and plural nouns in simple sentences. 12.5D: Use a dijectives in expanded noun phrases, in simple entences. 12.5C: Use the subject pronouns 'l' and 'we' before verbs. 13.DIDED READING 1.4 Cars, Cars, Cars Turquoise A 2.4A Extreme Living Turquoise B 14.4A Animals to the Rescue Gold B	Fiction Unit 2.9 Resource: Maximus and the Beanstalk \$12.14. Follow two-step instructions, when these are given slowly and clearly. R2.4A: Use picture cues to predict the meaning of unfamiliar words. R2.4C: Use own experiences to predict what might happen at the end of a short story. R2.4D: Discuss favourite words and phrases. R2.3A: Answer simple questions about a sentence they have read. R2.3B: Recall what happened next in a simple story or sequence of events. R2.6B: Identify nouns and verbs in a simple sentence and use the terms 'noun' and 'verb'. R2.6A: Say whether or not a group of words is a sentence W2.5C: Use everyday verbs in simple sentences. GUIDED READING 1. LA Goldilocks and the Clever Plan Orange B 2. AA Pete's Peculiar Pet Shop: I Want Unicorn Purple B 3.HA The Magic Storm Gold B PHONICS, HANDWRITING AND SPELLING Unit 26- Phoneme 'le' 'mb' ea 'er' 'wa'	Resource: Maximus and the Beanstalk R2.48: Combine information from text and pictures to infer how a character feels. 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LA Penguins to the Rescue Turquoise A 2. AA Yun and the Giant Bird Purple B 3. HA The Pirate and the Potter Family: Sick as Parrot Gold B PHONICS, HANDWRITING AND SPELLING	REVISION ASSESSMENT-POETRY, FICTION AND NONFICTION REVIEW OF ALL SKILLS DONE Reading: Comprehension Identifying and retrieving key words, phrases, ideas, information about setting, events, characters from texts Deducing and inferring meanings of words, ideas, information, character's actions, thoughts and feelings Identifying facts Expressing likes and dislikes about titles, rhyming words, ideas, events, characters with examples Sequencing events in the correct order. Predicting ideas, actions, feelings from pictures, or what will happen next in the story. 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Wifting Task: Design a poster/Advertisement GUIDED READING 1.1A Welcome to the Circus- Turquoise A 2.AA Fossils Gold A 3.HA Going into the Space Gold B
Non-fiction Unit 2.8 Resource: There is no place like home 12.1.1.4. Follow two-step instructions, when these are given lowly and clearly, 12.6.8. Identify nouns and verbs in a simple sentence and see the terms 'noun' and 'verb'. 12.6.6. Say whether or not a group of words is a sentence. 12.6.C. Recognise regular singular and plural forms of nouns. 12.5.C. Bore upirals of nouns where the root word does not hange by adding '-s' and es'. 12.3.A. Compose orally and then write a simple sentence. 12.5.A. Say a simple sentence and then write it. 12.5.B. Use the correct determiner ['a'/'an', 'the' or 'some'] or single and plural nouns in simple sentences. 12.5.D. Use adjectives in expanded noun phrases, in simple entences. 12.5.E. Use the subject pronouns 'I' and 'we' before verbs. 13.DIDED READING 1. LA Cars, Cars, Cars Turquoise A 1.AA Extreme Living Turquoise B 1.HA Animals to the Rescue Gold B	Fiction Unit 2.9 Resource: Maximus and the Beanstalk \$12.14. 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Writing correct spellings, grammar, and creative writing Spellings of words and sentences Grammar-Nouns-singular/plural, common / proper Verbs, Past tense and Present tense-Adjectives, Pronouns Noun phrases, Conjunctions—(and, but, because, if, so) Adverbs of manner, Contractions, prepositions, suffixes, prefixes, Types of sentences (Statement, Questions, Command and Exclamatory sentences) Punctuation-Capital letters, full stops, question mark, comma, exclamation mark. Forms of Writing Describing nouns(person, place, thing, animal) Writing a letter/ information text/ an explanation text/ a	Poetry Unit 2.10 Resource: Wizards, Spiders and Castles SL2.2D: Recite and interpret sentences by heart, including poems and other texts. R2.4D: Discuss favourite words and phrases. R2.2A: Read aloud a familiar text of 6-8 basic sentences (about 50 words). R2.4A: Use picture cues to predict the meaning of unfamilial words W2.2A: Use vocabulary from reading in own writing. 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Follow two-step instructions, when these are given slowly and clearly. R2.4A: Use picture cues to predict the meaning of unfamiliar words. R2.4C: Use own experiences to predict what might happen at the end of a short story. R2.4D: Discuss favourite words and phrases. R2.3A: Answer simple questions about a sentence they have read. R2.3B: Recall what happened next in a simple story or sequence of events. R2.6B: Identify nouns and verbs in a simple sentence and use the terms 'noun' and 'verb'. R2.6A: Say whether or not a group of words is a sentence W2.5C: Use everyday verbs in simple sentences. GUIDED READING 1. LA Goldilocks and the Clever Plan Orange B 2. AA Pete's Peculiar Pet Shop: I Want Unicorn Purple B 3.HA The Magic Storm Gold B PHONICS, HANDWRITING AND SPELLING Unit 26- Phoneme 'le' 'mb' ea 'er' 'wa'	Resource: Maximus and the Beanstalk R2.48: Combine information from text and pictures to infer how a character feels. 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Purple B 3.HA The Magic Storm Gold B PHONICS, HANDWRITING AND SPELLING Unit 27-Phoneme 'o' 'oo' 'sh' 'alt' 'tch' 'zh'	Resource: Maximus and the Beanstalk R2.2A: Read aloud a familiar text of 6-8 basic sentences about 50 words). W2.5D: Use adjectives in expanded noun phrases, in simple sentences. W2.5B: Use the correct determiner ('a'/an', 'the' or 'some') for single and plural nouns in simple sentence. W2.5B: Use the correct determiner ('a'/an', 'the' or 'some') for single and plural nouns in simple sentences. W2.5A: Say a simple sentence and then write it. W2.5D: Use adjectives in expanded noun phrases, in simple sentences. W2.5E: Use the subject pronouns 'l' and 'we' before verbs. Sequencece three pictures and then write a sentence for each to tell a story. W2.4A: Write most lower-case letters and copy all upper- case letters and numbers, using correct letter formation. Class Assessment. 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Writing correct spellings, grammar, and creative writing Spellings of words and sentences Grammar:Nouns-singular/ plural, common / proper Verbs, Past tense and Present tense. Adjectives, Pronouns Noun phrases, Conjunctions—(and, but, because, if, so) Adverbs of manner, Contractions, prepositions, suffixes, prefixes, Types of sentences (Statement, Questions, Command and Exclamatory sentences) Punctuation-Capital letters, full stops, question mark, comma, exclamation mark. Forms of Writing Describing nouns(person, place, thing, animal)	Poetry Unit 2.10 Resource: Wizards, Spiders and Castles SL2.2D: Recite and interpret sentences by heart, including poems and other texts. R2.4D: Discuss favourite words and phrases. R2.2A: Read aloud a familiar text of 6-8 basic sentences (about 50 words). R2.4A: Use picture cues to predict the meaning of unfamilial words W2.2A: Use vocabulary from reading in own writing. W2.3A: Compose orally and then write a simple sentence. 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Non-fiction Unit 2.8 Resource: There is no place like home 12.1A: Follow two-step instructions, when these are given owly and clearly. 2.6B: Identify nouns and verbs in a simple sentence and se the terms 'noun' and 'verb'. 2.6B: Identify nouns and verb is no simple sentence and se the terms 'noun' and 'verb'. 2.6C: Say on whether or not a group of words is a sentence. 2.6C: Recognise regular singular and plural forms of nouns. 2.2.C: Corm plurals of nouns where the root word does not hange by adding '-s' and est. 2.2.3A: Compose orally and then write a simple sentence. 2.2.5A: Say a simple sentence and then write it. 2.2.5B: Use the correct determiner ['a'/'an', 'the' or 'some'] or single and plural nouns in simple sentences. 2.2.5D: Use adjectives in expanded noun phrases, in simple entences. 2.2.5E: Use the subject pronouns 'l' and 'we' before verbs. IUIDED READING 1.A Cars, Cars, Cars Turquoise B 1.AA Animals to the Rescue Gold B HONICS, HANDWRITING AND SPELLING nit 24- Phoneme 'c' 'ch' 'k' ck'	Fiction Unit 2.9 Resource: Maximus and the Beanstalk \$12.14. Follow two-step instructions, when these are given slowly and clearly. R2.4A: Use picture cues to predict the meaning of unfamiliar words. R2.4C: Use own experiences to predict what might happen at the end of a short story. R2.4D: Discuss favourite words and phrases. R2.3A: Answer simple questions about a sentence they have read. R2.3B: Recall what happened next in a simple story or sequence of events. R2.6B: Identify nouns and verbs in a simple sentence and use the terms 'noun' and 'verb'. R2.6A: Say whether or not a group of words is a sentence W2.5C: Use everyday verbs in simple sentences. GUIDED READING 1. LA Goldilocks and the Clever Plan Orange B 2. AA Pete's Peculiar Pet Shop: I Want Unicorn Purple B 3.HA The Magic Storm Gold B PHONICS, HANDWRITING AND SPELLING Unit 26- Phoneme 'le' 'mb' ea 'er' 'wa'	Resource: Maximus and the Beanstalk R2.48: Combine information from text and pictures to infer how a character feels. R2.5A: With support, find information in texts (including IT texts) to answer a simple question. R2.5B: Know that information can be given through photographs and illustrations as well as text. R2.2A: Read aloud a familiar text of 6-8 basic sentences (about 50 words). R2.3B: Recall what happened next in a simple story or sequence of events. R2.4C: Use own experiences to predict what might happen at the end of a short story. R2.4D: Discuss favourite words and phrases. W2.5A: Say a simple sentence and then write it. W2.5A: Say a simple sentence and then write it. W2.6A: Use full stops at the end of simple sentences. W2.2A: Use vocabulary from reading in own writing. W2.3B: Sequence three pictures and then write a sentence for each to tell a story. W2.3D: Re-read own writing to check the meaning is clear. GUIDED READING 1. 1A King Julien and the Rain Dance Turquoise A 2. AA Sharma Family: Best Birthday Ever! Purple B 3.HA The Magic Storm Gold B PHONICS, HANDWRITING AND SPELLING Unit 27-Phoneme 'o' 'oo' 'sh' 'alt' 'tch' 'zh'	Resource: Maximus and the Beanstalk R2.2A: Read aloud a familiar text of 6-8 basic sentences about 50 words). W2.5D: Use adjectives in expanded noun phrases, in simple sentences. W2.5B: Use the correct determiner ('a'/an', 'the' or 'some') for single and plural nouns in simple sentence. W2.5B: Use the correct determiner ('a'/an', 'the' or 'some') for single and plural nouns in simple sentences. W2.5A: Say a simple sentence and then write it. W2.5D: Use adjectives in expanded noun phrases, in simple sentences. W2.5E: Use the subject pronouns 'l' and 'we' before verbs. Sequencece three pictures and then write a sentence for each to tell a story. W2.4A: Write most lower-case letters and copy all upper- case letters and numbers, using correct letter formation. Class Assessment. Reading: comprehension, verbs, punctuation, determiners, noun plural writing with determiners, noun phrases, pronouns, punctuation. Writing Task- A Traditional Story GUIDED READING 1. LA Penguins to the Rescue Turquoise A 2. AA Yun and the Giant Bird Purple B 3. HA The Pirate and the Potter Familly: Sick as Parrot Gold B PHONICS, HANDWRITING AND SPELLING Unit 28-Suffix'e' 'ed' 'ing'	ASSESSMENT-POETRY, FICTION AND NONFICTION REVIEW OF ALL SKILLS DONE Reading: Comprehension Identifying and retrieving key words, phrases, ideas, information about setting, events, characters from texts Deducing and inferring meanings of words, ideas, information, character's actions, thoughts and feelings Identifying facts Expressing likes and dislikes about titles, rhyming words, Ideas, events, characters with examples Sequencing events in the correct order. Predicting ideas, actions, feelings from pictures, or what wil happen next in the story. Writing correct spellings, grammar, and creative writing Spellings of words and sentences Grammar-Nouns-singular/plural, common / proper Verbs, Past tense and Present tense.Adjectives, Pronouns Noun phrases, Conjunctions—(and, but, because, if, so) Adverbs of manner, Contractions, prepositions, suffixes, prefixes, Types of sentences (Statement, Questions, Command and Exclamatory sentences) Punctuation-Capital letters, full stops, question mark, comma, exclamation mark. Forms of Writing Describing nouns(person, place, thing, animal) Writing a letter/ information text/ an explanation text/ a story/ a recount (about their own experience). GUIDED READING	Poetry Unit 2.10 Resource: Wizards, Spiders and Castles SL2.2D: Recite and interpret sentences by heart, including poems and other texts. R2.4D: Discuss favourite words and phrases. R2.2A: Read aloud a familiar text of 6-8 basic sentences (about 50 words). R2.4A: Use picture cues to predict the meaning of unfamilial words W2.2A: Use vocabulary from reading in own writing. W2.3A: Compose orally and then write a simple sentence. W2.3D: Re-read own writing to check the meaning is clear. W2.5A: Say a simple sentence and then write it. I Names of the poems 1. The Spiders' Football Match 2. The First Spring Writing Task: Shape Poem(Elephant) GUIDED READING 1. LA Run in the Forest Turquoise A 2. AA Chocolate Purple B 3.HA The Pirate and the Potter Family: Sick as Parrot Gold B PHONICS, HANDWRITING AND SPELLING Unit 29- Suffix 'es' after 'ch' 'sh' th'	Resource:Wizards, Spiders and Castles SL2.2D: Recite and interpret sentences by heart, including poems and other texts. R2.4D: Discuss favourite words and phrases. R2.2A: Read aloud a familiar text of 6-8 basic sentences (about 50 words). SL2.2D: Recite and interpret sentences by heart, including poems and other texts. W2.2A: Use vocabulary from reading in own writing. 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JIDED READING LA Cars, Cars, Cars Turquoise A AA Extreme Living Turquoise B HAA Animals to the Rescue Gold B JONICS, HADDWRITING AND SPELLING it 24- Phoneme 'c' 'ch' 'k' k'ch'	Fiction Unit 2.9 Resource: Maximus and the Beanstalk \$12.14. Follow two-step instructions, when these are given slowly and clearly. R2.4A: Use picture cues to predict the meaning of unfamiliar words. R2.4C: Use own experiences to predict what might happen at the end of a short story. R2.4D: Discuss favourite words and phrases. R2.3A: Answer simple questions about a sentence they have read. R2.3B: Recall what happened next in a simple story or sequence of events. R2.6B: Identify nouns and verbs in a simple sentence and use the terms 'noun' and 'verb'. R2.6A: Say whether or not a group of words is a sentence W2.5C: Use everyday verbs in simple sentences. GUIDED READING 1. LA Goldilocks and the Clever Plan Orange B 2. AA Pete's Peculiar Pet Shop: I Want Unicorn Purple B 3.HA The Magic Storm Gold B PHONICS, HANDWRITING AND SPELLING Unit 26- Phoneme 'le' 'mb' ea 'er' 'wa'	Resource: Maximus and the Beanstalk R2.48: Combine information from text and pictures to infer how a character feels. R2.5A: With support, find information in texts (including IT texts) to answer a simple question. R2.5B: Know that information can be given through photographs and illustrations as well as text. R2.2A: Read aloud a familiar text of 6-8 basic sentences (about 50 words). R2.3B: Recall what happened next in a simple story or sequence of events. R2.4C: Use own experiences to predict what might happen at the end of a short story. R2.4D: Discuss favourite words and phrases. W2.5A: Say a simple sentence and then write it. W2.5A: Say a simple sentence and then write it. W2.6A: Use full stops at the end of simple sentences. W2.2A: Use vocabulary from reading in own writing. 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Sequencece three pictures and then write a sentence for each to tell a story. W2.4A: Write most lower-case letters and copy all upper- case letters and numbers, using correct letter formation. Class Assessment. Reading: comprehension, verbs, punctuation, determiners, noun plural writing with determiners, noun phrases, pronouns, punctuation. Writing Task- A Traditional Story GUIDED READING 1. LA Penguins to the Rescue Turquoise A 2. AA Yun and the Giant Bird Purple B 3. HA The Pirate and the Potter Familly: Sick as Parrot Gold B PHONICS, HANDWRITING AND SPELLING Unit 28-Suffix'e' 'ed' 'ing'	REVISION ASSESSMENT-POETRY, FICTION AND NONFICTION REVIEW OF ALL SKILLS DONE Reading: Comprehension Identifying and retrieving key words, phrases, ideas, information about setting, events, characters from texts Deducing and inferring meanings of words, ideas, information, character's actions, thoughts and feelings Identifying facts Expressing likes and dislikes about titles, rhyming words, ideas, events, characters with examples Sequencing events in the correct order. Predicting ideas, actions, feelings from pictures, or what will happen next in the story. Writing correct spellings, grammar, and creative writing Spellings of words and sentences Grammar-Nours-singular/ plural, common / proper Verbs, Past tense and Present tense. Adjectives, Pronouns Noun phrases, Conjunctions – (and, but, because, if, so) Adverbs of manner, Contractions, prepositions, suffixes, prefixes, Types of Sentences (Statement, Questions, Command and Exclamatory sentences) Punctuation-Capital letters, full stops, question mark, comma, exclamation mark. Forms of Writing Describing nouns(person, place , thing , animal) Writing a letter/ information text/ an explanation text/ a story/ a recount (about their own experience). GUIDED READING 1. LA Colourful Creatures- Orange B 2.AA Kipper for Skipper- Orange A	Poetry Unit 2.10 Resource: Wizards, Spiders and Castles SL2.2D: Recite and interpret sentences by heart, including poems and other texts. R2.4D: Discuss favourite words and phrases. R2.2A: Read aloud a familiar text of 6-8 basic sentences (about 50 words). R2.4A: Use picture cues to predict the meaning of unfamilial words W2.2A: Use vocabulary from reading in own writing. W2.3A: Compose orally and then write a simple sentence. 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WZ.5E: Use the subject pronouns 'I' and 'w verbs. WZ.5E: Use the subject pronouns 'I' and 'w verbs. Z.AA Fossils Gold A 3.HA Going into the Space Gold B PHONICS, HANDWRITING AND SPELLING Unit ZS-Phoneme' C' 'ch' 'k' ck'
Non-fiction Unit 2.8 Resource: There is no place like home 2.1.4: Follow two-step instructions, when these are given willy and clearly. 1.68: Identify nouns and verbs in a simple sentence and et the terms' noun' and 'verb'. 1.68: Identify nouns and verbs in a simple sentence and et the terms' noun' and 'verb'. 1.64: Say whether or not a group of words is a sentence. 1.6C: Recognise regular singular and plural forms of nouns. 2.5C: Use everyday verbs in simple sentences. 2.1C: Form plurals of nouns where the root word does not ange by adding '-s' and s'. 2.3A: Compose orally and then write a simple sentence. 2.5A: 3ay a simple sentence and then write it. 2.5B: Use the correct determiner ['a'/'an', 'the' or 'some'] 'single and plural nouns in simple sentences. 2.5D: Use adjectives in expanded noun phrases, in simple nences. 2.5E: Use the subject pronouns 'l' and 'we' before verbs. JIDED READING LA Cars, Cars, Cars Turquoise B 14 Animals to the Rescue Gold B JONICS, HANDWRITING AND SPELLING iit 24- Phoneme 'c' 'ch' 'k' ck'.	Fiction Unit 2.9 Resource: Maximus and the Beanstalk \$12.14. Follow two-step instructions, when these are given slowly and clearly. R2.4A: Use picture cues to predict the meaning of unfamiliar words. R2.4C: Use own experiences to predict what might happen at the end of a short story. R2.4D: Discuss favourite words and phrases. R2.3A: Answer simple questions about a sentence they have read. R2.3B: Recall what happened next in a simple story or sequence of events. R2.6B: Identify nouns and verbs in a simple sentence and use the terms 'noun' and 'verb'. R2.6A: Say whether or not a group of words is a sentence W2.5C: Use everyday verbs in simple sentences. GUIDED READING 1. LA Goldilocks and the Clever Plan Orange B 2. AA Pete's Peculiar Pet Shop: I Want Unicorn Purple B 3.HA The Magic Storm Gold B PHONICS, HANDWRITING AND SPELLING Unit 26- Phoneme 'le' 'mb' ea 'er' 'wa'	Resource: Maximus and the Beanstalk R2.48: Combine information from text and pictures to infer how a character feels. R2.5A: With support, find information in texts (including IT texts) to answer a simple question. R2.58: Know that information can be given through photographs and illustrations as well as text. R2.2A: Read aloud a familiar text of 6-8 basic sentences (about 50 words). R2.38: Recall what happened next in a simple story or sequence of events. R2.4C: Use own experiences to predict what might happen at the end of a short story. R2.4D: Discuss favourite words and phrases. W2.3A: Compose orally and then write a simple sentence. W2.5A: Say a simple sentence and then write it. W2.6A: Use vocabulary from reading in own writing. W2.3B: Sequence three pictures and then write a sentence for each to tell a story. W2.3D: Re-read own writing to check the meaning is clear. GUIDED READING 1. LA King Julien and the Rain Dance Turquoise A 2. AA Sharma Family: Best Birthday Ever! Purple B 3.HA The Magic Storm Gold B PHONICS, HANDWRITING AND SPELLING Unit 27- Phoneme 'o' 'oo' 'sh' 'alt' 'tch' 'zh' Handwriting joining letters with 'o' 'oo' 'sh' 'alt' 'tch' 'zh'	Resource: Maximus and the Beanstalk R2.2A: Read aloud a familiar text of 6-8 basic sentences labout 50 words). W2.5D: Use adjectives in expanded noun phrases, in simple sentences. W2.3A: Compose orally and then write a simple sentence. W2.5B: Use the correct determiner ('a'/an', 'the' or 'some') for single and plural nouns in simple sentences. W2.5A: Say a simple sentence and then write it. W2.5D: Use adjectives in expanded noun phrases, in simple sentences. W2.5E: Use the subject pronouns 'l' and 'we' before verbs. Sequencece three pictures and then write a sentence for each to tell a story. 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HA The Pirste and the Potter Family: Sick as Parrot Gold B PHONICS, HANDWRITING AND SPELLING Unit 28- Suffix 'e' 'ed' 'ing' Handwriting Suffix 'e' 'ed' 'ing'	REVISION ASSESSMENT-POETRY, FICTION AND NONFICTION REVIEW OF ALL SKILLS DONE Reading: Comprehension Identifying and retrieving key words, phrases, ideas, information about setting, events, characters from texts Deducing and inferring meanings of words, ideas, information, character's actions, thoughts and feelings Identifying facts Expressing likes and dislikes about titles, rhyming words, ideas, events, characters with examples Sequencing events in the correct order. Predicting ideas, actions, feelings from pictures, or what will happen next in the story. Writing correct spellings, grammar, and creative writing Spellings of words and sentences Grammar-Nours-singular/ plural, common / proper Verbs, Past tense and Present tense. Adjectives, Pronouns Noun phrases, Conjunctions – (and, but, because, if, so) Adverbs of manner, Contractions, prepositions, suffixes, prefixes, Types of Sentences (Statement, Questions, Command and Exclamatory sentences) Punctuation-Capital letters, full stops, question mark, comma, exclamation mark. Forms of Writing Describing nouns(person, place , thing , animal) Writing a letter/ information text/ an explanation text/ a story/ a recount (about their own experience). GUIDED READING 1. LA Colourful Creatures- Orange B 2.AA Kipper for Skipper- Orange A	Resource: Wizards, Spiders and Castles SL2.2D: Recite and interpret sentences by heart, including poems and other texts. R2.4D: Discuss favourite words and phrases. R2.2A: Read aloud a familiar text of 6-8 basic sentences (about 50 words). R2.4A: Use picture cues to predict the meaning of unfamilial words W2.2A: Use vocabulary from reading in own writing. W2.3A: Compose orally and then write a simple sentence. 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Non-fiction Unit 2.8 Resource: There is no place like home 2.1.4: Follow two-step instructions, when these are given willy and clearly. 1.68: Identify nouns and verbs in a simple sentence and et the terms' noun' and 'verb'. 1.68: Identify nouns and verbs in a simple sentence and et the terms' noun' and 'verb'. 1.64: Say whether or not a group of words is a sentence. 1.6C: Recognise regular singular and plural forms of nouns. 2.5C: Use everyday verbs in simple sentences. 2.1C: Form plurals of nouns where the root word does not ange by adding '-s' and s'. 2.3A: Compose orally and then write a simple sentence. 2.5A: 3ay a simple sentence and then write it. 2.5B: Use the correct determiner ['a'/'an', 'the' or 'some'] 'single and plural nouns in simple sentences. 2.5D: Use adjectives in expanded noun phrases, in simple nences. 2.5E: Use the subject pronouns 'l' and 'we' before verbs. JIDED READING LA Cars, Cars, Cars Turquoise B 14 Animals to the Rescue Gold B JONICS, HANDWRITING AND SPELLING iit 24- Phoneme 'c' 'ch' 'k' ck'.	Fiction Unit 2.9 Resource: Maximus and the Beanstalk \$12.14. Follow two-step instructions, when these are given slowly and clearly. R2.4A: Use picture cues to predict the meaning of unfamiliar words. R2.4C: Use own experiences to predict what might happen at the end of a short story. R2.4D: Discuss favourite words and phrases. R2.3A: Answer simple questions about a sentence they have read. R2.3B: Recall what happened next in a simple story or sequence of events. R2.6B: Identify nouns and verbs in a simple sentence and use the terms 'noun' and 'verb'. R2.6A: Say whether or not a group of words is a sentence W2.5C: Use everyday verbs in simple sentences. GUIDED READING 1. LA Goldilocks and the Clever Plan Orange B 2. AA Pete's Peculiar Pet Shop: I Want Unicorn Purple B 3.HA The Magic Storm Gold B PHONICS, HANDWRITING AND SPELLING Unit 26- Phoneme 'le' 'mb' ea 'er' 'wa'	Resource: Maximus and the Beanstalk R2.48: Combine information from text and pictures to infer how a character feels. R2.5A: With support, find information in texts (including IT texts) to answer a simple question. R2.58: Know that information can be given through photographs and illustrations as well as text. R2.2A: Read aloud a familiar text of 6-8 basic sentences (about 50 words). R2.38: Recall what happened next in a simple story or sequence of events. R2.4C: Use own experiences to predict what might happen at the end of a short story. R2.4D: Discuss favourite words and phrases. W2.3A: Compose orally and then write a simple sentence. W2.5A: Say a simple sentence and then write it. W2.6A: Use vocabulary from reading in own writing. W2.3B: Sequence three pictures and then write a sentence for each to tell a story. W2.3D: Re-read own writing to check the meaning is clear. GUIDED READING 1. LA King Julien and the Rain Dance Turquoise A 2. AA Sharma Family: Best Birthday Ever! Purple B 3.HA The Magic Storm Gold B PHONICS, HANDWRITING AND SPELLING Unit 27- Phoneme 'o' 'oo' 'sh' 'alt' 'tch' 'zh' Handwriting joining letters with 'o' 'oo' 'sh' 'alt' 'tch' 'zh'	Resource: Maximus and the Beanstalk R2.2A: Read aloud a familiar text of 6-8 basic sentences labout 50 words). W2.5D: Use adjectives in expanded noun phrases, in simple sentences. W2.3A: Compose orally and then write a simple sentence. W2.5B: Use the correct determiner ('a'/an', 'the' or 'some') for single and plural nouns in simple sentences. W2.5A: Say a simple sentence and then write it. W2.5D: Use adjectives in expanded noun phrases, in simple sentences. W2.5E: Use the subject pronouns 'l' and 'we' before verbs. Sequencece three pictures and then write a sentence for each to tell a story. W2.4A: Write most lower-case letters and copy all upper- case letters and numbers, using correct letter formation. Class Assessment: Reading- comprehension, verbs, punctuation, determiners, noun plural writing with determiners, noun phrases, pronouns, punctuation. Writing Task- A Traditional Story GUIDED READING 1. LA Penguins to the Rescue Turquoise A 2. AA Yun and the Giant Bird Purple B 3. HA The Pirste and the Potter Family: Sick as Parrot Gold B PHONICS, HANDWRITING AND SPELLING Unit 28- Suffix 'e' 'ed' 'ing' Handwriting Suffix 'e' 'ed' 'ing'	REVISION ASSESSMENT-POETRY, FICTION AND NONFICTION REVIEW OF ALL SKILLS DONE Reading: Comprehension Identifying and retrieving key words, phrases, ideas, information about setting, events, characters from texts Deducing and inferring meanings of words, ideas, information, character's actions, thoughts and feelings Identifying facts Expressing likes and dislikes about titles, rhyming words, ideas, events, characters with examples Sequencing events in the correct order. Predicting ideas, actions, feelings from pictures, or what will happen next in the story. Writing correct spellings, grammar, and creative writing Spellings of words and sentences Grammar-Nours- singular/ plural, common / proper Verbs, Past tense and Present tense. Adjectives, Pronouns Noun phrases, Conjunctions – (and, but, because, if, so) Adverbs of manner, Contractions, prepositions, suffixes, prefixes, Types of sentences (Statement, Questions, Command and Exclamatory sentences) Punctuation-Capital letters, full stops, question mark, comma, exclamation mark. Forms of Writing Describing nouns(person, place, thing, animal) Writing a letter/ information text/ an explanation text/ a story/ a recount (about their own experience). GUIDED READING 1. 1A Colourful Creatures- Orange B 2.AA Kipper for Skipper- Orange A 3.HA King Julien' Job-Orange A	Resource: Wizards, Spiders and Castles SL2.2D: Recite and interpret sentences by heart, including poems and other texts. R2.4D: Discuss favourite words and phrases. R2.2A: Read aloud a familiar text of 6-8 basic sentences (about 50 words). R2.4A: Use picture cues to predict the meaning of unfamilial words W2.2A: Use vocabulary from reading in own writing. W2.3A: Compose orally and then write a simple sentence. W2.3D: Re-read own writing to check the meaning is clear. W2.5A: Say a simple sentence and then write it. I Names of the poems 1. The Spiders' Football Match 2. The First Spring Writing Task: Shape Poem(Elephant) GUIDED READING 1. LA Run in the Forest Turquoise A 2. AA Chocolate Purple B 3.HA The Pirate and the Potter Family: Sick as Parrot Gold B PHONICS, HANDWRITING AND SPELLING Unit 29- Suffix 'es' after 'ch' 'sh' th' Handwriting Suffix 'es' after 'ch' 'sh' th'	Resource:Wizards, Spiders and Castles SL2.2D: Recite and interpret sentences by heart, including poems and other texts. R2.4D: Discuss favourite words and phrases. R2.2A: Read aloud a familiar text of 6-8 basic sentences (about 50 words). SL2.2D: Recite and interpret sentences by heart, including poems and other texts. W2.2A: Use vocabulary from reading in own writing. W2.3A: Compose orally and then write a simple sentence. 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Adjectives, Pronouns Noun phrases, Conjunctions—(and, but, because, if, so) Adverbs of manner, Contractions, prepositions, suffixes, prefixes, Types of sentences (Statement, Questions, Command and Exclamatory sentences) Punctuation-Capital letters, full stops, question mark, comma, exclamation mark. Forms of Writing Describing nouns(person, place, thing, animal) Writing a letter/ information text/ an explanation text/ a story/ a recount (about their own experience). GUIDED READING 1. 1.A Colourful Creatures- Orange B 2.AA Kipper for Skipper- Orange A 3.HA King Julien' Job -Orange A	Resource: Wizards, Spiders and Castles SL2.D: Recite and interpret sentences by heart, including poems and other texts. R2.4D: Discuss favourite words and phrases. R2.2A: Read aloud a familiar text of 6-8 basic sentences (about 50 words). R2.4A: Use picture cues to predict the meaning of unfamiliar words W2.2A: Use vocabulary from reading in own writing. 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Baseline F/NF/ Unit 3.1: Poetry: A Closer Fiction: Goldilocks and the Big Mess Fiction: Goldilocks and the Big Mess Unit 3.2: Non-fiction: All About Me Unit 3.3: Non-fiction: Birds of Prey Unit 3.

Answer questions about characters/events;information texts;	T	SL3.2D: With some guidance, take on the role of a character,	R3.3A: Answer simple questions about a character, event or piece of	SL3.1B: Follow information during two to three minutes of	R3.3A.Answer simple questions about a character, event or piece of informationna	R3.2D: Organise words into alphabetical order by their first two letters, and use	SL3.2A:Give brief descriptions using two or more
Identify facts from opinions R3.3A: Answer simple questions about a poem which they have read. R3.4A: Use context to infer the meaning of unfamiliar words	SL3.2C: Participate in discussions when invited to do so by the teacher.	from a play or other text, using some knowledge of conventions about which they have read. R3.6A: Point out the conjunctions 'and', 'but' and 'because',	information about which they have read. \$L3.2C: Participate in discussions when invited to do so by the teacher.\$L3.2A: Give brief descriptions using two or more linked sentences R3.3A: Answer simple questions about a character, event or	listening to teacher-talk supported by pictures. W3.4B: Use a QWERTY keyboard to write short texts. W3.5C: Use present- and past-tense forms of regular verbs in	about which they have read. R3.4D.Listen and respond to stories of a level beyond that of independent reading. R3.5C.Read simple reports and alphaebically organised texts, identifying key textended that the state of the stat	alphabetical order to find words in dictionaries and glossaries. W3.3A:Compose and write a sequence of three or more simple or compound sentences.	linked sentences.SL3.2E: Present information to t class when prompted. Outcome Present their report to the whole class. Encour-
W3.3A: Compose and write their own poem. W3.5D: Use adjectives in expanded noun phrases, in own writing 2 stanzas poem with the help of rhyming words.	SL3.2D: With some guidance, perform a poem in front of the whole class R3.4C: Use knowledge of other books or films to predict what might happen at the end of a short story	f and explain how they join sentences. W3.5A: Say and then write compound sentences using the co ordinating conjunctions 'and' and 'but'.	piece of information about which they have read. R3.4D: Listen and respond to stories of a level beyond that of	writing. W3.3A: Compose and write a sequence of three or more simple or compound sentences.	SL3.2A:Give brief descriptions using two or more linked sentences. R3.3B:Retell two events from a story or sequence in the correct order.	W3.5B:Use a range of quantifiers as determiners in writing.W3.3C: Select pictures and write simple report texts of up to 100 words.	the other students to offer positive feedbac Speaking Activity: Hot seating, Narration of features of a simple report/ Present information
OUTCOME:For baseline - Read stories and information texts and answer deduction and inference questions./	or other text. SL3.2A: Give brief descriptions using two or more linked	R3.6D: Identify subject and object pronouns and link them to the head noun phrase they replace.	independent reading. R3.4B: With support, infer character's feelings from information given in a text. W3.5C: Use present- and past-tense forms of regular verbs in writing.Outcome: Students will read, discuss,	W3.3D: Re-read own writing, improving it at sentence level. SL3.2E: Present information to the class when	W3.1C:Add the suffixes 's', 'ed', 'ing', 'er' and 'est, and the prefix 'un-' to words where the root word does not change. W3.2A:Use a range of adjectives (around 20, in addition to colour and size) to	W3.3D: Re-read own writing, improving it at sentence level. W3.5B:Use a range of quantifiers as determiners in writing. W3.5D: Use adjectives in expanded noun phrases, in own writing of three or	the class confidently/Interview about a research topic. Guided Reading:LA -George
read, analyze, and create their own poems Poems : I Have A Little Frog	sentences. R3.3B: Retell two events from a story or sequence in the	W3.5E: Use subject and object pronouns instead of noun/noun phrases.	and respond to stories by answering questions, describing events, and writing with correct verb tenses. Guided Reading:LA -Cloudy	prompted.Outcome: Students will listen, write, and present using proper grammar skills, and sentence	add description. R3.5A:Use contents pages and online menus to locate relevant pages and find requested information.	more simple or compound sentences. SL3.2E: Present information to the class when prompted. Outcome:	Stepheson: The Train Man /HA Animals Sel
A Smile The Birds Are Chirping Happily	correct order.R3.6B: Identify adjectives in expanded noun phrases and use the term 'adjective'.	W3.5D: Use adjectives in expanded noun phrases, in own writing of three or more simple or compound	with a chance of Meat balls: Weird Weather /HA - Meddlers: The Not-So-Merry-Go-Round /AA- Caring for Exotic Animals	improvement. Writing Task: Writing a Blog Guided Reading:LA-Animals to the Rescue /HA -	R3.5B:Use a simple contents page and index to locate information. Outcome: Students will read, discuss, and retell stories; identify facts and	Students will organize words alphabetically, write and improve sentences with proper grammar, use commas and quantifiers, create short reports, and present information clearly. Writing Task: Writing an Information	Defence:(Mainsails) /AA-A Volcano Wakes I
A Computer Cat Who Has Seen The Wind	W3.3B: Sequence three pictures and write two or three sentences about each one to tell a story.	sentences.Outcome: Students will analyze texts by identifying conjunctions, pronouns, and adjectives, then apply them in writing		The Adventures of Sinbad the Sailor: The Valley of Diamonds /AA-Caring for Exotic Animals	opinions; use suffixes, prefixes, and adjectives; and find information using contents pages and indexes.Guided Reading:LA -Animals to	Report Guided Reading:LA -George Stepheson: The Train Man /HA Animals Self-Defence:(Mainsails)	
Hurt No Living Thing Mix A Pancake	W3.5E: Infer the main idea of the poem Outcome: Students will read, discuss, and retell stories while predicting	compound sentences and short narratives while role-playing characters with guidance. Writing Task: Character Description		Diamonds /AA-Calling for Exotic Allinials	the Rescue /HA -The Adventures of Sinbad the Sailor: The Valley of Diamonds /AA-How Animals Smells Taste and	/AA-How Animals Smells Taste and Touch (Mainsails)	
max x and an	events, using adjectives, and writing sequenced narratives	Guided Reading:LA -Cloudy with a chance of Meat balls: Weird Weather /HA - Meddlers: The Not-So-Merry-Go-Round/AA-The			Touch (Mainsails)		
,		Adventures of Sinbad the Sailor: Monkeys and Monsters					
Pho	onics: Short Vowel Phonemes, Long I with GHT, Long A, E, O, U Phon	neme	Phonics: Final I	olend with K, P, T	Phonics: Compound Words, Words that begins with K, Suffiex	s FUL, LESS, ER, EST, Words with similar patterns and meanings.	Phonics: Synonyms, Antonyms, Plural Nouns, Adding
WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
Y3U5F2	Y3U5F2	Y3U5F2	Y3U5F2	Y3U5F2	Y3U1P1	Y3U1P1	
1939. 2				100012	100111	199111	
Unit 3.4:Fiction: NIMS ISLAND (Chapter 1: Page 1 - Page		Unit 3.4:Fiction:NIMS ISLAND (Chapter 4/5 -Page 24 -	Unit 3.4:Fiction:NIMS ISLAND (Chapter 5/ chapter 6 Page	Unit 3.4:Fiction:NIMS ISLAND (Chapter 7 / Chapter 8 -Page 42- Page			
9)	Page 23)	Page 33)	29 Page 41)	36)	(continued)	(continued)	Revision of key skills Presentational, structural and language
R3.3A:Answer simple questions about a character, event or piece of	R3.6D: Identify subject and object pronouns and link them to the head noun	R3.3B: Retell two events from a story or sequence in the correct order. Identify	R3.3A:Answer simple questions about a character, event or piece of information	W3.3B: Sequence three pictures and write two or three sentences about each	SL3.2C: Participate in discussions when invited to do so by	R3.3A: Infer the poems which they have read.	features Deducing and inferring ideas, event
information about which they have read. R3.4A:Use context to infer the meaning of unfamiliar words R3.4C:Use knowledge of other books or films to predict what might happen	phrase they replace. W3.3B: Sequence three pictures and write two or three sentences about each one to tell a story.	the key themes. W3.6C: Put inverted commas around spoken words.W3.6A: With support, use capital letters and end punctuation correctly when writing dictated sentences.SI.3.2C: Participate in discussions when invited	about which they have read. R3.4A:Use context to infer the meaning of unfamiliar words R3.4C:Use knowledge of other books or films to predict what might happen at the	one to tell a story. R3.4B: With support, infer a character's feelings from information given in a text. SL3.2A: Give brief descriptions using two or more linked sentences.	the teacher. R3.4A: Use context to infer the meaning of unfamiliar words.	R3.3B: Use imperative verbs to extend the poem. R3.5C: Read simple poems and understand them.	characters, thoughts and feelings
at the end of a short story or other text.R3.3B: Retell two events from a story or sequence in the correct order. Identify the key themes.	R3.4B: With support, infer a character's feelings from information given in a text. SL3.2A: Give brief descriptions using two or more linked sentences.	 to do so by the teacher. W3.3A: Compose and write a sequence of three or more simple or compound 	end of a short story or other text.R3.3B: Retell two events from a story or sequence in the correct order.R3.6D: Identify subject and object pronouns and	SL3.2C: Participate in discussions when invited to do so by the teacher. Compose and rehearse sentences orally. Organise paragraphs around a plot.	SL3.2A: Give brief description of the ideas given in a poem. Outcome:participate in class discussions, guess word	Poems by Christina Rossetti and Roger McGough	information to answer questions Vocabulary- deducing and inferrin
Outcome: Students will answer questions about stories, guess word meanings, predict endings, retell events, and find main ideas. Guided Reading: LA Tales of Taliesin: The Magic Storm HA The Pirate and	St.3.2C: Participate in discussions when invited to do so by the teacher St.3.2D. With some guidance, take on the role of a character, from a play or other text, using some knowledge of conventions. W3.5C: Use present- and past-tense	 sentences. W3.3D: Re-read own writing, improving it at sentence level. Compose and rehearse sentences orally. Organise paragraphs around a theme. Proofread grammar and vocabulary to improve consistency in spelling and 	link them to the head noun phrase they replace. Compose and rehearse sentences orally. Organise paragraphs around a character. Proofread grammar and vocabulary to improve consistency in spelling and punctuation. Speaking	Proofread grammar and vocabulary to improve consistency in spelling and punctuation Speaking AFS - AF1 Talking to others	meanings from context, and describe poems in simple sentences. Guided Reading:LA Dream Works	Outcome: understand poems, identify poetic features, and create their own verses. Guided Reading:LA -Mae	meanings of words through context of Sequencing events in the correct or
the Potter Family:Set Sail for School /AA-Mae in the Middle: Music Master	forms of regular verbs in writing. W3.5D: Use adjectives in expanded noun phrases, in own writing of three or	punctuation.Outcome: write sentences with proper punctuation and speech marks, join class discussions,, and improve their own writing by checking	AFS - AF1 Talking to others	Talk in purposeful and imaginative ways to explore ideas and feelings, adapting and	Dragon: When Lightning Strikes / HA -Mae in the Middle: Super Sleuth /AA-Meddlers: Tick, Tock Unfix the Clock	in the Middle Music Master /HA -Meddlers:Lickety Kwick and the Mixed -Up Fix /AA-Rocky and the Wolf Cub	Predicting ideas, actions, feelings fr
'	moresimple or compound sentences. W3.5E: Use subject and object pronouns instead of noun/noun phrases.W3.5F: Write simple sentences showing grammatical agreement of regular verbs with	grammar and organizing ideas./Write answers to short questions Guided Reading:LA -The Pirate and the Potter Family:	Talk in purposeful and imaginative ways to explore ideas and feelings, adapting and varying structure and vocabulary according	varying structure and vocabulary according to purpose, listeners, and content; AF2 Talking with others	<u>Christina Rossetti Poems :</u> Riddle Poems-Double Riddle; Who has seen the Wind?; Flint; What is		the text with reasons. Summarizing ideas
!	singular and plural nouns/pronouns. Write a few sentences on the depiction of settings, characters and plot. Outcome: Students will identify pronouns,	Sick as a Parrot /HA -Rocky Runs Away /AA Dream Works Dragon:When Lightning Strikes	to purpose, listeners, and content; AF2 Talking with others	Listen and respond to others, including in pairs and groups, shaping meanings	Pink?Daisies;Three Days into March;		Identifying Facts and Opinions
!	sequence stories, identify feelings, describe ideas, discuss texts, and take role as characters./ Write answers to short questions Guided Reading:LA-Tales of Tallesin:The Magic Storm /HA The Pirate and		Listen and respond to others, including in pairs and groups, shaping meanings through suggestions, comments and	through suggestions, comments and questions;AF3 Talking within role-olay and drama			Justifying reasons with evidence from text
!	the Potter Family:Set Sail for School /AA-Mae in the Middle: Music Master		questions; comments and questions; AF3 Talking within role-play and drama	Create and sustain different roles and scenarios, adapting techniques in a range			Expressing opinions (likes and dislik
!		1	Create and sustain different roles and	of dramatic activities to explore texts, ideas			about a character; character's feelin
ĺ			scenarios, adapting techniques in a range	and issues.Outcome: Students will arrange pictures to tell stories, guess			
			scenarios, adapting techniques in a range of dramatic activities to explore texts, ideas and issues. Outcome: answer questions about stories, guess word	and issues. Outcome: Students will arrange pictures to tell stories, guess characters' feelings, describe ideas in sentences, participate in discussions practice speaking sentences, organize story sentences and check their	,		
			scenarios, adapting techniques in a range of dramatic activities to explore testis, ideas and issues. Outcome: answer questions about stories, guess word meanings, predict endings, retell events, spot pronouns, practice speaking sentences, write about characters, and check their work for mistakes. Speaking Activity: Hot seating, Narration of the events so fair filteratures as fair filteratures.	and issues. Outcome: Students will arrange pictures to tell stories, guess characters' feelings, describe ideas in sentences, participate in discussions practice speaking sentences, organize story sentences and check their writing for misskess. Write answers to short questions Writing Tax. Description of character-Write sentences using correct verb tenses, descriptive adjectives and proper pronouns while creating short stories			settings; ideas in stories and informa
			scenarios, adapting techniques in a range of dramatic activities to explore testus, Jideas and issues. Outcome: answer questions about stories, guess word meanings, predict endings, retell events, spot pronouns, practice speaking sentences, write about characters, and check their work for mistakes. Speaking Activity: Hot seating, Narration of the events so fair filterstress to the filterstress to the filterstress of the fi	and issues. Outcome: Students will arrange pictures to tell stories, guess characters' feelings, describe ideas in sentences, participate in discussion practice speaking sentences, organize story sentences and check their writing for mistakes. Write answers to short questions writing Table. Description of character-Write sentences using correct verb tenses, descriptive adjectives and proper pronous while creating short sentences about characters, settings and events. Speaking Activity: Hot seating, Narration of the veronts so fair finterviewing			settings; ideas in stories and informa
			scenarios, adapting techniques in a range of dramatic activities to explore tests, ideas and issues. Outcome: answer questions about stories, guess word meanings, predict endings, reteil events, spot pronouns, practice speaking sentences, write about characters, and check their work for mistakes. Speaking Activity: Hot seating, Narration of the events so farf Interviewing the main characters.	and issues. Outcome: Students will arrange pictures to tell stories, guess characters' feelings, describe ideas in sentences, participate in discussions practice speaking sentences, organize story sentences and check their writing for mistakes. Write answers to short questions writing that Description of character-Write sentences using correct verb tenses, description of character-Write sentences using correct verb tenses about characters, settings and events. Speaking Activity: Hot seating, Narration of the events so fail Interviewing			settings; ideas in stories and informa
	Phonics: Synonyms, Antonyms, Pl	lural Nouns, Adding Y, Prefixes, Words that ends in LE, Final blends v	scenarios, adapting techniques in a range of dramatic activities to explore testus, joies and issues. Outcome: answer questions about stories, guess word meanings, predict endings, retell events, spot pronouns, practice speaking sentences, write about characters, and check their work for mistakes. Speaking Activity: Not seating, Narration of the events so fart Interviewing the main character -The Pirate and the Potter Family: Sick as a Parrot IAH-Rocky Runs Away //AA-Dream Works Dragon: When Lightning Strikes	and issues.Outcome: Students will arrange pictures to tell stories, guess characters' feelings, describe ideas in sentences, participate in discussions practice speaking sentences, organize story sentences and check their writing for mistakes.Write answers to short questions Writing Task: Description of character-Write sentences using correct verb tenses, descriptive adjectives and proper pronous while creating short stories about characters, settings and events. Speaking Activity: Hot seating, Narration of the events so fair Interviewing the main character Guided Reading:LA Dream Works Dragon:When Lightning Strikes #AH Mae in the Middle: Super Steuth/AA-Meddlers:Tick, Tock Unfix the Clock		g I with GHT, Long A, E, O, U Phoneme	settings; ideas in stories and informal texts.
WEEK 17	WEEK 18	WEEK 19	scenarios, adapting techniques in a range of dramatic achities to explore tests, ideas and issues. Dutcome: answer questions about stories, guess word meanings, predict endings, retell events, spot pronouns, practice speaking sentences, write about characters, and check their work for mistakes. Speaking Activity: Not seating, Narraction of the version. Quided Readings Little The Pirate and the Potter Family: Sick as a Parnot IHA. Rockly Runs Away JAA. Dream Works Dragon: When Lightning Strikes with M and N, Plural Nouns Revision WEEK 20	and issues.Outcome: Students will arrange pictures to tell stories, guess characters' feelings, describe ideas in sentences, participate in discussions practice speaking sentences, organize story sentences and check their writing for mistakes. Write answers to short questions writing Task: Description of character-Write sentences using correct verb tenses about characters, settings and events. Speaking Activity: Hot seating, Narration of the events so fair Interviewing the main character Guided Reading:LA Dream Works Dragon:When Lightning Strikes #AA Mae in the Middle: Supe. Sieuth/AA-Meddlers:Tick, Tock Unfix the Clock	WEEK 22	WEEK 23	settings; ideas in stories and informa texts.
WEEK 17 Y3U5F2	Phonics: Synonyms, Antonyms, Pl WEEK 18 Y3U5F2		scenarios, adapting techniques in a range of dramatic activities to explore testus, joies and issues. Outcome: answer questions about stories, guess word meanings, predict endings, retell events, spot pronouns, practice speaking sentences, write about characters, and check their work for mistakes. Speaking Activity: Not seating, Narration of the events so fart Interviewing the main character -The Pirate and the Potter Family: Sick as a Parrot IAH-Rocky Runs Away //AA-Dream Works Dragon: When Lightning Strikes	and issues.Outcome: Students will arrange pictures to tell stories, guess characters' feelings, describe ideas in sentences, participate in discussions practice speaking sentences, organize story sentences and check their writing for mistakes.Write answers to short questions Writing Task: Description of character-Write sentences using correct verb tenses, descriptive adjectives and proper pronous while creating short stories about characters, settings and events. Speaking Activity: Hot seating, Narration of the events so fair Interviewing the main character Guided Reading:LA Dream Works Dragon:When Lightning Strikes #AH Mae in the Middle: Super Steuth/AA-Meddlers:Tick, Tock Unfix the Clock			settings; ideas in stories and informa texts.
	WEEK 18	WEEK 19	scenarios, adapting techniques in a range of dramatic achities to explore tests, ideas and issues. Dutcome: answer questions about stories, guess word meanings, predict endings, retell events, spot pronouns, practice speaking sentences, write about characters, and check their work for mistakes. Speaking Activity: Not seating, Narraction of the version. Quided Readings Little The Pirate and the Potter Family: Sick as a Parnot IHA. Rockly Runs Away JAA. Dream Works Dragon: When Lightning Strikes with M and N, Plural Nouns Revision WEEK 20	and issues.Outcome: Students will arrange pictures to tell stories, guess characters' feelings, describe ideas in sentences, participate in discussions practice speaking sentences, organize story sentences and check their writing for mistakes. Write answers to short questions writing Task: Description of character-Write sentences using correct verb tenses about characters, settings and events. Speaking Activity: Hot seating, Narration of the events so fair Interviewing the main character Guided Reading:LA Dream Works Dragon:When Lightning Strikes #AA Mae in the Middle: Supe. Sieuth/AA-Meddlers:Tick, Tock Unfix the Clock	WEEK 22	WEEK 23	settings; ideas in stories and informa texts.
Y3U5F2 Unit 3.4:Fiction:NIMS ISLAND Chapter 9/ chapter 10	WEEK 18 Y3U5F2 Unit 3.4:Fiction:NIMS ISLAND Chapter 11/ chapter 12	WEEK 19 Y3U5F2 Unit 3.4:Fiction:NIMS ISLAND Chapter 13/ chapter 14	scenarios, adapting techniques in a range of dramatic activities to explore tests, Joses and issues. Outcome: answer questions about stories, guess word meanings, predict endings, retell events, spot pronouns, practice speaking sentences, write about characters, and check their work for mistakes. Speaking Activity: Not seating, Naration of the versus so fart Interviewing the main character Guided Reading: L4— The Pirate and the Potter Family: Sick as a Parrot IRA-Rocky Runs Away JAA-Dream Works Dragon: When Lightning Strikes WEEK 20 Y3U5F2 Unit 3.4:Fiction: NIMS ISLAND Chapter 15/ chapter 16	and issues. Outcome: Students will arrange pictures to tell stories, guess characters' feelings, describe ideas in sentences, participate in discussions practice speaking sentences, organize story sentences and check their writing for mistakes. Write answers to short questions Writing Taxib. Description of character-Write sentences using correct verb tenses, about characters, settings and events. Speaking Activity: Not seating, Narration of the events and finterviewing the control of the sentence of the control of the verbal and defined find the control of the verbal and the desiring LA. Dream Works Dragon: When Lightning Strikes HA Mae in the Middle: Super Sleuth/AA-Meddlers: Tick, Tock Unfix the Clock WBEK 21 Y3U6NF3	WEEK 22 Y3U6NF3	WEEK 23	settings; ideas in stories and informatexts. WEEK 24 Y3U7F3 Unit 3.6: Fiction:Ottoline at Sea Cha
Y3U5F2	WEEK 18 Y3U5F2	WEEK 19 Y3U5F2	scenarios, adapting techniques in a range of drametic actificities to explore testus, ideas and issues. Outcome: answer questions about stories, guess word meanings, predict endings, retell events, spot pronouns, practice speaking sentences, write about characters, and check their work for mistakes. Speaking Activity: Not seating, Naration of the events so tar / Interviewing the main character -The Pirate and the Potter Family: Sick as a Parrot IRA-Rocky Runs Away //AA-Dream Works Dragon: When Lightning Strikes ith M and N, Plural Nouns Revision WEEK 20 Y3U5F2	and issues.Outcome: Students will arrange pictures to tell stories, guess characters' feelings, describe ideas in sentences, participate in discussions practice speaking sentences, organize story sentences and check their writing for mistakes. Write answers to short questions writing Task: Description of character-Write sentences using correct verb tenses about characters, settings and events. Speaking Activity: Hot seating, Narration of the events so fair Interviewing the main character Guided Reading:LA Dream Works Dragon:When Lightning Strikes #AA Mae in the Middle: Supe. Sieuth/AA-Meddlers:Tick, Tock Unfix the Clock	WEEK 22	WEEK 23 Y3U7F3	settings; ideas in stories and informatexts. WEEK 24 Y3U7F3 Unit 3.6: Fiction:Ottoline at Sea Cha
Y3U5F2 Unit 3.4:Fiction:NIMS ISLAND Chapter 9/ chapter 10	WEEK 18 Y3U5F2 Unit 3.4:Fiction:NIMS ISLAND Chapter 11/ chapter 12	WEEK 19 Y3U5F2 Unit 3.4:Fiction:NIMS ISLAND Chapter 13/ chapter 14	scenarios, adapting techniques in a range of dramatic activities to explore tests, Joses and issues. Outcome: answer questions about stories, guess word meanings, predict endings, retell events, spot pronouns, practice speaking sentences, write about characters, and check their work for mistakes. Speaking Activity: Not seating, Naration of the versus so fart Interviewing the main character Guided Reading: L4— The Pirate and the Potter Family: Sick as a Parrot IRA-Rocky Runs Away JAA-Dream Works Dragon: When Lightning Strikes WEEK 20 Y3U5F2 Unit 3.4:Fiction: NIMS ISLAND Chapter 15/ chapter 16	and issues. Outcome: Students will arrange pictures to tell stories, guess characters' feelings, describe ideas in sentences, participate in discussions practice speaking sentences, organize story sentences and check their writing for mistakes. Write answers to short questions Writing Taxib. Description of character-Write sentences using correct verb tenses, about characters, settings and events. Speaking Activity: Not seating, Narration of the events and finterviewing the control of the sentence of the control of the verbal and defined find the control of the verbal and the desiring LA. Dream Works Dragon: When Lightning Strikes HA Mae in the Middle: Super Sleuth/AA-Meddlers: Tick, Tock Unfix the Clock WBEK 21 Y3U6NF3	WEEK 22 Y3U6NF3	Y3U7F3 Unit 3.6: Fiction:Ottoline at Sea Chapter 1/	settings; ideas in stories and inform texts. WEEK 24 Y3U7F3 Unit 3.6: Fiction:Ottoline at Sea Ch.
Y3U5F2 Unit 3.4:Fiction:NIMS ISLAND Chapter 9/ chapter 10 Page 57 - Page 70 R3.38: Retell two events from a story or sequence in the	WEEK 18 Y3U5F2 Unit 3.4:Fiction:NIMS ISLAND Chapter 11/ chapter 12 Page 71 - Page 86 SL3.2D: With some guidance, take on the role of a character,	Y3U5F2 Y3U5F2 Unit 3.4:Fiction:NIMS ISLAND Chapter 13/ chapter 14 Page 87 - Page 101 W3.5F: Write simple sentences showing grammatical	scenarios, adapting techniques in a range of dramatic achities to explore tests, ideas and issues. Dutcome: answer questions about stories, guess word meanings, predict endings, restle events, spot pronouns, practice speaking sentences, write about characters, and check their work for mistakes. Speaking Activity: Not seating, Naraction of the events on fandings of the control of the events of the control of the events of the control of the events of the control of the event of the control of the control of the event of t	and issues Outcome: Students will arrange pictures to tell stories, guess characters' feelings, describe idea in sentences, participate in discussions practice speaking sentences, organize story sentences and check their writing for mistakes. Write answers to short questions writing Task: Description of character-Write sentences using correct verb tenses, about characters, settings and events. Speaking Activity: Not senting, Narration of the version sent interview of the main characters, settings and events. Speaking Activity: Not senting, Narration of the version of interviewing in the main characters, settings and events. Speaking Activity: Not senting, Narration of the version of interviewing in the main characters, settings and events. Speaking Activity: Not senting, Narration of the version of interviewing in the main characters of interviewing in the main characters. Speaking Activity: Not senting Narration of the version of interviewing in the main characters of interviewing in the main characters. WEEK 21 WEEK 21 V3U6NF3 Unit 3.5: Non-fliction: Tricking Our Eyes L32C: Participate in discussions when insided to do so by the teacher	Y3U6NF3 V3U6NF3 Unit 3.5: Non-fiction:Tricking Our Eyes R3.58: Use a simple contents page and index to locate information W3.30. Re-	Y3U7F3 Y3U7F3 Unit 3.6: Fiction: Ottoline at Sea Chapter 1/ Chapter 2 Page 1 - Page 35 R3.3A: Answer simple questions about a character, event or	week 24 Y3U7F3 Unit 3.6: Fiction:Ottoline at Sea Ch 3 / chapter 4 Page 36 - Page
Y3U5F2 Unit 3.4:Fiction:NIMS ISLAND Chapter 9/ chapter 10 Page 57 - Page 70 R3.3B: Retell two events from a story or sequence in the correct order. Identify the key themes. R3.3A.Answer simple questions about a character, event or piece of information	WEEK 18 Y3U5F2 Unit 3.4:Fiction:NIMS ISLAND Chapter 11/ chapter 12 Page 71 - Page 86 SL3.2D: With some guidance, take on the role of a character, from a play or other text, using some knowledge of conventions. W3.5D: bes adjectives in expanded noun	WEEK 19 Y3U5F2 Unit 3.4:Fiction:NIMS ISLAND Chapter 13/ chapter 14 Page 87 - Page 101 W3.5F: Write simple sentences showing grammatical agreement of regular verbs with singular and plural nouns/pronouns W3.6K with support, use	scenarios, adapting techniques in a range of dramatic actificities to explore tests, ideas and issues. Outcome: answer questions about stories, guess word meanings, predict endings, retell events, spot pronouns, practice speaking sentences, write about characters, and check their work for mistakes. Speaking Activity: Not seating, Narration of the versus so tar / Interviewing the main character -The Pirate and the Potter Family: Sick as a Parrot IRA-Rocky Runs Away //AA-Dream Works Dragon: When Lightning Strikes WEEK 20 Y3U5F2 Unit 3.4:Fiction:NIMS ISLAND Chapter 15/ chapter 16 Page- 102/ Page- 113 W3.3A: Compose and write a sequence of three or more simple or compound sentences. W3.5F: Wite simple sentences showing grammatical	and issues Outcome: Students will arrange pictures to tell stories, guess characters' feelings, describe ideas in sentences, participate in discussions practice speaking sentences, organize story sentences and check their writing for mistakes. Write answers to short questions Writing Task: Description of character-Write sentences using correct verb tenses, descriptive adjectives and proper pronous while creating short stories about characters, settings and events. Speaking Activity: Hot seating, Narration of the verents so fair Interviewing the main character Guided Readings.1A Dream Works Dragon: When Lightning Strikes HM Mae in the Middle: Super Steuth/AA-Meddlers: Tick, Tock Unfix the Clock WEEK 21 Y3U6NF3 Unit 3.5: Non-fliction: Tricking Our Eyes 1.3.2C: Participate in discussions when instead to do so by the teacher. R3.3A: Answer simple; questions shout a character, event or piece of information about which they have read. W3.1C: Add the suffices 's', 'e', 'e' and 'est, and the prefix 'un' by W3.1C: Add the suffices 's', 'e', 'e' and 'est, and the prefix 'un' by	Y3U6NF3 Y3U6NF3 Unit 3.5: Non-fiction:Tricking Our Eyes	WEEK 23 Y3U7F3 V3U7F3 Unit 3.6: Fiction: Ottoline at Sea Chapter 1/ Chapter 2 Page 1 - Page 35 R3.3A: Answer simple questions about a character, event or piece of information about which they have read. R3.5C: Read simple reports and alphabetically organised	week 24 Y3U7F3 Unit 3.6: Fiction:Ottoline at Sea Ch 3 / chapter 4 Page 36 - Page A Page 36 - Page
Y3U5F2 Unit 3.4:Fiction:NIMS ISLAND Chapter 9/ chapter 10 Page 57 - Page 70 R3.3B: Retell two events from a story or sequence in the correct order. Identify the key themes. R3.3A:Answer simple questions about a character, event or piece of information about which they have read. R3.4A:Use context to infer the meaning of unfamiliar words	WEEK 18 Y3U5F2 Unit 3.4:Fiction:NIMS ISLAND Chapter 11/ chapter 12 Page 71 - Page 86 SL3.2D: With some guidance, take on the role of a character, from a play or other text, using some knowledge of conventions. W3.5D: Use adjectives in expanded noun phrases, in own writing of three or moresimple or compound sentences.	WEEK 19 Y3U5F2 Unit 3.4:Fiction:NIMS ISLAND Chapter 13/ chapter 14 Page 87 - Page 101 W3.5F: Write simple sentences showing grammatical agreement of regular verbs with singular and plural nouns/pronouns W3.6A: With support, use capital letters and end punctuation correctly when writing dictated sentences. St.3.2 C: Participate in discussions when	scenarios, adapting techniques in a range of drametic actificities to engione tests, ideas and issues. Outcome: answer questions about stories, guess word meanings, predict endings, retell events, spot promouns, practice speaking sentences, write about characters, and check their work for mistakes. Speaking Activity: Not seating, Naration of the versus so tar / Interviewing the main character -The Pirate and the Potter Family: Sick as a Parrott RIA-Rocky Runs Away //AA-Dream Works Dragon: When Lightning Strikes Y3.USF2 WEEK 20 Y3.USF2 Unit 3.4:Fiction: NIMS ISLAND Chapter 15/ chapter 16 Page- 102/ Page- 113 W3.3A: Compose and write a sequence of three or more simple or compound sentences. W3.5F: Write simple sentences showing grammatical agreement of regular verbs with singular and plural nouns/pronouns	and issues Outcome: Students will arrange pictures to tell stories, guest characters' feelings, describe idea in sentences, participate in discussions practice speaking sentences, organize story sentences and check their writing for mistakes. Write sanwares to short questions writing Task: Description of character-Write sentences using correct verb tenses, descriptive sold proper pronous while creating short stories because the sentences of the sentences. Speaking Activities and sentences are sentenced by the sentences. Speaking Activities and sentences. Speaking Activities are sentenced by the sentences. Speaking Activities are sentenced by the sentences. Speaking Activities are sentenced by the sentences. The sentences are sentences and the sentences. Speaking Activities are sentences. The sentences are sentences and the sentences. Speaking Activities are sentences. The sentences are sentences are sentences. The sentences are sentences are sentences are sentences. The sentences are sentences are sentences are sentences are sentences. The sentences are sentences are sentences are sentences are sentences are sentences. The sentences are sentences are sentences are sentences are sentences are sentences. The sentences are sentences. The sentences are sentences are sentences are sentences are sentences are sentences are sentences. The sentences are sentences are sentences are sentences are sentences are sentences. The sentences are sentences are sentences are sentences are sentences are sentences. The sentences are sentences. The sentences are sentences. The sentences are sentences. The sentences are sentences are sentences are sentences are s	Y3U6NF3 Y3U6NF3 Unit 3.5: Non-fiction:Tricking Our Eyes R3.58: Use a simple contents page and index to locate information W3.3D. Re- read own writing, improving it at sentence level. S3.1 & Follow three-telp instructions, when these are given slowly and clearly. W3.5F: Wite simple sentences belowing grammatical agreement of regular w3.5F: Wite simple sentences with singular and plural nourelyzonous W3.3C: Wite cliptures and with simple report tests of up to 100 words.	WEEK 23 Y3U7F3 V3U7F3 Unit 3.6: Fiction:Ottoline at Sea Chapter 1/ Chapter 2 Page 1 - Page 35 R3.3A: Answer simple questions about a character, event or piece of information about which they have read. R3.5C: Read simple reports and alphabetically organised texts, identifying key text features and beginning to distinguish between fact and opinion. Outcome:Introducing Ottoline and	WEEK 24 WEEK 24 Y3U7F3 Unit 3.6: Fiction:Ottoline at Sea Cl 3 / chapter 4 Page 36 - Pag R3.4D: Listen and respond to stories of a leve that the sea Cl of the sea Cl o
Y3U5F2 Unit 3.4:Fiction:NIMS ISLAND Chapter 9/ chapter 10 Page 57 - Page 70 R3.3B: Retell two events from a story or sequence in the correct order. Identify the key themes. R3.3A-Answer simple questions about a character, event or piece of information about which they have read. R3.4A-Use context to infer the meaning of unfamiliar words R3.4C-Use knowledge of other books or films to predict what might happen at the end of a short story or other text.R3.3B:	WEEK 18 Y3U5F2 Unit 3.4:Fiction:NIMS ISLAND Chapter 11/ chapter 12 Page 71 - Page 86 SL3.2D: With some guidance, take on the role of a character, from a play or other text, using some knowledge of conventions. W3.5D: Use adjectives in expanded noun phrases, in own writing of three or moresimple or compound sentences. W3.5E: Use subject and object pronouns instead of noun/noun phrases. Organise paragraphs around a	Y3U5F2 V3U5F2 Unit 3.4:Fiction:NIMS ISLAND Chapter 13/ chapter 14 Page 87 - Page 101 W3.5F: Write simple sentences showing grammatical agreement of regular verbs with singular and plural nouns/pronouns W3.6A: With support, use capital letters and end punctuation correctly when writing dictated sentences.SL3.2C: Participate in discussions when invited to do so by the teacher. Organise paragraphs around the plot. Proofread grammar and vocabulary to improve	scenarios, adapting techniques in a range of dramatic actificis to explore tests, ideas and issues. Outcome: answer questions about stories, guess word meanings, predict endings, retell events, got promouns, practice speaking sentences, write about characters, and check their work for mistakes. Expeaking Activity: Not seating, Narration of the versus so tar / flaterviewing the main character -The Pirate and the Potter Family: Sick as a Parrot IRA -Rocky Runs Away / IAA -Dream Works Dragon: When Lightning Strikes WEEK 20 Y3U5F2 W13.3A: Compose and write a sequence of three or more simple or compound sentences. W3.5F: Write simple sentences showing grammatical agreement of regular verbs with singular and plural nouns/pronouns W3.3D: Re-read own writing, improving it at sentence level. Write original pieces based on the book -Poems/ story/	and issues Outcome: Students will arrange pictures to tell stories, guess characters' feelings, describe idea in sentences, participate in discussions practice speaking sentences, organize story sentences and check their writing for miskaes. Write answers to short questions writing Task: Description of character-Write sentences using correct verb tenses, about characters, settings and events. Speaking Activities of the sentences of the creating short stories about characters, settings and events. Speaking Activities of the sentence of the vertice. Speaking Activities of the sentence of the vertice. Glidde Reading Clidde Reading Clidde State of the sentence of the vertice of the vertice of the vertice of the vertice. Dream Works Dragon: When Lightning Strikes ritA Mae in the Middle: Super Steuth/AA-Meddlers: Tick, Tock Unfix the Clock WEEK 21 Y3U6NF3 Unit 3.5: Non-fliction: Tricking Our Eyes WEEK 21 V3U6NF3 Unit 3.5: Answer simple questions about a character, event or piece of information about which they have read. W3.10: Add the stiffset self-ing '-i'r and '-est, and the prefix 'un' to words where the root word does not charge if yet suffix'. 47.53.5: Read simple reports and alphabetically organized tests, identifying is extent feeling and beginning the self-ing the self-ing the self-ing of the stiff in the self-ing of the	WEEK 22 Y3U6NF3 V3U6NF3 Unit 3.5: Non-fiction:Tricking Our Eyes R3.55: Use a simple contents page and index to locate information W3.3D. Revised one writing, improve, with a sentence level. S3.14. Follow these withing improve, when these given slowly and clearly, W3.5F: Write simple sentences showing gammatical agreement of regular weeks with singlar and plurial nounspironouns.	WEEK 23 Y3U7F3 Unit 3.6: Fiction: Ottoline at Sea Chapter 1/ Chapter 2 Page 1 - Page 35 R3.3A: Answer simple questions about a character, event or piece of information about which they have read. R3.5C: Read simple reports and alphabetically organised texts, identifying key text features and beginning to distinguish between fact and opinion. Outcome: Introducing Ottoline and setting the scene / Answer questions about stories and tell if something is a fact or opinion when reading	WEEK 24 WEEK 24 Y3U7F3 Unit 3.6: Fiction:Ottoline at Sea Ch 3 / chapter 4 Page 36 - Page 37 - Page 37 - Page 38 -
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Outcome:Introducing Ottoline and setting the scene / Answer questions about stories and tell if something is a fact or opinion when reading Guided Reading:I.A Going into Space	WEEK 24 WEEK 24 Y3U7F3 Unit 3.6: Fiction:Ottoline at Sea Ch. 3 / chapter 4 Page 36 - Page R3.4D: Listen and respond to stories of a level that of independent reading. St.3.2C: Participate in discussions when invite so by the teacher. R3.6A: Point out the conjuniant, but and because, and explain how the sentences. Unit of the coordinating conjunctions and and Outcome.Building of characters using desort language and exploring their feelings. Listen to join discussions, and use 'and/but/because' to longer sentences Guide Reading LA 4 Volc Wakes Up / HA - Flash the Dog Bouroes Int / IAA-Mountai
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Outcome: answer questions about stories, infer word meanings, predict endings, retell events in order, organize their writing, and check for mistakes./ Write answers to short questions Guided Reading:LA -Young Robin Hood: The Great Escape /HA-Mae in the Middle: Super Slouth /AA-Dream	WEEK 18 Y3U5F2 Unit 3.4:Fiction:NIMS ISLAND Chapter 11/ chapter 12 Page 71 - Page 86 SL3.2D: With some guidance, take on the role of a character, from a play or other text, using some knowledge of conventions. W.3.5D: Use adjectives in expanded noun phrases, in own writing of three or moresimple or compound sentences. W3.5E: Use subject and object pronouns instead of noun/noun phrases. Organise paragraphs around a characters. Proofread grammar and vocabulary to improve consistency in spelling and punctuation. Outcome: / Write answers to short questions/ will act as characters, write descriptive sentences, and check their writing for errors. Guided Reading:LA -Meddlers:Tick, Tock Unfix the Clock /HA - Dream Works Dragons:No Pack Like Home /AA-Dream	WEEK 19 Y3U5F2 Unit 3.4:Fiction:NIMS ISLAND Chapter 13/ chapter 14 Page 87 - Page 101 W3.5F: Write simple sentences showing grammatical agreement of regular verbs with singular and plural nouns/pronouns unit of w3.6A: With support, use capital letters and end punctuation correctly when writing dictated sentences. St.3.2C: Participate in discussions when invited to do so by the teacher. Organise paragraphs around the plot. Proofread grammar and vocabulary to improve consistency in spelling and punctuation. Outcome: Write answers to short questions/ write sentences with correct grammar and punctuation. Outcome: Write answers to short questions/ write sentences with correct grammar and punctuation. Outcome: Write answers to short questions/ write sentences with correct grammar and punctuation. 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W3.5F: Write simple sentences showing grammatical agreement of regular verse with singular phoral pronouns W3.3C: Compose and write a sequence of three or more simple or compound sentences. Outcome Find information in books, write an explantion text Guided Reading.LA Going into Space	WEEK 23 Y3U7F3 Unit 3.6: Fiction:Ottoline at Sea Chapter 1/ Chapter 2 Page 1 - Page 35 R3.3A: Answer simple questions about a character, event or piece of information about which they have read. R3.5C: Read simple reports and alphabetically organised texts, identifying key text features and beginning to distinguish between fact and opinion. Outcome:Introducing Ottoline and setting the scene / Answer questions about stories and tell if something is a fact or opinion when reading Guided Reading:I.A Going into Space	R3.4D: Listen and respond to stories of a level that of independent reading. SL3.2C: Participate in dependent read
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W3U5F2 Unit 3.4:Fiction:NIMS ISLAND Chapter 9/ chapter 10 Page 57 - Page 70 R3.3B: Retell two events from a story or sequence in the correct order. Identify the key themes. R3.3A-Answer simple questions about a character, event or piece of information about which they have read. R3.4A:Use context to infer the meaning of unfamiliar words R3.4C:Use knowledge of other books or films to predict what might happen at the end of a short story or other text.R3.3B: Retell two events from a story or sequence in the correct order. Organise paragraphs around a theme. Proofread grammar and vocabulary to improve consistency in spelling and punctuation. Outcome: answer questions about stories, infer word meanings, predict endings, retell events in order, organize their writing, and check for mistakes. I Write answers to short questions Guided Reading:L4. Young Robin Hood: The Great Escape /HA-Mae in the Middle: Super Slouth /AA-Dream Works Dragon:No Pack Like Home	WEEK 18 Y3U5F2 Unit 3.4:Fiction:NIMS ISLAND Chapter 11/ chapter 12 Page 71 - Page 86 SL3.2D: With some guidance, take on the role of a character, from a play or other text, using some knowledge of conventions. W3.5D: Use adjectives in expanded noun phrases, in own writing of three or moresimple or compound sentences. W3.5E: Use subject and object pronouns instead of noun/noun phrases. Organise paragraphs around a characters. Proofread grammar and vocabulary to improve consistency in spelling and punctuation. Outcome: //wite answers to short questions/ will act as characters, write descriptive sentences, and check their writing for errors. Reading:LA -Meddlers:Tick,Tock Unfix the Clock /HA - Dream Works Dragons:No Pack Like Home /AA-Dream Works Dragon:No Pack Like Home	WEEK 19 Y3U5F2 Unit 3.4:Fiction:NIMS ISLAND Chapter 13/ chapter 14 Page 87 - Page 101 W3.5F: Write simple sentences showing grammatical agreement of regular verbs with singular and plural Nouns/pronouns W3.6A: With support, use capital letters and end punctuation correctly when writing dictated sentences. St.3.2C: Participate in discussions when invited to do so by the teacher. Organise paragraphs around the plot. Proofread grammar and vocabulary to improve consistency in spelling and punctuation. Outcome: Write answers to short questions/ write sentences with correct grammar and punctuation. Outcome: Write answers to short questions/ write sentences with correct grammar and punctuation. Outcome: Write Answers to short questions/ write sentences with correct grammar and punctuation. Outcome: Write Answers story ideas, and check their work for mistakes. Guided Reading:LA - Meddlers:Tick,Tock Unifix the Clock /HA Dream Works Dragons:No Pack Like Home /AA-Mae in the	scenarios, adapting techniques in a range of dramatic achitée to explore tests, ideas and issues. Outcome: answer questions about stories, guess word meanings, predict endings, retell events, spot promous, practice speaking sentences, write about characters, and check their work for mistakes. Speaking achity: Not seating, Narration of the events so far finiterviewing strength of the practice of the programment of the sentences. When the protect is a part of the practice of	and issues. Outcome: Students will arrange pictures to tell stories, guess characters' feelings, describe idea in sentences, participate in discussions practice speaking sentences, organize story sentences and check their writing for miskaes. Write answers to short questions writing Task: Description of character-Write sentences using correct verb tenses, about characters, settings and events. Speaking Activery: Not seating, Narration of the verbasic creating short stories about characters, settings and events. Speaking Activery: Not seating, Narration of the verbasic conditions and characters and continues and continues of the continues of t	P3.56: Use a simple contents page and index to locate information.W3.3D: Research and the simple contents page and index to locate information.W3.3D: Research and the simple sentence level. S.3.1.4: Follow simple sentences showing grammatical agreement of regular verse with singular and plural nounal pronouns W3.3C: Select pictures and write simple report tests of up to 100 words. W3.3D: Revead own writing, improving it at sentence level. W3.5F: Write simple sentences showing grammatical agreement of regular verse with singular phoral pronouns W3.3C: Compose and write a sequence of three or more simple or compound sentences. Outcome Find information in books, write an explantion text Guided Reading.LA Going into Space	Y3U7F3 Unit 3.6: Fiction:Ottoline at Sea Chapter 1/ Chapter 2 Page 1 - Page 35 R3.3A: Answer simple questions about a character, event or piece of information about which they have read. R3.5C: Read simple reports and alphabetically organised texts, identifying key text features and beginning to distinguish between fact and opinion. Outcome.introducing Ottoline and setting the scene / Answer questions about stories and tell if something is a fact or opinion when reading Guided Reading: A Going into Space /HA - Come Down Golden/AA-Mountain Tales of Norway	WEEK 24 Y3U7F3 Unit 3.6: Fiction:Ottoline at Sea Cha 3 / chapter 4 Page 36 - Page 7 R3.4D: Listen and respond to stories of a level be that of independent reading. SL3.2C: Participate in discussions when invited so by the teacher. R3.6A: Point out the conjunct 'and', but' and 'because,' and explain how they send that of independent reading and the conjunct and', but' and 'because,' and explain how they send that of the conjunct and, but and because send to support the send to join discussions, and use 'and/but/because' to longer sentences. Guided Reading-LA A Volca Warkes Up /HA - Flash the Dog Bounces Int /AA-Mountain of Norway

Unit 3.6: Fiction:Ottoline at Sea chapter 5/ Unit 3.6: Fiction:Ottoline at	Sea chapter 7/ Unit 3.6: Fiction:Ottoline at Sea -cha	ter 9/ FINAL EXAMINATION /	REVISION OF SKILLS TAUGHT	Unit 3.7: Non-fiction:Newshounds	Unit 3.8: Non-fiction:Chocolate!	Unit 3.8: Non-fiction:Chocolate!/ Unit
R3.2D. Organise words into alphabetical order by their first two letters and use alphabetical order to find words in dictionaries and glossaries. R3.5B: Use a simple contents page and index to locate information. Outcome: Put words in ABC order and use book indexes to find information/ Exploring language and description; Writing questions and answers focusing: ABC order and use book indexes to find information/ Exploring language and description; Writing questions and answers focusing: ABC order and use book indexes to find information/ Exploring language and description; Writing questions and answers focusing: ABC order and use book indexes to find information/ Exploring language and description; Writing questions and answers focusing: ABC order and descripting described in the teacher. R3.6B: Identify algebraic is discussions whe the teacher. R8.6B: Identify algebraic is expanded to the term 'adjective(s) Read simple reports and alphabetical identifying key text features and beging the term 'adjective(s). Reading: AD reason Works Dragons: No Pack Like Home /*HA - Flash the Dog Bounces In! /AA-Maya The Luck Child describing words, and identify facts from a story correct order. Identify the key threeson or reading. \$1.2 C: Participate in discussions whe the teacher. R3.6B: Identify algebraics in expanded to the term 'adjective(s). R8.6B: Identify algebraics in expanded to the term 'adjective(s). R8.6B: Identify algebraics in expanded to the term 'adjective(s). R8.6B: Identify algebraics in earling the term 'adjective(s). R	R3.4D: Listen and that of independent independ	Deducing and inferring ideas, events, chara Vocabulary- deducing and inferences. Incluation exercise inclusion information texts. Preview of writing skills in varies information texts. Review of writing skills in varies in varies information texts. Review of writing skills in varies	entational, structural and language features cters, thoughts and feelings, information to answer questions erring meanings of words through context clues g events in the correct order ns, feelings from the text with reasons. jummarizing ideas jump Facts and Opinions ons with evidence from the text a character; character's feelings; settings; ideas in stories and ious text types for -Variety of ideas/information/facts, descriptive details why they are writing and for whom ending and organization of ideas in paragraphs unctuation, grammar / Grammar skills focussing on - Word Class Pronouns, Adjectives, Verbs, Adverbs sitions and Conjunctions Noun Ptrases arks, full stop, capital letter, question mark, mation mark, comma) sent, Past-tense, Perfect tense Time Connectives + Homophones + Homophones + Homopymys Suffix, and Prefix ences — Simple and Compound sentences itons(and, but, because, or) gular & Irregular [Positive, Comparative (- er), Superlative (- est)]	information about which they have read. R3.4B: With support, infer a character's feelings from information given in a text. sentences. R3.2D: Organise words into alphabetical order by their first two letters, and use alphabetical order to find words in dictionaries and glossaries. W3.6D: Use commas to separate items in lists of nouns. W3.2A: Use a range of adjectives (around 20, in addition to colour and size) to add description. W3.5D: Use adjectives in expanded noun phrases, in own writing of three or more simple or compound sentences. Outcome: Answer questions about Newsreports. Writing	About Earth /HA -Looking for invisible Clues (Mainsails) /AA- 101 Way to Beat Boredom	W3.3C: Select pictures and write simple report texts of up to 100 words. SL3.1B: Follow information during two to three minutes of listening to teacher-talk supported by pictures. W3.3A: Compose and write a sequence of three or more simple or compound sentences. W3.4B: Use a QWERTY Keyboard to write short texts. W3.3D: Re-read own writing, improving it at sentence level. SL3.2E: Present information to the class when prompted.SL3.2D (Poem): With some guidance, perform a poem in front of the whole class. Roger Mc Gough Poems: The Allivator; Downhill Racer Outcome: Write short reports. Perform a poem for the class. Guided Reading: LA - Looking for Invisible Clues //HA-Watching Comets (Mainsails)/ /AA-Dead Gorgeous
Phonics: Alphabetical Order, Syllables, Words that describes ways of speaking, various long vowel	phonemes, final blends with D, Prefixes DE, RE, PRE, Prefixes, Suffixes -FUL, -LY			Phonics: Long A, E, I, O, U Phoneme, Various long vowel phonemes, alphabetical order, Silent E, Synonyms, Words with similar patterns and meanings, Verbs with ED, ING, High Frequency Words, Words that begins with K, Short A, I, U Phoneme, Syllables, Adjectives, Words with TCH, DGE.	Phonics: Plural Nouns, Irregular, Suffixes ER, EST, Prefixes DE, RE, and PRE, Silent letters, compound words, adding Y, contractions, final blends with B, F, L, M, N, T and P.	Phonics: Short Vowel Phonemes, Long I with GHT, Long A, E, O, U Phoneme

YEAR 4 ENGLISH LANGUAGE LONG TERM PLAN with CURRICULUM STANDARDS

R 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	FICTION (REINFORCEMENT)	NONFICTION (REINFORCEMENT)	FICTION Unit 4.1 THE QUIGLEYS: Wild Life	FICTION Unit 4.1 THE QUIGLEYS: Wild Life	FICTION Unit 4.1 THE QUIGLEYS: Wild Life	ON-FICTION Unit GLOBE CHALLENGE: LOST IN EGY	ON-FICTION UNITGLOBE CHALLENGE: LOST IN EGY	ON-FICTION GLOBE CHALLENGE: LOST IN E
Rei	nforcement of skills: creative wriitng, word	Read and respond; make inferences and give	Retrieve information, events or main ideas from	Infer characters' motives from information given in	Participate in discussions, building on contributions	Participate in discussions, building on contributions	Recognise on sight common past-tense verbs,	Organise writing so that ideas are sequence
	ss. Nouns, adjectives, noun phrases, adverbs,	evidence from the text. Identify features of the	texts; Deduce, infer or interpret information,	a text.; With some guidance, make predictions	of previous speakers; Infer characters' motives	of previous speakers; Identify a main point after	including irregular verbs; Understand the purpose	or grouped; Re-read own writing, improvin
	bs. Infer characters' motives from	text, main ideas; Understand the purpose of a	events or ideas from text; Identify direct speech		from information given in a text; To indentify the	five to seven minutes of listening to teacher-talk	of a wider range of textual features when directly	it at paragraph level; Say and then write
	ormation given in a text.		and indirect speech from the text; Punctuate direct	verbs (instead of 'said') and adverbs to add to	casual conjunctions; To join clauses using	supported by pictures; Recall significant events and		compound and complex sentences using the
		to do so; Organise writing so that ideas are	speech; Use a wider range of more descriptive		appropriate causal conjunctions; identify fronted		the conjunctions and talk about their impact; Say	conjunctions and, but, or, so and because;
-	n texts and explain why they are	sequenced or grouped; Re-read own writing,	nouns, powerful verbs, noun phrases, sensory		adverbials; Use present- and past-tense forms of	they are important; To indentify the main clause	and then write compound and complex sentences	Organise ideas from the text into a plan for
	portant.Write a conversation (2-3 sentences)	improving it at paragraph level; Organise ideas	details; Organize writing so that ideas are	powerful verbs and adverbs and correct	regular and irreregualr verbs in writing;	and subordinate clause from a sentence; identify	using the conjunctions and, but, or, so and	writing an information text;
	ng inverted commas in sentences using	from the text into a plan for writing an information			Participate in discussions, building on contributions		because; Use adverbials, conjunctions and past	Writing task - Information text
	verful verbs and adverbs and correct	text; Ask and answer questions						
			sentences; Use a wider range of more descriptive	Read conversations aloud in pairs and group; Recall		know the present and past tense of regular and	tense verbs in (compound and complex) sentences.	Spelling and Vocabulary - Unit 2 (Word
	nctuations; Evaluate and edit conversations;	COMPREHENSION	nouns and powerful verbs and a range of adverbs		Writing task - Story Writing and Fiction	irregular verbs; Reinforcement of casual	Identify the elements of an email and a letter; apply	search, put apostrophe correctly)
	d conversations aloud in pairs and groups	Writing Task: RECOUNT	to add to description	texts and explain why they are important; Infer	comprehension(Reinforcement)	conjunctions. Organise writing so that ideas are	the elements to compose a personal letter	Handwriting check worksheet
	MPREHENSION		Writing task - Descriptive Writing - Plan and	characters' motives from information given in a	Spelling and Vocabulary- Unit 2 (Wordlist -	sequenced or grouped; Re-read own writing,	Writing task - Email writing(optional) and Letter	
Wri	ting Task: Describe a setting		describe a setting Spelling and	text with the evidence.	contractions)	improving it at paragraph level.	Writing (informal)	
			Vocabulary worksheets- Unit 1 (Wordlist, Fill	Writing task - Describe your favourite character.	Handwriting - Syllables (Multisyllable words)	COMPREHENSION	Spelling and Vocabulary- Unit 2 (Word search,fill	
			missing letters, syllables, Match word to its	Spelling and Vocabulary worksheets- Unit 1 (Word		Spelling and Vocabulary- Unit 2 (unjumble the	missing letters, draw line to break the words into	
			meaning, words that contian small words , spell	search, Unjumble the words, use to, too, two		words and place apostrophe correctly, put	syllables)	
			correctly)	correctly, crossword, contraction)		apostrophe correctly , circle the letters that have to	Handwriting - It's an apostrphe	
			Handwriting - Syllables (Two syllable words)	Handwriting - Syllables (Three syllable words)		be left out of contractions, apostrophes to show		
						possessio		
						Handwriting - Apostrophe		
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	NON-FICTION UNIT REAL LIFE: DARE DEVILS	NON-FICTION UNIT REAL LIFE: DARE DEVILS	NON-FICTION UNIT REAL LIFE: DARE DEVILS	FICTION Unit 4.5 The Happiest People of the Hills	FICTION Unit 4.5 The Happiest People of the Hills	FICTION Unit 4.5 The Happiest People of the Hills	REVISION FICTION	REVISION NON FICTION
Rea	NON-FICTION UNIT REAL LIFE: DARE DEVILS and and understand a text; Recognise that the	NON-FICTION UNIT REAL LIFE: DARE DEVILS Retell three or more main events from a story or	NON-FICTION UNIT REAL LIFE: DARE DEVILS Organise writing so that ideas are sequenced or	FICTION Unit 4.5 The Happiest People of the Hills Follow detailed oral instructions on tasks close to	FICTION Unit 4.5 The Happiest People of the Hills Retell three or more main events from a story or	FICTION Unit 4.5 The Happiest People of the Hills Write short stories (of around 200 words) that	REVISION FICTION Articulate and justify answers, arguments, and	REVISION NON FICTION Reinforcement on: Questions basing on
Rea pas	NON-FICTION UNIT REAL LIFE: DARE DEVILS and understand a text; Recognise that the tense of verbs is often indicated by the suffix -	NON-FICTION UNIT REAL LIFE: DARE DEVILS Retell three or more main events from a story or sequence in the correct order; Use headings and	NON-FICTION UNIT REAL LIFE: DARE DEVILS Organise writing so that ideas are sequenced or group; Use capital letters and end punctuation	FICTION Unit 4.5 The Happiest People of the Hills Follow detailed oral instructions on tasks close to their experience. With support, give a logically	FICTION Unit 4.5 The Happiest People of the Hills Retell three or more main events from a story or sequence in the correct order. Infer characters'	FICTION Unit 4.5 The Happiest People of the Hills Write short stories (of around 200 words) that include brief descriptions of characters or	REVISION FICTION Articulate and justify answers, arguments, and opinions; Give well-structured descriptions,	REVISION NON FICTION Reinforcement on: Questions basing on inference, deducing; personal opinon, usa
Rea pas	NON-FICTION UNIT REAL LIFE: DARE DEVILS and and understand a text; Recognise that the	NON-FICTION UNIT REAL LIFE: DARE DEVILS Retell three or more main events from a story or	NON-FICTION UNIT REAL LIFE: DARE DEVILS Organise writing so that ideas are sequenced or	FICTION Unit 4.5 The Happiest People of the Hills Follow detailed oral instructions on tasks close to their experience. With support, give a logically	FICTION Unit 4.5 The Happiest People of the Hills Retell three or more main events from a story or	FICTION Unit 4.5 The Happiest People of the Hills Write short stories (of around 200 words) that	REVISION FICTION Articulate and justify answers, arguments, and	REVISION NON FICTION Reinforcement on: Questions basing on inference, deducing; personal opinon, usa
Rea pas ed;	NON-FICTION UNIT REAL LIFE: DARE DEVILS and understand a text; Recognise that the tense of verbs is often indicated by the suffix -	NON-FICTION UNIT REAL LIFE: DARE DEVILS Retell three or more main events from a story or sequence in the correct order; Use headings and	NON-FICTION UNIT REAL LIFE: DARE DEVILS Organise writing so that ideas are sequenced or group; Use capital letters and end punctuation	FICTION Unit 4.5 The Happiest People of the Hills Follow detailed oral instructions on tasks close to their experience.With support, give a logically connected description.Participate in discussions,	FICTION Unit 4.5 The Happiest People of the Hills Retell three or more main events from a story or sequence in the correct order. Infer characters'	FICTION Unit 4.5 The Happiest People of the Hills Write short stories (of around 200 words) that include brief descriptions of characters or	REVISION FICTION Articulate and justify answers, arguments, and opinions; Give well-structured descriptions,	REVISION NON FICTION Reinforcement on: Questions basing on inference, deducing; personal opinon, usa of language, justification of explanation of
Rea pas ed; info	NON-FICTION UNIT REAL LIFE: DARE DEVILS Id and understand a text; Recognise that the t tense of verbs is often indicated by the suffix- Recall significant events and pieces of brmation from texts, and explain why they are	NON-FICTION UNIT REAL LIFE: DARE DEVILS Retell three or more main events from a story or sequence in the correct order; Use headings and other features to locate a relevant paragraph. R4.5C:Recognise irregular past-tense verb forms,	NON-FICTION UNIT REAL LIFE: DARE DEVILS Organise writing so that ideas are sequenced or group; Use capital letters and end punctuation correctly when writing dictated sentences unaided,	FICTION Unit 4.5 The Happiest People of the Hills Follow detailed oral instructions on tasks close to their experience. With support, give a logically connected description. Participate in discussions, building on contributions of previous	FICTION Unit 4.5 The Happiest People of the Hills Retell three or more main events from a story or sequence in the correct order. Infer characters' motives from information given in a text. With	FICTION Unit 4.5 The Happiest People of the Hills Write short stories (of around 200 words) that include brief descriptions of characters or settings.Reread own writing, improving it at	REVISION FICTION Articulate and justify answers, arguments, and opinions; Give well-structured descriptions, explanations, and narratives for different purposes,	REVISION NON FICTION Reinforcement on: Questions basing on inference, deducing; personal opinon, usa of language, justification of explanation of
Rea pas ed; info	NON-FICTION UNIT REAL LIFE: DARE DEVILS Id and understand a text; Recognise that the t tense of verbs is often indicated by the suffix- Recall significant events and pieces of brmation from texts, and explain why they are	NON-FICTION UNIT REAL LIFE: DARE DEVILS Retell three or more main events from a story or sequence in the correct order; Use headings and other features to locate a relevant paragraph. R4.5C:Recognise irregular past-tense verb forms,	NON-FICTION UNIT REAL LIFE: DARE DEVILS Organise writing so that ideas are sequenced or group; Use capital letters and end punctuation correctly when writing dictated sentences unaided, Use present- and past-tense forms of regular verbs t in writing; Writing: Composition - Organise writing	FICTION Unit 4.5 The Happiest People of the Hills Follow detailed oral instructions on tasks close to their experience. With support, give a logically connected description. Participate in discussions, building on contributions of previous	FICTION Unit 4.5 The Happiest People of the Hills Retell three or more main events from a story or sequence in the correct order. Infer characters' motives from information given in a text. With some guidance, make predictions based on clear evidence in a text. Begin to form and explain	FICTION Unit 4.5 The Happiest People of the Hills Write short stories (of around 200 words) that include brief descriptions of characters or settings. Reread own writing, improving it at paragraph level.	REVISION FICTION Articulate and justify answers, arguments, and opinions; Give well-structured descriptions, explanations, and narratives for different purposes, including for expressing feelings; Use spoken	REVISION NON FICTION Reinforcement on: Questions basing on inference, deducing; personal opinon, usa of language, justification of explanation of responses and vocabulary. Grammar Top
Rea pas ed; info imp	NON-FICTION UNIT REAL LIFE: DARE DEVILS Id and understand a text; Recognise that the t tense of verbs is often indicated by the suffix - Recall significant events and pieces of rmation from texts, and explain why they are portant; Retell three or more main events from a	NON-FICTION UNIT REAL LIFE: DARE DEVILS Retell three or more main events from a story or sequence in the correct order; Use headings and other features to locate a relevant paragraph. R4.5C:Recognise irregular past-tense verb forms, including of the verb to be; Organise writing so that	NON-FICTION UNIT REAL LIFE: DARE DEVILS Organise writing so that ideas are sequenced or group; Use capital letters and end punctuation correctly when writing dictated sentences unaided, Use present- and past-tense forms of regular verbs t in writing; Writing: Composition - Organise writing	FICTION Unit 4.5 The Happiest People of the Hills Follow detailed oral instructions on tasks close to their experience. With support, give a logically connected description. Participate in discussions, building on contributions of previous speakers. Perform as a character in a short dramatic scene. Recall significant events and pieces	FICTION Unit 4.5 The Happiest People of the Hills Retell three or more main events from a story or sequence in the correct order. Infer characters' motives from information given in a text. With some guidance, make predictions based on clear evidence in a text. Begin to form and explain preferences about types of stories.	FICTION Unit 4.5 The Happiest People of the Hills Write short stories (of around 200 words) that include brief descriptions of characters or settings. Reread own writing, improving it at paragraph level. Say and then write compound and complex	REVISION FICTION Articulate and justify answers, arguments, and opinions; Give well-structured descriptions, explanations, and narratives for different purposes, including for expressing feelings; Use spoken language to develop understanding through	REVISION NON FICTION Reinforcement on: Questions basing on inference, deducing; personal opinon, usa of language, justification of explanation of responses and vocabulary. Grammar Top Word class:Nouns, Verbs and adverbs,
Rea pas ed; info imp stor hea	NON-FICTION UNIT REAL LIFE: DARE DEVILS and and understand a text; Recognise that the t tense of verbs is often indicated by the suffix - Recall significant events and pieces of romation from texts, and explain why they are sortant; Retell three or more main events from a ry or sequence in the correct order. Use dings and other features to locate a relevant	NON-FICTION UNIT REAL LIFE: DARE DEVILS Retell three or more main events from a story or sequence in the correct order; Use headings and other features to locate a relevant paragraph. R4.5C:Recognise irregular past-tense verb forms, including of the verb to be; Organise writing so that ideas are sequenced or grouped; Use capital letters and end punctuation correctly when writing	NON-FICTION UNIT REAL LIFE: DARE DEVILS Organise writing so that ideas are sequenced or group; Use capital letters and end punctuation correctly when writing dictated sentences unaided, Use present- and past-tense forms of regular verbs tin writing; Writing: Composition - Organise writing so that ideas are sequenced or grouped(Turn a storyboard into a presentation); Punctuation - Use	FICTION Unit 4.5 The Happiest People of the Hills Follow detailed oral instructions on tasks close to their experience. With support, give a logically connected description. Participate in discussions, building on contributions of previous speakers. Perform as a character in a short dramatic scene. Recall significant events and pieces of information from texts and explain why they are	FICTION Unit 4.5 The Happiest People of the Hills Retell three or more main events from a story or sequence in the correct order. Infer characters' motives from information given in a text. With some guidance, make predictions based on clear evidence in a text. Begin to form and explain preferences about types of stories.	FICTION Unit 4.5 The Happiest People of the Hills Write short stories (of around 200 words) that include brief descriptions of characters or settings.Reread own writing, improving it at paragraph level. Say and then write compound and complex sentences using the	REVISION FICTION Articulate and justify answers, arguments, and opinions; Give well-structured descriptions, explanations, and narratives for different purposes, including for expressing feelings; Use spoken language to develop understanding through speculating, hypothesizing, imagining, and exploring ideas. Spell further homophones; Spell	REVISION NON FICTION Reinforcement on: Questions basing on inference, deducing; personal opinon, usa of language, justification of explanation of responses and vocabulary. Grammar Top Word class:Nouns, Verbs and adverbs, Adverbials of time; Adjectives, different forms of adjectives; Direct speech;
Rea pas ed; info imp stor hea par	NON-FICTION UNIT REAL LIFE: DARE DEVILS and and understand a text; Recognise that the t tense of verbs is often indicated by the suffix- Recall significant events and pieces of primation from texts, and explain why they are portant; Retell three or more main events from a ry or sequence in the correct order.Use utings and other features to locate a relevant agraphInfer characters' motives from	Retell three or more main events from a story or sequence in the correct order; Use headings and other features to locate a relevant paragraph. R4.5C:Recognise irregular past-tense verb forms, including of the verb to be; Organise writing so that ideas are sequenced or grouped; Use capital letters and end punctuation correctly when writing dictated sentences unaided; :Use present- and past	NON-FICTION UNIT REAL LIFE: DARE DEVILS Organise writing so that ideas are sequenced or group; Use capital letters and end punctuation correctly when writing dictated sentences unaided. Use present- and past-tense forms of regular verbs tin writing; Writing: Composition - Organise writing so that ideas are sequenced or grouped(Turn a storyboard into a presentation); Punctuation - Use capital letters and end punctuation correctly when	FICTION Unit 4.5 The Happiest People of the Hills Follow detailed oral instructions on tasks close to their experience. With support, give a logically connected description. Participate in discussions, building on contributions of previous speakers. Perform as a character in a short dramatic scene. Recall significant events and pieces of information from texts and explain why they are	FICTION Unit 4.5 The Happiest People of the Hills Retell three or more main events from a story or sequence in the correct order. Infer characters' motives from information given in a text. With some guidance, make predictions based on clear evidence in a text. Begin to form and explain preferences about types of stories. Organise writing so that ideas are sequenced or	FICTION Unit 4.5 The Happiest People of the Hills Write short stories (of around 200 words) that include brief descriptions of characters or settings.Reread own writing, improving it at paragraph level. Say and then write compound and complex sentences using the conjunctions 'and', 'but', 'or', 'so' and	REVISION FICTION Articulate and justify answers, arguments, and opinions; Give well-structured descriptions, explanations, and narratives for different purposes, including for expressing feelings; Use spoken language to develop understanding through speculating, hypothesizing, imagining, and exploring ideas. Spell further homophones; Spell words that are often misspelt. Write from memory	REVISION NON FICTION Reinforcement on: Questions basing on inference, deducing; personal opinon, usa of language, justification of explanation of responses and vocabulary. Grammar Top Word class:Nouns, Verbs and adverbs, Adverbials of time; Adjectives, different forms of adjectives; Direct speech; Punctuation; Expanded noun phrase; use of the process of the proces
Rea pas ed; info imp stor hea pare info	NON-FICTION UNIT REAL LIFE: DARE DEVILS and and understand a text; Recognise that the t tense of verbs is often indicated by the suffix- Recall significant events and pieces of primation from texts, and explain why they are portant; Retell three or more main events from a ry or sequence in the correct order. Use dings and other features to locate a relevant agraphInfer characters' motives from primation given in a text; Organise writing so	NON-FICTION UNIT REAL LIFE: DARE DEVILS Retell three or more main events from a story or sequence in the correct order; Use headings and other features to locate a relevant paragraph. R4.5C:Recognise irregular past-tense verb forms, including of the verb to be; Organise writing so that ideas are sequenced or grouped; Use capital letters and end punctuation correctly when writing dictated sentences unaided; :Use present- and past tense forms of regular verbs in writing; Use present	NON-FICTION UNIT REAL LIFE: DARE DEVILS Organise writing so that ideas are sequenced or group; Use capital letters and end punctuation correctly when writing dictated sentences unaided, Use present- and past-tense forms of regular verbs t in writing; Writing: Composition - Organise writing s to that ideas are sequenced or grouped(Turn a storyboard into a presentation); Punctuation - Use t-capital letters and end punctuation correctly when twirting dictated sentences unaided; Present	FICTION Unit 4.5 The Happiest People of the Hills Follow detailed oral instructions on tasks close to their experience. With support, give a logically connected description. Participate in discussions, building on contributions of previous speakers. Perform as a character in a short dramatic scene. Recall significant events and pieces of information from texts and explain why they are important; Use a wider range of more descriptive nouns, powerful verbs, noun phrases; Organize	FICTION Unit 4.5 The Happiest People of the Hills Retell three or more main events from a story or sequence in the correct order. Infer characters' motives from information given in a text. With some guidance, make predictions based on clear evidence in a text. Begin to form and explain preferences about types of stories. Organise writing so that ideas are sequenced or grouped. Writing task - Character description	FICTION Unit 4.5 The Happiest People of the Hills Write short stories (of around 200 words) that include brief descriptions of characters or settings. Reread own writing, improving it at paragraph level. Say and then write compound and complex sentences using the conjunctions 'and', 'but', 'or', 'so' and 'because'. Use inverted commas in sentences where the speaker is identified at the end of the	REVISION FICTION Articulate and justify answers, arguments, and opinions; Give well-structured descriptions, explanations, and narratives for different purposes, including for expressing feelings; Use spoken language to develop understanding through speculating, hypothesizing, imagining, and exploring ideas. Spell further homophones; Spell words that are often misspelt. Write from memory simple sentences, dictated by the teacher, that	REVISION NON FICTION Reinforcement on: Questions basing on inference, deducing; personal opinon, usa of language, justification of explanation of responses and vocabulary. Grammar Top Word class:Nouns, Verbs and adverbs, Adverbials of time; Adjectives, different forms of adjectives; Direct speech; Punctuation; Expanded noun phrase; use colon, Pronouns and Possessive pronouns,
Rea pas ed; info imp stor hea par info tha	NON-FICTION UNIT REAL LIFE: DARE DEVILS and and understand a text; Recognise that the t tense of verbs is often indicated by the suffix - Recall significant events and pieces of armation from texts, and explain why they are cortant; Retell three or more main events from a ry or sequence in the correct order.Use didings and other features to locate a relevant agraphInfer characters' motives from armation given in a text; Organise writing so t ideas are sequenced or grouped; Use present-	NON-FICTION UNIT REAL LIFE: DARE DEVILS Retell three or more main events from a story or sequence in the correct order; Use headings and other features to locate a relevant paragraph. R4.5C:Recognise irregular past-tense verb forms, including of the verb to be; Organise writing so that ideas are sequenced or grouped; Use capital letters and end punctuation correctly when writing dictated sentences unaided; Use present- and past tense forms of regular verbs in writing; Use present and past-tense forms of irregular verbs in writing;	NON-FICTION UNIT REAL LIFE: DARE DEVILS Organise writing so that ideas are sequenced or group; Use capital letters and end punctuation correctly when writing dictated sentences unaided, Use present- and past-tense forms of regular verbs t in writing; Writing: Composition - Organise writing s to that ideas are sequenced or grouped(Turn a storyboard into a presentation); Punctuation - Use t-capital letters and end punctuation correctly when twirting dictated sentences unaided; Present	FICTION Unit 4.5 The Happiest People of the Hills Follow detailed oral instructions on tasks close to their experience. With support, give a logically connected description. Participate in discussions, building on contributions of previous speakers. Perform as a character in a short dramatic scene. Recall significant events and pieces of information from texts and explain why they are important; Use a wider range of more descriptive nouns, powerful verbs, noun phrases; Organize writing so that ideas are sequenced or grouped;	FICTION Unit 4.5 The Happiest People of the Hills Retell three or more main events from a story or sequence in the correct order. Infer characters' motives from information given in a text. With some guidance, make predictions based on clear evidence in a text. Begin to form and explain preferences about types of stories. Organise writing so that ideas are sequenced or grouped. Writing task - Character description (Reinforcement) Spelling and Vocabulary-	FICTION Unit 4.5 The Happiest People of the Hills Write short stories (of around 200 words) that include brief descriptions of characters or settings.Reread own writing, improving it at paragraph level. Say and then write compound and complex sentences using the conjunctions 'and', 'but', 'or', 'so' and 'because'. Use inverted commas in sentences where the speaker is identified at the end of the sentence; Plan and write a story	REVISION FICTION Articulate and justify answers, arguments, and opinions; Give well-structured descriptions, explanations, and narratives for different purposes, including for expressing feelings; Use spoken language to develop understanding through speculating, hypothesizing, imagining, and exploring ideas. Spell further homophones; Spell words that are often misspelt. Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far;	REVISION NON FICTION Reinforcement on: Questions basing on inference, deducing; personal opinon, usa of language, justification of explanation of responses and vocabulary. Grammar Top Word class:Nouns, Verbs and adverbs, Adverbials of time; Adjectives, different forms of adjectives; Direct speech; Punctuation; Expanded noun phrase; use colon, Pronouns and Possessive pronouns, Possessive apostrophe
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Writing Task - Autobiography h Spelling and Vocabulary- Unit 3 (rhyming words,	NON-FICTION UNIT REAL LIFE: DARE DEVILS Organise writing so that ideas are sequenced or group; Use capital letters and end punctuation correctly when writing dictated sentences unaided, Use present- and past-tense forms of regular verbs t in writing; Writing: Composition - Organise writing s so that ideas are sequenced or grouped(Turn a storyboard into a presentation); Punctuation - Use t-capital letters and end punctuation correctly when writing dictated sentences unaided; Present information on a given subject, alone or in a group. WRITING TASK: Biography Spelling and Vocabulary- Spelling and Vocabulary- Unit 3 (Word search, use same sound words, underline correct	FICTION Unit 4.5 The Happiest People of the Hills Follow detailed oral instructions on tasks close to their experience. With support, give a logically connected description. Participate in discussions, building on contributions of previous speakers. Perform as a character in a short dramatic scene. Recall significant events and pieces of information from texts and explain why they are important; Use a wider range of more descriptive nouns, powerful verbs, noun phrases; Organize writing so that ideas are sequenced or grouped; Use a range of adverbs to add to descriptions; Writing task - Describe the setting (Reinforcement) Spelling and Vocabulary- Unit 3 (crossword, singular plural)	FICTION Unit 4.5 The Happiest People of the Hills Retell three or more main events from a story or sequence in the correct order. Infer characters' motives from information given in a text. With some guidance, make predictions based on clear evidence in a text. Begin to form and explain preferences about types of stories. Organise writing so that ideas are sequenced or grouped. Writing task - Character description (Reinforcement) Spelling and Vocabulary- Unit 4 (Wordlist, Fill missing letters, guess the word	FICTION Unit 4.5 The Happiest People of the Hills Write short stories (of around 200 words) that include brief descriptions of characters or settings. Reread own writing, improving it at paragraph level. Say and then write compound and complex sentences using the conjunctions 'and', 'but', 'or', 'so' and 'because'. Use inverted commas in sentences where the speaker is identified at the end of the sentence; Plan and write a story Writing task - Story Writing - Folktale Spelling and Vocabulary- Unit 4 (sort the words with silent- t, k, h, l, u, w, n, rhyming words,	REVISION FICTION Articulate and justify answers, arguments, and opinions; Give well-structured descriptions, explanations, and narratives for different purposes, including for expressing feelings; Use spoken language to develop understanding through speculating, hypothesizing, imagining, and exploring ideas. Spell further homophones; Spell words that are often misspelt. Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far; Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary, and grammar; Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures; Organizing paragraphs around a theme In narratives, creating settings, characters, and plot; Articulate and justify answers, arguments, and opinions; Give well-structured descriptions, explanations, and narratives for different purposes,	REVISION NON FICTION Reinforcement on: Questions basing on inference, deducing; personal opinon, usag of language, justification of explanation of responses and vocabulary. Grammar Topi Word class:Nouns, Verbs and adverbs, Adverbials of time; Adjectives, different forms of adjectives; Direct speech; Punctuation; Expanded noun phrase; use o colon, Pronouns and Possessive pronouns, Possessive apostrophe Organizing paragraphs around a theme. In narratives, creating settings, characters, and plot. In non-narrative material, using simple organizational devices (e.g., headings and sub-headings).
Rea pas ed; info imp stoi hea par info tha and Use whe [Ide pre con on t usir HO' COI Spe	NON-FICTION UNIT REAL LIFE: DARE DEVILS and and understand a text; Recognise that the t tense of verbs is often indicated by the suffix- Recall significant events and pieces of armation from texts, and explain why they are bortant; Retell three or more main events from a ry or sequence in the correct order. Use undings and other features to locate a relevant agraphInfer characters' motives from bormation given in a text; Organise writing so t ideas are sequenced or grouped; Use present- apast-tense forms of irregular verbs in writing; a capital letters and end punctuation correctly en writing dictated sentences unaided. Bentify] how language, structure, and sentation tribute to meaning. With some guidance, take the role of a character, from a play or other text, ng some knowledge of conventions. TSEATING- In role of the Daredevil MPREHENSION Illing and Vocabulary- Unit 3 (Wordlist, Fill	NON-FICTION UNIT REAL LIFE: DARE DEVILS Retell three or more main events from a story or sequence in the correct order; Use headings and other features to locate a relevant paragraph. R4.5C:Recognise irregular past-tense verb forms, including of the verb to be; Organise writing so that ideas are sequenced or grouped; Use capital letters and end punctuation correctly when writing dictated sentences unaided; Use present- and past tense forms of regular verbs in writing; Use present and past-tense forms of irregular verbs in writing; Recognise irregular past-tense verb forms, including of the verb to be. Writing Task - Autobiography h Spelling and Vocabulary- Unit 3 (rhyming words,	NON-FICTION UNIT REAL LIFE: DARE DEVILS Organise writing so that ideas are sequenced or group; Use capital letters and end punctuation correctly when writing dictated sentences unaided, Use present- and past-tense forms of regular verbs t in writing; Writing: Composition - Organise writing s so that ideas are sequenced or grouped(Turn a storyboard into a presentation); Punctuation - Use t-capital letters and end punctuation correctly when writing dictated sentences unaided; Present information on a given subject, alone or in a group. WRITING TASK: Biography Spelling and Vocabulary- Spelling and Vocabulary- Unit 3 (Word search, use same sound words, underline correct	FICTION Unit 4.5 The Happiest People of the Hills Follow detailed oral instructions on tasks close to their experience. With support, give a logically connected description. Participate in discussions, building on contributions of previous speakers. Perform as a character in a short dramatic scene. Recall significant events and pieces of information from texts and explain why they are important; Use a wider range of more descriptive nouns, powerful verbs, noun phrases; Organize writing so that ideas are sequenced or grouped; Use a range of adverbs to add to descriptions; Writing task - Describe the setting (Reinforcement) Spelling and Vocabulary- Unit 3 (crossword, singular plural)	FICTION Unit 4.5 The Happiest People of the Hills Retell three or more main events from a story or sequence in the correct order. Infer characters' motives from information given in a text. With some guidance, make predictions based on clear evidence in a text. Begin to form and explain preferences about types of stories. Organise writing so that ideas are sequenced or grouped. Writing task - Character description (Reinforcement) Spelling and Vocabulary- Unit 4 (Wordlist, Fill missing letters, guess the word	FICTION Unit 4.5 The Happiest People of the Hills Write short stories (of around 200 words) that include brief descriptions of characters or settings. Reread own writing, improving it at paragraph level. Say and then write compound and complex sentences using the conjunctions 'and', 'but', 'or', 'so' and 'because'. Use inverted commas in sentences where the speaker is identified at the end of the sentence; Plan and write a story Writing task - Story Writing - Folktale Spelling and Vocabulary- Unit 4 (sort the words with silent- t, k, h, l, u, w, n, rhyming words,	REVISION FICTION Articulate and justify answers, arguments, and opinions; Give well-structured descriptions, explanations, and narratives for different purposes, including for expressing feelings; Use spoken language to develop understanding through speculating, hypothesizing, imagining, and exploring ideas. Spell further homophones; Spell words that are often misspelt. Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far; Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary, and grammar; Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures; Organizing paragraphs around a theme. In narratives, creating settings, characters, and plot; Articulate and justify answers, arguments, and opinions; Give well-structured descriptions, explanations, and narratives for different purposes, including for expressing feelings; Use spoken	REVISION NON FICTION Reinforcement on: Questions basing on inference, deducing; personal opinon, usag of language, justification of explanation of responses and vocabulary. Grammar Topic Word class:Nouns, Verbs and adverbs, Adverbials of time; Adjectives, different forms of adjectives; Direct speech; Punctuation; Expanded noun phrase; use of colon, Pronouns and Possessive pronouns, Possessive apostrophe Organizing paragraphs around a theme. In narratives, creating settings, characters, and plot. In non-narrative material, using simple organizational devices (e.g., headings and sub-headings).

WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24
NON-FICTION Unit A VOLCANO WAKES UP	NON-FICTION Unit A VOLCANO WAKES UP	FICTION UNIT CHARLIE & ALICE: FINDING A FRIEND	FICTION UNIT CHARLIE & ALICE: FINDING A FRIEND	FICTION UNIT CHARLIE & ALICE: FINDING A FRIEND	NON-FICTION UNIT AWESOME ANIMAL ADVENTUR	NON-FICTION UNIT AWESOME ANIMAL ADVENTUR	N-FICTION UNIT AWESOME ANIMAL ADV
Follow detailed oral instructions on tasks close to	Recall significant events and pieces of information	Use a wider range of more descriptive nouns and	A Infer the meaning of similes using context. Infer	A Infer the meaning of similes using context. Infer	Recall significant events and pieces of information	Read and follow explanations and newspaper	Plan writing and start writing an explanat
heir	from texts and explain why they are important.	powerful verbs. Participate in discussions, building	characters' motives from information given in a	characters' motives from information given in a	from texts and explain why they are important.	reports, identifying key text features and	non-fiction text; Write an explanation no
	Retell three or more main events from a story or	on contributions of previous	text.With some guidance, make predictions based		With some guidance, make predictions based on	distinguish between fact and opinion with more	fiction text – draft text; Finish writing firs
_	sequence in the correct order. Use headings and	speakers.Perform as a character in a short	on clear evidence in a text.Begin to form and	on clear evidence in a text.Begin to form and	clear evidence in a text. Understand the purpose of	ease.Organise writing so that ideas are sequenced	draft of an explanation non-fiction text;
	other features to locate a relevant paragraph.	dramatic scene.Read aloud an unfamiliar text of		explain preferences about types of stories. Identify		or grouped. Write brief explanation texts of around	Evaluate text; Edit explanation text; Rea
building on contributions of previous speakers. Perform as a character in a short dramatic scene.	Understand the purpose of a wider range of textual features when directly asked to do so. Read and	about 250 words, including complex sentences, observing full stops and question marks.Decode	adverbs of manner and talk about their impact. Organise writing so that ideas are sequenced or	adverbs of manner and talk about their impact. Organise writing so that ideas are sequenced or	asked to do so. Use apostrophes to show singular possession. Use inverted commas in sentences	150 words. Reread own writing, improving it at paragraph level. Use commas to separate a list of	and share text WRITING TASK: Explanation nonfiction to
	follow explanations and newspaper reports,	unfamiliar three- to four-syllable words, using a		grouped.Use a range of adverbs (around 20) to add	•	actions. Use a colon to introduce a list. Use	Spelling and Vocabulary - Unit 6 (cross of
	identifying key text features and distinguish		to descriptions. Write short story that includes	to descriptions. Write short story that includes brief		apostrophes to show singular possession.	every second letter. The leftover letters
	between fact and opinion with more	past-tense verbs, including irregular verbs.	The state of the s	descriptions of characters or settings. Reread own	sentences.	Compare and Contrast	make two list words, complete the puzz
including complex sentences, observing full stops	ease.Recognise adverbials of time and the	WRITING TASK: DESCRIBE THE SETTING	own writing, improving it at paragraph level.	writing, improving it at paragraph level.		Spelling and Vocabulary - Unit 6 (wordlist,	with the given letters, degrees of
	conjunctions 'so' and 'or' and talk about their	(Reinforcement)	COMPREHENSION	WRITING TASK : STORY WRITING	Spelling and Vocabulary - Unit 5 (crossword, write	unjumble the letters)	comparison)
	impact.Recognise irregular past-tense verb forms,	Spelling and Vocabulary - Unit 5 (wordlist search,	Spelling and Vocabulary - Unit 5	Spelling and Vocabulary - Unit 5 (wordsearch, Add	sentence for each word, plural)		
	including the verb 'to be'. Organise writing so that	unjumble the letters to make a word)	(Fill missing words, Change one letter to make list				
	ideas are sequenced or grouped.Write brief		word,compound words)	Handwriting; Compound words			
	explanation texts of around 150 words.Reread own		Handwriting; Compound words				
	writing, improving it at paragraph level.						
	WRITING TASK: NEWSREPORT Spelling and Vocabulary - Unit 4 (crossword,						
	suffixes)						
	Sumicesy						
WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30	WEEK 31	WEEK 32
om texts and explain why they are important. ecognise irregular past-tense verb forms, cluding the verb 'to be'. Perform as a character in	Recognise that a possessive pronoun may have the same function as a possessive determiner. Recognise that a demonstrative determiner may have the same function as a demonstrative	Participate in discussions, building on contributions of previousnspeakers. Write and practise a speech in role; Plan and draft a letter in role; Write and	how to add them. Spell further homophones; Spell words that are	Reinforcement of Grammar concepts-Extending the range of sentences with more than one clause by using a wider range of conjunctions (e.g., when, if,	relevant paragraph. Understand the purpose of a wider range of textual features when directly asked	Follow detailed oral instructions on tasks close to their experience. Identify a main point after five to seven minutes of	Use headings and other features to loo relevant paragraph. Understand the pu
ven subject, alone or in a group. Spoken	pronoun. Organise writing so that ideas are sequenced or grouped.	edit a letter in role. Writing tasK: Writing informal letter in role.	often misspelt. Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. Discussing writing similar to that which they are	because, although). Using the present perfect form of verbs in contrast to the past tense; Choosing nouns or pronouns appropriately for clarity and colesion and to avoid	to do so. Read and follow explanations and newspaper reports, identifying key text features and distinguish between fact and onlinen with more	listening to teacher-talk supported by pictures. With support, give a logically connected description. Participate in discussions, building on	of a wider range of textual features wh directly asked to do so. Read and follow explanations text; idel
iven subject, alone or in a group. Spoken anguage: Receptive Language – follow detailed ral instructions on tasks close to their experience;	pronoun. Organise writing so that ideas are		sentences, dictated by the teacher, that include	Using the present perfect form of verbs in contrast to the past tense; Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid	Read and follow explanations and newspaper reports, identifying key text features and	With support, give a logically connected	directly asked to do so.
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ven subject, alone or in a group. Spoken nguage: Receptive Language – follow detailed al instructions on tasks close to their experience; rticipate in discussions, building on contributions previous speakers; To identify and describe the estyle of different characters in Roman times; To	pronoun. Organise writing so that ideas are sequenced or grouped. Reread own writing, improving it at paragraph level.Follow detailed oral instructions on tasks close to their experience.Participate in discussions, building on contributions of previousspeakers. Identify the key features of a diary entry.		sentences, dictated by the teacher, that include words and punctuation taught so far. Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary, and grammar. Composing and rehearsing sentences orally (including dialogue), progressively building a	Using the present perfect form of verbs in contrast to the past tense; Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Using conjunctions, adverbs, and prepositions to express time and cause. Using commas after fronted adverbials; Indicating possession by using the possessive apostrophe	Read and follow explanations and newspaper reports, identifying key text features and distinguish between fact and opinion with more ease. Organise writing so that ideas are sequenced or grouped. Write brief explanation texts of around 150 words. Reread own writing, improving it at	With support, give a logically connected description. Participate in discussions, building on	directly asked to do so. Read and follow explanations text; ide key text features and distinguish between fact and opinion with more ease. Organise writing so that ideas are sequent or grouped. Write brief explanation tearound 150 words. Reread own writing around 150 words. Reread own writing around 150 words.
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ven subject, alone or in a group. Spoken inguage: Receptive Language – follow detailed al instructions on tasks close to their experience; articipate in discussions, building on contributions previous speakers; To identify and describe the estyle of different characters in Roman times; To immunicate ideas clearly in character through le play.	pronoun. Organise writing so that ideas are sequenced or grouped. Reread own writing, improving it at paragraph level. Follow detailed oral instructions on tasks close to their experience. Participate in discussions, building on contributions of previousspeakers. Identify the key features of a diary entry. - Understand the purpose and structure of diary writing.		sentences, dictated by the teacher, that include words and punctuation taught so far. Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary, and grammar.Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.	Using the present perfect form of verbs in contrast to the past tense; Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Using conjunctions, adverbs, and prepositions to express time and cause. Using commas after fronted adverbials; Indicating possession by using the possessive apostrophe with plural nouns; Using and punctuating direct speech.	Read and follow explanations and newspaper reports, identifying key text features and distinguish between fact and opinion with more ease. Organise writing so that ideas are sequenced or grouped. Write brief explanation texts of around 150 words. Reread own writing, improving it at	With support, give a logically connected description. Participate in discussions, building on	directly asked to do so. Read and follow explanations text; ide key text features and distinguish betw fact and opinion with more ease. Organise writing so that ideas are sequ or grouped. Write brief explanation tex around 150 words. Reread own writing improving it at paragraph level. Writing task - Explanation text
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ven subject, alone or in a group. Spoken nguage: Receptive Language – follow detailed al instructions on tasks close to their experience; rticipate in discussions, building on contributions previous speakers; To identify and describe the estyle of different characters in Roman times; To mmunicate ideas clearly in character through lee lays. HOT SEATING - In role elling and Vocabulary - Unit 5 (word search,	pronoun. Organise writing so that ideas are sequenced or grouped. Reread own writing, improving it at paragraph level.Follow detailed oral instructions on tasks close to their experience.Participate in discussions, building on contributions of previousspeakers. Identify the key features of a diary entry. - Understand the purpose and structure of diary writing. - Use first-person perspective and past tense to		sentences, dictated by the teacher, that include words and punctuation taught so far. Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary, and grammar.Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. Organizing paragraphs around a theme In narratives, creating settings, characters, and plot.	Using the present perfect form of verbs in contrast to the past tense; Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Using conjunctions, adverbs, and prepositions to express time and cause. Using commas after fronted adverbials; Indicating possession by using the possessive apostrophe with plural nouns; Using and punctuating direct speech. Articulate and justify answers, arguments, and	Read and follow explanations and newspaper reports, identifying key text features and distinguish between fact and opinion with more ease. Organise writing so that ideas are sequenced or grouped. Write brief explanation texts of around 150 words. Reread own writing, improving it at	With support, give a logically connected description. Participate in discussions, building on	directly asked to do so. Read and follow explanations text; idk key text features and distinguish betw fact and opinion with more ease. Organise writing so that ideas are seqi or grouped. Write brief explanation tex around 150 words. Reread own writing improving it at paragraph level. Writing task - Explanation text
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Bedtime

Ide	of a story. dentify the main points of	between fiction and non- fiction. Identify main ideas	a range of strategies, including identification of	headings, sub-headings and other features to	and suffixes	structured discussions.	verbs, largely maintaining consistency, across a piece	words. SL5.2C: Ask questions, make
	n eight-to-ten-minute, vell-structured talk on a	from NF texts. Differentiate between facts	prefixes and suffixes. R5.4A Use contents pages,	identify relevant parts of a text quickly, to find an	SL5.2D: Maintain and rehearse the role of a	R5.1C: Recognise on sight common words, including	of writing.	suggestions and make predictions during
	amiliar topic. Recall	and opinions. Read and	headings, sub-headings	answer.	character in a dramatic	those with various prefixes	W5.5F: Show grammatical	structured discussions.
	letails of characters, events or pieces of	understand unseen NF texts. Retrieve specific	and other features to identify relevant parts of a	R5.4B: Understand and explain how different text	scene. Collect ideas and plan a	and suffixes. R5.2A: Recall details of	agreement of irregular verbs (including the verb,	R5.1C: Recognise on sight common words, including
int	nformation from texts and	information from the text.	text quickly, to find an	features can convey	blog of an expedition. Plan	characters, events or	to be) with singular and	those with various prefixes
	xplain how they are nked	Annotate features of NF text. Discuss the purpose	answer. R5.4B: Understand and	information. R5.5B: Identify adjectives	and write a blog.Redraft blogs	pieces of information from texts, and explain how they	plural nouns/pronouns	and suffixes .R5.4A: Use contents
M M		of NF text features.	explain how different text	and prepositional phrases	niogs	are linked.	a piece of writing.	pages, headings, sub-
	nore obscure evidence in a		features can convey	used to modify nouns. Plan	W5.3E: Read aloud short	R5.3B: Infers a character's responses to events and	Plan and write a short	headings and other
	ext. Read and understand n unseen text		information. R5.5B: Identify adjectives	and write an explorer's diary entry or information	sections of own writing with some preparation •		story. W5.2A: Use a wider	features to identify relevant parts of a text
	lecall word class. Write a		and prepositional phrases	record. W5.3E: Read aloud	Writing Task: Blog		range of nouns and	quickly, to find specific
	hort description of a etting.Review word		used to modify nouns.	short sections of own writing with some			powerful verbs, as well as adjectives and adverbs.	information R5.2B: Summarise a text or
cla	lasses.			preparation. Understand			W5.3E: Read aloud short	sequence by retelling the
	Vriting Task: Description of a setting			basic rules of subject-verb agreement			sections of own writing with some preparation.	main ideas in order.R5.5C: Recognise the suffix '-ing'
	, i			Practice choosing a verb			Writing Task: Short story	as the progressive form of
				that agrees with the subject of a sentence.				verb, and look for the auxiliary verb 'to be' to
				Writing Task: Diary entry				indicate the tense.
	were o	WEEK 40	NAME OF A	weekaa	WEEK 42	weekaa		W5.3B Write Instructions
	WEEK 9 Non-Fiction	WEEK 10 Non-FICTION	WEEK 11 FICTION	WEEK 12 FICTION	WEEK 13 FICTION	WEEK 14 Non-Fiction	WEEK 15 NON-FICTION	WEEK 16 REVISION- FICTION/ NON
	Non-fiction: 101 Ways to	Non-fiction: 101 Ways to	Fiction: Coming Home:	Fiction: Coming Home:	Fiction: Coming Home:	Non-Fiction: Why Does	Non-Fiction: Why Does	FICTION REVISION- FICTION/ NON
	Save the Planet Before Bedtime	Save the Planet Before Bedtime	Two Left Feet	Two Left Feet	Two Left Feet	Lightning Flash?	Lightning Flash?	FICTION
	L5.2C: Ask questions,	R5.4A: Use contents pages,	R5.1A: Read aloud an	R5.2A: Recall details of	WE 30 W.	R5.1A: Read aloud an	R5.2A Recall details of	Read differently-structured
	nake suggestions and nake predictions during	headings, sub-headings and other features to	unfamiliar text from texts, and explain	characters, events or pieces of information	W5.3B Write an informal letter of 300–400 words)	unfamiliar text, observing full stops, question marks	characters, events or pieces of information from	texts; Read for a range of
sti	tructured discussions.	identify relevant parts of a	how they are linked.	R5.5D Identify relative	W5.3D: Evaluate and edit	and speech marks.	texts and explain how they	purposes;
	5.4B: Understand and explain how different text	text quickly, to find an answer	R5.3B: Infer a character's responses to events and	pronouns and know they introduce relative clauses.	own writing to improve consistency.	R5.4B: Understand and explain how different text	are linked R5.4A: Use contents pages,	Understand what was read;
	eatures can convey	R5.3D Begin to form and	other characters.	R5.5E Recognise	W5.3E Read aloud short	features can convey	headings, sub-headings	Find evidence in a text;
	nformation. R5.5B: dentify causal	explain preferences SL5.1B: Identify the main	R5.3C Make predictions based on more obscure	demonstrative determiners and understand how they	sections of own writing with some preparation.		and other features to identify elevant parts of a	Identify how language, structure and presentation
_	onjunctions to explain ause effect. Identify main	points of an eight-to-ten-	evidence in a text.	identify nouns as known.	W5.5B Use demonstrative	of oral instructions to make		contribute to meaning; Give well-structured
E cla	lauses and subordinate	minute, well-structured talk on a familiar topic.	SL5.2C: Ask questions, make suggestions and	R5.2B: Summarise a story in sequence by retelling	determiners appropriately in writing.	or draw something. SL5.2C: Ask questions,	answer. R5.5D: Identify relative	descriptions and
	lauses. Types of onjunctions.	W5.3C: Write persuasive	make predictions during structured discussions.	the main events in order.	W5.5G: Understand where formal language is		pronouns and know that they introduce relative	explanations; Revision of key
	7	texts/giving advice of around 250 words.(Plan,	SL5.2D: Maintain and		required.		clauses.	grammatical vocabulary:
	exts, identifying key text	design and write a poster)	rehearse the role of a		W5.3D: Evaluate and edit		SL5.1B: Identify the main	noun, adjective, pronoun,
	eatures and distinguishing etween fact and opinion.	W5.3A: Begin to use paragraphs in longer pieces	character in a dramatic scene.		own writing to improve consistency.	everyday words in the context of teacher-led	points of an 8-10 minute, well-structured talk on a	verb, adverb, preposition; Revise relative pronouns
w	V5.3C: Write Explanation	of writing.	W5.1B Spell another 100		W5.3E Read aloud short	dictation.	familiar topic.	and know that they
	exts/explaining in around 50 words.	W5.4A Write in a legible and partially joined style,	everyday words in the context of teacher-led		sections of own writing with some preparation		W5.3C Write newspaper article of around 250	introduce relative clauses. Use relative clauses
w	V5.6A: Use upper-case	with evenly sized	dictation		Writing Task: Semi-formal	verbs, largely maintaining	words.	Revise features of diary
	etters and end unctuation correctly in	and spaced letters. W5.6A: Use upper-case			Letter (Letter to the authour of the book)	consistency, across a piece of writing.	W5.6A: Use capital letters and end punctuation	entries, letters, persuasive and descriptive writing
ir	independent writing of	letters and end					correctly in independent	
	ne or two paragraphs. Vriting Task: Explanation	punctuation correctly in independent					writing of one or two paragraphs.	
YEAR 5	WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24
-	Non-Fiction Non-Fiction: Why Does	Fiction Fiction: Big Giant, Little	Fiction Fiction: Big Giant, Little	Non-Fiction Non-fiction: How Do They	Non-Fiction Non-fiction: How Do They	Non-Fiction Non-fiction: How Do They	Non-Fiction Non-fiction: In Their	Non-Fiction Non-fiction:In Their Shoes:
	Lightning Flash?	Bear: The Giant	Bear: The Giant	Make Bikes?	Make Bikes?	Make Bikes?	Shoes: My Life as a Tudor	My Life as a Tudor
SI	L5.2E Rehearse and revise	R5.1A Read aloud an	R5.3B: Infer a character's	R5.1C: Recognise on sight	R5.1A: Read aloud an	R5.4A:Use contents pages,	Schoolboy R5.1A Read aloud an	Schoolboy R5.4B: Understand and
	presentation on a given	unfamiliar text of about	responses to events and	common words, including	unfamiliar text of about	headings, sub-headings	unfamiliar text of about	explain how different text
	opic. V5.3A: Begin to use	400 words, observing full stops, question marks and	other characters. R5.5B:Identify adjectives	those with various prefixes and suffixes.	400 words, observing full stops, question marks and	and other features to identify relevant parts of a	400 words, observing full stops, question marks and	features can convey information.
pa	aragraphs in longer pieces		and prepositional phrases	R5.1B: Decode unfamiliar	speech marks.	text quickly, to find an	other punctuation.	R5.1B: Decode unfamiliar
	of writing(describing a process/explanation text).	R5.1C: Recognise on sight common words, including	used to modify nouns.SL5.2D: Maintain	words using a range of strategies, including	R5.2A Recall details of characters, events or	answer. R5.4C Read arguments and	R5.1B: Decode unfamiliar words using a range of	words using a range of strategies, including
W	V5.5A Use a range of	those with various prefixes	and rehearse the role of a	identification of prefixes		persuasion texts,	strategies, including	identification of prefixes
	dverbials, including ronted adverbials, to join	and suffixes. R5.1B Decode unfamiliar	character in a dramatic scene. W5.1E: With	and suffixes. R5.5B: Identify adjectives	texts and explain how they are linked.	identifying key text features and	identification of prefixes and suffixes.	and suffixes. R5.4A: Use contents pages,
	deas.	words using a range of	support, proof-read text	and prepositional phrases	R5.3D Begin to form and	distinguishing between	R5.4A: Use contents pages,	headings, sub-headings
a)		strategies, including identification of prefixes	and correct spelling errors.W5.3A Begin to use	used to modify nouns. SL5.2B: Give simple	explain preferences about types of text other than	fact and opinion. R5.4B Understand and	headings, sub-headings and other features to	and other features to identify relevant parts of a
in	n writing.	and suffixes.	paragraphs in longer pieces		fiction.	explain how different text	identify relevant parts of a	text quickly to answer
	V5.5D Use prepositional		of writing.W5.3B: Write a	words.	W5.5C: Use present- and		text quickly, to find an	questions.
	hrases to add detail to expanded noun phrases.	definitions of familiar words.	recount (of 300–400 words) where each end	SL5.2C: Ask questions, make suggestions and	past-tense forms of all verbs (including	information. SL5.1B: Identify the main	answer R5.4B: Understand and	R5.2B: Summarise information by retelling
	V5.6C: Use inverted ommas where the	SL5.2C: Ask questions, make suggestions and	links to the beginning and focusing language	make predictions during structured discussions.	progressive, perfect and passive verbs), largely	points of an eight-to-ten minute, well-	explain how different text features can convey	the main ideas. SL5.2C: Ask questions,
		make suggestions and make predictions during	skillsW5.3D: Evaluate and	W5.1E: With support, proof-	maintaining tense	structured talk on a	information.	make suggestions and
	niddle of the sentence.	structured discussions.	edit own writing to	read text and correct	consistency, across a		SL.5.2C: Ask questions,	make predictions during
	V5.6B Use apostrophes to how plural possession and	R5.2A: Recall details of characters, events or	improve consistency. W5.3E: Read aloud short	spelling errors.	piece of writing. W5.5G: Understand where	SL5.2E: Rehearse and revise a presentation on a	make suggestions and make predictions during	structured discussions. W5.2A: Use a wider range
	ontractions of 'have'.	pieces of information from	sections of own writing		formal language is	given topic.	structured discussions.	of nouns and powerful
		texts and explain how they are linked.	with some preparation. Writing Task: Personal		required.		W5.6B Use apostrophes to show plural possession and	verbs, as well as adjectives and adverbs. W5.3E: Read
		R5.2B: Summarise a story	Recount			texts of around 250 words.	contractions of 'have'.	aloud short sections of owr
	WEEK 25 Non-Fiction	WEEK 26 Non-Fiction	WEEK 27 Non-Fiction	WEEK 28 VISION- FICTION/ NON FICTION	WEEK 29 VISION- FICTION/ NON FICTI	WEEK 30 Fiction	WEEK 31 Fiction	WEEK 32 Fiction

	Non-Fiction: In Their Shoes: My Life as a Tudor	Non-fiction: Real Life: Story Tellers	Non-fiction: Real Life: Story Tellers	REVISION- FICTION/ NON FICTION	REVISION- FICTION/ NON FICTION	Fiction: Mixed-up Myths: The Mint Choc Touch	Fiction: Mixed-up Myths: The Mint Choc Touch	Fiction: Mixed-up Myths: The Mint Choc Touch
Term 2	Schoolboy R5.4B: Understand and explain how different text features can convey information. R5.4C Read information texts, identifying key text features and distinguishing between fact and opinion. SL5.1B: Identify the main points of an eight-to-ten- minute, well-structured talk on a familiar topic. R5.4A:Use titles, contents pages, search engines, headings, sub-headings and other features to retrieve information quickly and make notes of key points. W5.3A: Begin to use paragraphs in longer pieces of writing W5.3B Write a Non- Chronological Report (of 300–400 words) where each end links to the	SL5.2C:Ask questions, make suggestions and make predictions during structured discussions. R5.1B: Decode unfamiliar words using a range of strategies, including identification of prefixes and suffixes. R5.1C: Recognise on sight common words, including those with various prefixes and suffixes. R5.4A: Use contents pages, headings, sub-headings and other features to	W5.2A: Use a wider range of nouns and powerful verbs, as well as adjectives and adverbs. W5.3A: Begin to use paragraphs in longer pieces of writing. W5.3D: Evaluate and edit own writing to improve consistency. W5.4B: Compose texts onscreen, editing and improving when redrafting. (Additional Activity only) Writing Task: Biography	Read differently-structured texts; Read for a range of purposes; Identify and summarise main ideas of fiction and	Retrieve, record and present information from non-fiction; Give well-structured descriptions and explanations; Reinforcement on: Questions basing on inference, deducing, personal opinon, usage of language, justification of explanation of responses and vocabulary. Grammar Topics: Word class: Adjectives, Conjunctions, Pronouns and Possessive pronouns, Determiners, Possessive apostrophe, use of comma, irregular verbs, subordinate clauses, present and past tense verbs	R5.1C: Recognise on sight common words, including those with various prefixes and suffixes. R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked. R5.2B: Summarise a story or sequence by retelling the main events in order. R5.3B: Infer a character's responses to events and other characters. SL5.2C: Ask questions, make suggestions and make predictions during structured discussions. W5.1B Spell another 100 everyday words in the context of teacher-led dictation. W5.2A: Use a wider range of nouns and powerful verbs, as well as adjectives	R5.1B Decode unfamiliar words using a range of strategies, including identification of prefixes and suffixes. R5.3A Infer the meaning of similes using context. W5.3A Begin to use	The Mint Choc Touch W5.4A Write in a legible and partially joined style, with evenly sized and spaced letters. W5.3D: Evaluate and edit own writing to improve consistency. W5.3E: Read aloud short sections of own writing with some preparation. Writing Task: Short story
	beginning.	V=10.0			Writing tasks : Informal	and adverbs.		
		YEAR 6 E	NGLISH LANGUAGE	LONG TERM PLAN V	vith CURRICULUM S	TANDARDS 2025 - 20	26	
Year 6	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	Fiction- Review	Fiction- Review(Poetry)	Y6/U2/NF1 Non-fiction 6.2 Globe Challenge: Creatures in	Y6/U2/NF1 Non-fiction 6.2	Y6/U2/NF1 Non-fiction 6.2	Y6/U2/NF1 Non-fiction 6.2	Y6/U3/DR(F) Fiction 6.3	Y6/U3/DR(F) Fiction 6.3
Tor m 1	Read fiction texts; Identify and summarise main ideas of fiction texts; Draw inferences; Find evidence in a text to support opinions. Discuss impact of authors' use of language on reader; Identify how language, structure and presentation contribute to meaning; Provide reasoned justifications for their views; Revision of key grammatical vocabulary; Revise spelling rules. WRITING TASK: Write a short story.	Read poems independently and use strategies to decode and comprehend. Understand poetic devices; identify and understand the tanguage and structure of poems. Identify the purpose of a poem and evaluate its success; Express personal responses supported by reference to the poem; Develop techniques for answering questions. Writing TASK: Write a short poem.	Danger R6.1A Read aloud an unfamiliar text of 500–600 words, observing all punctuation including commas.R6.2A:Identify words and phrases from more than one place in the texts, to support answers.R6.4A: Use titles, contents pages, search engines, headings, sub- headings and other features to retrieve information quickly and make notes of key points.S16.2E:Rehearse and give a presentation to an audience.R5.5D: identify relative pronouns and know they introduce relative clausesW5.5E: Use relative clausesW5.5E: Use relative pronouns to introduce relative	Globe Challenge: Creatures in R6.2A:Identify words and phrases from more than one place in the texts, to support answers. SL6.2C: Give an opinion in a structured discussion or debate, inviting and responding to others' opinions.SL6.2D: Polish and present a memorised performance to an audience.	Globe Challenge: Creatures in W6.3C: Write a non- chronological report, using appropriate structural and language features and considering their audience. W6.5C: Maintain tense consistency throughout a text when using all verbs tenses (including future-tense and modal verbs). W6.3D: Evaluate and edit own writing to enhance effect and clarify meaning, using a thesaurus if desired. W6.1E: Proof-read text and correct spelling errors. W6.3E: Read aloud own writing with growing confidence. WRITING TASK: Write a non-chronological report	Globe Challenge: Research & Presentation of their own choice of any creature in danger: SL5.2C: Ask questions, make suggestions and make predictions during structured discussions. R5.4A.1 use titles, contents pages, search engines, headings, sub- headings and other features to retrieve information quickly and make notes of key points. W5.5G: Understand the difference between formal and informal language, and maintain formal language where necessary. SL5.2D: Rehearse and revise a presentation on a given topic. SL5.2E: Rehearse and	Drama -Find a Way Out! R6.1A Read aloud an unfamiliar text of 500-600 words, observing all punctuation including commas St.6.2A: Give well-structured descriptions and explanations for different purposes, including for expressing feelings and giving opinions. R6.1B: Decode any unfamiliar words using a range of strategies, including identification of prefixes and suffixes and knowledge of word families. R6.1C: Recognise on sight high-frequency words, including homophones. R6.3A:Infer the meaning of Idiomatic	Drama - Find a Way Out! R6.3B:With some guidance, make predictions by interpreting a sequence of clues in the text. W6.5G:Understand the difference between formal and informal language, and maintain formal language, where necessary. W6.3B: Write a description of a setting. W6.5D: Use a range of adjectives, adverbs and prepositional phrases to enrich their writing. W6.3A: Generally use paragraphs in longer pieces of writing, W6.3D: Evaluate and edit own writing to enhance effect and clarify meaning, using a thesaurus as desired.
			clauses in writing.		TOPON.	give a presentation to an audience. SPOKEN LANGUAGE ACTIVITY- INFORMATIVE SPEECH/ TALK	language using context.R6.2B: Distinguish between the order in which events are written and the order in which they occurred.	WRITING TASK: Describe a setting
	WEEK 9	WEEK 40	clauses in writing.	WEEK 12		audience. SPOKEN LANGUAGE ACTIVITY- INFORMATIVE SPEECH/ TALK	context.R6.2B: Distinguish between the order in which events are written and the order in which they occurred.	setting
	WEEK 9	WEEK 10	clauses in writing. WEEK 11	WEEK 12	WEEK 13	audience. SPOKEN LANGUAGE ACTIVITY- INFORMATIVE SPEECH/ TALK WEEK 14	context.R8.2B: Distinguish between the order in which between the order in which events are written and the order in which they occurred. WEEK 15	
Tor m 1	WEEK 9 Y6/U3/DR(F) Fiction 6.3	WEEK 10 Y6/U3/DR(F) Fiction 6.3	clauses in writing.	WEEK 12 Y6/U4/NF2 Non-fiction 6.4		audience. SPOKEN LANGUAGE ACTIVITY- INFORMATIVE SPEECH/ TALK	context.R6.2B: Distinguish between the order in which events are written and the order in which they occurred.	setting WEEK 16
	Y6/U3/DR(F) Fiction 6.3 Drama -Find a Way Out! R6.38: Infers a character's intentions from their actions and dialogue. SL6.2A: Give an opinion in a structured discussion or debate, inviting and responding to others' opinions. R6.4B: Understand the relationship between prose and page features in a variety of contexts. R6.3D: Discuss preferences with others, expressing reasons and giving recommendations.W6.4A: Use a fast and fluent handwriting style that is legible and at least partially joined. W6.3C: Write a play review, using appropriate structural and language features and considering their audienceW6.2A: Select the	Y6/U3/DR(F) Fiction 6.3 Drama -Find a Way Out! R6.3B: Infers a character's	WEEK 11 Y6/U4/NF2 Non-fiction 6.4 A Famous R6.4C: Read discussion, biographical and autobiographical texts, distinguishing between fact and opinion St. 6.2C: Give an opinion in a structured discussion or debate, inviting and responding to others' opinions.R6.2A: Identify words and phrases from more than one place in the texts, to support answers.R6.2B: Distinguish between the order in which events are written and the order in which they occurred.	Y6/U4/NF2 Non-fiction 6.4 A Famous Castaway R6.38: Infers a character's intentions from their actions and dialogue.R6.5A: Recognise a range of conjunctions, adverbs and prepositions used to link ideas and to aid cohesion within a text.R6.5B: Explain how adverbs and adverbials impact on the verb in a sentence.	WEEK 13 Y6/U4/NF2 Non-fiction 6.4 A Famous Castaway SL6.2A: Give well-structured descriptions and explanations for different purposes, including for expressing feelings and giving opinions. R6. 1A Read aloud an unfamiliar text of 500–600 words, observing all punctuation including commas W6.3C: Write a diary entry, using appropriate structural and language features and considering their audience. R6.4A: Use titles contents pages, search engines, headings subheadings and other features to retrieve information quickly and make notes of key points. W6.3C: Write around 400 words in a range of non-fiction genres (survival guide), using	audience. SPOKEN LANGUAGE ACTIVITY- INFORMATIVE SPEECH/ TALK WEEK 14 Y6/U5/F1 Fiction 6.5 Jess and Layla's Astronomical R6.1A: Read aloud an	context. R8.2B: Distinguish between the order in which events are written and the order in which events are written and the order in which they occurred. WEEK 15 Y6/U5/F1 Fiction 6.5 Jess and Layla's Astronomical S.16.2C: Give an opinion in a structured discussion or debate, inviting and responding to other's opinions. R6.4A: Use titles, contents pages, search engines, headings, subheadings and other features to retrieve information quickly and make notes of key points. R6.3A: Infer the meaning of idomatic language using context. W6.6B: Use apostrophes correctly in all contractions and to show possession. W6.3B: Write short stories (of around 500 words or more), using dialogue to develop character and giving additional detail to interest the reader. W6.5D: Use a range of adjectives,	WEEK 16 REVISION FICTION/ NON FICTION Identify and understand the language and organisation features of fiction & non- fiction text types. Identify the purpose of a text and evaluate its success; Express personal responses supported by reference to the text; Develop techniques for answering questions ; Distinguish between fact and opinion; Practise note-making skills 'Write a variety of fiction and non-fiction texts; Choose among different non-fiction text types the right style and form to suit audience and purpose; Revise spelling rules.
yeare	Y6/U3/DR(F) Fiction 6.3 Drama -Find a Way Out! R6.38: Infers a character's intentions from their actions and dialogue. SL6.2A: Give an opinion in a structured discussion or debate, inviting and responding to others' opinions. R6.48: Understand the relationship between prose and page features in a variety of contexts.R6.3D: Discuss preferences with others, expressing reasons and giving recommendations.W6.4A: Use a fast and fluent handwriting style that is tegible and at least partially joined. W6.3C: Write a play review, using appropriate structural and language features and considering their	Y6/U3/DR(F) Fiction 6.3 Drama -Find a Way Out!	WEEK 11 Y6/U4/NF2 Non-fiction 6.4 A Famous R6.4C: Read discussion, biographical and autobiographical texts, distinguishing between fact and opinion is 16.2C: Give an opinion is a structured discussion or debate, inviting and responding to others' opinions.R6.2A: Identify words and phrases from more than one place in the texts, to support answers.R6.2B: Distinguish between the order in which events are written and the order in which they	Y6/U4/NF2 Non-fiction 6.4 A Famous Castaway R6.38: Infers a character's intentions from their actions and dialogue.R6.5A: Recognise a range of conjunctions, adverbs and prepositions used to link ideas and to aid cohesion within a text.R6.5B: Explain how adverbs and adverbials impact on the verb in a	WEEK 13 Y6/U4/NF2 Non-fiction 6.4 A Famous Castaway SL6.2A: Give well-structured descriptions and explanations for different purposes, including for expressing feelings and giving opinions.R6.1A Read aloud an unfamiliar text of 500–600 words, observing all punctuation including commas W6.3C: Write a diary entry, using appropriate structural and language features and considering their audience. R6.4A: Use titles, contents pages, search engines, headings, subheadings and other features to retrieve information quickly and make notes of key points. W6.3C: Write around 400 words in a range of non-fiction	audience. SPOKEN LANGUAGE ACTIVITY- INFORMATIVE SPEECH/ TALK WEEK 14 Y6/US/F1 Fiction 6.5 Jess and Layla's Astronomical	context R8.2B: Distinguish between the order in which events are written and the order in which events are written and the order in which events are written and the order in which they occurred. WEEK 15 Y6/U5/F1 Fiction 6.5 Jess and Layla's Astronomical SL6.2C: Give an opinion in a structured discussion or debate, inviting and responding to others opinions. R6.4A: Use titles, contents pages, search engines, headings, subheadings and other features to retrieve information quickly and make notes of key points. R6.3A: Infer the meaning of idiomatic language using context. W6.6B: Use apostrophes correctly in all contractions and to show possession. W6.3B: Write short stories (of around 500 words or more), using dialogue to develop character and giving additional detail to interest the reader. W6.5D:	WEEK 16 REVISION FICTION/ NON FICTION Identify and understand the language and organisation features of fiction & non- fiction text types. Identify the purpose of a text and evaluate its success; Express personal responses supported by reference to the text; Develop techniques for answering questions; Distinguish between fact and opinion; Practise note-making skills ;Write a variety of fiction and non-fiction texts; Choose among different non-fiction text types the right style and form to suit audience and purpose. Reviews espelling
	Y6/U3/DR(F) Fiction 6.3 Drama -Find a Way Out! R6.38: Infers a character's intentions from their actions and dialogue. SL6.2A: Give an opinion in a structured discussion or debate, inviting and responding to others' opinions. R6.4B: Understand the relationship between prose and page features in a variety of contexts. R6.3D: Discuss preferences with others, expressing reasons and giving recommendations.W6.4A: Use a fast and fluent handwriting style that is legible and at least partially joined. W6.3C: Write a play review, using appropriate structural and language features and considering their audienceW6.2A: Select the	Y6/U3/DR(F) Fiction 6.3 Drama -Find a Way Out! R6.3B: Infers a character's	WEEK 11 Y6/U4/NF2 Non-fiction 6.4 A Famous R6.4C: Read discussion, biographical and autobiographical texts, distinguishing between fact and opinion St. 6.2C: Give an opinion in a structured discussion or debate, inviting and responding to others' opinions.R6.2A: Identify words and phrases from more than one place in the texts, to support answers.R6.2B: Distinguish between the order in which events are written and the order in which they occurred.	Y6/U4/NF2 Non-fiction 6.4 A Famous Castaway R6.38: Infers a character's intentions from their actions and dialogue.R6.5A: Recognise a range of conjunctions, adverbs and prepositions used to link ideas and to aid cohesion within a text.R6.5B: Explain how adverbs and adverbials impact on the verb in a sentence.	WEEK 13 Y6/U4/NF2 Non-fiction 6.4 A Famous Castaway SL6.2A: Give well-structured descriptions and explanations for different purposes, including for expressing feelings and giving opinions. R6. 1A Read aloud an unfamiliar text of 500–600 words, observing all punctuation including commas W6.3C: Write a diary entry, using appropriate structural and language features and considering their audience. R6.4A: Use titles contents pages, search engines, headings subheadings and other features to retrieve information quickly and make notes of key points. W6.3C: Write around 400 words in a range of non-fiction genres (survival guide), using	audience. SPOKEN LANGUAGE ACTIVITY- INFORMATIVE SPEECH/ TALK WEEK 14 Y6/U5/F1 Fiction 6.5 Jess and Layla's Astronomical R6.1A: Read aloud an	context. R8.2B: Distinguish between the order in which events are written and the order in which events are written and the order in which they occurred. WEEK 15 Y6/U5/F1 Fiction 6.5 Jess and Layla's Astronomical S.16.2C: Give an opinion in a structured discussion or debate, inviting and responding to other's opinions. R6.4A: Use titles, contents pages, search engines, headings, subheadings and other features to retrieve information quickly and make notes of key points. R6.3A: Infer the meaning of idomatic language using context. W6.6B: Use apostrophes correctly in all contractions and to show possession. W6.3B: Write short stories (of around 500 words or more), using dialogue to develop character and giving additional detail to interest the reader. W6.5D: Use a range of adjectives,	WEEK 16 REVISION FICTION/ NON FICTION Identify and understand the language and organisation features of fiction & non- fiction text types. Identify the purpose of a text and evaluate its success; Express personal responses supported by reference to the text; Develop techniques for answering questions ; Distinguish between fact and opinion; Practise note-making skills 'Write a variety of fiction and non-fiction texts; Choose among different non-fiction text types the right style and form to suit audience and purpose; Revise spelling rules.



descriptions and explanations for different purposes,	W6.3D: Evaluate and edit own writing to enhance effect and	unfamiliar text of 500-600 words, observing all	structured discussion or debate, inviting and	unfamiliar text of 500-600 words, observing all	W6.4A: Use a fast and fluent handwriting style that is	pages, search engines, headings, sub- headings and	biographical and auto- biographical texts,
including for expressing	clarify meaning, using a	punctuation including	responding to others' opinions R6.2A: Identify words and	punctuation including	legible and at least partially	other features to retrieve	distinguishing between fa and opinion.R6.2B:
feelings and giving opinions.R6.1B: Decode any	thesaurus if desired. W6.3E: Read aloud own writing with	commas.R6.1B: Decode any unfamiliar words using a	phrases from more than one	commas.R6.1B: Decode any unfamiliar words using a	joined.W6.3D: Evaluate and edit own writing to enhance	information quickly and make notes of key points. SL6.2A:	Distinguish between the o
unfamiliar words using a	growing confidence.	range of strategies, including	place in the texts, to support	range of strategies, including	effect and clarify meaning,	SL6.2C: Give an opinion in a	in which events are writt
range of strategies, including	growing connucinco.	identification of prefixes and	answers.R6.4A: Use titles,	identification of prefixes and	using a thesaurus as	structured discussion or	and the order in which th
identification of prefixes and		suffixes and knowledge of	contents pages, search	suffixes and knowledge of	desired.SL6.2E: Rehearse	debate, inviting and	occurred. W6.3C: Write
suffixes and knowledge of		word families.R6.2A: Identify	engines, headings, sub-	word families. SL6.2C: Give	and give a presentation to an	responding to others'	around 400 words in a rai
word families.R6.1C: Recognise on sight high-		words and phrases from more than one place in the texts, to	headings and other features to retrieve information quickly	an opinion in a structured discussion or debate, inviting	audience	opinions SL6.2E: Rehearse and give a presentation to an	of non-fiction genres(biography), usir
frequency words, including		support answersSL6.2A:	and make notes of key	and responding to others'		audience.R6.3D: Discuss	appropriate structural a
homophones and near-		Give well-structured	pointsSL6.2B: Paraphrase	opinions.R6.3B: Infers a		preferences with others.	language features and
homophonesR6.3B: Infers a		descriptions and explanations	simply, to express a forgotten	character's intentions from		expressing reasons and giving	
character's intentions from		for different purposes,	word or expression.W6.5G:	their actions and		recommendations. R6.5E:	W6.3A: Generally use
their actions and		including for expressing	Understand the difference	dialogue.SL6.2D: Polish and		Identify all determiners and	paragraphs in longer piec
dialogue.R6.5C: Recognise all verb tenses, including future-		feelings and giving opinions.R6.4A: Use titles,	between formal and informal language, and maintain	present a memorised performance to an		explain how they add accuracy to and aid cohesion	writing.W6.3D: Evaluate edit own writing to enha
tense and modal verbs		contents pages, search	formal language where	audience.R6.5A: Recognise a		in a text.W6.3C: Write around	effect and clarify meaning
indicating degrees of		engines, headings, sub-	necessaryW6.3C: Write	range of conjunctions,		400 words in a range of non-	using a thesaurus as
possibility.		headings and other features	around 400 words in a range	adverbs and prepositions		fiction genres(balanced	desired.W6.1E: Proofread
		to retrieve information quickly	of non-fiction	used to link ideas and to aid		argument), using appropriate	and correct spelling
		and make notes of key	genres(newspaper article),	cohesion within a text.R6.5D:		structural and language	errors.W6.3E: Read alo
		points.W6.3C: Write around	using appropriate structural	Identify all pronouns, and		features and considering their	own writing with growing
		400 words in a range of non- fiction genres(postcard/email),	and language features and considering their audience.	explain how they avoid noun repetition and aid cohesion in		audience. W6.2A: Select the best word from a range of	confidence. WRITING TA
		using appropriate structural	W6.1E: Proof-read text and	a text. R6.5B: Explain how		synonyms to convey more	Write a biography
		and language features and	correct spelling errors.W6.3E:	adverbs and adverbials		subtle differences in meaning	
		considering their audience.	Read aloud own writing with	impact on the verb in a		W6.5B: Use a range of	
		W6.3D: Evaluate and edit own	growing confidence W6.6A:	sentence.		determiners to add accuracy	
		writing to enhance effect and	Use apostrophes correctly in			and aid cohesion in writing.	
		clarify meaning, using a thesaurus as desired. W6.3E:	all contractions and to show possession, R6.3D; Discuss			W6.3D: Evaluate and edit own writing to enhance effect and	
		Read aloud own writing with	preferences with others,			clarify meaning, using a	
		growing confidence. W6.6E:	expressing reasons and giving			thesaurus as	
WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
Y6/U11/NF4 Non-Fiction 6.11	Y6/U11/NF4 Non-Fiction 6.11	Y6/U11/NF4 Non-Fiction 6.11	Y6/U12/F3 Fiction 6.12	Y6/U12/F3 Fiction 6.12	Y6/U12/F3 Fiction 6.12		Y6/U10/NF Non-Fictio
How to be a Detective	How to be a Detective	How to be a Detective	Revision	Revision	Pictures	Pictures	Pictures
R6.1A: Read aloud an unfamiliar text of 500-600 words, observing all	SL6.2C: Give an opinion in a	W6.2A: Select the best word	Read differently-structured	Read for a range of purposes;	R6.1A: Read aloud an	R6.2A: Identify words and	

			YEAR 7 ENGLISH	LANGUAGE LONG TERM PLAN W	/ITH CURRICULUM STANDARDS 2	025-2026		
YEAR 7	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	Non-Fiction	Non-Fiction	Non-Fiction	Non-Fiction	Non-Fiction	Non-Fiction	Non-Fiction	SPOKEN LANGUAGE
	UNIT1 - A LIFE'S STORY	UNIT1 - A LIFE'S STORY	UNIT1 - A LIFE'S STORY	UNIT 2 NEWS	UNIT 2 NEWS	UNIT 2 NEWS	UNIT 2 NEWS	POETRY: : Unleash Your Imagination: Poetry
	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives
	To understand the terms biography and autobiography	To identify and to note down key points.	To decide where you might find relevant information	What makes the news, the different forms it takes, and		How writer's express a point of view, developing your	How to write to argue	To inspire and engage students in the world of
	Sharpen skills : Noun and verbs	Sharpen your skills : sequencing and sumarising	and then select what you need	how we choose to get it.	How newspaper stories are chosen to suit their readers	understanding can imply an opinion	Sharpen your skills: Apostrophes of possession	poetry.
		To distinguish between fact and opinion.	Sharpen your skills : The past tense	-Sharpen your skills :noun and verb phrases	and how different newspapers tell the same stories in	Sharpen your skills: Exclamations marks	Explore the arguments made by the	Through creative exploration, develop their
	To find information you need	Evaluation	To sequence text logically and use topic sentences	To explore the layout of a newspaper front page and	different ways. 7a	How writer's choose language and content to influence	writer in the texts.	writing skills, expand their vocabulary, and
			Sharpen your skills : Adverbs	to write an effective headline.		reader's opinion	Analyse the persuasive devices	express their emotions through the power of
	Sharpen skills : Capital letters and full stops	READING QUESTION - A01.A02,A04		How the information in a newspaper article is organized	Sharpen your skills : sentence types	Sharpen your skills: Brackets	used by the writer to put forward	words.
	READING QUESTION - AO1.AO2 BASELINE		ASSESSMENT -WRITING-Biography- AO5,AO6	by exploring the structure of an article and planning on	How to retrieve information by scanning for facts,	READING QUESTION - AO1.AO2	his arguments.	
	ASSESSMENT	Poetry Project Work	Page No:16-21	your own.	identifying opinions and reading between the lines.	WRITING-Formal Letter-AO5, AO6	READING QUESTION - AO1.AO2(7a)	
٤	Page No:6-11	Page No:12-15	· ·	READING QUESTION - AO1.AO2	To explore a television news report and practice your	Page No:46-51	WRITING- News article-AO5,AO6	ASSESSMENT TASK : Spoken Language
- Fe				Page No:32-37	recount skills WRITING-Report-AO5, AO6		Page No:52-56	Speaking and presenting
				0	READING ASSESSMENT - AO1.AO2, AO4			3, 1, 1, 1, 1, 1
					Page No: 38-43			
YEAR 7	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	19th Century Fiction	19th Century Fiction	19th Century Fiction	19th Century Fiction	19th Century Fiction	19th Century Fiction	Revision	Revision
	UNIT 3 GOTHIC TALES	UNIT 3 GOTHIC TALES	UNIT 3 GOTHIC TALES	UNIT 3 GOTHIC TALES	UNIT 3 GOTHIC TALES	UNIT 3 GOTHIC TALES	Non Fiction - Reading and Transactional Writing	Fiction - Reading and Imaginative Writing
	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives
	To understand the main features of gothic stories	To learn make the ending of a story relate to its	How a writer creates suspense.	To use a range of narrative devices to involve the	To involve a reader by using a lot of imaginative detail.	To organize and develop a story using a	Explain writer's use of fact and opinion to engage the	
	To understand how a writer structure a story to try	beginning	how dialogue can make a story more vivid	reader, and to recognize how writer's convey setting,	How publicity is written to suit its audience.	range of relevant information and ideas, use of	reader.	and develop a story using a
	involve the reader	How to create an effective setting and atmosphere	Sharpen your skills: speech Punctuation	character and mood through word choice and sentence			Explore similarities between two texts and support with	
	Sharpen your skills: Suffixes	Sharpen your skills :adjectives		structure.	READING QUESTION - AO1.AO2	paragraphs; coherent organization of ideas to suit the	relevant evidence. Understand how to write using a	appropriate vocabulary organization of ideas in
			READING QUESTION - AO1.AO2,AO4(Evaluation)	Sharpen your skills: Simple, complex and compound	READING ASSESSMENT - A01.A02, A04	form.	range of features to convey information.	paragraphs; coherent organization of ideas to

	READING QUESTION - A01.A02 Page No:58-61	READING QUESTION - A01.A02 WRITING-Imaginative Task-A05,A06 Page No:62-65	Page No:66-69	sentences To appreciate how a writer creates expectations in a reader and gets readers interested in characters. Sharpen your skills: commas READING QUESTION - AO1.AO2 Page No:70-73	Page No:74-77	Accurate use of sentence structure, spelling, grammar and punctuation WRITING ASSESSMENT- Imaginative Task-AO5, AO6 Page No:80-82		suit the form. Accurate use of sentence structure, spelling, grammar and punctuation
YEAR 7	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	Non Fiction	Non Fiction	19th Century Fiction	19th Century Fiction	Non Fiction	Non Fiction	SPOKEN LANGUAGE	Non Fiction
	OUR WORLD	OUR WORLD	Alice's Adventures in Wonderland by Lewis	'Little Women ' by Louisa May Alcott	OUR WORLD	OUR WORLD	ARGUMENTATIVE/ DISCURSIVE SPEECH	TAKE ACTION
	Learning Objectives To recognize some key features of texts from different	Learning Objectives To understand the difference between first and third	Learning Objectives Understand the text and respond appropriately to	Learning Objectives Understand the text and respond appropriately to	Learning Objectives To organize idea in a sequence of paragraphs.	Learning Objectives To compare and contrast pairs of ideas about one issue.	Learning Objectives To identify persuasive language to deliver a speech	Learning Objectives
l "	cultures.	person narrative and why authors choose a narrative	questions.	questions.	To decide on your own point of view giving reasons for	Sharpen your skills: Connectives	effectively.	To understand how information can be
	To select relevant evidence from a text	point of view.	Infer key ideas from the text	Infer key ideas from the text	that viewpoint.		To make notes for a speech; review rhetorical devices;	presented and find the information you need.
	Sharpen your skills: Parts of a sentence READING QUESTION - AO1.AO2,AO4	Sharpen your skills: Auxiliary verbs	Identify specific words and phrases which are effective	Identify specific words and phrases which are effective	Sharpen your skills: the subject complement	viewpoint.	review types of sentences.	Sharpen your skills: Colons and semi-colons
n 2	READING QUESTION - A01.A02,A04 Page No:84-87	To understand how writer's use language to describe setting and character.	in a text and explain why they are effective.	in a text and explain why they are effective. Comment on language	READING ASSESSMENT-AO1, AO2, AO4 Sharpen your skills: Pronouns - personal and	Sharpen your skills: Paragraphs ASSESSMENT –WRITING-Balanced Argument -AO5,	Deliver a speech effectively. SPOKEN LANGUAGE-AO7, AO8	To direct your writing and presentation to appeal to a specific audience
Term		Sharpen your skills: Subject – verb agreement	Comment on language use of features	use of features	possessive	AO6		Sharpen your skills: Active and passive voice
		25.000.000.000.000.000.000	Evaluate a text. Writing a story -To	Evaluate a text .	Writing-Argument AO5,AO6	Page No:102-108		DE 1 DIVINO DI VESTI DI 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
		READING QUESTION - AO1.AO2,AO4 Page No:88-93	organize and develop a story using a range of relevant information and ideas, use of	organization of ideas in paragraphs; coherent organization of ideas to suit the form.	Page No:94-101			READING QUESTION - A01.A02,A04 Page No:136-141
			appropriate vocabulary					
			READING QUESTION - AO1.AO2,AO4 Writing-Story	READING QUESTION - A01.A02,A04				
			AO5,AO6					
1000								
YEAR 7	WEEK 9 Non Fiction	WEEK 10 Non Fiction	WEEK 11 Non Fiction	WEEK 12 Revision	WEEK 13 Revision	WEEK 14 PROJECT WORK	WEEK 15 PROJECT WORK	WEEK 16 PROJECT WORK
TA	AKE ACTION Identifying the main		TAKE ACTION Developing your	Fiction - Reading and Imaginative Writing	Non Fiction - Reading and Transactional Writing	A Documentary on the natural world	A Documentary on the natural world	Presentation of Project work
_	Learning Objectives To follow an argument by identifying the key points	Learning Objectives To make notes to summarise information and help your	Learning Objectives To develop your writing to argue by including	Learning Objectives To read and understand the purpose of the text	Learning Objectives To read and understand the purpose of the text	Learning Objectives To develop ideas, evaluate and decide on what each	Learning Objectives To understand role and responsibilities	Learning Objectives To provide opportunity to synthesize knowledge
	Sharpen your skills: Prefixes	understanding	connectives, a counter-argument and rhetorical	To infer key ideas from words and phrases in the text	To infer key ideas from words and phrases in the text	member of the group will contribute to the Group	To understand assessment criteria	from various areas of learning, and critically and
		To plan and sequence your ideas for extended writing	devices.	To explore language and structural features used by the	To explore language and structural features used by the	Project Work.	Write a report about the Project work	creatively
2	To identify persuasive language to deliver a speech effectively.	Sharpen your skills: Paragraphs READING QUESTION - AO1.AO2	Sharpen your skills: First and Third Person To turn your plan into a successful piece of writing to	writer To organize and develop a story using a range of	writer Explore similarities between two texts and support	To interpret the task and plan relevant research activities and questions	MaintainDocumentsry Project work using 21st century ICT skills.	Conveying ideas effectively, observing critically, and listening actively.
⊆	Sharpen your skills: Homophones and words often	Page No:150-153	argue.	relevant information and ideas, use of appropriate	with relevant evidence. Understand how to write	Developing strategies to find the information.	Spoken -AO7 and AO8	Spoken -AO7 and AO8
Ε.	confused			vocabulary organization of ideas in paragraphs;	using a range of features to convey information.	Reading Questions. AO 1, AO 2,AO4	Writing -AO-5 and AO-6	
	Sharpen your skills :Prepositions READING QUESTION - AO1.AO2		Sharpen your skills: Simple, Compound and Complex sentences.	coherent organization of ideas to suit the form. Accurate use of sentence structure, spelling, grammar				
	Page No:142-146		Page No:154-159	and punctuation				
			VEAD & ENGLISH	LANGUAGE LONG TERM PLAN W	UTIL CURRICULUM STANDARDS 3	035 3036		
		Г						
YEAR 8	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
_	REVIEW OF NON-FICTION TEXTS	REVIEW OF FICTION TEXTS	UNIT 1 ADVERTISING -	NON-FICTION UNIT 1 ADVERTISING	UNIT 1 ADVERTISING -	FICTION UNIT 3 DETECTIVE STORIES	FICTION UNIT 3 DETECTIVE STORIES	FICTION SPOKEN LANGUAGE
_	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives
	Recognise the purpose of different Non-fiction texts-	Dead on the dead of the	1. What is advertising? 6-9 To recognize the	4. Visual Language 16-17	6.Developing an argument 24-25 To respond to the	4 Feebourg of the Line of	3. Character 62-65 To investigate	Poetry Project :Unleash Your Imagination: Poetry
a	autobiography and biography and the effect it has on the target audience.	Read, understand and respond to	purposes of advertising and the effect it has on its target audience.	To understand the effect of advertising images on the audience.	opinions of others and develop an argument. 7.Formal and informal language 26-27	Peatures of the detective genre 58-59 To identify the key features of the detective genre	the character of the detective 4. Creating tension 66-67	Voyage To inspire and engage students in the the world
	and the personal content	☐ Identify and understand key words	Persuasive language- 10-13	Pgs 6-9 & 10-17	To tell the difference between informal and formal	2. Solving a mystery 60-61	To identify techniques for building tension in the	of poetry.
F	Resource file: Extract from autobiography WINGS OF	The state of the s	examples of persuasive language in advertisements and	Reading Questions - AO1, AO2	language and understand when each is appropriate.	To read between the lines of a murder mystery and	detective story.	Through creative exploration, develop their
	FIRE by APJ Abul Kalam; Biography from Helen Keller.	PETER PAN BY JM BARRIE Baseline Assessment (WK1&2)	to understand their effect on the audience 3 Colourful copy 14-15 To	Grammar:Clauses 5. Target audience 18=21 To understand how	8.Planning a letter 28-29 Planning and writing a Formal Letter.	investigate the rules of detective fiction. Pgs58-61	Pgs62-67 5. 5. Plot 68- 69 To understand how a	writing skills, expand their vocabulary, and express their emotions through the power of
-	Reading Questions - AO1, AO2	- The state of the	identify examples of persuasive language and use of	an advertisement is made to appeal to his target	Pgs24-30	Reading Questions- AO1, AO2, AO4 Grammar: Modal	writer plots and effective detective story.	words.
m.	Burling outlier 404 402		images in advertisements and to understand their	audience.	Reading Questions - AO1, AO2	verbs	45555545747 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	Assessment Task:Spoken Language
Ĕ	Reading Questions - AO1, AO2		effect on the audience. Writing task-Descriptive writing -AO5,AO6 Introduction	Presenting a Product with awareness of audience and persuasive language.	Grammar: Connectives, Commas Writing task-formal letter-AO 5, AO 6		ASSESSMENT 2 Reading Assessment- AO1, AO2,AO4 Grammar:Full stops and Capital letters	Speaking and Presenting AO7, AO8
			of Poetry Project	Resource file-Summer in The Alps.	,			
				Dec 10 22				
				Pgs 18-23 Reading Questions - AO1, AO2				
				Grammar :Compound and Complex Sentences				
				Assessment 1 Writing tack AOS AOS			The state of the s	
				Assessment 1 Writing task-AO5,AO6				
				Assessment 1 Writing task-AO5,AO6				
YEAR 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
YEAR 8	FICTION	20 and 21st century NON-FICTION	20 and 21st century NON-FICTION	WEEK 12 19th CENTURY FICTION	NON-FICTION	NON-FICTION	19th CENTURY FICTION	20 and 21st century NON-FICTION
YEAR 8				WEEK 12				
	FICTION UNIT 3 DETECTIVE STORIES Learning Objectives	20 and 21st century NON-FICTION Autobiography - explorer Ranulph Fiennes Learning Objectives To identify and explain writer's use of language and	20 and 21st century NON-FICTION Autobiography - explorer Ranulph Fiennes Learning Objectives To identify and explore range of specific similarities in	WEEK 12 19th CENTURY FICTION Dracula Learning Objectives To identify how key events in a narrative are structured	NON-FICTION UNIT 4 COMMUNICATION Learning Objectives 1. Communication forms 84-85 To recognise how	NON-FICTION UNIT 4 COMMUNICATION Learning Objectives 3. Privacy and communication 88-91 To recognise	19th CENTURY FICTION REVISION-FICTION Learning Objectives Guidance on interpreting questions, mind mapping	20 and 21st century NON-FICTION REVISION- NON FICTION Learning Objectives Guidance on interpreting questions, mind
	FICTION UNIT 3 DETECTIVE STORIES Learning Objectives 6. Openings 70-71 To grab the	20 and 21st century NON-FICTION Autobiography - explorer Ranulph Fiennes Learning Objectives To identify and explain writer's use of language and structure and the effect created.	20 and 21st century NON-FICTION Autobiography - explorer Ranulph Fiennes Learning Objectives To identify and explore range of specific similarities in two texts,supported with a range of evidence	WEEK 12 19th CENTURY FICTION Dracula Learning Objectives To identify how key events in a narrative are structured and sequenced.	NON-FICTION UNIT 4 COMMUNICATION Learning Objectives 1. Communication forms 84-85 To recognise how different types of communication are organised and	NON-FICTION UNIT 4 COMMUNICATION Learning Objectives 3. Privacy and communication 88-91 To recognise how writers organise features of a text.	19th CENTURY FICTION REVISION- FICTION Learning Objectives Guidance on interpreting questions, mind mapping key points, timing answers .	20 and 21st century NON-FICTION REVISION- NON FICTION Learning Objectives Guidance on interpreting questions, mind mapping key points, timing answers .
	FICTION UNIT 3 DETECTIVE STORIES Learning Objectives	20 and 21st century NON-FICTION Autobiography - explorer Ranulph Fiennes Learning Objectives To identify and explain writer's use of language and	20 and 21st century NON-FICTION Autobiography - explorer Ranulph Fiennes Learning Objectives To identify and explore range of specific similarities in	WEEK 12 19th CENTURY FICTION Dracula Learning Objectives To identify how key events in a narrative are structured	NON-FICTION UNIT 4 COMMUNICATION Learning Objectives 1. Communication forms 84-85 To recognise how	NON-FICTION UNIT 4 COMMUNICATION Learning Objectives 3. Privacy and communication 88-91 To recognise	19th CENTURY FICTION REVISION-FICTION Learning Objectives Guidance on interpreting questions, mind mapping	20 and 21st century NON-FICTION REVISION- NON FICTION Learning Objectives Guidance on interpreting questions, mind

Revise exam style questions on Imaginative writing focusing on experiences, using images as stimulus. Resource file -extract from 'The Engineer's Thumb', by Arthur Conan Doyle Reading Questions. AO 1, AO 2,AO4 Revision for First Term Exam - Reading and Writing - AO1-AO6 WEEK 6 WEEK 7 WEEK 8 NON-FICTION UNIT 6 PLACES AND PERSPECTIVES Learning Objectives Loarning Objectives Learning Objectives Learning Objectives Loarning Objectives Learning Objectives Loarning Objectives Lo
WEEK 6 WEEK 7 WEEK 8 NON-FICTION NON-FICTION UNIT 6 PLACES AND PERSPECTIVES Learning Objectives
UNIT 6 PLACES AND PERSPECTIVES Learning Objectives
Learning Objectives Learning Objectives Learning Objectives Learning Objectives Learning Objectives Learning Objectives To identify persuasive language
Author's point of view 146-149 To analyse how 6. Creating two different views of the same place 150- To identify persuasive language
eas and emotions about a place or an experience. different authors. To make notes for a speech; revi devices; review types of ser
Pgs146-149 To write a Travel article to recommend or review a Reading Questions -AO1,AO2 destination. SSESSMENT 4 - Reading Assessment-Non Fiction Writing and Speaking-AO-5 , AO-6
Writing about a real place using photographs and factual information. Pgs150-157 Reading Questions-AO1,AO2,AO3,AO4 Grammar:Suffixes;Homophones Writing Assessment-Writing a travel article. AO-5 and AO-6
WEEK 14 WEEK 15 WEEK 16
PROJECT WORK- NON FICTION PROJECT WORK- NON FICTION PROJECT WORK- NON FIC
DIGITAL MAGAZINE DIGITAL MAGAZINE GROUP PRESENTATIO
Learning Objectives develop ideas, evaluate and decide on what each lember of the group will contribute to the Group Project Work. To understand assessment criteria Write a report about the Project work. To interpret the task and plan relevant research activities and questions Developing strategies to find the information. Reading Questions. AO 1, AO 2,AO4 Reading Questions. AO 1, AO 2,AO4 Learning Objectives To understand assessment criteria Write a report about the Project work file using 21st century ICT skills. Spoken -AO7 and AO8 Writing -AO-5 and AO-6 Learning Objectives To provide opportunity to synthes from various areas of learning, and creatively Conveying ideas effectively, obse and listening actively Spoken -AO7 and AO
To

and 21st CENTURY NON-FICE 19th CENTURY FICTION 19th CENTURY FICTION
GUIDE DOGS: JANE EYRE BY CHARLOTTE THE HOUND OF

	To identify some relevant	To identify a range of key	To identify a range of key	To select short and precise,	To compare how the media	To analyse how language and	To explore the writer's	Speaking and listening skills:
	information in the text To identify organisational	events in the narrative Understand how emotions	events in the narrative Understand how emotions	references to support own ideas and opinions that are	present real people and celebrities.	image can be manipulate a television documentary	possible intention and comment on how language	demonstrate presentation skills in a formal setting
	features and explain their purpose using visuals and	can be conveyed in dialogue using punctuation.	can be conveyed in dialogue using punctuation.	highly relevant. • To discuss and explain how	To explore wide range of similarities from both the	audience's response To use repertoire of reading	choice contributes to it.	 listen and respond appropriately to spoken
	sentence frames. Explain, comment on and	Understand how writers select ideas and events to	Understand how writers	a writer has used language and structure to make the	texts. Identify and interpret	strategies to analyse and explore different layers of	READING-Question [AO1, AO2]	language, including to questions and feedback to
	analyse how writers use	manipulate the reader's	manipulate the reader's	text effective	themes, ideas and	meaning	WRITING-Information Guide	presentations
-	language and structure to achieve effects	empathy for a character Review of Assessment	empathy for a character	 To practice speaking about reality TV and social media, 	information in a range of literature and other high-	To analyse how texts are shaped by audience's		use spoken Standard English effectively in
Term 1	Review of Assessment Objectives AO1-AO6	Objectives AO1-AO6 READING-Questions 1,2,3	READING-Questions 1,2,4	incorporating useful new	quality writing;	preferences and opinions		speeches and presentations
	READING-Questions 1, 2, 3	[AO1,AO2]		vocabulary relevant to this topic	Establish and sustain distinctive character, point of			
	[AO1,AO2] Baseline (Non- Fiction)	Introduction of Poetry Project	IMAGINATIVE TASK [AO5, AO6]	 To identify and explain the purpose of reality television 	view and voice in their fiction writing by drawing on	own vocabulary		
				Crammar Clauses	techniques used by writers. READING-Questions 1,2,7a	READING-Questions [AO1,AO2]		
				Grammar-Clauses Page No: 6-9	[AO1,AO2]	Writing Task- Biased Report		
				(PAPER 1 READING ASSESSMENT AO1-AO4)	WRITING-SHORT ARTICLE [AO5,AO6]	Page No: 14-17		
					Grammar-Speech Punctuation			
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	19th CENTURY FICTION	REALITY	REALITY	*INAGAZTIVE*	*INAGAZTIVE*	MAGAZINE	19th CENTURY FICTION REVIEW FICTION (5)	REVIEW NON-FICTION (5)
	To evaluate how well an idea	To explore the writer's craft.	To develop and explore	How print and images	To read with insight and	How magazine articles are	Understand how	
	or atmosphere created. To explore the writer's	Explore writers' ideas and viewpoints.	arguments To structure and link paragraphs	combine in texts to emphasise the witer's point	engagement, understanding the writer's	structured and written to suit their purpose and audience.	characterisation can be developed through dialogue	To analyse and interpret the non-fiction and fiction
	possible intention and comment on how language	Evalute texts critically and support this with appropriate	cohesively To include a range of varied and	of view and influence the reader.	use of linguistic and structural devices.	Plan and write a magazine article	using informal or formal register	extracts; communicate clearly and
_	choice contributes to it.	textual references.	accurate sentence structures	How text and images are			Be able to use formal	write using linguistic devices
Term	To compare how writers present ideas and	READING-Question (AO1,	To include a range of interesting ideas To	used on the front covers of magazines to attract their	READING Questions-AO1, AO2	Grammar-Sentence Punctuation	register in critical writing Writing an account	Paper 2 Reading Questions 1-
_	perspectives.	AO4) Page No: 20-23	plan, structure and write an argument	target audience.	Grammar-Simple, Compound and Complex Sentences	WRITING -Magazine Article AO5, AO6	Fiction/non-fiction writing • Be able to create character	7b [AO1,AO2,AO4] Writing Questions 8 and 9
	READING-Question (AO1, AO2, AO3)		READING NON-FICTION -AO1	READING-Questions AO1,	Page No: 44-49	Page No: 50-56	through careful choice and review of vocabulary and	[AO5, AO6]
	Page No: 18-19		AO2	Page No: 32-41			sentence structures	
			WRITING -Formal Letter [AO5, AO6]				Paper 1 Reading Questions 1- 4 [AO1,AO2,AO4]	
			Grammar-Sequencing Paragraphs				Writing Questions -5 and 6 [AO5,AO6]	
TEAR 5	WEEK 1	WEEK 2	Page No: 24-29 WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	FICTION	FICTION	FICTION	19th CENTURY FICTION	20th and 21st CENTURY NON-FICTION	20th & 21st CENTURY NON- FICTION	SPOKEN LANGUAGE	20th and 21st CENTURY NON- FICTION
	SHORT STORIES	SHORT STORIES CONFLICT AND	SHORT STORIES	A Christmas Carol: Charles	DESCRIBING A WAR/WAR	MALALA YOUSAFZAIS		WEB ARTICLE ON
	STRUCTURE/OPENINGS/STO RIES FROM OTHER CULTURES	CLIMAX/ENDINGS/UNIVERSA	PLANNING YOUR OWN SHORT STORY	Dickens	SPEECHES	SPEECH	SPOKEN ENDORSEMENT	NIDDERDALE (TRAVEL WRITING)
	How to structure short	L THEMES To understand how writers	To plan and write your own	To analyse, explore and	To understand how choice of	To explore the writer's	Speaking and listening skills:	To read with insight and
	stories To identify some of the ways	develop their stories To understand how writers	short story and present to an audience.	evaluate the author's craft. To analyse and evaluate	language influences meaning and effect.	intention and analyse how key ideas are presented	demonstrate presentation skills in a formal setting	engagement, understanding the writer's
	in which writers begin short stories	create an effective ending for a short story	Listen and respond appropriately , including to	language and structure. To understand how choice of	To analyse, and explore persuasive techniques used in	To analyse in some depth how the writer's choice of	listen and respond appropriately to spoken	use of linguistic and structural devices.
	To explore the opening of an	To understand how stories	questions and feedback to	language influences meaning	speech-writing	whole text structure,	language, including to	Express critical response to
2 -	entire short story Understand how	from different cultures and traditions often explore the	presentations	and effect.	READING Questions-AO1,	sentence structure and vocabulary supports the	questions and feedback to presentations	writer's use of ideas, events , themes and setting
Ε	characterisation can be	same themes.						
Term 2	developed through dialogue.	Same themes.	WRITING -Short Story [AO5, AO6]	READING Questions- AO4 PAPER-1 -READING	AO2 Page No: 100-103	writer's intention To explore the writer's	use spoken Standard English effectively in	Explore links and connections.between writers'
Tel	developed through dialogue. Understand ideas, events,	READING Questions- AO1,	AO6] Grammar- Subject-verb	PAPER-1 -READING ASSESSMENT- A01,A02,	AO2 Page No: 100-103	To explore the writer's intention and analyse how	use spoken Standard English effectively in speeches and presentations	Explore links and connections.between writers' ideas and viewpoints.
Tel		READING Questions- AO1, AO2,AO4 WRITING -Writing the climax and ending of a	AO6] Grammar- Subject-verb Agreement Page No: 80-82	PAPER-1 -READING		To explore the writer's intention and analyse how key ideas are presented To write accurately and	English effectively in	connections.between writers' ideas and viewpoints. READING AO1, AO2, AO3
Tel	Understand ideas, events, themes and	READING Questions- AO1, AO2,A04 WRITING -Writing	AO6] Grammar- Subject-verb Agreement	PAPER-1 -READING ASSESSMENT- A01,A02,		To explore the writer's intention and analyse how key ideas are presented	English effectively in	connections.between writers' ideas and viewpoints.
Te	Understand ideas, events, themes and writers'viewpoints READING Questions-AO1, AO2 WRITING -	READING Questions- AO1, AO2,AO4 WRITING -Writing the climax and ending of a short story [AO5, AO6]	AO6] Grammar- Subject-verb Agreement Page No: 80-82 WRITING ASSESSMENT-	PAPER-1 -READING ASSESSMENT- A01,A02,		To explore the writer's intention and analyse how key ideas are presented To write accurately and fluently, choosing content and adapting style and language to a wide range	English effectively in	connections.between writers' ideas and viewpoints. READING AO1, AO2, AO3
- T	Understand ideas, events, themes and writers'viewpoints READING Questions-AO1, AO2 WRITING - Opening of a short story [AO5, AO6]	READING Questions- AO1, AO2,A04 WRITING -Writing the climax and ending of a short story [AO5, AO6] Grammar- Prepositions	AO6] Grammar- Subject-verb Agreement Page No: 80-82 WRITING ASSESSMENT- FICTION/ NON FICTION TASK	PAPER-1 -READING ASSESSMENT- A01,A02,		To explore the writer's intention and analyse how key ideas are presented To write accurately and fluently, choosing content and adapting style and language to a wide range of forms, media, contexts, audiences	English effectively in	connections.between writers' ideas and viewpoints. READING AO1, AO2, AO3
Θ.	Understand ideas, events, themes and writers'viewpoints READING Questions-AO1, AO2 WRITING - Opening of a short story	READING Questions- AO1, AO2,A04 WRITING -Writing the climax and ending of a short story [AO5, AO6] Grammar- Prepositions	AO6] Grammar- Subject-verb Agreement Page No: 80-82 WRITING ASSESSMENT- FICTION/ NON FICTION TASK	PAPER-1 -READING ASSESSMENT- A01,A02,		To explore the writer's intention and analyse how key ideas are presented To write accurately and fluently, choosing content and adapting style and language to a wide range of forms, media, contexts, audiences and purposes.	English effectively in	connections.between writers' ideas and viewpoints. READING AO1, AO2, AO3
Φ	Understand ideas, events, themes and writers'viewpoints READING Questions-AO1, AO2 WRITING - Opening of a short story [AO5, AO6] Grammar-Tense, Paragraphs	READING Questions- AO1, AO2,A04 WRITING -Writing the climax and ending of a short story [AO5, AO6] Grammar- Prepositions	AO6] Grammar- Subject-verb Agreement Page No: 80-82 WRITING ASSESSMENT- FICTION/ NON FICTION TASK	PAPER-1 -READING ASSESSMENT- A01,A02,		To explore the writer's intention and analyse how key ideas are presented To write accurately and fluently, choosing content and adapting style and language to a wide range of forms, media, contexts, audiences	English effectively in	connections.between writers' ideas and viewpoints. READING AO1, AO2, AO3
Tei	Understand ideas, events, themes and writers'viewpoints READING Questions-AO1, AO2 WRITING - Opening of a short story [AO5, AO6] Grammar-Tense, Paragraphs Page No: 58-63 WEEK 9	READING Questions- AO1, AO2,A04 WRITING -Writing the climax and ending of a short story [AO5, AO6] Grammar- Prepositions	AO6] Grammar-Subject-verb Agreement Page No: 80-82 WRITING ASSESSMENT- FICTION/ NON FICTION TASK [AO5, AO6] WEEK11	PAPER-1 -READING ASSESSMENT- A01,A02, A04	Page No: 100-103 WEEK 13	To explore the writer's intention and analyse how key ideas are presented To write accurately and fluently, choosing content and adapting style and language to a wide range of forms, media, contexts, audiences and purposes. READING Questions -AO1,	English effectively in speeches and presentations	connections.between writers' ideas and viewpoints. READING A01, A02, A03 Practice Question 7a and 7b WEEK 16
Tei	Understand ideas, events, themes and writers'viewpoints READING Questions-AO1, AO2 WRITING - Opening of a short story [AO5, AO6] Grammar-Tense, Paragraphs Page No: 58-63 WEEK 9 20th and 21st CENTURY NON FICTION	READING Questions- AO1, AO2,AO4 WRITING - Writing the climax and ending of a short story [AO5, AO6] Grammar- Prepositions Page No: 64-73 WEEK 10 20th and 21st CENTURY NON FICTION	AO6] Grammar-Subject-verb Agreement Page No: 80-82 WRITING ASSESSMENT- FICTION NON FICTION TASK [AO5, AO6] WEEK11 NON-FICTION	PAPER-1 -READING ASSESSMENT- A01,A02, A04 WEEK 12 FICTION	Page No: 100-103 WEEK 13 20th and 21st CENTURY NON FICTION GATHERING INFORMATION /	To explore the writer's intention and analyse how key ideas are presented To write accurately and fluently, choosing content and adapting style and language to a wide range of forms, media, contexts, audiences and purposes. READING Questions -AO1, AO2 WEEK 14 - 20th and 21st CENTURY NON-FICTION	English effectively in speeches and presentations WEEK 15 20th and 21st CENTURY NON-FICTION	connections.between writers' ideas and viewpoints. READING A01, A02, A03 Practice Question 7a and 7b WEEK 16 20th and 21st CENTURY NON-FICTION
Tei	Understand ideas, events, themes and writers'viewpoints READING Questions-AO1, AO2 WRITING - Opening of a short story [AO5, AO6] Grammar-Tense, Paragraphs Page No: 58-63 WEEK 9 20th and 21st CENTURY NON FICTION TRAYEL WRITING	READING Questions- AO1, AO2,AO4 WRITING -Writing the climax and ending of a short story [AO5, AO6] Grammar- Prepositions Page No: 64-73 WEEK 10 20th and 21st CENTURY NON FICTION LEAFLET - FRIENDS OF THE EARTH	AO6] Grammar-Subject-verb Agreement Page No: 80-82 WRITING ASSESSMENT- FICTION/ NON FICTION TASK [AO5, AO6] WEEK11 NON-FICTION REVIEW NON FICTION (5)	PAPER-1 -READING ASSESSMENT- A01,A02, A04 WEEK 12 FICTION REVIEW FICTION(5)	WEEK 13 20th and 21st CENTURY NON FICTION GATHERING INFORMATION / DEVELOPING & DESCRIBING A PRODUCT	To explore the writer's intention and analyse how key ideas are presented To write accurately and fluently, choosing content and adapting style and language to a wide range of forms, media, contexts, audiences and purposes. READING Questions -AO1, AO2 WEEK 14 20th and 21st CENTURY NON-FICTION PLANNING A PRESENTATION	English effectively in speeches and presentations WEEK 15 20th and 21st CENTURY NON-FICTION PRESENTATION	connections.between writers' ideas and viewpoints. READING AO1, AO2, AO3 Practice Question 7a and 7b WEEK 16 20th and 21st CENTURY NON- FICTION PRESENTATION
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Te.	Understand ideas, events, themes and writers'viewpoints READING Questions-AO1, AO2 WRITING - Opening of a short story [AO5, AO6] Grammar-Tense, Paragraphs Page No: 58-63 WEEK 9 20th and 21st CENTURY NON FICTION TRAVEL WRITING To communicate clearly and imaginatively, using and adapting forms for different	READING Questions- AO1, AO2,AO4 WRITING - Writing the climax and ending of a short story [AO5, AO6] Grammar- Prepositions Page No: 64-73 WEEK 10 20th and 21st CENTURY NON FICTION LEAFLET - FRIENDS OF THE EARTH To explore the writer's intention and analyse how key ideas are presented	AO6] Grammar-Subject-verb Agreement Page No: 80-82 WRITING ASSESSMENT- FICTION/ NON FICTION TASK [AO5, AO6] WEEK11 NON-FICTION REVIEW NON FICTION (5) To analyse and interpret the non-fiction extracts and review exam style questions	PAPER-1 -READING ASSESSMENT- A01,A02, A04 WEEK 12 FICTION REVIEW FICTION(5) To analyse and interpret the fiction extracts and review exam style questions in	WEEK 13 20th and 21st CENTURY NON FICTION GATHERING INFORMATION / DEVELOPING & DESCRIBING A PRODUCT To explore and write informative and persuasive description of a product.	To explore the writer's intention and analyse how key ideas are presented To write accurately and fluently, choosing content and adapting style and language to a wide range of forms, media, contexts, audiences and purposes. READING Questions -AO1, AO2 WEEK 14 20th and 21st CENTURY NON-FICTION PLANNING A PRESENTATION To read and analyse extracts of presentation;	WEEK 15 20th and 21st CENTURY NON-FICTION PRESENTATION To present an informative and persuasive description of a product.	connections.between writers' ideas and viewpoints. READING AO1, AO2, AO3 Practice Question 7a and 7b WEEK 16 20th and 21st CENTURY NON-FICTION PRESENTATION To present an informative and persuasive description of a product.
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	Understand ideas, events, themes and writers'viewpoints READING Questions-AO1, AO2 WRITING - Opening of a short story [AO5, AO6] Grammar-Tense, Paragraphs Page No: 58-63 WEEK 9 20th and 21st CENTURY NON FICTION TRAVEL WRITING To communicate clearly and imaginatively, using and adapting forms for different readers and purposes. To write a Travelogue using	READING Questions- AO1, AO2,AO4 WRITING - Writing the climax and ending of a short story [AO5, AO6] Grammar- Prepositions Page No: 64-73 WEEK 10 20th and 21st CENTURY NON FICTION LEAFLET - FRIENDS OF THE EARTH To explore the writer's intention and analyse how key ideas are presented To analyse in some depth how the writer's choice of whole text structure, sentence structure, sentence structure and vocabulary supports the	AO6] Grammar-Subject-verb Agreement Page No: 80-82 WRITING ASSESSMENT- FICTION/ NON FICTION TASK [AO5, AO6] WEEK11 NON-FICTION REVIEW NON FICTION (5) To analyse and interpret the non-fiction extracts and review exam style questions in Reading and Writing;	PAPER-1 - READING ASSESSMENT - AO1, AO2, AO4 WEEK 12 FICTION REVIEW FICTION(5) To analyse and interpret the fiction extracts and review exam style questions in Reading and Writing;	WEEK 13 20th and 21st CENTURY NON FICTION GATHERING INFORMATION / DEVELOPING & DESCRIBING A PRODUCT To explore and write informative and persuasive description of a product. To use verbal and non-verbal techniques to make their presentation as effective as possible. To define the problem and its	To explore the writer's intention and analyse how key ideas are presented To write accurately and fluently, choosing content and adapting style and language to a wide range of forms, media, contexts, audiences and purposes. READING Questions -AO1, AO2 WEEK 14 20th and 21st CENTURY NON-FICTION PLANNING A PRESENTATION To read and analyse extracts of presentation; To structure and write a presentation. To plan and create a successful presentation Conveying ideas effectively,	WEEK 15 20th and 21st CENTURY NON-FICTION PRESENTATION To present an informative and persuasive description of a product. To use verbal and non-verbal techniques to make their presentation as effective as possible.	connections.between writers' ideas and viewpoints. READING AO1, AO2, AO3 Practice Question 7a and 7b WEEK 16 20th and 21st CENTURY NON-FICTION PRESENTATION To present an informative and persuasive description of a product. To use verbal and non-verbal techniques to make their presentation as effective as possible.
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2	Understand ideas, events, themes and writers'viewpoints READING Questions-AO1, AO2 WRITING - Opening of a short story [AO5, AO6] Grammar-Tense, Paragraphs Page No: 58-63 WEEK 9 20th and 21st CENTURY NON FICTION TRAVEL WRITING To communicate clearly and imaginatively, using and adapting forms for different readers and purposes. To write a Travelogue using the appropriate form, structure and language.	READING Questions- AO1, AO2,AO4 WRITING - Writing the climax and ending of a short story [AO5, AO6] Grammar- Prepositions Page No: 64-73 WEEK 10 20th and 21st CENTURY NON FICTION LEAFLET - FRIENDS OF THE EARTH To explore the writer's intention and analyse how key ideas are presented To analyse in some depth how the writer's choice of whole text structure, sentence structure and vocabulary supports the writer's intention To explore the writer's intention and analyse how key ideas are presented READING Questions-AO1,	AO6] Grammar-Subject-verb Agreement Page No: 80-82 WRITING ASSESSMENT- FICTION/ NON FICTION TASK [AO5, AO6] WEEK11 NON-FICTION REVIEW NON FICTION (5) To analyse and interpret the non-fiction extracts and review exam style questions in Reading and Writing; Paper 2 Questions 1- 7 [AO1, AO2, AO3, AO4]; and	PAPER-1 - READING ASSESSMENT- AO1,AO2, AO4 WEEK 12 FICTION REVIEW FICTION(5) To analyse and interpret the fiction extracts and review exam style questions in Reading and Writing; Paper 1 Questions 1- 4 [AO1, AO2, AO3, AO4]; and	WEEK 13 20th and 21st CENTURY NON FICTION GATHERING INFORMATION / DEVELOPING & DESCRIBING A PRODUCT To explore and write informative and persuasive description of a product. To use verbal and non-verbal techniques to make their presentation as effective as possible. To define the problem and its variables. To use multiple sources for information, determine credibility, reliability, relevance and accuracy. To synthese information,	To explore the writer's intention and analyse how key ideas are presented To write accurately and fluently, choosing content and adapting style and language to a wide range of forms, media, contexts, audiences and purposes. READING Questions -AO1, AO2 WEEK 14 20th and 21st CENTURY NON-FICTION PLANNING A PRESENTATION To read and analyse extracts of presentation; To structure and write a presentation. To plan and create a successful presentation Conveying ideas effectively, observing critically, and listening actively. To understand roles and responsibilities To understand roles and responsibilities	WEEK 15 20th and 21st CENTURY NON-FICTION PRESENTATION To present an informative and persuasive description of a product. To use verbal and non-verbal techniques to make their presentation as effective as possible. PRESENTING AND RESPONDING TO QUESTIONS	connections.between writers' ideas and viewpoints. READING AO1, AO2, AO3 Practice Question 7a and 7b WEEK 16 20th and 21st CENTURY NON-FICTION PRESENTATION To present an informative and persuasive description of a product. To use verbal and non-verbal techniques to make their presentation as effective as possible. PRESENTING AND RESPONDING TO QUESTIONS
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2	Understand ideas, events, themes and writers'viewpoints READING Questions-AO1, AO2 WRITING - Opening of a short story [AO5, AO6] Grammar-Tense, Paragraphs Page No: 58-63 WEEK 9 20th and 21st CENTURY NON FICTION TRAVEL WRITING To communicate clearly and imaginatively, using and adapting forms for different readers and purposes. To write a Travelogue using the appropriate form, structure and language. WRITING- AO5, AO6	READING Questions- AO1, AO2,AO4 WRITING - Writing the climax and ending of a short story [AO5, AO6] Grammar- Prepositions Page No: 64-73 WEEK 10 20th and 21st CENTURY NON FICTION LEAFLET - FRIENDS OF THE EARTH To explore the writer's intention and analyse how key ideas are presented To analyse in some depth how the writer's choice of whole text structure, sentence structure and vocabulary supports the writer's intention To explore the writer's intention and analyse how key ideas are presented READING Questions-AO1, AO2	AO6] Grammar-Subject-verb Agreement Page No: 80-82 WRITING ASSESSMENT- FICTION/ NON FICTION TASK [AO5, AO6] WEEK11 NON-FICTION REVIEW NON FICTION (5) To analyse and interpret the non-fiction extracts and review exam style questions in Reading and Writing; Paper 2 Questions 1- 7 [AO1, AO2, AO3, AO4]; and	WEEK 12 FICTION REVIEW FICTION(5) To analyse and interpret the fiction extracts and review exam style questions in Reading and Writing; Paper 1 Questions 1- 4 [AO1, AO2, AO3, AO4]; and Question 5, 6 (AO5, AO6)	WEEK 13 20th and 21st CENTURY NON FICTION GATHERING INFORMATION / DEVELOPING & DESCRIBING A PRODUCT To explore and write informative and persuasive description of a product. To use verbal and non-verbal techniques to make their presentation as effective as possible. To define the problem and its variables. To use multiple sources for information, determine credibility, reliability, relevance and accuracy. To synthese information, classifying the points, prioritizing the information to achieve the purpose. (AO1, AO2, AO3)	To explore the writer's intention and analyse how key ideas are presented To write accurately and fluently, choosing content and adapting style and language to a wide range of forms, media, contexts, audiences and purposes. READING Questions -AO1, AO2 WEEK 14 20th and 21st CENTURY NON-FICTION PLANNING A PRESENTATION To read and analyse extracts of presentation; To structure and write a presentation. To plan and create a successful presentation. Conveying ideas effectively, observing critically, and listening actively. To understand roles and responsibilities To understand assessment criteria (AO1, AO2, AO3)	WEEK 15 20th and 21st CENTURY NON- FICTION PRESENTATION To present an informative and persuasive description of a product. To use verbal and non-verbal techniques to make their presentation as effective as possible. PRESENTING AND RESPONDING TO QUESTIONS (AO7, AO8)	connections.between writers' ideas and viewpoints. READING AO1, AO2, AO3 Practice Question 7a and 7b WEEK 16 20th and 21st CENTURY NON-FICTION PRESENTATION To present an informative and persuasive description of a product. To use verbal and non-verbal techniques to make their presentation as effective as possible. PRESENTING AND RESPONDING TO QUESTIONS
Term 2	Understand ideas, events, themes and writers'viewpoints READING Questions-AO1, AO2 WRITING - Opening of a short story [AO5, AO6] Grammar-Tense, Paragraphs Page No: 58-63 WEEK 9 20th and 21st CENTURY NON FICTION TRAVEL WRITING To communicate clearly and imaginatively, using and adapting forms for different readers and purposes. To write a Travelogue using the appropriate form, structure and language. WRITING- AO5, AO6	READING Questions- AO1, AO2,AO4 WRITING - Writing the climax and ending of a short story [AO5, AO6] Grammar- Prepositions Page No: 64-73 WEEK 10 20th and 21st CENTURY NON FICTION LEAFLET - FRIENDS OF THE EARTH To explore the writer's intention and analyse how key ideas are presented To analyse in some depth how the writer's choice of whole text structure, sentence structure and vocabulary supports the writer's intention To explore the writer's intention and analyse how key ideas are presented READING Questions-AO1, AO2 FEAR 10 LANGU WEEK 2 St CENTURY NON-FICTION-REVIE	AO6] Grammar-Subject-verb Agreement Page No: 80-82 WRITING ASSESSMENT- FICTION/ NON FICTION TASK [AO5, AO6] WEEK11 NON-FICTION REVIEW NON FICTION (5) To analyse and interpret the non-fiction extracts and review exam style questions in Reading and Writing; Paper 2 Questions 1-7 [AO1, AO2, AO3, AO4]; and Question 8, 9 (AO5, AO6)	WEEK 12 FICTION REVIEW FICTION(5) To analyse and interpret the fiction extracts and review exam style questions in Reading and Writing; Paper 1 Questions 1- 4 [AO1, AO2, AO3, AO4]; and Question 5, 6 (AO5, AO6)	WEEK 13 20th and 21st CENTURY NON FICTION GATHERING INFORMATION / DEVELOPING & DESCRIBING A PRODUCT To explore and write informative and persuasive description of a product. To use verbal and non-verbal techniques to make their presentation as effective as possible. To define the problem and its variables. To use multiple sources for information, determine credibility, reliability, relevance and accuracy. To synthese information, classifying the points, prioritizing the information to achieve the purpose. (AO1, AO2, AO3) URRICULUM ST.	To explore the writer's intention and analyse how key ideas are presented To write accurately and fluently, choosing content and adapting style and language to a wide range of forms, media, contexts, audiences and purposes. READING Questions -AO1, AO2 WEEK 14 20th and 21st CENTURY NON-FICTION PLANNING A PRESENTATION To read and analyse extracts of presentation; To structure and write a presentation. To plan and create a successful presentation. Conveying ideas effectively, observing critically, and listening actively. To understand roles and responsibilities To understand assessment criteria (AO1, AO2, AO3)	WEEK 15 20th and 21st CENTURY NON- FICTION PRESENTATION To present an informative and persuasive description of a product. To use verbal and non-verbal techniques to make their presentation as effective as possible. PRESENTING AND RESPONDING TO QUESTIONS (AO7, AO8)	connections.between writers' ideas and viewpoints. READING AO1, AO2, AO3 Practice Question 7a and 7b WEEK 16 20th and 21st CENTURY NON-FICTION PRESENTATION To present an informative and persuasive description of a product. To use verbal and non-verbal techniques to make their presentation as effective as possible. PRESENTING AND RESPONDING TO QUESTIONS (AO7, AO8) WEEK 8 21st CENTURY NON-FICTION
Term 2	Understand ideas, events, themes and writers'viewpoints READING Questions-AO1, AO2 WRITING - Opening of a short story [AO5, AO6] Grammar-Tense, Paragraphs Page No: 58-63 WEEK 9 20th and 21st CENTURY NON FICTION TRAVEL WRITING To communicate clearly and imaginatively, using and adapting forms for different readers and purposes. To write a Travelogue using the appropriate form, structure and language. WRITING- AO5, AO6	READING Questions- AO1, AO2,AO4 WRITING - Writing the climax and ending of a short story [AO5, AO6] Grammar- Prepositions Page No: 64-73 WEEK 10 20th and 21st CENTURY NON FICTION LEAFLET - FRIENDS OF THE EARTH To explore the writer's intention and analyse how key ideas are presented To analyse in some depth how the writer's choice of whole text structure, sentence structure and vocabulary supports the writer's intention To explore the writer's intention and analyse how key ideas are presented READING Questions-AO1, AO2 FEAR 10 LANGU WEEK 2 st CENTURY NON-FICTION-REVIE LOVE IS NOT ALL YOU NEED IN A MARRIAGE	AO6] Grammar-Subject-verb Agreement Page No: 80-82 WRITING ASSESSMENT- FICTION/ NON FICTION TASK [AO5, AO6] WEEK11 NON-FICTION REVIEW NON FICTION (5) To analyse and interpret the non-fiction extracts and review exam style questions in Reading and Writing; Paper 2 Questions 1- 7 [AO1, AO2, AO3, AO4]; and Question 8, 9 (AO5, AO6) JAGE LONG TER WEEK 3 20th CENTURY NON-FICTION	PAPER-1 - READING ASSESSMENT - AO1,AO2, AO4 WEEK 12 FICTION REVIEW FICTION(5) To analyse and interpret the fiction extracts and review exam style questions in Reading and Writing; Paper 1 Questions 1 - 4 [AO1, AO2, AO3, AO4]; and Question 5, 6 (AO5, AO6) RM PLAN with C WEEK 4 19th CENTURY FICTION THE HANDMAID'S TALE	WEEK 13 20th and 21st CENTURY NON FICTION GATHERING INFORMATION / DEVELOPING & DESCRIBING A PRODUCT To explore and write informative and persuasive description of a product. To use verbal and non-verbal techniques to make their presentation as effective as possible. To define the problem and its variables. To use multiple sources for information, determine credibility, reliability, relevance and accuracy. To synthese information, classifying the points, prioritizing the information to achieve the purpose. (AO1, AO2, AO3) URRICULUM ST. WEEK 5 19th CENTURY FICTION PRIDE AND PREJUDICE	To explore the writer's intention and analyse how key ideas are presented To write accurately and fluently, choosing content and adapting style and language to a wide range of forms, media, contexts, audiences and purposes. READING Questions -AO1, AO2 WEEK 14 20th and 21st CENTURY NON-FICTION PLANNING A PRESENTATION To read and analyse extracts of presentation; To structure and write a presentation. To plan and create a successful presentation. To plan and create a successful presentation conveying ideas effectively, observing critically, and listening actively. To understand roles and responsibilities To understand assessment criteria (AO1, AO2, AO3) ANDARDS YEA WEEK 6 20th AND 21st CEN	WEEK 15 20th and 21st CENTURY NON- FICTION PRESENTATION To present an informative and persuasive description of a product. To use verbal and non-verbal techniques to make their presentation as effective as possible. PRESENTING AND RESPONDING TO QUESTIONS (AO7, AO8) R 2025 - 26 WEEK 7	connections.between writers' ideas and viewpoints. READING AO1, AO2, AO3 Practice Question 7a and 7b WEEK 16 20th and 21st CENTURY NON-FICTION PRESENTATION To present an informative and persuasive description of a product. To use verbal and non-verbal techniques to make their presentation as effective as possible. PRESENTING AND RESPONDING TO QUESTIONS (AO7, AO8) WEEK 8 21st CENTURY NON-FICTION LOVELY PROM DRESS, ANGEL, YOUR CARRIAGE TO
Term 2	Understand ideas, events, themes and writers'viewpoints READING Questions-AO1, AO2 WRITING - Opening of a short story [AO5, AO6] Grammar-Tense, Paragraphs Page No: 58-63 WEEK 9 20th and 21st CENTURY NON FICTION TRAVEL WRITING To communicate clearly and imaginatively, using and adapting forms for different readers and purposes. To write a Travelogue using the appropriate form, structure and language. WRITING- AO5, AO6	READING Questions- AO1, AO2,AO4 WRITING - Writing the climax and ending of a short story [AO5, AO6] Grammar- Prepositions Page No: 64-73 WEEK 10 - 20th and 21st CENTURY NON FICTION LEAFLET - FRIENDS OF THE EARTH To explore the writer's intention and analyse how key ideas are presented To analyse in some depth how the writer's choice of whole text structure, sentence structure and vocabulary supports the writer's intention To explore the writer's intention and analyse how key ideas are presented READING Questions-AO1, AO2 VEAR 10 LANGU WEEK 2 st CENTURY NON-FICTION-REVIEL LOVE IS NOT ALL YOU NEED	AO6] Grammar-Subject-verb Agreement Page No: 80-82 WRITING ASSESSMENT- FICTION/ NON FICTION TASK [AO5, AO6] WEEK11 NON-FICTION REVIEW NON FICTION (5) To analyse and interpret the non-fiction extracts and review exam style questions in Reading and Writing; Paper 2 Questions 1- 7 [AO1, AO2, AO3, AO4]; and Question 8, 9 (AO5, AO6)	WEEK 12 FICTION REVIEW FICTION(5) To analyse and interpret the fiction extracts and review exam style questions in Reading and Writing; Paper 1 Questions 1- 4 [AO1, AO2, AO3, AO4]; and Question 5, 6 (AO5, AO6) MPLAN with C WEEK 4 19th CENTURY FICTION	WEEK 13 20th and 21st CENTURY NON FICTION GATHERING INFORMATION / DEVELOPING & DESCRISING A PRODUCT To explore and write informative and persuasive description of a product. To use werbal and non-verbal techniques to make their presentation as effective as possible. To define the problem and its variables. To define the problem and its variables. To define the problem and its variables. To use multiple sources for information, determine credibility, reliability, reliability, reliability, prioritizing the information to achieve the purpose. (A01, A02, A03) URRICULUM ST. WEEK 5 19th CENTURY FICTION	To explore the writer's intention and analyse how key ideas are presented To write accurately and fluently, choosing content and adapting style and language to a wide range of forms, media, contexts, audiences and purposes. READING Questions -AO1, AO2 WEEK 14 - 20th and 21st CENTURY NON-FICTION PLANNING A PRESENTATION To read and analyse extracts of presentation; To structure and write a presentation. To plan and create a successful presentation. Conveying ideas effectively, observing critically, and listening actively. To understand roles and responsibilities To understand roles and responsibilities (AO1, AO2, AO3) ANDARDS YEA WEEK 6 20th AND 21st CEN REVIEW OF GRAVITY (MO) NOTE: IN THE EVENT OF A MM	WEEK 15 20th and 21st CENTURY NON-FICTION PRESENTATION To present an informative and persuasive description of a product. To use verbal and non-verbal techniques to make their presentation as effective as possible. PRESENTING AND RESPONDING TO QUESTIONS (AO7, AO8) R 2025 - 26 WEEK 7	connections.between writers' ideas and viewpoints. READING AO1, AO2, AO3 Practice Question 7a and 7b WEEK 16 20th and 21st CENTURY NON-FICTION PRESENTATION To present an informative and persuasive description of a product. To use verbal and non-verbal techniques to make their presentation as effective as possible. PRESENTING AND RESPONDING TO QUESTIONS (AO7, AO8) WEEK 8 21st CENTURY NON-FICTION LOYELY PROM DRESS,

Term 1	Identify how key events in a narrative are structured and sequenced Understand how writers structure events in a narrative for dramatic impact Explain, comment on and analyse how writers use language and structure to achieve effects Questions 1, 2, 3 [A01,A02] Reading for Pleasure- 1984 - Orwell WEEK 9 SPOKEN LANGUAGE ENDORSEMENT	an article are selected and sequenced to express a personal point of view Understand how writers select and sequence points to	A LETTER FROM JOHN STEIN	inferences about setting from them Understand that writers consciously make a choice of tense and viewpoint Evaluate texts critically and support this with appropriate textual references WRITING- Account [AOS, AOG] (PAPER I READING ASSESSMENT) AO1-AO4 WEEK 12 ITURY NON-FICTION BECK TO HIS SON (LETTER) &	textual references Paper 1, Questions 1, 2 and 4 [AO1,AO2,AO4]	Understand how implied me extended metaphor Understand that using noun first noun to provide greater of Understand how implied me understand how implied me the choice of concrete and ab: abstract nouns Understand how implied me the use of parallel structures contrast ideas Be able to use parallel structurers ideas to comment or Paper 2, Questions 7a, 7b, 8 a AOS,AO6] ASSESSMENT - PAPER 2 WRITI WRITING: Open Letter / Letter WEEK 14 19th CENTURY FICTION JANE EYRE (EXTRACT FROM	is in apposition renames the letail waning is established through stract nouns of concrete and stract nouns of concrete and earning is intensified through in sentences which can urures in sentences which can urures in sentences which can urures in agnuage choices and 9 [AO1,AO2,AO3, NG er-Formal and Informal WEEK 15 A YEAR IN PROVENCE (PERSC MOVED RENSC AND 21st CE	THE UK 40 YEARS AGO- HOW
Term 1	Speaking and listening skills: • demonstrate presentation skills in a formal setting • listen and respond appropriately to spoken language, including to questions and feedback to presentations • use spoken Standard English effectively in speeches and presentations WRITING-Speech [AO7, AO8, AO9]	Speaking and listening skills: • demonstrate presentation skills in a formal setting • listen and respond appropriately to spoken language, including to questions and feedback to presentations • use spoken Standard English effectively in speeches and presentations	Be able to identify connotations and comment on how they convey the writer's opinion Understand how writers create emphasis through the positioning of clauses within sentences Express ideas with clarity and emphasis through careful choice of sentence structure Paper 2- Questions 7 (a) , 7 (b) - Assessment WRITING: Newspaper Article AO5, AO6]		STORY WRITING) (5) • Understand how the writer's perspective can be conveyed through irony and short statement sentences • Understand how character and perspective can be conveyed through dialogue • Evaluate texts critically and support this with appropriate textual references WRITING- Story Writing [AOS AND AO6]	WRITING - IMAGE BASED) WRITING - IMAGE BASED) Be able to use a range of eading for meaning skills explored in previous topics by Inderstand how to express deas concisely and precisely hrough careful choice of ours hough careful choice of ours and verbs without nodification Be able to explore the writer's possible intention and comment on how anguage choice contributes of it apper 1, Questions 3, 5 and 6 AO1, AO2, AO5 AO6] WRITING - Image based		ON-FICTION 's possible intention and the express a response to them writer's choice of whole text and vocabulary supports the ore a range of specific two texts, supported with a from both OS-AO6] [AO1_AO2_AO3_AO4]
YEAR 10	WEEK 1	WEEK 2 ITURY NON-FICTION	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7 SPOKEN LANGUAGE	WEEK 8 SPOKEN LANGUAGE
Term 2	MOUNTAINS OF THE MIND: A (TRAVELOGUE) & THE L HARGREAVES. WHY DID THE	A HISTORY OF A FASCINATION AST ASCENT OF ALISON WORLD'S FAMOUS ALPINIST NEWSPAPER ARTICLE) (5)	21st CENTURY NON-FICTION REAL LIFE ALWAYS INTRUDES ON HOLIDAYS. THEAT'S HOW IT SHOULD BE (5)	19th CENTURY FICTION THREE MEN IN A BOAT (TO SAY NOTHING OF THE DOG) (EXTRACT OF A NOVEL) (5) TRAVELLOGUE	21st CENTURY NON-FICTION THE GHOST STORY COMES BACK TO HAUNT US (5)	19th CENTURY FICTION LOST HEARTS (EXTRACT OF A NOVEL) (5) (IMAGINATIVE WRITING)	SPOKEN LANGUAGE ENDORSEMENT	ENDORSEMENT
	Be able to summarise and synthesise key points Know what is meant by chronological and non- chronological order Understand how writers can engage readers using a non- chronological structure Be able to summarise and synthesise key points Understand how writers can engage the reader through their sentences, selection and sequencing of ideas Be able to evaluate how a writer emphasises the excitement and dangers of mountaineering through vocabulary and structural choices Paper 2, Questions 8 and 9 WRITING- Newspaper Article [AOS.AOS] Reading for Pleasure-A Child Called 'It'. by Dave Pelzer		Be able to select, summarise and synthesise the key ideas in a text Understand how a humorous and conversational tone can be intensified by using minor sentences Exam-style questions Paper 2, Questions 1, 2 and 4,5 [AO1, AO2] Be able to link ideas using coordination. Be able to link ideas using coordination, subordination and non-finite clauses Understand that minor sentences create an informal tone Fiction/non-fiction writing WRITING-Travellogue [AO5, AO6] [PAPER II ASSESSMENT] [AO1-		Be able to identify and explore the implications and connotations of the writer's choices of vocabulary Be able to explore layers of meaning at word level Understand how word choices signal the writer's purpose and tone Paper 2, Question 3 or 6 [AO2, AO4]	Be able to identify and explore the implications and connotations of the writer's choices of vocabulary Be able to explore layers of meaning at word level Be a ble to identify and explore the writer's choices of vocabulary and how these signal the conventions of the ghost story genre Be able to express a precise response to a text through careful selection of vocabulary IMAGINATIVE WRITING-[AOS, AOS]	Speaking and listening skills: demonstrate presentation skills in a formal setting listen and respond appropriately to spoken language, including to questions and feedback to presentations use spoken Standard English effectively in speeches and presentations WRITING-Speech [AO5, AO6, AO7, AO8, AO9]	Speaking and listening skills: demonstrate presentation skills in a formal setting listen and respond appropriately to spoken language, including to questions and feedback to presentations use spoken Standard English effectively in speeches and presentations
	WEEK 9	WEEK10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	19th CENTURY FICTION FRANKENSTEIN (EXTRACT OF A NOVEL) (5)	21st CENTURY NON-FICTION GENETICALLY ENGINEERING 'ETHICAL' BABIES IS A MORAL OBLIGATION, SAYS OXFORD PROFESSOR (NEWSPAPER ARTICLE) (5)	19th CENTURY FICTION THE TIME MACHINE (EXTRACT OF A NOVEL) REVIEW FICTION (5)	20th CENTURY NON-FICTION ARITHMETIC TOWN (MAGAZINE ARTICLE) REVIEW NON-FICTION (5)	20th AND 21st CENTURY NON-FICTION MY FIRST VISIT TO THE MOVIES (MAGAZINE ARTICLE) & WHY ALL THIS SELFIES OBSESSION (NEWSPAPER ARTICLE / REPORT) (5)		21st CENTURY NON-FICTION NOTES FROM AN AUTHOR: PAUL ROSOLIE (MAGAZINE ARTICLE / JOURNAL WRITING / DIARY ENTRY) (5)	19th CENTURY FICTION HEART OF DARKNESS (EXTRACT OF A NOVEL) (5)
Term 2	Be able to identify and explore patterns of vocabulary and imagery Understand how writers build description of characters and setting through careful choice of noun phrases and verbs Exam-style question Paper 1, Questions 4, 5 and 6 [AO1, AO4] WRITING: PICTURE WRITING	Be able to identify and explore patterns of vocabulary Be able to identify how persuasive emphasis is conveyed by choice of noun phrases and verbs Be able to express a precise response to a text through careful selection of vocabulary	Understand how characterisation can be developed through dialogue using informal register Be able to use formal register in critical writing Writing an account Fiction/non-fiction writing Understand how characterisation can be developed through dialogue using formal register	Understand how characterisation can be developed through dialogue using informal register Be able to use formal register in critical writing Writing an account Fiction/non-fiction writing Understand how characterisation can be developed through dialogue using formal register	Be able to explore the writes key ideas are presented Be able to analyse in some do fwhole text structure, senter supports the writer's intention Be able to explore the write key ideas are presented Be able to analyse in some dof whole text structure, senter supports the writer's intention Be able to identify points of ideas and perspectives, explor word, sentence and text level, reader	lepth how the writer's choice necestructure and vocabulary it's intention and analyse how lepth how the writer's choice necestructure and vocabulary comparison in the writers' ing how they are presented at	Understand how language choice can convey thoughts and feelings Understand how the writer uses figurative language to explore unexpected and unusual experiences Understand how the writer creates an impression of danger, threat or suffering using figurative language long-fiction writing Wor-fiction writing WRITING: Article/Journal	Understand how language choice can convey tone and atmosphere Understand how writers use figurative language to explore unexpected and unusual experiences Understand how writers introduce a striking and unusual character by using figurative language Be able to analyse how writers use language to bring alive for the reader unusual
		Letter/Travelogue [AO5, AO6]	Be able to create character through careful choice and review of vocabulary and sentence structures	Be able to create character through careful choice and review of vocabulary and sentence structures	Non-fiction writing Paper 2, Question 7a and 7b [WRITING- NEWSPAPER ARTIC		writing/ Diary entry [AO5, AO6]	expe Pape [AO4

	YEAR 11 - LONG TERM PLAN with CURRICULUM STANDARDS 2025-2026										
YEAR 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8			
	21st CENTURY NON-FICTION	20th CENTURY NON-FICTION	19th CENTURY FICTION	19th CENTURY FICTION	20th CENTURY NON-FICTION	SPOKEN LANGUAGE ENDORSEMENT	SPOKEN LANGUAGE ENDORSEMENT	21st CENTURY NON-FICTION			
	WHY TEACHING TABLE MANNERS CAN DO MORE	CLINGING TO THE WRECKAGE (AUTOBIOGRAPHY) (4)	TREASURE ISLAND (EXTRACT OF A NOVEL) (4)	OLIVER TWIST (EXTRACT OF A NOVEL) (4)	THE LADY IN THE VAN (RECOUNT) (4)	ARGUMENTATIVE/ DISCURSIVE SPEECH (4)	ARGUMENTATIVE/ DISCURSIVE SPEECH (4)	COULD YOU BE A VOLUNTEER WITH			

	6. All to a close the contract of the contract	Death to the state of the state		D. II. I	2 11 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Constitution of Property 199	Constitution of Paragraph 199	0
		Be able to explore the writer's intention and analyse how key ideas are presented	Explore how the writer has selected narrative events to manipulate the reader's response	Be able to explore patterns of inference and their impact on the reader	Be able to summarise, synthesise and connect key ideas in the narrative.	Speaking and listening skills: • demonstrate presentation skills in a formal setting	Speaking and listening skills: • demonstrate presentation skills in a formal setting	Be able to summarise, synthesise and connect key points in the text
В	Be able to analyse in some depth how the writer's	Be able to analyse in some depth how the writer's	Understand how writers use tense and viewpoint to	Understand how writers can create emphasis and	Understand how writers structure a text to	• listen and respond appropriately to spoken language,	• listen and respond appropriately to spoken language,	Understand how writers structure a text to
		choice of whole text structure, sentence structure and vocabulary supports the writer's intention	position the reader and manage their response REVIEW AOS 1-6	manage tone through sentence structure Be able to express a precise critical response through	achieve their intention: to develop character and create humour.	including to questions and feedback to presentations • use spoken Standard English effectively in speeches	including to questions and feedback to presentations • use spoken Standard English effectively in speeches	achieve their intention: to persuade the reader Be able to identify the writer's possible intention
_	1 11	Be able to explore the writer's intention and analyse		careful choice of sentence structure		and presentations	and presentations	and analyse closely some of the writer's choices
_		how key ideas are presented	Exam Style Question	REVIEW AOS 1-6	Exam Style Question	WEITING COFFEE!		that contribute to achieving it.
			Paper 1 Questions 1&2 TERM I ASSESSMENT 1 (PAPER 1 WRITING 40 MARKS)	Exam Style Question Paper 1	Paper 2- Q6 (The writer attempts to engage the reader through the description of Miss Shepherd. Evaluate	WRITING SPEECH		Be able to gather, reject, select, sequence and shape texts to achieve purpose and intention
_		vocabulary supports the writer's intention	,	Question 4	how successfully this is achieved. 15 Marks)			
R		Be able to identify points of comparison in the writers'		TERM I ASSESSMENT 2 (PAPER 2 READING 56 MARKS)	WRITING: Writing a recount (40 Marks)			Exam Style Question
F		ideas and perspectives, exploring how they are presented at word, sentence and text level, and their						Paper 2 Question 8 & 9 WRITING-Writing a leaflet (40 Marks)
_		impact on the reader						trianing a realier (10 mains)
		REVIEW AOS 1-6						
_	behaviour of the writer's daughter and her friend.	Evam style gyestion						
_	2.From lines 10-13, identify two phrases that describe the writer's attitude to raising children.	Paper 2 Q 7a and 7b 7a.						
		The two texts revolve around childhood experiences.						
		How is the article of 3rd October 2013 and John Mortimer's text similar?						
		7b. Comapre how the writers of Text 1 and Text 2						
н		present the ideas and opinions about growing up? (20						
н	·	Marks)						
L	WEDV A	WEDDY 40	WIDTH 44	WIDTY 42	WODW 44	WIDTW 44	WIDTW 45	NADA 4
f	WEEK 9 19th CENTURY FICTION	WEEK 10 21st CENTURY NON-FICTION	WEEK 11 20th CENTURY NON-FICTION	WEEK 12 20th CENTURY NON-FICTION	WEEK 13 19th CENTURY FICTION	WEEK 14 21st CENTURY NON-FICTION	WEEK 15 19th CENTURY FICTION	WEEK 16 20th AND 21st CENTURY NON-FICTION
F	THE DIARY OF A NOBODY (EXTRACT OF A DIARY) (4)		NEITHER HERE NOR THERE (TRAVELOGUE) (4)	THE PLOWDEN REPORT (REPORT) (4)	THE WOMAN IN WHITE (EXTRACT OF A NOVEL)	YOU CAN'T FORCE A TEENAGER TO TALK TO YOU	HEART OF DARKNESS (EXTRACT OF A NOVEL) (4)	FUKUSHIMA HORSE BREEDER BRAVES HIGH
1.	To summarise and synthesise key ideas in the text,	Be able to summarize and synthesize key ideas in the	Be able to explore the writer's intention and analyse how key ideas are presented	Be able to use a range of reading for meaning skills explored in previous topics	Be able to summarise and synthesise key ideas in the narrative, exploring connections and their likely impact	Be able to summarise and synthesise key ideas in the narrative, exploring connections and their likely impact	Be able to use a range of reading for meaning skills	To explore the writer's intention and analyse how key ideas are connected and presented
_		narrative, exploring connections and their likely impact		Understand how writers select modification to achieve	The state of the s	on the reader.	Understand how writers select modification to achieve	To analyse with increasing depth and selected
re	reader	on the reader	choice of whole text structure, sentence structure and		Understand how writers structure a text to manage the	Understand how writers structure an argument to	precision and connotation to support their intention.	details how the writer's choice of whole text
_	·	Be able to analyse some of the writer's choices and their impact on the reader in some detail	vocabulary supports the writer's intention Be able to explore the writer's intention and analyse	Exam Style Question	reader's response to a character and achieve their intention.	manage the reader's response and achieve their intention.	Be able to identify the writer's possible intention and analyse closely some of the writer's choices which	structure, paragraph and sentence structure and vocabulary supports the writer's intention
			how key ideas are presented	Paper 2 Questions 8 & 9			contribute to achieving it.	To identify and explore in some detail a range of
ir	impact on the reader in some detail	likely reader response after writing	Be able to analyse in some depth how the writer's	Writing- Informative Report Writing & Guide (40	Exam Style Question	Exam Style Question		specific similarities and differences in two texts,
E	Exam-style question:	Exam-style question	choice of whole text structure, sentence structure and vocabulary supports the writer's intention	IVIATKS)	Paper 1- Question 3 (In lines 9-21, how does the writer use language and structure to show the relationship	Paper 2- Question 8 & 9 Writing Writing a speech/ Magazine Article (40 Marks)	Exam-style question: Paper 1, Questions 5 and 6.	supported with a range of evidence synthesised from bothTo communicate clearly and
P	Paper 1-Q4 (In this extract the writer tries to portray	Paper 2, Question 8 and 9. (Write an article for a			between Sir Percival and his pets?		5. Write about a time when you, or someone you	imaginatively, using and adapting forms for
_	the life of Charles Pooter and his wife Carrie. Evaluate		The state of the s		WRITING- Imaginative Writing- Short Story (40 Marks)		know, felt unfairly treated. 40 Marks)	different readers and purposes.
	how successfully the writer has created this impression 15Marks)	Marks)	Paper 2 Question 4-6 4. From lines 1-3, identify one problem faced by the				Writing an account Paper 1, Qusetion 4 (The writer attempts to create a	Exam-style question:
v	WRITING:Diary Entry/ Imaginative Writing- Personal		writer.				sense of hardship and misery. evaluate how	Paper 2 Question 3
_	Narrative (40 Marks)		5.From lines 5-7, identify two phrases that describe				successfully this is achieved 15 Marks)	Analyse how the writer uses language and
	(Reading for Pleasure- Book 2 Fiction "The Alchemist" by Paulo Coelho)		the place. 6. Bill Bryson attempts to describe the place and the					structure to interest and engage readers. Support your views with detailed reference to
ı			people. Evaluate how successfully this is achieved.					the text.15 Marks)
L			Support your views with detailed reference to the					Paper 2 Questions 7a and 7b
L			text. 18Marks) WRITING: Writing a travelogue. (40 Marks)					7a. The two texts each describe a disaster. What similarities do the disaster share in these
L			a travelogues (10 mans)					
L								extracts? 7b.
L								Comapre how the writers of Text 1 and Text 2
ш								Comapre how the writers of Text 1 and Text 2 present the idea and opinions about the effects
П								Comapre how the writers of Text 1 and Text 2 present the idea and opinions about the effects of disaster? (20 Marks) WRITING- TRANSACTIONAL AND NON- FICTION
								Comapre how the writers of Text 1 and Text 2 present the idea and opinions about the effects of disaster? (20 Marks)
ı	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK7	Comapre how the writers of Text 1 and Text 2 present the idea and opinions about the effects of disaster? (20 Marks) WRITING- TRANSACTIONAL AND NON- FICTION
	WEEK 1 20th and 21st CENTURY NON-FICTION	WEEK 2 SPOKEN LANGUAGE ENDORSEMENT (FINAL)	WEEK 3 SPOKEN LANGUAGE ENDORSEMENT (FINAL)	WEEK 4 19th CENTURY FICTION	WEEK 5 21st CENTURY NON-FICTION	WEEK 6 20th CENTURY NON-FICTION	WEEK7 19th CENTURY FICTION	Comapre how the writers of Text 1 and Text 2 present the idea and opinions about the effects of disaster? (20 Marks) WRITING-TRANSACTIONAL AND NON-FICTION WRITING-Review of the forms of writing.
	20th and 21st CENTURY NON-FICTION I KNOW WHY THE CAGED BIRD SINGS	SPOKEN LANGUAGE ENDORSEMENT (FINAL) ARGUMENTATIVE/ DISCURSIVE SPEECH (4)	SPOKEN LANGUAGE ENDORSEMENT (FINAL) ARGUMENTATIVE/ DISCURSIVE SPEECH (4)	19th CENTURY FICTION THE YELLOW WALLPAPER (SHORT STORY) (4)	21st CENTURY NON-FICTION THE MEN WHO STARE AT GOATS (LITERARY NON-	20th CENTURY NON-FICTION OPENING THE TOMB OF TUTANKHAMUN (LITERARY	19th CENTURY FICTION SILAS MARNER (EXTRACT OF A NOVEL) (4)	Comapre how the writers of Text 1 and Text 2 present the idea and opinions about the effects of disaster? (20 Marks) WRITING- TRANSACTIONAL AND NON- FICTION WRITING- Review of the forms of writing. WEEK 8 19th CENTURY FICTION HARD TIMES (REVISION- READING AND
	20th and 21st CENTURY NON-FICTION I KNOW WHY THE CAGED BIRD SINGS Be able to explore patterns of inference and their	SPOKEN LANGUAGE ENDORSEMENT (FINAL) ARGUMENTATIVE/ DISCURSIVE SPEECH (4) Speaking and listening skills:	SPOKEN LANGUAGE ENDORSEMENT (FINAL) ARGUMENTATIVE/ DISCURSIVE SPEECH (4) Speaking and listening skills:	19th CENTURY FICTION THE YELLOW WALLPAPER (SHORT STORY) (4) Be able to summarise and synthesise key ideas in the	21st CENTURY NON-FICTION THE MEN WHO STARE AT GOATS (LITERARY NON-Be able to summarise and synthesise key ideas in the	20th CENTURY NON-FICTION OPENING THE TOMB OF TUTANKHAMUN (LITERARY Be able to analyse patterns of vocabulary and layers of	19th CENTURY FICTION SILAS MARNER (EXTRACT OF A NOVEL) (4) Be able to use a range of reading for meaning skills	Comapre how the writers of Text 1 and Text 2 present the idea and opinions about the effects of disaster? (20 Marks) WRITING- TRANSACTIONAL AND NON-FICTION WRITING- Review of the forms of writing. WEEK 8 19th CENTURY FICTION HARD TIMES (REVISION- READING AND Be able to explore patterns of vocabulary and
B	20th and 21st CENTURY NON-FICTION I KNOW WHY THE CAGED BIRD SINGS Be able to explore patterns of inference and their impact on the whole text and reader.	SPOKEN LANGUAGE ENDORSEMENT (FINAL) ARGUMENTATIVE/ DISCURSIVE SPEECH (4)	SPOKEN LANGUAGE ENDORSEMENT (FINAL) ARGUMENTATIVE/ DISCURSIVE SPEECH (4)	19th CENTURY FICTION THE YELLOW WALLPAPER (SHORT STORY) (4)	21st CENTURY NON-FICTION THE MEN WHO STARE AT GOATS (LITERARY NON-	20th CENTURY NON-FICTION OPENING THE TOMB OF TUTANKHAMUN (LITERARY	19th CENTURY FICTION SILAS MARNER (EXTRACT OF A NOVEL) (4)	Comapre how the writers of Text 1 and Text 2 present the idea and opinions about the effects of disaster? (20 Marks) WRITING- TRANSACTIONAL AND NON- FICTION WRITING- Review of the forms of writing. WEEK 8 19th CENTURY FICTION HARD TIMES (REVISION- READING AND
B ir U	20th and 21st CENTURY NON-FICTION I KNOW WHY THE CAGED BIRD SINGS Be able to explore patterns of inference and their impact on the whole text and reader. Understand how writers structure sentences and position clauses for rhetorical effect.	SPOKEN LANGUAGE ENDORSEMENT (FINAL) ARGUMENTATIVE/ DISCURSIVE SPEECH (4) Speaking and listening skills: • demonstrate presentation skills in a formal setting • listen and respond appropriately to spoken language, including to questions and feedback to	SPOKEN LANGUAGE ENDORSEMENT (FINAL) ARGUMENTATIVE/ DISCURSIVE SPEECH (4) Speaking and listening skills: • demonstrate presentation skills in a formal setting • listen and respond appropriately to spoken language, including to questions and feedback to	19th CENTURY FICTION THE YELLOW WALLPAPER (SHORT STORY) (4) Be able to summarise and synthesise key ideas in the narrative, exploring connections and a range of alternative impacts on the reader. Understand how writers structure paragraphs to reflect	21st CENTURY NON-FICTION THE MEN WHO STARE AT GOATS (LITERARY NON- Be able to summarise and synthesise key ideas in the narrative, exploring connections and a range of alternative impacts on the reader. Understand how writers structure paragraphs to direct	20th CENTURY NON-FICTION OPENING THE TOMB OF TUTANKHAMUN (LITERARY) Be able to analyse patterns of vocabulary and layers of meaning and explore possible multiple responses Be able to identify and analyse the writer's use of punctuation and sentence structure to create tone and	19th CENTURY FICTION SILAS MARNER (EXTRACT OF A NOVEL) (4) Be able to use a range of reading for meaning skills explored in previous topics. Understand how writers use symbolism and language choice to connect and develop key ideas and the reader's response	Comapre how the writers of Text 1 and Text 2 present the idea and opinions about the effects of disaster? (20 Marks) WRITING- TRANSACTIONAL AND NON-FICTION WRITING- Review of the forms of writing. WEEK 8 19th CENTURY FICTION HARD TIMES (REVISION- READING AND Be able to explore patterns of vocabulary and imagery, and a variety of possible impacts on the whole text and reader. Understand how writers select vocabulary for
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SPOKEN LANGUAGE ENDORSEMENT (FINAL) ARGUMENTATIVE/ DISCURSIVE SPEECH (4) Speaking and listening skills: demonstrate presentation skills in a formal setting listen and respond appropriately to spoken language, including to questions and feedback to presentations use spoken Standard English effectively in speeches and presentations	SPOKEN LANGUAGE ENDORSEMENT (FINAL) ARGUMENTATIVE/ DISCURSIVE SPEECH (4) Speaking and listening skills: demonstrate presentation skills in a formal setting listen and respond appropriately to spoken language, including to questions and feedback to presentations use spoken Standard English effectively in speeches and presentations	19th CENTURY FICTION THE YELLOW WALLPAPER (SHORT STORY) (4) Be able to summarise and synthesise key ideas in the narrative, exploring connections and a range of alternative impacts on the reader. Understand how writers structure paragraphs to reflect a narrator's mood and voice, and to manage emphasis, pace and tone. Be able to develop, sequence and link ideas effectively within a paragraph of critical writing. Exam-style question: Paper 1, Questions 5 and 6 (Look at the images provided. Write about an experience in which someone jumped to the wrong conclusion. 40 Marks)	21st CENTURY NON-FICTION THE MEN WHO STARE AT GOATS (LITERARY NON- Be able to summarise and synthesise key ideas in the narrative, exploring connections and a range of alternative impacts on the reader. Understand how writers structure paragraphs to direct the reader, and to manage emphasis, pace and tone. Exam-style question: Paper 2 Q 3 (Analyse how the writer uses language and structure to interest and engage readers. Support your views with detailed reference to the text.) TERM II ASSESSMENT 1 (PAPER 1 READING 24 MARKS)	20th CENTURY NON-FICTION OPENING THE TOMB OF TUTANKHAMUN (LITERARY) Be able to analyse patterns of vocabulary and layers of meaning and explore possible multiple responses Be able to identify and analyse the writer's use of punctuation and sentence structure to create tone and imply or emphasise meaning Be able to synthesise, summarise and embed relevant evidence and textual reference from the whole text Exam-style question: Paper 2, Question 6 (The writer attempts to create a sense of mystery and excitement. Evaluate how successfully this is achieved Paper 2, Questions 8 & 9 (Newspaper Report/ Letter. 40 Marks) TERM II ASSESSMENT 2 (PAPER 2 WRITING 40 Marks)	19th CENTURY FICTION SILAS MARNER (EXTRACT OF A NOVEL) (4) Be able to use a range of reading for meaning skills explored in previous topics. Understand how writers use symbolism and language choice to connect and develop key ideas and the reader's response. Be able to identify the writer's possible intention and analyse closely a range of the writer's choices which contribute to achieving it Exam-style question: Paper 1, Questions 1-3 (1. From lines 1-3 select two details that tellsw us about the setting. 2. From lines 5-7 identify a phrase that describes Silas's feelings. 3. In lines 9-19, how has the author used language and structure to describe Silas's bewilderment? 9 Marks) WRITING- Imaginative Writing- Internal Monologue (40 Marks)	Comapre how the writers of Text 1 and Text 2 present the idea and opinions about the effects of disaster? (20 Marks) WRITING- TRANSACTIONAL AND NON-FICTION WRITING- Review of the forms of writing. WEEK 8 19th CENTURY FICTION HARD TIMES (REVISION- READING AND) Be able to explore patterns of vocabulary and imagery, and a variety of possible impacts on the whole text and reader. Understand how writers select vocabulary for concision and connotation to support their intention. Exam-style question: Paper 1, Question 4 (In this extract Oliver is being taken through the Streets of London by Bill Sikes exposing him to the reality of the streets. Evaluate how successfully this is portrayed.) Paper 1, Questions 5 and 6 (Write about an experience in which someone jumped to the wrong conclusion)
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achieving the writer's intention. Be able to make a discerning comparison of two texts							
beyond simple similarities or differences, analysing the							
writers' choices at word, sentence or text level in							
increasing detail.							
N Increasing detail.							
Exam-style question:							
Paper 2, Question 7b							
7b. Compare how the writers of the two texts present							
their ideas and perspectives about other countries and							
cultures.							
Paper 2, Questions 8 and 9 Review of							
the writing forms							
the writing forms							
	•	•	MOCK EXAMS followed by BOAR	D EXAMINATIONS 2026	•	•	•