

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 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
TERM 1	REVIEW -ESTABLISHING PRIOR LEARNING	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
		Zoo Dream/ Playground Chant/ Ms Molly had a Dolly	Down at the Zoo/ Hey stop!	Cat is sleeping	Cat and Dog in a Mess	Hop, Swim and Run	Sounds	Tec and the Hole
	R1.1A Say the letter names and sounds associated with all 26 lower-case letters of the English alphabet. R1.2D Recite or sing the alphabet. Recite nursery rhymes. W1. Tracing the letters uppercase and lowercase.	R1. Perform nursery rhyme and poem aloud. R1.5A. Read the poem with expression R3. Learn to appreciate rhymes and poems and to recite by heart. SL1.2D Recite simple sentences by heart, including rhymes. W1.Tracing the uppercase and lowercase letters. W1. Tracing the numbers 0 - 9 W. Fill in the missing letter Arranging jumbled letter task: alphabetical order	R1. Perform nursery rhyme and poem aloud. R1.5A Read the poem with expression R3. Learn to appreciate rhymes and poems and to recite by heart. SL1.2D Recite simple sentences by heart, including rhymes. W. Arranging two/ three letter words in alphabetical order Phonics: Initial sounds - c, h, r,m , d Writing task: alphabetical order	SL1.1A Follow short, basic classroom instructions, supported by picture or gestures. R1.2A Follow sentences from left to right and from the top to the bottom of the page. R1.2B Decode 3-4 known letters in words when reading simple, familiar texts. R1.3A Match a picture to a word they have read. R1.5A Use pictures in texts (including IT texts) to understand and explain what they are about. R1.6A Read simple everyday nouns and verbs as labels. SL1.2A Give and request simple personal information using a basic phrase. SL1.2C Answer short, simple questions using a word or basic phrase. W1.1A Say and write the sounds in words they wish to spell, where each sound is represented by a single letter. W1.2A Label pictures using already familiar nouns and verbs W1.5A: Write labels of one or two words, leaving spaces between words. Phonics: Initial sounds - n, p, s, t Guided Reading: Red A Comic : Go West Ox, Red B Fiction Beep Beep Timmy, Red C Fiction: Timmy Snowball Writing task: Labels	SL1.1A Follow short, basic classroom instructions, supported by picture or gestures. R1.2A: Follow sentences from left to right and from the top to the bottom of the page. R1.2B Decode 3-4 known letters in words when reading simple, familiar texts. R1.3A Match a picture to a word they have read. R1.5A Use pictures in texts (including IT texts) to understand and explain what they are about. R. Identify nouns/ verb SL1.2A Give and request simple personal information using a basic phrase. SL1.2C Answer short, simple questions using a word or basic phrase. W1.1A Say and write the sounds in words they wish to spell, where each sound is represented by a single letter. W. Write a list and caption Guided Reading: Pink A Fiction: Sid's pit, Pink B Comic: Get the map, Red A Comic: The Fox Twins Phonics: Initial sounds - f Writing task: List/ Caption	SL1.1A Follow short, basic classroom instructions supported by pictures or gestures. SL1.1B Recognise familiar key words and phrases in short basic descriptions, if spoken slowly and clearly. SL1.2B Use simple everyday words from taught vocabulary sets. SL1.2C Answer short, simple questions using a word or basic phrase. R1.1B Blend to read words in which letters of the alphabet are associated with known sounds. R1.2A Follow sentences from left to right and from the top to the bottom of the page. R1.2B Decode three to four known letters in words when reading simple, familiar texts. R1.3A Match a picture to a word they have read. R1.5C: Read and talk about simple sequences that give information or recount what someone has done. R. Review -Identify nouns/ verbs W. Review Captions W. Leaving space between words W1.3A Write short words that have been learned or sounded out, including own name. Guided Reading: Pink A Non- Fiction: Dig and Tip, Pink B Non- Fiction: At the funfair, Red A Non- Fiction: Lots of legs Phonics: initial sounds - h, j Writing task: Review - Captions, nouns & verbs	SL1.1A Follow short, basic classroom instructions supported by pictures or gestures. SL1.1B Recognise familiar key words and phrases in short basic. SL1.2B Use simple everyday words from taught vocabulary sets. SL1.2C Answer short, simple questions using a word or basic phrase. R1.1B Blend to read words in which letters of the alphabet are associated with known sounds. R1.2A Follow sentences from left to right and from the top to the bottom of the page. R1.2B Decode three to four known letters in words when reading simple, familiar texts. R1.3A Match a picture to a word they have read. R1.3B: Sequence three pictures to retell a familiar story or sequence of events. R1.5A Use pictures in texts (including IT texts) to understand and explain what they are about. R. Identify common & proper noun W. Introducing sentences - Capital letters/ full stop Guided Reading: Pink A Fiction: Look up Look down, Pink B Fiction: What is in my net?, Red A Non- Fiction: I am not Junk! Phonics: beginning sound - d, h,m, r Writing task: Capital letters/ full stop, common & proper noun	R1.2B Decode three known letters in words when reading simple, familiar texts. SL1.2C Answer short, simple questions using a word or basic phrase R1.3A Match a picture to a word they have read. R1.3B Sequence three pictures to retell a familiar story or sequence of events. R1.5A Use pictures in texts (including IT texts) to understand and explain what they are about. R. Identifying opposites W. Identify common and proper noun W. Compose sentence orally before writing it. W. leaving spaces between words W. Jumbled sentences W. Write sentences using capital letter and fullstop Guided Reading: Pink A Comic: Toms mad mop, Pink B Fiction: Sid's pet rat, Red A Fiction: Rat and Cat the Hat Trick Phonics: beginning sound - b,f,g, l Writing task: jumbled sentences
YEAR 1	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
TERM 1	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
	Mojo and Weeza and the Funny Thing	Mojo 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)	Aaaarrgghh Spider (Pages 16-25)	
	SL1.2C Answer short, simple questions using a word or basic phrase R1.2B Draw on prior knowledge to make predictions and Make inferences based on what is being said and done. R1.3B Sequence three pictures to retell a familiar story or sequence of events. R1.5A Use pictures in texts (including IT texts) to understand and explain what they are about. R. Identify adjectives Review opposites W. Review - Write sentences W- Sequencing pictures W- writing adjectives to describe pictures Guided Reading: Pink A Comic: Tin man Tim, Pink B Fiction: What is in my net?, Red A Fiction: Timmy wants to win Phonics: initial sounds - j,w,z Writing task: Sequence, adjectives	SL1.2B Use simple everyday words from taught vocabulary sets. SL1.2C Answer short, simple questions using a word or basic phrase. R1.2B Draw on prior knowledge to make predictions and Make inferences based on what is being said and done. R1.3B Sequence three pictures to retell a familiar story or sequence of events. R1.5A Use pictures in texts (including IT texts) to understand and explain what they are about. R1.5C Read and talk about simple sequences that give information or recount what someone has done. W. Review adjectives W- Review Sequencing pictures W- Write sentences to describe a picture Guided Reading: Pink A Comic: Is nan in?, Pink B Comic: Can cat get cod?, Red A Comic: Go west oX Phonics: end sound - ff/ ll Writing task: Review - adjectives	SL1.2 Ask and answer questions about the story read. R1.1B Blend to read words in which letters of the alphabet are associated with known sounds. R. Link what they read to their own experience. R. Draw on prior knowledge to make predictions and inference. R1.3B Sequence three pictures to retell a familiar story or sequence of events. W1.1A Say and write the sounds in words they wish to spell, where each sound is represented by a single letter. W. Say out loud what they are going to write about; Compose a sentence orally before writing it; leave spaces between words; Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'; W. Review Write sentences to describe a picture W. Use conjunction 'and' Guided Reading: Pink A Non - Fiction: Get up and go, Red A Comic: The fox twins, Red B Fiction: Beep Beep Timmy Phonics: end sound - ss, ss Writing task: Review - sequence	SL1.2 Ask and answer questions about the story read. R1.1B Blend to read words in which letters of the alphabet are associated with known sounds. R. Link what they read to their own experience. R. Draw on prior knowledge to make predictions and inference. R1.3B Sequence three pictures to retell a familiar story or sequence of events. W- Sequence sentences to form short narrative. W1.1A Say and write the sounds in words they wish to spell, where each sound is represented by a single letter. W. Say out loud what they are going to write about; Compose a sentence orally before writing it; leave spaces between words; Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'; Write sentences using capital and full stop. W. Review Write sentences to describe a picture W. Use conjunction 'and' Guided Reading: Can cat get cod? (F- PINK B), Eco apes use rubbish (F- RED A), Rat and cat the dance (F- RED B) Phonics: end sound - ck, ng" Writing task: pronoun I, conjunction, describe pictures	SL1.2 Ask and answer questions about the story read. R1.1B Blend to read words in which letters of the alphabet are associated with known sounds. R. Link what they read to their own experience. R. Draw on prior knowledge to make predictions and inference. R1.3B Sequence three pictures to retell a familiar story or sequence of events. W- Sequence sentences to form short narrative. W1.1A Say and write the sounds in words they wish to spell, where each sound is represented by a single letter. W. Say out loud what they are going to write about; Compose a sentence orally before writing it; leave spaces between words; Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'; W. Review use of conjunction 'and' W. Singular/Plural (s & es) Guided Reading: Can panda get it? (F- PINK B), Timmy wants to win (F-RED A),(King Pip and the troll(F RED-C) Phonics: initial sounds- bl, br & cl/cr Writing task: short narrative	R. Link what they read to their own experience. R. Draw on prior knowledge to make predictions and inference. R1.5A Use pictures in texts (including IT texts) to understand and explain what they are about. R1.5C Read and talk about simple sequences that give information or recount what someone has done. W. Say out loud what they are going to write about; Compose a sentence orally before writing it; leave spaces between words. W. Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'; Write sentences using capital and full stop. W. Sequence sentences to form short narrative. W- Write sentence to describe a picture. W- Singular & Plural Guided Reading: Top cat (F PINK B), Rat and Cat the hat trick(F RED A), Rat and Cat lets jump (F RED C) Phonic: initial sound - dr Writing task: Review - short narrative	R. Link what they read to their own experience. R. Draw on prior knowledge to make predictions and inference. R1.5A Use pictures in texts (including IT texts) to understand and explain what they are about. R1.5C Read and talk about simple sequences that give information or recount what someone has done. W. Say out loud what they are going to write about; Compose a sentence orally before writing it; leave spaces between words. W. Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'; Write sentences using capital and full stop. W. Sequence sentences to form short narrative. W- Write sentence to describe a picture. W. Determiners 'a' and 'an' W - Review of capital letter and fullstop. Guided Reading: The quiz went fizz(F RED A), Go Jetters, on the farm (F RED B), Eco Apes grow food (F- RED C) Phonics: initial sounds - fl, fr Writing task: Article a/an	Write the missing letters. R1.5A Use pictures in texts (including IT texts) to understand and explain what they are about. R1.5C Read and talk about simple sequences that give information or recount what someone has done. R. Link what they read to their own experience. SL.1.2 Ask and answer a range of questions about the story read. R1.3B Sequence pictures to retell a familiar story or sequence events or instructions. Orally rehearse the story/ Instructions. W. Write sentences using capital and full stop.
YEAR 1	Week 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	Week 8
	UNIT 1.11 POETRY	UNIT 1.12 NON FICTION	UNIT 1.12 NON FICTION	UNIT 1.13 FICTION	UNIT 1.13 FICTION	UNIT 1.12 FICTION	UNIT 1.14 FICTION	UNIT 1.15 NON FICTION
	Animal Crackers	Rainbows	Rainbows	The Four singers (Pages 2-13)	The Four singers (Pages 14-24)	King Pip and the wish	King Pip and the darkwood	Top Jobs

TERM 2	SL1.2D Recite simple sentences by heart, including rhymes and poems. R1.5A Read aloud with expression and explore rhymes; Listen and discuss wide range of poems; learn to appreciate rhymes in poems; Discuss word meaning, link new meaning to those you already know; ; identify rhyming words W. Draw and write poems using pictures using familiar nouns, adjective and verbs . W express and write likes and dislikes R1.5C Read poem aloud to class Guided Reading: In the garden (F - PINK B), Be pirate (F RED B), Timmy's snowball (F RED C) Phonics: initial sound - gl, gr, pl, pr Writing task: Writing poem	R. Talk about their their own experience of seeing rainbows R. Read and talk about simple sequences that give information or recount what someone has done. SL.1.2 Ask and answer questions about the story read. R1.5C: Sequence information from the text R. Introduce the concept of instructions . W. Say out loud what they are going to write about; Compose sentences orally before writing. W. Draw and create a poster; present to the class W. Write an instruction text Guided Reading: At the funfair,(NF - PINK B) What is same(NF RED B), Butterflies (NF - YELLOW A) Phonics: initial sound - sc, sl, sk, sm Writing task: instruction text	R. R1.5A Read aloud with expression and explore rhymes. R. Draw on prior knowledge to make predictions and inference. R. Identify past' present tense writing. W. "Write the past tense forms of the given verbs. W. Write an instruction text Guided Reading: We can do it(NF RED A), Eco Apes save water (NF RED B), Draw with penny(NF YELLOW A) Phonics: initial sound - sn, sp, st, sw Writing task: instruction text,	SL.1.2 Ask and answer questions about the story read. R. Link what they read to their own experience. R. Draw on prior knowledge to make predictions and inference. R1.3B Sequence three pictures to retell a familiar story or sequence of events. R. Identify the title, the setting, the events and the characters. W1.1A Say and write the sounds in words they wish to spell, where each sound is represented by a single letter. W. Say out loud what they are going to write about; Compose a sentence orally before writing it Leave spaces between words W. Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' W. Write sentences using capital and full stop. W- Identify past and present tense in the sentences W. Write a story beginning, middle and end Guided Reading: Timmy wants to win (F- RED A), King Pip and the troll(F- RED C), Bug Boy beetle cookies (F- YELLOW A) Phonics: initial sound - tr, tw Writing task: story writing	SL.1.2 Ask and answer questions about the story read. R. Link what they read to their own experience. R. Draw on prior knowledge to make predictions and inference. R1.3B Sequence three pictures to retell a familiar story or sequence of events. W1.1A Say and write the sounds in words they wish to spell, where each sound is represented by a single letter. W. Say out loud what they are going to write about; Compose a sentence orally before writing it Leave spaces between words W. Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' W. Identify exclamation and questions W- Identify verbs, nouns, adjectives in a sentence. W. Write a story beginning, middle and end Guided Reading: Eco Apes use rubbish (F- RED - A), Beep Beep Timmy (F- RED-A), Pippa's Pet Lost dog (F- YELLOW A) Phonics: initial sound - ch, sh, and th Writing task: story writing	SL.1.2 Ask and answer questions about the story read. R. Link what they read to their own experience. R. Draw on prior knowledge to make predictions and inference. W. Say out loud what they are going to write about; Compose a sentence orally before writing it; Leave spaces between words R1.3B Sequence three pictures to retell a familiar story or sequence of events. W. Write sentences using exclamation and questions mark W. Descriptive writing (Draw a well and write sentences to describe your wish) W. Write a story beginning, middle and end Guided Reading: Rat and Cat in the hat trick (F- RED A), Eco apes save water (F- RED B), Shaun the sheep you are my mum (F- YELLOW A) Phonics: end sounds- g&n, p&t, b,f,g & l Writing task: Describe character	SL.1.2 Ask and answer questions about the story read. R. Link what they read to their own experience. R. Draw on prior knowledge to make predictions and inference. W. Say out loud what they are going to write about; Compose a sentence orally before writing it; Leave spaces between words W. Draw a picture of the character .Write sentences to describe the character. W. Draw and Descriptive writing (Write about your own experience in the dark) W1.1A Say and write the sounds in words they wish to spell, where each sound is represented by a single letter. W. Write a story beginning, middle and end Guided Reading: Rat and cat in the dance (F - RED B), Rat and cat Lets jump (F - RED C), Zip Zap and the thing (F- YELLOW A) Phonics: end sounds - nt nd and mp Writing task: story writing	R. Introduce the Big Question R- Talk about jobs and make links to own experiences. R- Discuss what skills are needed for particular jobs. SP-3Discuss different places of work R- Introducing the features of recount text W- Write your own sentences using the given nouns, verbs and adjectives. W - Write sentences to describe about their favourite job. W - Write a recount (About -spring break, week end) Guided Reading: Sport is fun (NF -RED B), Grow a flower (NF -RED C), This is my pet (NF- YELLOW B) Phonics: end sounds - nd, lk, sk & nk Writing task: Recount
YEAR 1	WEEK 9	Week 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	UNIT 1.15 NON FICTION Top Jobs	UNIT 1.16 FICTION Mary and the twelve months (Pages 2-13)	UNIT 1.16 FICTION Mary and the twelve months (Pages 14-24)	FICTION/NON-FICTION REVISION	UNIT 1.17 FICTION Eco Apes grow food	UNIT 1.18 FICTION Eco Apes save water	UNIT 1.19 NON FICTION My holiday	UNIT 1.19 POETRY Sounds Good!
TERM 2	R. Draw on prior knowledge to make predictions and inference. SL.1.2 Ask and answer questions about events and ideas in the text R1.5C: Introducing the features of information text. R. Introduction of articles (a/an) W. Write an information text. (place, food, plants, animals) W. Review of past/ present tense Guided Reading: Be a pirate (NF - RED B), Grow a flower (NF- RED C), Spot the shape(NF- YELLOW B) Phonics: end sounds - lp, mp and sp, lt Writing task: Review - Recount, information text	R. Link what they read to their own experience. R. - Draw on what they already know/ background information and vocabulary R.- Make inferences based on what is being said and done R. Discuss the significance of the title and events W. Say out loud what they are going to write about; Compose a sentence orally before writing it; Leave spaces between words W. Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I', W. Article a and an in sentences. W. Write sentences to describe the setting of the story W. Write a story beginning , middle and ending of a story (opening sentence -Once Upon a time- Favourite story) Guided Reading: Bug boy beetle cookies(F YELLOW A), Bug boy slug picnic (F YELLOW B), Bug Boy Spider camp(F YELLOW C) Phonics: end sounds - nt, st,ct, ft, pt & xt Writing task: story writing, describe setting	SL.1.2 Ask and answer questions about the story read. R. Make predictions R. Answer question about the story - Comprehension R1.3B Explore Sequencing to retell a familiar story or sequence of events. W. Say out loud what they are going to write about; Compose a sentence orally before writing it; Leave spaces between words W. Review - Articles a and an W. Write a story beginning , middle and ending of a story (opening sentence - Once upon a time - Mary and the twelve months) Guided Reading: Pippas pet lost dog (F - YELLOW A), Shaun the sheep what a mess (F- YELLOW B), Pippas pet scaredy cat (F- YELLOW C) Phonics: end sounds - tch, sh, vowels a, e, i ,o u Writing task: story writing, describe setting	Use pictures in texts to understand and explain what they are about. R1.5C Read and talk about simple sequences that give information or recount what someone has done.. R. Link what they read to their own experience. R. Draw on prior knowledge to make inference. Identify nouns, verbs, adjectives. SL.1.2 Ask and answer a range of questions about the story read. R1.3B Sequence pictures to retell a familiar story or sequence events or instructions. Orally rehearse the story/ Instructions. W. Write story/Recount/ Instructions. Punctuate sentences using capital letter. full stop, question mark.	SL.1.2 Ask and answer questions about the story read. R. Link what they read to their own experience. R. Draw on prior knowledge to make predictions and inference. R1.3B Sequence three pictures to retell a familiar story or sequence of events. W. Say out loud what they are going to write about; Compose a sentence orally before writing it; Leave spaces between words W. Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I', With support identify different types of sentences. Guided Reading: Non Fiction, Red C - Make an egg card, Non Fiction, Yellow A - Senses, Non Fiction, Blue A - Ocean Phonics: words with a&ai, e&ee, i&igh, o&oa Writing task: months of the year	SL.1.2 Ask and answer questions about the story read. R. Link what they read to their own experience. R. Draw on prior knowledge to make predictions and inference. R1.3B Sequence three pictures to retell a familiar story or sequence of events. W. Say out loud what they are going to write about; Compose a sentence orally before writing it Leave spaces between words W. Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I', W. Write sentences using capital and full stop, question mark, exclamation mark W. - Write narratives about personal experience and those of others Guided Reading: Fiction, Red C - Timmy Snowball, Yellow A - Bug Boy Beetle Cookies, Blue A - The mermaid and the Dolphins Phonics: words with oo, a-e, i-e, o-e, u-e Writing task: Poster - Save water	R. Draw on prior knowledge to make predictions and inference. R. Lask andanswer questions . R: Identify the type of sentence. R.: To identify the key events. W. Create a poster. W. Write a recount about your favourite holiday. W: Write instructions on how to get ready for a picnic. W: Write sentences to describe your best friend. Guided Reading: Non Fiction, Shadows in the sun, Non Fiction, Yellow A - My pony book, Non Fiction, Lets eat lunch Phonics: words with ay, ee, ea&e, ow&o Writing task: recount	R. Draw on prior knowledge to make predictions and inference. R. Lask andanswer questions . R: Identify the type of sentence. R.: To identify the key events. W. Create a poster. W. Write a recount about your favourite holiday. W: Write instructions on how to get ready for a picnic. W: Write sentences to describe your best friend. Guided Reading: Fiction, Yellow A- Bug boy beetle cookies, Fiction, Yellow A - Pippa Pet Lost dog, Fiction, Zeke goes to space school Phonics: words with ay, ee, ea&e, ow&o Writing task: Write a poem
YEAR 2 LONG TERM PLAN With CURRICULUM STANDARDS								
YEAR 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	Poetry Unit 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
	REVISION Resource: Wizards, Spiders and Castles	Resource: Wizards, Spiders and Castles	Resource : Silly Billy	Resource : Silly Billy	Resource : Silly Billy	Resource: Oceans	Resource: Oceans	Resource: Oceans
	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. R2.2A: Read aloud a familiar text of 6-8 basic sentences [about 50 words]. W2.3A: Compose orally and then write a simple sentence. W2.4A: Write most lower-case letters and copy all upper-	SL2.2D: Recite and interpret sentences by heart, including poems and other texts. R2.2A: Read aloud a familiar text of 6-8 basic sentences [about 50 words]. W2.3A: Compose orally and then write a simple sentence. W2.4A: Write most lower-case letters and copy all upper-	Revise and re-cap phonics , spelling and alphabetical order work. SL2.1A: Follow two-step instructions, when these are given slowly and clearly. R2.3A: Answer simple questions about a sentence they have read.	Revise work on making sentences. R2.3A: Answer simple questions about a sentence they have read. W2.5D: Use adjectives in expanded noun phrases in simple sentences. W2.5B: Use the correct determiner ('a'/'an', 'the' or 'some')	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. R2.4B: Combine information from text and pictures to infer	R2.5A: With support, find information in texts (including IT texts) to answer a simple question. 2.2A: Read aloud a familiar text of 6-8 basic sentences (about 50 words). R2.3A: Answer simple questions about a sentence they have read.	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'. R2.6A: Say whether or not a group of words is a sentence. R2.6C: Recognise regular singular and plural forms of nouns.	R2.2A: Read aloud a familiar text of 6-8 basic sentences (about 50 words). R2.3A: Answer simple questions about a sentence they have read. [including IT texts] to answer a simple question.
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	Fiction Unit 2.4	Fiction Unit 2.4	Fiction Unit 2.4	Fiction Unit 2.4	Poetry Unit 2. 5	Poetry Unit 2. 5	Non Fiction Unit 2.6	REVISION
	Resource : Operation Night Monster	Resource : Operation Night Monster	Resource : Operation Night Monster	Resource : Operation Night Monster	Resource: Wizards, Spiders and Castles	Resource: Wizards, Spiders and Castles	Resource: All About Orangutans	
	Draw on what they already know/background information/information provided by teacher. Make inferences. Make predictions.Listen and respond appropriately; Speculate, hypothesise, imagine and explore ideasAnswer	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. R2.5C: Read simple instructions and identify key text	S&L: Participate in discussions and listen to others; Explain clearly their understanding of what is read to them. Listen and respond appropriately; Use present and past tenses. Articulate and justify answers;	S&LParticipate in discussions and listen to others; Explain clearly their understanding of what is read to them Listen and respond appropriately; Consider and evaluate different viewpoints. Make inferences;	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).	R2.4D: Discuss favourite words and phrases. SL2.2D: Recite and interpret sentences by heart, including poems and other texts. 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. R2.6B: Identify nouns and verbs in a simple sentence and use the terms 'noun' and 'verb'. R2.2A: Read aloud a familiar text of 6-8 basic sentences	ASSESSMENT- POETRY, FICTION AND NONFICTION READING AND WRITING - REVIEW OF ALL SKILLS DONE Reading comprehension, spelling, grammatical awareness, and creative writing skills.

	<p>and ask questions.</p> <p>Participate in discussions and listen to others;</p> <p>Explain clearly their understanding of what is read to them;</p> <p>Use present and past tenses .</p> <p>Articulate and justify answers.</p> <p>Participate actively in conversations.</p> <p>Answer and ask questions;</p> <p>Consider and evaluate different viewpoints.</p> <p>Spoken language: Speculate, hypothesise, imagine and explore ideas; Consider and evaluate different viewpoints</p> <p>Learn how to use both familiar and new punctuation correctly (Appendix 2); Sentences with different forms: statement, question, exclamation, command</p> <p>Listen and respond appropriately.</p>	<p>features.</p> <p>W2.3A: Compose orally and then write a simple sentence.</p> <p>W2.2A: Use vocabulary from reading in own writing.</p> <p>W2.3D: Re-read own writing to check the meaning is clear.</p> <p>W2.5A: Say a simple sentence and then write it.</p> <p>W2.5C: Use everyday verbs in simple sentences.</p> <p>W2.5F: Use correct singular or plural forms of regular nouns.</p> <p>Writing Task: An Informal Letter</p> <p>GUIDED READING</p> <p>1. LA The Mermaid and the Perfect Presents Blue C</p> <p>2. AA All Hail King Julien : Everyone Loves King Julien Orange A</p> <p>3. HA Goldilocks and the Clever Plan Orange B</p>	<p>Participate actively in conversations</p> <p>Draw on what they already know/background information/information provided by teacher;</p> <p>Consider and evaluate different viewpoints</p> <p>Make inferences;</p> <p>R2.5A: With support, find information in texts (including IT texts) to answer a simple question.</p> <p>R2.5B: Know that information can be given through photographs and illustrations as well as text.</p> <p>Articulate and justify answers.</p> <p>Answer and ask questions;</p> <p>W2.3D: Re-read own writing to check the meaning is clear.</p> <p>W2.5A: Say a simple sentence and then write it.</p> <p>W2.5C: Use everyday verbs in simple sentences.</p> <p>W2.5F: Use correct singular or plural forms of regular nouns</p> <p>Writing Task: A Familiar Setting Story</p> <p>GUIDED READING</p> <p>1. LA Dixie's pocket Zoo - Robber Run-around Green C</p> <p>2. AA Chase in New York Orange A</p>	<p>Participate actively in conversations.</p> <p>Draw on what they already know/background information/information provided by teacher</p> <p>R2.5A: With support, find information in texts (including IT texts) to answer a simple question.</p> <p>R2.5B: Know that information can be given through photographs and illustrations as well as text.</p> <p>Use present and past tenses.</p> <p>Articulate and justify answers.</p> <p>Answer and ask questions;</p> <p>W2.3D: Re-read own writing to check the meaning is clear.</p> <p>W2.5A: Say a simple sentence and then write it.</p> <p>W2.5C: Use everyday verbs in simple sentences.</p> <p>W2.5F: Use correct singular or plural forms of regular nouns</p> <p>Writing Task: A Familiar Setting Story</p> <p>GUIDED READING</p> <p>1. LA Dixie's pocket Zoo: Robber Run-around Green C</p> <p>2. AA Goldilocks and the Big Mess Orange A</p>	<p>R2.4A: Use picture cues to predict the meaning of unfamiliar words.</p> <p>W2.2A: Use vocabulary from reading in own writing.</p> <p>W2.3A: Compose orally and then write a simple sentence.</p> <p>W2.3D: Re-read own writing to check the meaning is clear.</p> <p>W2.5A: Say a simple sentence and then write it.</p> <p>Listening & Speaking Activity: Poetry Performance</p> <p>AFL: Learn a poem by heart and perform it in the class loudly with actions</p> <p>GUIDED READING</p> <p>1. LA Play the Guitar Blue C</p> <p>2. AA Pete's Peculiar Pet Shop : Just The Job - Turquoise B</p> <p>3. HA Sharma Family : Stop That Dog! Purple A</p> <p>PHONICS, HANDWRITING AND SPELLING</p> <p>Unit 12- cvcc words</p> <p>Handwriting joining letters with cvcc words</p>	<p>SL2.2D: Recite and interpret sentences by heart, including poems and other texts.</p> <p>W2.2A: Use vocabulary from reading in own writing.</p> <p>W2.3A: Compose orally and then write a simple sentence.</p> <p>W2.3D: Re-read own writing to check the meaning is clear.</p> <p>W2.5A: Say a simple sentence and then write it.</p> <p>R2.4A: Use picture cues to predict the meaning of unfamiliar words.</p> <p>Listening & Speaking Activity: Poetry Performance</p> <p>AFL: Learn a poem by heart and perform it in the class loudly with actions</p> <p>Writing Task: Instructional Text</p> <p>GUIDED READING</p> <p>1. LA Time to Sleep Blue C</p> <p>2. AA Sharma Family : What's Out There? Turquoise B</p> <p>3. HA Sharma Family : Stop That Dog! Purple A</p> <p>PHONICS, HANDWRITING AND SPELLING</p>	<p>(about 50 words).</p> <p>R2.2B: Decode unrecognised words (up to 6 letters) when reading aloud.</p> <p>W2.3A: Compose orally and then write a simple sentence.</p> <p>W2.5A: Say a simple sentence and then write it.</p> <p>W2.5B: Use the correct determiner ('a'/an', 'the' or 'some') for single and plural nouns in simple sentences.</p> <p>W2.5D: Use adjectives in expanded noun phrases, in simple sentences.</p> <p>W2.1C: Form plurals of nouns where the root word does not change by adding '-s' and '-es'.</p> <p>Writing Task: Descriptive Writing</p> <p>GUIDED READING</p> <p>1. LA Exploring Rock pools Green C</p> <p>2. AA What Make's You Laugh Green A</p> <p>3. HA Colourful Creatures Orange B</p> <p>PHONICS, HANDWRITING AND SPELLING</p>	<p>Identifying and retrieving key words, phrases, ideas, information about setting, events, characters from texts</p> <p>Deducing and inferring meanings of words, ideas, information,</p> <p>character's actions, thoughts and feelings</p> <p>Expressing likes and dislikes about titles, rhyming words, ideas, events, characters with examples</p> <p>Sequencing events in the correct order.</p> <p>Writing-Creative writing</p> <p>Spellings of words and sentences</p> <p>Grammar</p> <p>Identification and the correct use of:</p> <p>Nouns- singular/ plural, common / proper</p> <p>Verbs, Past tense and Present tense.</p> <p>Adjectives, Punctuation- Capital letters, full stops, question mark, exclamation mark.</p> <p>Writing about their own experience, writing a story.</p>
	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
	<p>Resource: All About Orangutans</p> <p>SL2.2C: Answer simple questions using rehearsed expressions.</p> <p>R2.2D: Organise words into alphabetical order by their first letters.</p> <p>R2.5A: With support, find information in texts (including IT texts) to answer a simple question.</p> <p>W2.2A: Use vocabulary from reading in own writing.</p> <p>W2.1B: Spell another 30 basic everyday words (up to 5 letters in length).</p> <p>W2.5A: Say a simple sentence and then write it.</p> <p>W2.5B: Use the correct determiner ('a'/an', 'the' or 'some') for single and plural nouns in simple sentences.</p> <p>W2.5D: Use adjectives in expanded noun phrases, in simple sentences.</p> <p>Additional Resource- All about Orangutans</p> <p>Writing Task: A Recount Writing</p> <p>GUIDED READING</p> <p>1. LA Material Around Us Green C</p> <p>2. AA Flips and Spins -Orange A</p> <p>3.HA My Skateboarding Scrapbook Orange B</p> <p>PHONICS, HANDWRITING AND SPELLING</p> <p>Unit 16- Phoneme 'i' 'i-e' 'y' 'ie'</p> <p>Handwriting joining letters with 'i' 'i-e' 'y' 'ie'</p>	<p>Resource: All About Orangutans</p> <p>SL2.1A: Follow two-step instructions, when these are given slowly and clearly.</p> <p>R2.5A: With support, find information in texts (including IT texts) to answer a simple question.</p> <p>R2.5B: Know that information can be given through photographs and illustrations as well as text.</p> <p>R2.6C: Recognise regular singular and plural forms of nouns.</p> <p>R2.3A: Answer simple questions about a sentence they have read.</p> <p>R2.4D: Discuss favourite words and phrases</p> <p>R2.5C: Read simple instructions and identify key text features.</p> <p>R2.2D: Organise words into alphabetical order by their first letters</p> <p>W2.2A: Use vocabulary from reading in own writing.</p> <p>W2.3A: Compose orally and then write a simple sentence.</p> <p>W2.5A: Say a simple sentence and then write it.</p> <p>R2.6B: Identify nouns and verbs in a simple sentence and use the terms 'noun' and 'verb'.</p> <p>W2.1C: Form plurals of nouns where the root word does not change by adding '-s' and '-es'.</p> <p>W2.5B: Use the correct determiner ('a'/an', 'the' or 'some') for single and plural nouns in simple sentences.</p> <p>GUIDED READING</p> <p>1. LA The Old Things Green C</p> <p>2. AA Great Cities Exploring London- Orange A</p> <p>3.HA All About Mummies Purple A</p> <p>PHONICS, HANDWRITING AND SPELLING</p> <p>Unit 17- Phoneme 'o' 'oe' 'ow' 'ew'</p> <p>Handwriting joining letters with 'o' 'oe' 'ow' 'ew'</p>	<p>Resource : Man on the Moon</p> <p>S&L Listen to and discuss a wide range of text types; Draw on what they already know/background information/vocabulary provided by teacher.</p> <p>Listen and respond appropriately.</p> <p>Make predictions;</p> <p>Make inferences</p> <p>Ask relevant questions</p> <p>Make inferences; Discuss significance of title and events</p> <p>Participate in discussions and listen to others; Say out loud what they are going to write about.</p> <p>Speculate, hypothesise, imagine and explore ideas</p> <p>Discuss word meanings, linking new meanings to those already known; Draw on what they already know/background information/vocabulary provided by teacher.</p> <p>Explain clearly their understanding of what is read to them; Compose a sentence orally before writing it.</p> <p>Writing task: Description of a character</p> <p>GUIDED READING</p> <p>1. LA All The Hail King Julienn- King Julien's job Orange B</p> <p>2. AA Young Robinhood : Hit and Miss Turquoise A</p> <p>3.HA Yun and the Fire Demon Purple A</p> <p>PHONICS, HANDWRITING AND SPELLING</p> <p>Unit 18- Phoneme 'ue' 'u-e' 'oul' 'ew'</p> <p>Handwriting joining letters with 'ue' 'u-e' 'oul' 'ew'</p>	<p>Resource : Man on the Moon</p> <p>S&L Participate actively in conversations</p> <p>Compose a sentence orally before writing it; Sequence sentences to form short narratives</p> <p>Listen to and discuss a wide range of text types; Discuss word meanings, linking new meanings to those already known</p> <p>Compose a sentence orally before writing it</p> <p>Speak audibly and fluently using Standard English</p> <p>Draw on what they already know/background information/vocabulary provided by teacher; Make inferences</p> <p>Articulate and justify answers</p> <p>Compose a sentence orally before writing it; Sequence sentences to form short narratives;</p> <p>Re-read what they have written to check that it makes sense</p> <p>Give well-structured descriptions, explanations and narratives</p> <p>Be encouraged to link what they read or hear read to their own experiences</p> <p>Writing Task: Description of a setting</p> <p>GUIDED READING</p> <p>1. LA All The Hail King Julien- King Julien's Job Orange B</p> <p>2.AA AA Young Robinhood : Hit and Miss Turquoise A</p> <p>3.HA Yun and the Fire Demon Purple A</p> <p>PHONICS, HANDWRITING AND SPELLING</p> <p>Unit 19- Phoneme 'al' 'aw' 'au'</p> <p>Handwriting joining letters with 'al' 'aw' 'au'</p>	<p>Resource : Man on the Moon</p> <p>R2.3A: Answer simple questions about a sentence they have read.</p> <p>R2.3B: Recall what happened next in a simple story or sequence of events.</p> <p>R2.4B: Combine information from text and pictures to infer how a character feels.</p> <p>R2.5A: With support, find information in texts (including IT texts) to answer a simple question.</p> <p>R2.1A: Match lower-case and upper-case letters, saying the sounds and letter names associated with each one.</p> <p>R2.3B: Recall what happened next in a simple story or sequence of events.</p> <p>W2.3A: Compose orally and then write a simple sentence.</p> <p>W2.3B: Sequence three pictures and then write a sentence for each to tell a story.</p> <p>W2.3D: Re-read own writing to check the meaning is clear.</p> <p>W2.6A: Use full stops at the end of simple sentences</p> <p>W2.4A: Write most lower-case letters and copy all upper-case letters and numbers, using correct letter formation.</p> <p>Writing task: Problem and Resolution(Plot)</p> <p>GUIDED READING</p> <p>1. LA Penguins of Madagascar: A Kipper for Skipper Orange B</p> <p>2.AA Pete's Peculiar Pet Shop : I Want Unicorn Purple B</p> <p>3.HA The Magic Storm Gold B</p> <p>PHONICS, HANDWRITING AND SPELLING</p> <p>Unit 20- Phoneme 'er' 'ir' 'ear'</p> <p>Handwriting joining letters with'er' 'ir' 'ear'</p>	<p>Resource: Man on the Moon</p> <p>R2.2A: Read aloud a familiar text of 6-8 basic sentences (about 50 words).</p> <p>W2.5D: Use adjectives in expanded noun phrases, in simple sentences.</p> <p>W2.3A: Compose orally and then write a simple sentence.</p> <p>W2.5B: Use the correct determiner ('a'/an', 'the' or 'some') for single and plural nouns in simple sentences.</p> <p>W2.5A: Say a simple sentence and then write it.</p> <p>W2.5D: Use adjectives in expanded noun phrases, in simple sentences.</p> <p>W2.5E: Use the subject pronouns 'I' and 'we' before verbs.</p> <p>W2.4A: Write most lower-case letters and copy all upper-case letters and numbers, using correct letter formation.</p> <p>Class Assessment- Reading: comprehension, verbs, punctuation, determiners, noun plural writing with determiners, noun phrases, pronouns, punctuation.</p> <p>Writing Task- Writing an imaginative story</p> <p>GUIDED READING</p> <p>1. LA Penguins of Madagascar: A Kipper for Skipper Orange B</p> <p>2. AA Pete's Peculiar Pet Shop : I Want Unicorn Purple B</p> <p>3. HA The Magic Storm Gold B</p> <p>PHONICS, HANDWRITING AND SPELLING</p> <p>Unit 21- Phoneme 'or' 'oy'</p> <p>Handwriting joining letters with 'or' 'oy'</p>	<p>Resource: There's No Place Like Home</p> <p>R2.3A: Answer simple questions about a sentence they have read.</p> <p>R2.6B: Identify nouns and verbs in a simple sentence and use the terms 'noun' and 'verb'.</p> <p>R2.5A: With support, find information in texts (including IT texts) to answer a simple question.</p> <p>R2.5C: Read simple instructions and identify key text features.</p> <p>W2.2A: Use vocabulary from reading in own writing.</p> <p>W2.3A: Compose orally and then write a simple sentence.</p> <p>W2.5B: Use the correct determiner ('a'/an', 'the' or 'some') for singular and plural nouns in simple sentences.</p> <p>W2.5D: Use adjectives in expanded noun phrases, in simple sentences.</p> <p>W2.5E: Use the subject pronouns 'I' and 'we' before verbs.</p> <p>GUIDED READING</p> <p>1. LA My Skateboarding Scrapbook Orange B</p> <p>2.AA Can You Do This? Turquoise B</p> <p>3.HA When Animals Attack Purple A</p> <p>PHONICS, HANDWRITING AND SPELLING</p> <p>Unit 22- Phoneme 'are' 'ear' 'er' 'eer'</p> <p>Handwriting joining letters with 'are' 'ear' 'er' 'eer'</p>	<p>There's No Place Like Home</p> <p>R2.5A: With support, find information in texts (including IT texts) to answer a simple question.</p> <p>R2.2A: Read aloud a familiar text of 6-8 basic sentences (about 50 words).</p> <p>R2.3A: Answer simple questions about a sentence they have read.</p> <p>R2.4D: Discuss favourite words and phrases.</p> <p>R2.5B: Know that information can be given through photographs and illustrations as well as text.</p> <p>R2.5C: Read simple instructions and identify key text features.</p> <p>W2.5D: Use adjectives in expanded noun phrases in simple sentences.</p> <p>W2.5A: Say a simple sentence and then write it.</p> <p>W2.5F: Use correct singular or plural forms of regular nouns.</p> <p>Writing Task: An information Text</p> <p>GUIDED READING</p> <p>1. LA My Skateboarding Scrapbook Orange B</p> <p>2. AA Can You Do This? Turquoise B</p> <p>3.HA When Animals Attack Purple A</p> <p>PHONICS, HANDWRITING AND SPELLING</p> <p>Unit 23- Phoneme 'c' 'ch' 'k' 'ck'</p> <p>Handwriting joining letters with 'c' 'ch' 'k' 'ck'</p>
	WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30	WEEK 31	WEEK 32
	Non-fiction Unit 2.8	Fiction Unit 2.9	Fiction Unit 2.9	Fiction Unit 2.9	REVISION	Poetry Unit 2.10	Poetry Unit 2.10	Non- Fiction Unit 2. 11
	<p>Resource : There is no place like home</p> <p>SL2.1A: Follow two-step instructions, when these are given slowly and clearly.</p> <p>R2.6B: Identify nouns and verbs in a simple sentence and use the terms 'noun' and 'verb'.</p> <p>R2.6A: Say whether or not a group of words is a sentence.</p> <p>R2.6C: Recognise regular singular and plural forms of nouns.</p> <p>W2.5C: Use everyday verbs in simple sentences.</p> <p>W2.1C: Form plurals of nouns where the root word does not change by adding '-s' and</p> <p>'-es'.</p> <p>W2.3A: Compose orally and then write a simple sentence.</p> <p>W2.5A: Say a simple sentence and then write it.</p> <p>W2.5B: Use the correct determiner ('a'/an', 'the' or 'some') for single and plural nouns in simple sentences.</p> <p>W2.5D: Use adjectives in expanded noun phrases, in simple sentences.</p> <p>W2.5E: Use the subject pronouns 'I' and 'we' before verbs.</p> <p>GUIDED READING</p> <p>1. LA Cars, Cars, Cars Turquoise A</p> <p>2.AA Extreme Living Turquoise B</p> <p>3.HA Animals to the Rescue Gold B</p> <p>PHONICS, HANDWRITING AND SPELLING</p> <p>Unit 24- Phoneme 'c' 'ch' 'k' 'ck'</p> <p>Handwriting joining letters with'c' 'ch' 'k' 'ck'</p>	<p>Resource : Maximus and the Beanstalk</p> <p>SL2.1A: Follow two-step instructions, when these are given slowly and clearly.</p> <p>R2.4A: Use picture cues to predict the meaning of unfamiliar words.</p> <p>R2.4C: Use own experiences to predict what might happen at the end of a short story.</p> <p>R2.4D: Discuss favourite words and phrases.</p> <p>R2.3A: Answer simple questions about a sentence they have read.</p> <p>R2.3B: Recall what happened next in a simple story or sequence of events.</p> <p>R2.4C: Use own experiences to predict what might happen at the end of a short story.</p> <p>R2.4D: Discuss favourite words and phrases.</p> <p>W2.3A: Compose orally and then write a simple sentence.</p> <p>W2.5A: Say a simple sentence and then write it.</p> <p>W2.6A: Use full stops at the end of simple sentences.</p> <p>W2.2A: Use vocabulary from reading in own writing.</p> <p>W2.3B: Sequence three pictures and then write a sentence for each to tell a story.</p> <p>GUIDED READING</p> <p>1. LA Goldilocks and the Clever Plan Orange B</p> <p>2. AA Pete's Peculiar Pet Shop : I Want Unicorn Purple B</p> <p>3.HA The Magic Storm Gold B</p> <p>PHONICS, HANDWRITING AND SPELLING</p> <p>Unit 26- Phoneme 'le' 'mb' 'ea' 'er' 'wa'</p> <p>Handwriting joining letters with 'le' 'mb' 'ea' 'er' 'wa'</p>	<p>Resource: Maximus and the Beanstalk</p> <p>R2.4B: Combine information from text and pictures to infer how a character feels.</p> <p>R2.5A: With support, find information in texts (including IT texts) to answer a simple question.</p> <p>R2.5B: Know that information can be given through photographs and illustrations as well as text.</p> <p>R2.2A: Read aloud a familiar text of 6-8 basic sentences (about 50 words).</p> <p>R2.3B: Recall what happened next in a simple story or sequence of events.</p> <p>R2.4C: Use own experiences to predict what might happen at the end of a short story.</p> <p>R2.4D: Discuss favourite words and phrases.</p> <p>W2.3A: Compose orally and then write a simple sentence.</p> <p>W2.5A: Say a simple sentence and then write it.</p> <p>W2.6A: Use full stops at the end of simple sentences.</p> <p>W2.2A: Use vocabulary from reading in own writing.</p> <p>W2.3B: Sequence three pictures and then write a sentence for each to tell a story.</p> <p>W2.3D: Re-read own writing to check the meaning is clear.</p> <p>GUIDED READING</p> <p>1. LA King Julien and the Rain Dance Turquoise A</p> <p>2. AA Sharma Family : Best Birthday Ever! Purple B</p> <p>3.HA The Magic Storm Gold B</p> <p>PHONICS, HANDWRITING AND SPELLING</p> <p>Unit 27- Phoneme 'o' 'oo' 'sh' 'alt' 'tch' 'zh'</p> <p>Handwriting joining letters with 'o' 'oo' 'sh' 'alt' 'tch' 'zh'</p>	<p>Resource : Maximus and the Beanstalk</p> <p>R2.2A: Read aloud a familiar text of 6-8 basic sentences (about 50 words).</p> <p>W2.5D: Use adjectives in expanded noun phrases, in simple sentences.</p> <p>W2.3A: Compose orally and then write a simple sentence.</p> <p>W2.5B: Use the correct determiner ('a'/an', 'the' or 'some') for single and plural nouns in simple sentences.</p> <p>W2.5A: Say a simple sentence and then write it.</p> <p>W2.5D: Use adjectives in expanded noun phrases, in simple sentences.</p> <p>W2.5E: Use the subject pronouns 'I' and 'we' before verbs.</p> <p>Sequencee three pictures and then write a sentence for each to tell a story.</p> <p>W2.4A: Write most lower-case letters and copy all upper-case letters and numbers, using correct letter formation.</p> <p>Class Assessment- Reading: comprehension, verbs, punctuation, determiners, noun plural writing with determiners, noun phrases, pronouns, punctuation.</p> <p>Writing Task- A Traditional Story</p> <p>GUIDED READING</p> <p>1. LA Penguins to the Rescue Turquoise A</p> <p>2. AA Yun and the Giant Bird Purple B</p> <p>3. HA The Pirate and the Potter Family: Sick as Parrot Gold B</p> <p>PHONICS, HANDWRITING AND SPELLING</p> <p>Unit 28- Suffix 'e' 'ed' 'ing'</p> <p>Handwriting Suffix 'e' 'ed' 'ing'</p>	<p>ASSESSMENT- POETRY, FICTION AND NONFICTION</p> <p>REVIEW OF ALL SKILLS DONE</p> <p>Reading: Comprehension</p> <p>Identifying and retrieving key words, phrases, ideas, information about setting, events, characters from texts</p> <p>Deducing and inferring meanings of words, ideas, information, character's actions, thoughts and feelings</p> <p>Identifying facts</p> <p>Expressing likes and dislikes about titles, rhyming words, ideas, events, characters with examples</p> <p>Sequencing events in the correct order.</p> <p>Predicting ideas, actions, feelings from pictures, or what will happen next in the story.</p> <p>W2.5E: Use the subject pronouns 'I' and 'we' before verbs.</p> <p>Sequencee three pictures and then write a sentence for each to tell a story.</p> <p>W2.4A: Write most lower-case letters and copy all upper-case letters and numbers, using correct letter formation.</p> <p>Class Assessment- Reading: comprehension, verbs, punctuation, determiners, noun plural writing with determiners, noun phrases, pronouns, punctuation.</p> <p>Writing Task- A Traditional Story</p> <p>GUIDED READING</p> <p>1. LA Penguins to the Rescue Turquoise A</p> <p>2. AA Yun and the Giant Bird Purple B</p> <p>3. HA The Pirate and the Potter Family: Sick as Parrot Gold B</p> <p>PHONICS, HANDWRITING AND SPELLING</p> <p>Unit 29- Suffix 'es' after 'ch' 'sh' 'th'</p> <p>Handwriting Suffix 'es' after 'ch' 'sh' 'th'</p> <p>GUIDED READING</p> <p>1. LA Colourful Creatures -Orange B</p> <p>2.AA Kipper for Skipper- Orange A</p> <p>3.HA King Julien' Job -Orange A</p>	<p>SL2.2D: Recite and interpret sentences by heart, including poems and other texts.</p> <p>R2.4D: Discuss favourite words and phrases.</p> <p>R2.2A: Read aloud a familiar text of 6-8 basic sentences (about 50 words).</p> <p>R2.4A: Use picture cues to predict the meaning of unfamiliar words</p> <p>W2.2A: Use vocabulary from reading in own writing.</p> <p>W2.3A: Compose orally and then write a simple sentence.</p> <p>W2.3D: Re-read own writing to check the meaning is clear.</p> <p>W2.5A: Say a simple sentence and then write it.</p> <p>Names of the poems</p> <p>1. The Spiders' Football Match</p> <p>2. The First Spring</p> <p>Writing Task: Shape Poem(Elephant)</p> <p>GUIDED READING</p> <p>1. LA Run in the Forest Turquoise A</p> <p>2. AA Chocolate Purple B</p> <p>3.HA The Pirate and the Potter Family: Sick as Parrot Gold B</p> <p>PHONICS, HANDWRITING AND SPELLING</p> <p>Unit 29- Suffix 'es' after 'ch' 'sh' 'th'</p> <p>Handwriting Suffix 'es' after 'ch' 'sh' 'th'</p> <p>PHONICS, HANDWRITING AND SPELLING</p> <p>Unit 30- Prefix 'un' and 're'</p> <p>Handwriting Suffix 'es' after 'ch' 'sh' 'th'</p>	<p>SL2.2D: Recite and interpret sentences by heart, including poems and other texts.</p> <p>R2.4D: Discuss favourite words and phrases.</p> <p>R2.2A: Read aloud a familiar text of 6-8 basic sentences (about 50 words).</p> <p>W2.2A: Use vocabulary from reading in own writing.</p> <p>W2.3A: Compose orally and then write a simple sentence.</p> <p>W2.3D: Re-read own writing to check the meaning is clear.</p> <p>W2.5A: Say a simple sentence and then write it.</p> <p>R2.4A: Use picture cues to predict the meaning of unfamiliar words.</p> <p>Names of the poems</p> <p>1. The Spiders' Football Match</p> <p>2. The First Spring</p> <p>Writing Task: Shape Poem(Butterfly)</p> <p>GUIDED READING</p> <p>1. LA Run in the Forest Turquoise A</p> <p>2. AA Pirates : Life at Sea Purple B</p> <p>3 HA Weird Weather Gold B</p> <p>PHONICS, HANDWRITING AND SPELLING</p> <p>Unit 30- Prefix 'un' and 're'</p> <p>Handwriting Suffix 'es' after 'ch' 'sh' 'th'</p>	<p>SL2.1A: Follow two-step instructions, when these are given slowly and clearly.</p> <p>W2.5C: Use eR2.6B: Identify nouns and verbs in a simple sentence and use the terms 'noun' and 'verb'. verday verbs in simple sentences.</p> <p>R2.6A: Say whether or not a group of words is a sentence.</p> <p>R2.6C: Recognise regular singular and plural forms of nouns.</p> <p>W2.1C: Form plurals of nouns where the root word does not change by adding '-s' and</p> <p>'-es'.</p> <p>W2.3A: Compose orally and then write a simple sentence.</p> <p>W2.5A: Say a simple sentence and then write it.</p> <p>W2.5B: Use the correct determiner ('a'/an', 'the' or 'some') for single and plural nouns in simple sentences.</p> <p>W2.5D: Use adjectives in expanded noun phrases, in simple sentences.</p> <p>W2.5E: Use the subject pronouns 'I' and 'we' before verbs.</p> <p>Writing Task: Design a poster/Advertisement</p> <p>GUIDED READING</p> <p>1. LA Welcome to the Circus- Turquoise A</p> <p>2.AA Fossils Gold A</p> <p>3.HA Going into the Space Gold B</p> <p>PHONICS, HANDWRITING AND SPELLING</p> <p>Unit 25- Phoneme 'c' 'ch' 'k' 'ck'</p> <p>Handwriting joining letters with'c' 'ch' 'k' 'ck'</p>
ENGLISH YEAR 3 LONG TERM PLAN with CURRICULUM STANDARDS (2025-2026)								
Year 3	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	Y3U1P1	Y3U2F1	Y3U2F1	Y3U3NF1	Y3U3NF1	Y3U4NF2	Y3U4NF2	Y3U4NF2
	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 3.2: Non-fiction: All About Me	Unit 3.3: Non-fiction: Birds of Prey	Unit 3.3: Non-fiction: Birds of Prey	Unit 3.3: Non-fiction: Birds of Prey

Term 1	Answer questions about characters/events/information texts; 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 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. OUTCOME:For baseline - Read stories and information texts and answer deduction and inference questions./ read, analyze, and create their own poems Poems : I Have A Little Frog A Smile The Birds Are Chirping Happily A Computer Cat Who Has Seen The Wind Hurt No Living Thing Mix A Pancake		SL3.2C: Participate in discussions when invited to do so by the teacher. 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 or other text. 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.R3.6B: Identify adjectives in expanded noun phrases and use the term 'adjective'. W3.3B: Sequence three pictures and write two or three sentences about each one to tell a story. W3.5E: Infer the main idea of the poem Outcome: Students will read, discuss, and retell stories while predicting events, using adjectives, and writing sequenced narratives	SL3.2D: With some guidance, take on the role of a character, 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', and explain how they join sentences. W3.5A: Say and then write compound sentences using the co-ordinating conjunctions 'and' and 'but'. R3.6D: Identify subject and object pronouns and link them to the head noun phrase they replace. W3.5E: Use subject and object pronouns instead of noun/noun phrases. W3.5D: Use adjectives in expanded noun phrases, in own writing of three or more simple or compound sentences. Outcome: Students will analyze texts by identifying conjunctions, pronouns, and adjectives, then apply them in writing compound sentences and short narratives while role-playing characters with guidance. Writing Task: Character Description Guided Reading:LA -Cloudy with a chance of Meat balls: Weird Weather /HA - Meddlers: The Not-So-Merry-Go-Round/AA-The Adventures of Sinbad the Sailor: Monkeys and Monsters	R3.3A: Answer simple questions about a character, event or piece of information about which they have read. SL3.2C: Participate in discussions when invited to do so by the teacher.SL3.2A: Give brief descriptions using two or more linked sentences R3.3A: Answer simple questions about a character, event or piece of information about which they have read. R3.4D: Listen and respond to stories of a level beyond that of 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, and respond to stories by answering questions, describing events, and writing with correct verb tenses. Guided Reading:LA -Cloudy with a chance of Meat balls: Weird Weather /HA - Meddlers: The Not-So-Merry-Go-Round /AA -Caring for Exotic Animals	SL3.1B: Follow information during two to three minutes of 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 writing. W3.3A: Compose and write a sequence of three or more simple or compound sentences. W3.3D: Re-read own writing, improving it at sentence level. SL3.2E: Present information to the class when prompted. Outcome: Students will listen, write, and present using proper grammar skills, and sentence improvement. Writing Task: Writing a Blog Guided Reading:LA-Animals to the Rescue /HA -The Adventures of Sinbad the Sailor: The Valley of Diamonds /AA-Caring for Exotic Animals	R3.3A:Answer simple questions about a character, event or piece of information 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 alphabetically organised texts, identifying key text features and beginning to distinguish between fact and opinion. 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. W3.1C: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 add description. R3.5A:Use contents pages and online menus to locate relevant pages and find requested information. R3.5B: Use a simple contents page and index to locate information. Outcome: Students will read, discuss, and retell stories; identify facts and opinions; use suffixes, prefixes, and adjectives; and find information using contents pages and in dIndexes. Guided Reading:LA -Animals to the Rescue /HA -The Adventures of Sinbad the Sailor: The Valley of Diamonds /AA-How Animals Smells Taste and Touch (Mainsails)	R3.2D: Organise words into alphabetical order by their first two letters, and use alphabetical order to find words in dictionaries and glossaries. W3.3A:Compose and write a sequence of three or more simple or compound sentences. W3.6D:Use commas to separate items in lists of nouns. R3.6E:Identify a range of quantifiers as determiners. 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. 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 more simple or compound sentences. SL3.2E: Present information to the class when prompted. Outcome: 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 Report Stepheson: The Train Man /HA Animals Self-Defence:(Mainsails) /AA-How Animals Smells Taste and Touch (Mainsails)	SL3.2A:Give brief descriptions using two or more linked sentences.SL3.2E: Present information to the class when prompted. Outcome: Present their report to the whole class. Encourage the other students to offer positive feedback. Speaking Activity: Hot seating, Narration of the features of a simple report/ Present information to the class confidently/Interview about a researched topic. Guided Reading:LA -George Stephenson: The Train Man /HA Animals Self-Defence:(Mainsails) /AA-A Volcano Wakes Up
	Phonics: Short Vowel Phonemes, Long I with GHT, Long A, E, O, U Phoneme		Phonics: Final blend with K, P, T		Phonics: Compound Words, Words that begins with K, Suffixes FUL, LESS, ER, EST, Words with similar patterns and meanings.		Phonics: Synonyms, Antonyms, Plural Nouns, Adding Y,		
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16	
Term 1	Y3U5F2	Y3U5F2	Y3U5F2	Y3U5F2	Y3U5F2	Y3U1P1	Y3U1P1	Poetry: Revision, Revision of key skills - Presentational, structural and language features	
	Unit 3.4:Fiction: NIMS ISLAND (Chapter 1: Page 1 - Page 9)	Unit 3.4:Fiction: NIMS ISLAND (Chapter 2/3: Page 10- Page 23)	Unit 3.4:Fiction:NIMS ISLAND (Chapter 4/5 -Page 24 - Page 33)	Unit 3.4:Fiction:NIMS ISLAND (Chapter 5/ chapter 6 Page 29 - - Page 41)	Unit 3.4:Fiction:NIMS ISLAND (Chapter7 / Chapter 8 -Page 42- Page 56)	Unit 3.1: Poetry:A Closer Look at Poems (continued)	Unit 3.1: Poetry:A Closer Look at Poems (continued)		
	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. Identify the key themes. Outcome: Students will answer questions about stories, guess word meanings, predict endings, retell events, and find main ideas. Guided Reading:LA Tales of Tallein:The Magic Storm /HA The Pirate and the Potter Family:Set Sail for School /AA-Mae in the Middle: Music Master	R3.6D: Identify subject and object pronouns and link them to the head noun phrase they replace. W3.3B: Sequence three pictures and write two or three sentences about each 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. SL3.2C: Participate in discussions when invited to do so by the teacher. SL3.2D: 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 forms of regular verbs in writing. W3.5D: Use adjectives in expanded noun phrases, in own writing of three or more simple 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 singular and plural nouns/pronouns. Write a few sentences on the depiction of settings, characters and plot. Outcome: Students will identify pronouns, sequence stories, identify feelings, describe ideas, discuss texts, and take role as characters. Write answers to short questions Guided Reading:LA -Tales of Tallein:The Magic Storm /HA The Pirate and the Potter Family:Set Sail for School /AA-Mae in the Middle: Music Master	R3.3B: Retell two events from a story or sequence in the correct order. Identify 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.SL3.2C: Participate in discussions when invited to do so by the teacher. W3.3A: Compose and write a sequence of three or more simple or compound 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 punctuation. Outcome : write sentences with proper punctuation and speech marks, join class discussions, and improve their own writing by checking grammar and organizing ideas. Write answers to short questions Guided Reading:LA -The Pirate and the Potter Family: Slick as a Parrot /HA -Rocky Runs Away /AA Dream Works Dragon:When Lightning Strikes	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.R3.6D: Identify subject and object pronouns 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 AFS - AF1 Talking to others Talk in purposeful and imaginative ways to explore ideas and feelings, adapting and varying structure and vocabulary according to purpose, listeners, and content; AF2 Talking with others Listen and respond to others, including in pairs and groups, shaping meanings through suggestions, comments and questions.AF3 Talking within role-play and drama Create and sustain different roles and scenarios, adapting techniques in a range of dramatic activities to explore texts, 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 far/ Interviewing the main character Guided Reading:LA -The Pirate and the Potter Family: Slick as a Parrot /HA -Rocky Runs Away /AA -Dream Works Dragon:When Lightning Strikes	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. SL3.2C: Participate in discussions when invited to do so by the teacher. Compose and rehearse sentences orally. Organise paragraphs around a plot. Proofread grammar and vocabulary to improve consistency in spelling and punctuation. Speaking AFS - AF1 Talking to others Talk in purposeful and imaginative ways to explore ideas and feelings, adapting and varying structure and vocabulary according to purpose, listeners, and content; AF2 Talking with others Listen and respond to others, including in pairs and groups, shaping meanings through suggestions, comments and questions.AF3 Talking within role-play and drama Create and sustain different roles and scenarios, adapting techniques in a range of dramatic activities to explore texts, ideas 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 pronouns while creating short stories about characters, settings and events. Speaking Activity: Hot seating, Narration of the events so far/ Interviewing the main character Guided Reading:LA Dream Works Dragon:When Lightning Strikes /HA Mae in the Middle: Super Sleuth/AA-Meddlers:Tick, Tock Unfix the Clock	SL3.2C: Participate in discussions when invited to do so by the teacher. R3.4A: Use context to infer the meaning of unfamiliar words. SL3.2A: Give brief description of the ideas given in a poem. Outcome:participate in class discussions, guess word meanings from context, and describe poems in simple sentences. Guided Reading:LA Dream Works Dragon:When Lightning Strikes / HA -Mae in the Middle: Super Sleuth /AA-Meddlers:Tick, Tock Unfix the Clock Christina Rossetti Poems : Riddle Poems-Double Riddle;Who has seen the Wind?;Flint;What is Pink?;Daisies;Three Days into March;	R3.3A: Infer the poems which they have read. R3.3B: Use imperative verbs to extend the poem. R3.5C: Read simple poems and understand them. R3.3B:Identify the poetic features in the poems/Collection of Poems by Christina Rossetti and Roger McGough Outcome: understand poems, identify poetic features, and create their own verses. Guided Reading:LA -Mae in the Middle Music Master /HA -Meddlers:Lickety Kwick and the Mixed -Up Fix /AA-Rocky and the Wolf Cub	Deducing and inferring ideas, events, characters, thoughts and feelings, information to answer questions Vocabulary- deducing and inferring meanings of words through context clues Sequencing events in the correct order Predicting ideas, actions, feelings from the text with reasons. Summarizing ideas Identifying Facts and Opinions Justifying reasons with evidence from the text Expressing opinions (likes and dislikes) about a character; character's feelings; settings; ideas in stories and information texts.	
	Phonics: Synonyms, Antonyms, Plural Nouns, Adding Y, Prefixes, Words that ends in LE, Final blends with M and N, Plural Nouns Revision		Phonics: Short Vowel Phonemes, Long I with GHT, Long A, E, O, U Phoneme		Phonics: Synonyms, Antonyms, Plural Nouns, Adding Y, Prefixes, Words that ends in LE, Final blends with M and N, Plural Nouns Revision		Phonics: Short Vowel Phonemes, Long I with GHT, Long A, E, O, U Phoneme		
Year 3	WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24	
Term 2	Y3U5F2	Y3U5F2	Y3U5F2	Y3U5F2	Y3U6NF3	Y3U6NF3	Y3U7F3	Y3U7F3	
	Unit 3.4:Fiction:NIMS ISLAND Chapter 9/ chapter 10 Page 57 - Page 70	Unit 3.4:Fiction:NIMS ISLAND Chapter 11/ chapter 12 Page 71 - Page 86	Unit 3.4:Fiction:NIMS ISLAND Chapter 13/ chapter 14 Page 87 - Page 101	Unit 3.4:Fiction:NIMS ISLAND Chapter 15/ chapter 16 Page- 102/ Page- 113	Unit 3.5: Non-fiction:Tricking Our Eyes	Unit 3.5: Non-fiction:Tricking Our Eyes	Unit 3.6: Fiction:Ottoline at Sea Chapter 1/ Chapter 2 Page 1 - Page 35	Unit 3.6: Fiction:Ottoline at Sea Chapter 3 / chapter 4 Page 36 - Page 77	
	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./ Write answers to short questions Guided Reading:LA -Young Robin Hood: The Great Escape /HA -Mae in the Middle: Super Sleuth /AA-Dream Works Dragon:No Pack Like Home	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 more simple 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 Works Dragon:No Pack Like Home	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 consistency in spelling and punctuation. Outcome: Write answers to short questions/ write sentences with correct grammar and punctuation, participate in discussions, organize story ideas, and check their work for mistakes., Guided Reading:LA - Meddlers:Tick,Tock Unfix the Clock /HA Dream Works Dragons:No Pack Like Home /AA-Mae in the Middle: Super Sleuth	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 W3.3D: Re-read own writing, improving it at sentence level. Write original pieces based on the book- Poems/ story/ Descriptive writing/ Imaginative / Write answers to short questions Writing Outcome: write stories with proper grammar, edit their work, Guided Reading:LA - Rocky and the Wolf Cub/HA -Changing Places /AA-Flash the Dog Bounces In!	L3.2C: Participate in discussions when invited to do so by the teacher R3.3A: Answer simple questions about a character, event or piece of information about which they have read. W3.1C: Add the suffixes '-s', '-ed', '-ing', '-er' and '-est', and the prefix 'un-' to words where the root word does not change. R3.6C: Recognise that the past tense of verbs is often indicated by the suffix '-ed'. R3.5C: Read simple reports and alphabetically organised texts, identifying key text features and beginning to distinguish between fact and opinion. SL3.2A: Give brief descriptions using two or more linked sentences. R3.5A: Use contents pages and online menus to locate relevant pages and find requested information. Outcome: Participate in discussions, answer questions about texts, use suffixes/prefixes correctly, recognize past tense verbs, read reports, describe writing an instruction text. Guided Reading:LA Rocky and the Wolf Cub /HA -Changing Places /AA-Awesome Animal Adventures	R3.5B: Use a simple contents page and index to locate information.W3.3D: Re-read own writing, improving it at sentence level. SL3.1A: Follow three-step instructions, when these are given slowly and clearly. W3.5F: Write simple sentences showing grammatical agreement of regular verbs with singular and plural nouns/pronouns W3.3C: Select pictures and write simple report texts of up to 100 words. W3.3D: Re-read own writing, improving it at sentence level. W3.5F: Write simple sentences showing grammatical agreement of regular verbs with singular and plural nouns/pronouns W3.3A: Compose and write a sequence of three or more simple or compound sentences. Outcome Find information in books, write an explanation text. Guided Reading:LA Going into Space /HA -Come Down /Golden /AA-Awesome Animal Adventures	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:LA Going into Space /HA - Come Down /Golden/AA-Mountain Tales of Norway	R3.4D: Listen and respond to stories of a level beyond that of independent reading. SL3.2C: Participate in discussions when invited to do so by the teacher. R3.6A: Point out the conjunctions 'and', 'but' and 'because', and explain how they join sentences. W3.5A: Say and then write compound sentences using the co-ordinating conjunctions 'and' and 'but'. Outcome:Building of characters using descriptive language and exploring their feelings. Listen to stories, join discussions, and use 'and/but/because' to make longer sentences Guided Reading:LA A Volcano Wakes Up /HA - Flash the Dog Bounces In! /AA-Mountain Tales of Norway	
Phonics: Synonyms, Antonyms, Plural Nouns, Adding Y, Prefixes, Words that ends in LE, Final blends with M and N, Plural Nouns Revision		Phonics: Words with DGE, TCH, Verbs with past tense with -ED, Prefixes UN, DIS, Suffix LY, Short E, O Phoneme, High Frequency		Phonics: Alphabetical Order, Syllables, Words that describes ways of speaking, various long vowel phonemes, final blends					
WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30	WEEK 31	WEEK 32		
Y3U7F3	Y3U7F3	Y3U7F3	FINAL EXAMINATION / REVISION OF SKILLS TAUGHT		Y3U8NF4	Y3U9NF5	Y3U9NF5		

Term 2	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 -chapter 9/			FINAL EXAMINATION /			REVISION OF SKILLS TAUGHT			Unit 3.7: Non-fiction:Newsounds			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 focussing on - character,setting,sequencing events,theme,personal response, Guided Reading:LA DreamWorks Dragons:No Pack Like Home /HA - Flash the Dog Bounces In/ /AA-Maya The Luck Child			R3.3B: Retell two events from a story or sequence in the correct order. Identify the key themes. R3.4D: Listen and respond to stories of a level beyond that of independent reading. SL3.2C: Participate in discussions when invited to do so by the teacher. R3.6B: Identify adjectives in expanded noun phrases and use the term 'adjective'(s) R3.5C: Read simple reports and alphabetically organised texts, identifying key text features and beginning to distinguish between fact and opinion. Outcome:Listen to stories, identify describing words, and identify facts from opinions; Focus on plot development and inference. Guided Reading:LA DreamWorks Dragons:No Pack Like Home /HA - Double Trouble /AA-Maya The Luck Child			W3.3A: Compose and write a sequence of three or more simple or compound sentences. 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. W3.6A: With support, use capital letters and end punctuation correctly when writing dictated sentences.Outcome:Write sentences with describing words, using capitals and full stops correctly/ Writing Task: Respond to the text creating own story. Guided Reading:LA - Mae in the Middle :Super Sleuth /HA -Double Trouble /AA-How to be a Sports Star			Revision of Poetry/ Presentational, structural and language features Deducing and inferring ideas, events, characters, thoughts and feelings, information to answer questions Vocabulary- deducing and inferring meanings of words through context clues Sequencing events in the correct order Predicting ideas, actions, feelings from the text with reasons. Summarizing ideas Identifying Facts and Opinions Justifying reasons with evidence from the text Expressing opinions (likes and dislikes) about a character; character's feelings; settings; ideas in stories and information texts./ Review of writing skills in various text types for -Variety of ideas/information/facts, descriptive details • Awareness of why they are writing and for whom • Title, beginning, middle and ending and organization of ideas in paragraphs • Accurate use of sentence structure, spelling, punctuation, grammar / Grammar skills focussing on - Word Class Nouns, Noun phrases, Pronouns, Adjectives ,Verbs, Adverbs Prepositions and Conjunctions • Noun Phrases • Punctuations (speech marks, full stop, capital letter, question mark, exclamation mark, comma) • Verbs, Present, Past-tense, Perfect tense • Time Connectives • Homophones • Homonyms • Suffix and Prefix • Different types of sentences – Simple and Compound sentences • Conjunctions(and, but, because, or) • Degrees of Comparison- Regular & Irregular [Positive, Comparative (- er), Superlative (- est)]			R3.3A: Answer simple questions about an event or piece of 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 Newsreport. Guided Reading: LA- About Earth /HA -Looking for invisible Clues (Mainsails): /AA-101 Way to Beat Boredom			R3.3A: Answer simple questions about a character, event or piece of information about which they have read. R3.4D: Listen and respond to stories of a level beyond that of independent reading. R3.4B: With support, infer a character's feelings from information given in a text. W3.5C: Use present- and past-tense forms of regular verbs in writing.SL3.2A: Give brief descriptions using two or more linked sentences. SL3.2C: Participate in discussions when invited to do so by the teacher. Outcome:Answer questions about information texts; revise past and present tense. Guided Reading: LA - 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																																
YEAR 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 EGYPT			ON-FICTION UNITGLOBE CHALLENGE: LOST IN EGYPT			ON-FICTION GLOBE CHALLENGE: LOST IN EGYPT											
	Reinforcement of skills: creative writng, word class. Nouns, adjectives, noun phrases, adverbs, verbs. Infer characters' motives from information given in a text. Recall significant events and pieces of information from texts and explain why they are important.Write a conversation (2-3 sentences) using inverted commas in sentences using powerful verbs and adverbs and correct punctuations; Evaluate and edit conversations; Read conversations aloud in pairs and groups COMPREHENSION Writing Task: Describe a setting			Read and respond; make inferences and give evidence from the text. Identify features of the text, main ideas; Understand the purpose of a wider range of textual features when directly asked to do so; Organise writing so that ideas are sequenced or grouped; Re-read own writing, improving it at paragraph level; Organise ideas from the text into a plan for writing an information text; Ask and answer questions COMPREHENSION Writing Task: RECOUNT			Retrieve information, events or main ideas from texts; Deduce, infer or interpret information, events or ideas from text; Identify direct speech and indirect speech from the text; Punctuate direct speech; Use a wider range of more descriptive nouns, powerful verbs, noun phrases, sensory details; Organize writing so that ideas are sequenced or grouped; Plan and write descriptive sentences; Use a wider range of more descriptive nouns and powerful verbs and a range of adverbs to add to description Writing task - Descriptive Writing - Plan and describe a setting Spelling and Vocabulary worksheets- Unit 1 (Wordlist, Fill missing letters, syllables, Match word to its meaning, words that contian small words , spell correctly) Handwriting - Syllables (Two syllable words)			Infer characters' motives from information given in a text.; With some guidance, make predictions based on clear evidence in a text; Use a range of verbs (instead of 'said') and adverbs to add to descriptions; Write a conversation (2-3 sentences) using inverted commas in sentences using powerful verbs and adverbs and correct punctuations; Evaluate and edit conversations; Read conversations aloud in pairs and group; Recall significant events and pieces of information from texts and explain why they are important; Infer characters' motives from information given in a text with the evidence. Writing task - Describe your favourite character. Spelling and Vocabulary worksheets- Unit 1 (Word search, Unjumble the words, use to, too, two correctly, crossword, contraction) Handwriting - Syllables (Three syllable words)			Participate in discussions, building on contributions of previous speakers; Infer characters' motives from information given in a text; To identify the casual conjunctions; To join clauses using appropriate causal conjunctions; identify fronted adverbials; Use present- and past-tense forms of regular and irregular verbs in writing; Participate in discussions, building on contributions of previous speakers; Plan and write a story. Writing task - Story Writing and Fiction comprehension(Reinforcement) Spelling and Vocabulary- Unit 2 (Wordlist - contractions) Handwriting - Syllables (Multisyllable words)			Participate in discussions, building on contributions of previous speakers; Identify a main point after five to seven minutes of listening to teacher-talk supported by pictures; Recall significant events and pieces of information from texts, and explain why they are important; To identify the main clause and subordinate clause from a sentence; identify simple, complex and compound sentences; To know the present and past tense of regular and irregular verbs; Reinforcement of casual conjunctions. Organise writing so that ideas are sequenced or grouped; Re-read own writing, improving it at paragraph level. COMPREHENSION Spelling and Vocabulary- Unit 2 (unjumble the words and place apostrophe correctly, put apostrophe correctly , circle the letters that have to be left out of contractions, apostrophes to show possessio Handwriting - Apostrophe			Recognise on sight common past-tense verbs, including irregular verbs; Understand the purpose of a wider range of textual features when directly asked to do so; Recognise adverbials of time and the conjunctions and talk about their impact; Say and then write compound and complex sentences using the conjunctions and, but, or, so and because; Use adverbials, conjunctions and past tense verbs in (compound and complex) sentences. Identify the elements ofan email and a letter; apply the elements to compose a personal letter Writing task - Email writing(optional) and Letter Writing (informal) Spelling and Vocabulary- Unit 2 (Word search,fill missing letters, draw line to break the words into syllables) Handwriting - It's an apostrophe			Organise writing so that ideas are sequenced or grouped; Re-read own writing, improving it at paragraph level; Say and then write compound and complex sentences using the conjunctions and, but, or, so and because; Organise ideas from the text into a plan for writing an information text; Writing task - Information text Spelling and Vocabulary - Unit 2 (Word search, put apostrophe correctly) Handwriting check worksheet											
	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											
	Read and understand a text; Recognise that the past tense of verbs is often indicated by the suffix -ed; Recall significant events and pieces of information from texts, and explain why they are important; Retell three or more main events from a story or sequence in the correct order.Use headings and other features to locate a relevant paragraphInfer characters' motives from information given in a text; Organise writing so that ideas are sequenced or grouped; Use present- and past-tense forms of irregular verbs in writing; Use capital letters and end punctuation correctly when writing dictated sentences unaided. [Identify] how language, structure, and presentation contribute to meaning. With some guidance, take on the role of a character, from a play or other text, using some knowledge of conventions. HOTSEATING- In role of the Daredevil COMPREHENSION Spelling and Vocabulary- Unit 3 (Wordlist, Fill missing vowels, Guess the word by its shape)			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 Spelling and Vocabulary- Unit 3 (rhyming words, antonyms, complete the sentences, unjumble)			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 in 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 writing dictated sentences unaided; Present information on a given subject, alone or in a group. WRITING TASK: Biography Spelling and Vocabulary- Unit 3 (Word search, use same sound words, underline correct homophones)			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) Handwriting: Single to Plurals			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 by its shape)			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, unjumble the words in a sentence.			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 language to develop understanding through speculating, hypothesizing, imagining, and evaluating ideas.			Reinforcement on: Questions basing on inference, deducing; personal opinon, usage of language, justification of explanation of responses and vocabulary. Grammar Topics: 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). REVIISION WORKSHEET											

YEAR 4	WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24
	NON-FICTION Unit A VOLCANO WAKES UP Follow detailed oral instructions on tasks close to their experience. Identify a main point after five to seven minutes of listening to teacher-talk supported by pictures. Participate in discussions, building on contributions of previous speakers. Perform as a character in a short dramatic scene. Present information on a given subject, alone or in a group. Read aloud an unfamiliar text of about 250 words, including complex sentences, observing full stops and question marks. Role Play as the newsreporter Spelling and Vocabulary - Unit 4 (word search, unjumble the letter to make a word)	NON-FICTION Unit A VOLCANO WAKES UP Recall significant events and pieces of information from texts and explain why they are important. 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. Understand the purpose of a wider range of textual features when directly asked to do so. Read and follow explanations and newspaper reports, identifying key text features and distinguish between fact and opinion with more ease.Recognise adverbials of time and the conjunctions 'so' and 'or' and talk about their impact.Recognise irregular past-tense verb forms, including the verb 'to be'. Organise writing so that ideas are sequenced or grouped.Write brief explanation texts of around 150 words.Reread own writing, improving it at paragraph level. WRITING TASK: NEWSREPORT Spelling and Vocabulary - Unit 4 (crossword, suffixes)	FICTION UNIT CHARLIE & ALICE: FINDING A FRIEND Use a wider range of more descriptive nouns and powerful verbs. Participate in discussions, building on contributions of previous speakers.Perform as a character in a short dramatic scene.Read aloud an unfamiliar text of about 250 words, including complex sentences, observing full stops and question marks.Decode unfamiliar three- to four-syllable words, using a range of strategies.Recognise on sight common past-tense verbs, including irregular verbs. WRITING TASK: DESCRIBE THE SETTING (Reinforcement) Spelling and Vocabulary - Unit 5 (wordlist search, unjumble the letters to make a word)	FICTION UNIT CHARLIE & ALICE: FINDING A FRIEND A Infer the meaning of similes using context. 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. Identify adverbs of manner and talk about their impact. Organise writing so that ideas are sequenced or grouped.Use a range of adverbs (around 20) to add to descriptions. Write short story that includes brief descriptions of characters or settings. Reread own writing, improving it at paragraph level. COMPREHENSION Spelling and Vocabulary - Unit 5 (Fill missing words, Change one letter to make list word,compound words) Handwriting; Compound words	FICTION UNIT CHARLIE & ALICE: FINDING A FRIEND A Infer the meaning of similes using context. 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. Identify adverbs of manner and talk about their impact. Organise writing so that ideas are sequenced or grouped.Use a range of adverbs (around 20) to add to descriptions. Write short story that includes brief descriptions of characters or settings. Reread own writing, improving it at paragraph level. WRITING TASK : STORY WRITING Spelling and Vocabulary - Unit 5 (wordsearch, Add vowels to complete the words) Handwriting; Compound words	NON-FICTION UNIT AWESOME ANIMAL ADVENTURE Recall significant events and pieces of information from texts and explain why they are important. With some guidance, make predictions based on clear evidence in a text. Understand the purpose of a wider range of textual features when directly asked to do so. Use apostrophes to show singular possession. Use inverted commas in sentences where the speaker is identified at the end of the sentence. Identify and use homophones in sentences. Spelling and Vocabulary - Unit 5 (crossword, write sentence for each word, plural)	NON-FICTION UNIT AWESOME ANIMAL ADVENTURE 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 paragraph level. Use commas to separate a list of actions. Use a colon to introduce a list. Use apostrophes to show singular possession. Compare and Contrast Spelling and Vocabulary - Unit 6 (wordlist, unjumble the letters)	N-FICTION UNIT AWESOME ANIMAL ADVENTURE Plan writing and start writing an explanation non-fiction text; Write an explanation non-fiction text – draft text; Finish writing first draft of an explanation non-fiction text; Evaluate text; Edit explanation text; Read and share text WRITING TASK : Explanation nonfiction text Spelling and Vocabulary - Unit 6 (cross out every second letter. The leftover letters make two list words, complete the puzzle with the given letters, degrees of comparison)
	WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30	WEEK 31	WEEK 32
	NON-FICTION Unit IN THEIR SHOES: My Life as Roman Recall significant events and pieces of information from texts and explain why they are important. Recognise irregular past-tense verb forms, including the verb 'to be'. Perform as a character in a short dramatic scene.Present information on a given subject, alone or in a group. Spoken Language: Receptive Language – follow detailed oral instructions on tasks close to their experience; participate in discussions, building on contributions of previous speakers; To identify and describe the lifestyle of different characters in Roman times; To communicate ideas clearly in character through role play. HOT SEATING - In role Spelling and Vocabulary - Unit 5 (word search, unjumble the letters to make a word; Draw line to show syllable break)	NON-FICTION Unit IN THEIR SHOES: My Life as Roman 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 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 previous speakers. Identify the key features of a diary entry. - Understand the purpose and structure of diary writing. - Use first-person perspective and past tense to write a diary entry. - Express emotions and thoughts effectively in their writing. WRITING TASK: Diary Entry	NON-FICTION Unit IN THEIR SHOES: My Life as Roman Participate in discussions, building on contributions of previous speakers.Write and practise a speech in role; Plan and draft a letter in role; Write and edit a letter in role. Writing task: Writing informal letter in role.	REVISION FICTION Use further prefixes and suffixes and understand how to add them. 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. Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.A Infer the meaning of similes using context. 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. culating, hypothesizing, imagining, and exploring ideas. REVISION WORKSHEETS	REVISION NON FICTION 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, because, although). 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 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. REVISION WORKSHEETS	NON-FICTION Unit 4.9 WATCHING COMETS Use headings and other features to locate a relevant paragraph.Understand the purpose of a wider range of textual features when directly asked to do so. 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 paragraph level.	NON-FICTION Unit 4.9WATCHING COMETS Follow detailed oral instructions on tasks close to their experience. Identify a main point after five to seven minutes of listening to teacher-talk supported by pictures. With support, give a logically connected description. Participate in discussions, building on contributions of previous speakers.	NON-FICTION Unit 4.9WATCHING COMETS Use headings and other features to locate a relevant paragraph.Understand the purpose of a wider range of textual features when directly asked to do so. Read and follow explanations text; identify 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 paragraph level. Writing task - Explanation text (Reinforcement) Spelling and Vocabulary- Unit 5 (pgs 21,22) (Fill missing words, Change one letter to make list word,compound words.) Handwriting pages

YEAR 5 ENGLISH LANGUAGE LONG TERM PLAN with CURRICULUM STANDARDS

YEAR 5	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	Fiction	Non-Fiction	Non-FICTION	Non-Fiction	Non-Fiction	Fiction	Fiction	Non-Fiction
	Review- Fiction	Review -Non-Fiction	Non-Fiction: How to be an Explorer	Non-Fiction: How to be an Explorer	Non-Fiction: How to be an Explorer	The Silver Sword	The Silver Sword	Non-fiction: 101 Ways to Save the Planet Before Bedtime

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

Term 2	Non-Fiction: In Their Shoes: My Life as a Tudor Schoolboy	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
	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 beginning.	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 identify relevant parts of a text quickly, to find an answer.	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 on-screen, 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 non-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; Identify intended audience/purpose of writing and write using appropriate form; Revision of key grammatical vocabulary; Revise Spelling rules	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 Writing tasks : Informal	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 and adverbs.	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 paragraphs in longer pieces of writing. W5.3B: Write a different ending to the story where each end links to the beginning. (Group work) Perform the story (role play)	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

YEAR 6 ENGLISH LANGUAGE LONG TERM PLAN with CURRICULUM STANDARDS 2025 - 2026								
Year 6	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Y6 E	Fiction- Review	Fiction- Review(Poetry)	Y6/U2/NF1 Non-fiction 6.2 Globe Challenge: Creatures in Danger	Y6/U2/NF1 Non-fiction 6.2 Globe Challenge: Creatures in	Y6/U2/NF1 Non-fiction 6.2 Globe Challenge: Creatures in	Y6/U2/NF1 Non-fiction 6.2 Globe Challenge:	Y6/U3/DR(F) Fiction 6.3 Drama -Find a Way Out!	Y6/U3/DR(F) Fiction 6.3 Drama -Find a Way Out!
	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 language 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.	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.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.		W6.3C: Write a non-chronological report, using appropriate structural and language features and considering their audiences.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		R6.1A Read aloud an unfamiliar text of 500–600 words, observing all punctuation including commas SL6.2A: 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 and near-homophones.R6.3A:Infer the meaning of idiomatic language using context.R6.2B: Distinguish between the order in which events are written and the order in which they occurred.	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. WRITING TASK: Describe a setting
Y6 E	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	Y6/U3/DR(F) Fiction 6.3	Y6/U3/DR(F) Fiction 6.3	Y6/U4/NF2 Non-fiction 6.4	Y6/U4/NF2 Non-fiction 6.4	Y6/U4/NF2 Non-fiction 6.4	Y6/U5/F1 Fiction 6.5	Y6/U5/F1 Fiction 6.5	REVISION
Y6 A & B	Drama -Find a Way Out!	Drama -Find a Way Out!	A Famous	A Famous Castaway	A Famous Castaway	Jess and Layla's Astronomical	Jess and Layla's Astronomical	FICTION/ NON FICTION
	R6.3B: 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	R6.3B: Infers a character's	R6.4C: Read discussion, biographical and autobiographical texts, distinguishing between fact and opinion SL6.2C: 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.	R6.3B: 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.	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, sub-headings 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	R6.1A: Read aloud an	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, sub-headings 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: Use a range of adjectives,	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.
Y6 A & B	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Y6 F	Y6/U7/PL Fiction 6.7	Y6/U7/PL Fiction 6.7	Y6/U4/NF3 Non-Fiction 6.6	Y6/U4/NF3 Non-Fiction 6.6	Y6/U8/F2 Fiction 6.8	Y6/U8/F2 Fiction 6.8	Y6/U9/NF3 Non-fiction 6.9	Y6/U9/NF3 Non-fiction 6.9
	Play – Curious Cases	Play – Curious	R6.1A: Read aloud an	When Will the Sun Go Out?	Petronas	Petronas	Globe Challenge: Rainforests	Globe Challenge: Rainforests
	SL6.2A: Give well-structured	R6.3B: With some guidance,	SL6.2C: Give an opinion in a		R6.1A: Read aloud an	SL6.2A: Give well-structured	R6.4A: Use titles, contents	R6.4C: Read discussion,

	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 and near-homophones. R6.3B: Infers a character's intentions from their actions and dialogue.R6.5C: Recognise all verb tenses, including future-tense and modal verbs indicating degrees of possibility.	W6.3D: Evaluate and edit own writing to enhance effect and clarify meaning, using a thesaurus if desired. W6.3E: Read aloud own writing with growing confidence.	unfamiliar text of 500-600 words, observing all punctuation including commas.R6.1B: Decode any unfamiliar words using a range of strategies, including identification of prefixes and suffixes and knowledge of word families.R6.2A: Identify words and phrases from more than one place in the texts, to support answers..SL6.2A: Give well-structured descriptions and explanations for different purposes, including for expressing feelings and giving opinions.R6.4A: Use titles, contents pages, search engines, headings, sub-headings 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(postcard/email), using appropriate structural and language features and considering their audience. W6.3D: Evaluate and edit own writing to enhance effect and clarify meaning, using a thesaurus as desired. W6.3E: Read aloud own writing with growing confidence. W6.6E:	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.R6.4A: Use titles, contents pages, search engines, headings, sub-headings and other features to retrieve information quickly and make notes of key points..SL6.2B: Paraphrase simply, to express a forgotten word or expression.W6.5G: Understand the difference between formal and informal language, and maintain formal language where necessary..W6.3C: Write around 400 words in a range of non-fiction genres(newspaper article), using appropriate structural and language features and considering their audience. W6.1E: Proof-read text and correct spelling errors.W6.3E: Read aloud own writing with growing confidence.W6.6A: Use apostrophes correctly in all contractions and to show possession. R6.3D: Discuss preferences with others, expressing reasons and giving	unfamiliar text of 500-600 words, observing all punctuation including commas.R6.1B: Decode any unfamiliar words using a range of strategies, including identification of prefixes and suffixes and knowledge of word families. SL6.2C: Give an opinion in a structured discussion or debate, inviting and responding to others' opinions.R6.3B: Infers a character's intentions from their actions and dialogue.SL6.2D: Polish and present a memorised performance to an audience.R6.5A: Recognise a range of conjunctions, adverbs and prepositions used to link ideas and to aid cohesion within a text.R6.5D: Identify all pronouns, and explain how they avoid noun repetition and aid cohesion in a text. R6.5B: Explain how adverbs and adverbials impact on the verb in a sentence.	W6.4A: Use a fast and fluent handwriting style that is legible and at least partially joined.W6.3D: Evaluate and edit own writing to enhance effect and clarify meaning, using a thesaurus as desired.SL6.2E: Rehearse and give a presentation to an audience	pages, search engines, headings, sub-headings and other features to retrieve information quickly and make notes of key points. SL6.2A: SL6.2C: Give an opinion in a structured discussion or debate, inviting and responding to others' opinions. . SL6.2E: Rehearse and give a presentation to an audience.R6.3D: Discuss preferences with others, expressing reasons and giving recommendations. R6.5E: Identify all determiners and explain how they add accuracy to and aid cohesion in a text.W6.3C: Write around 400 words in a range of non-fiction genres(balanced argument), using appropriate structural and language features and considering their audience. W6.2A: Select the best word from a range of synonyms to convey more subtle differences in meaning W6.5B: Use a range of determiners to add accuracy and aid cohesion in writing. W6.3D: Evaluate and edit own writing to enhance effect and clarify meaning, using a thesaurus as	biographical and auto-biographical texts, distinguishing between fact and opinion.R6.2B: Distinguish between the order in which events are written and the order in which they occurred. W6.3C: Write around 400 words in a range of non-fiction genres(biography), using appropriate structural and language features and considering their audience. 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.W6.1E: Proofread text and correct spelling errors.W6.3E: Read aloud own writing with growing confidence. WRITING TASK: Write a biography
	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-Fiction
	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 punctuation including commas.SL6.2A: Give well-structured descriptions and explanations for different purposes, including for expressing feelings and giving opinions.R6.4A: Use titles, contents pages, search engines, headings, sub-headings and other features to retrieve information quickly andmake notes of key points.SL6.1B: Identify the main points of an 8-to-10 minute talk or audio-visual presentation, and add own opinions. W6.5F: Sustain grammatical agreement between nouns/pronouns and verbs to aid cohesion in a text.W6.5G: Understand the difference between formal and informal language, and maintain formal language where necessary.R6.2A: Identify words and phrases from more than one place in texts, to support answers.	SL6.2C: Give an opinion in a structured discussion or debate, inviting and responding to others' opinions SL6.2E: Rehearse and give a presentation to an audience.R6.4B: Understand the relationship between prose and page features in a variety of contexts.R6.5C: Recognise all verb tenses, including future-tense and modal verbs indicating degrees of possibility.W6.6D: Use commas to clarify meaning and avoid ambiguity	W6.2A: Select the best word from a range of synonyms to convey more subtle differences in meaning. W6.3C: Write around 400 words in a range of non-fiction genres(leaflet), using appropriate structural and language features and considering their audience. W6.4A: Use a fast and fluent handwriting style that is legible and at least partially joined. W6.4B: Compose texts on-screen, editing and improving throughout the process.W6.1E: Proofread text and correct spelling errors.W6.3E: Evaluate and edit own writing to enhance effect and clarify meaning, using a thesaurus as desired. SL6.2D: Polish and present a memorised performance to an audience. WRITING TASK: Design a leaflet.	Read differently-structured 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; Identify intended audience/purpose of writing and write using appropriate form; Revision of key grammatical vocabulary; Revise Spelling rules	Read for a range of purposes; Identify and summarise main ideas of non-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; Identify intended audience/purpose of writing and write using appropriate form; Revision of key grammatical vocabulary; Revise Spelling rules	R6.1A: Read aloud an unfamiliar text of 500–600 words, observing all punctuation including commas SL6.2A: Give well-structured descriptions and explanations for different purposes, including for expressing feelings and giving opinions.R6.2A: Identify words and phrases from more than one place in texts, to support answers.R6.3B: Infers a character's intentions from their actions and dialogue. R6.3D: Discuss preferences with others, expressing reasons and giving recommendations.W6.6C: Use all speech punctuation accurately in dialogue, including inverted commas, commas, full stops, question marks and exclamation marks.(Writing a conversation) W6.6A: Use capital letters, end punctuation, speech marks and commas correctly in independent writing of more than three paragraphs.SL6.2E: Rehearse and give a presentation to an audience.	R6.2A: Identify words and phrases from more than one place in texts, to support answers.SL6.2A: Give well-structured descriptions and explanations for different purposes, including for expressing feelings and giving opinions.R6.3C: With some guidance, make predictions by interpreting a sequence of clues in a text.R6.3D: Discuss preferences with others, expressing reasons and giving recommendations. R6.3B: Infers a character's intentions from their actions and dialogue. W6.3A: Generally use paragraphs in longer pieces of writing.(Description of a chase) W6.2A: Select the best word from a range of synonyms to convey more subtle differences in meaning.W6.5C: Maintain tense consistency throughout a text when using all verb tenses W6.3E: Read aloud own writing with growing confidence.	Research & Presentation of their own choice of any legendary creature. SL5.2C: Ask questions, make suggestions and make predictions during structured discussions.R5.4A)Use titles, contents pages, search engines, headings, sub-headings and other features to retrieve information quickly and make notes of key points.W5.5G: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 give a presentation to an audience. PROJECT WORK: A Legendary Creature

YEAR 7 ENGLISH LANGUAGE LONG TERM PLAN WITH CURRICULUM STANDARDS 2025-2026								
YEAR 7	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	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 Sharpen your skills : Noun and verbs To find information you need Sharpen your skills : Capital letters and full stops READING QUESTION - AO1.AO2 BASELINE ASSESSMENT Page No:6-11	To identify and to note down key points. Sharpen your skills : sequencing and summarising To distinguish between fact and opinion. Evaluation READING QUESTION - AO1.AO2,AO4 Poetry Project Work Page No:12-15	To decide where you might find relevant information and then select what you need Sharpen your skills : The past tense To sequence text logically and use topic sentences Sharpen your skills : Adverbs ASSESSMENT –WRITING-Biography- AO5,AO6 Page No:16-21	What makes the news, the different forms it takes, and how we choose to get it. -Sharpen your skills :noun and verb phrases To explore the layout of a newspaper front page and to write an effective headline. How the information in a newspaper article is organized by exploring the structure of an article and planning on your own. READING QUESTION - AO1.AO2 Page No:32-37	How newspaper stories are chosen to suit their readers and how different newspapers tell the same stories in different ways. 7a Sharpen your skills : sentence types How to retrieve information by scanning for facts, identifying opinions and reading between the lines. To explore a television news report and practice your recount skills WRITING-Report-AO5, AO6 READING ASSESSMENT - AO1.AO2, AO4 Page No: 38-43	How writer's express a point of view, developing your understanding can imply an opinion Sharpen your skills: Exclamations marks How writer's choose language and content to influence reader's opinion Sharpen your skills: Brackets READING QUESTION - AO1.AO2 WRITING-Formal Letter-AO5, AO6 Page No:46-51	How to write to argue Sharpen your skills: Apostrophes of possession Explore the arguments made by the writer in the texts. Analyse the persuasive devices used by the writer to put forward his arguments. READING QUESTION - AO1.AO2(7a) WRITING- News article-AO5,AO6 Page No:52-56	To inspire and engage students in the world of poetry. Through creative exploration, develop their writing skills, expand their vocabulary, and express their emotions through the power of words. ASSESSMENT TASK : Spoken Language Speaking and presenting
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 understand how a writer structure a story to try involve the reader Sharpen your skills: Suffixes	To learn make the ending of a story relate to its beginning How to create an effective setting and atmosphere Sharpen your skills :adjectives	How a writer creates suspense. how dialogue can make a story more vivid Sharpen your skills: speech Punctuation READING QUESTION - AO1.AO2,AO4(Evaluation)	To use a range of narrative devices to involve the reader, and to recognize how writer's convey setting, character and mood through word choice and sentence structure. Sharpen your skills: Simple, complex and compound	To involve a reader by using a lot of imaginative detail. How publicity is written to suit its audience. READING QUESTION - AO1.AO2 READING ASSESSMENT - AO1.AO2, AO4	To organize and develop a story using a range of relevant information and ideas, use of appropriate vocabulary organization of ideas in paragraphs; coherent organization of ideas to suit the form.	Explain writer's use of fact and opinion to engage the reader. Explore similarities between two texts and support with relevant evidence. Understand how to write using a range of features to convey information.	Writing a story using image/s. To organize and develop a story using a range of relevant information and ideas, use of appropriate vocabulary organization of ideas in paragraphs; coherent organization of ideas to

Term 1	READING QUESTION - AO1.AO2 Page No:58-61	READING QUESTION - AO1.AO2 WRITING-Imaginative Task-AO5,AO6 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
Term 2	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 cultures. To select relevant evidence from a text Sharpen your skills: Parts of a sentence READING QUESTION - AO1.AO2,AO4 Page No:84-87	Learning Objectives To understand the difference between first and third person narrative and why authors choose a narrative point of view. Sharpen your skills: Auxiliary verbs To understand how writer's use language to describe setting and character. Sharpen your skills: Subject – verb agreement READING QUESTION - AO1.AO2,AO4 Page No:88-93	Learning Objectives Understand the text and respond appropriately to questions. Infer key ideas from the text Identify specific words and phrases which are effective in a text and explain why they are effective. Comment on language use of features Evaluate a text. Writing a story -To organize and develop a story using a range of relevant information and ideas, use of appropriate vocabulary READING QUESTION - AO1.AO2,AO4 Writing-Story AO5,AO6	Learning Objectives Understand the text and respond appropriately to questions. Infer key ideas from the text Identify specific words and phrases which are effective in a text and explain why they are effective. Comment on language use of features Evaluate a text . organization of ideas in paragraphs; coherent organization of ideas to suit the form. READING QUESTION - AO1.AO2,AO4	Learning Objectives To organize idea in a sequence of paragraphs. To decide on your own point of view giving reasons for that viewpoint. Sharpen your skills: the subject complement READING ASSESSMENT-AO1, AO2, AO4 Sharpen your skills: Pronouns - personal and possessive Writing-Argument AO5,AO6 Page No:94-101	Learning Objectives To compare and contrast pairs of ideas about one issue. Sharpen your skills: Connectives To use a variety of connectives to convey a personal viewpoint. Sharpen your skills: Paragraphs ASSESSMENT –WRITING-Balanced Argument -AO5, AO6 Page No:102-108	Learning Objectives To identify persuasive language to deliver a speech effectively. To make notes for a speech; review rhetorical devices; review types of sentences. Deliver a speech effectively. SPOKEN LANGUAGE-AO7, AO8	Learning Objectives To understand how information can be presented and find the information you need. Sharpen your skills: Colons and semi-colons To direct your writing and presentation to appeal to a specific audience Sharpen your skills: Active and passive voice READING QUESTION - AO1.AO2,AO4 Page No:136-141
YEAR 7	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
Term 2	Non Fiction	Non Fiction	Non Fiction	Revision	Revision	PROJECT WORK	PROJECT WORK	PROJECT WORK
	TAKE ACTION Identifying the main	TAKE ACTION	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 Sharpen your skills: Prefixes To identify persuasive language to deliver a speech effectively. Sharpen your skills: Homophones and words often confused Sharpen your skills :Prepositions READING QUESTION - AO1.AO2 Page No:142-146	Learning Objectives To make notes to summarise information and help your understanding To plan and sequence your ideas for extended writing Sharpen your skills: Paragraphs READING QUESTION - AO1.AO2 Page No:150-153	Learning Objectives To develop your writing to argue by including connectives, a counter-argument and rhetorical devices. Sharpen your skills: First and Third Person To turn your plan into a successful piece of writing to argue. Sharpen your skills: Simple, Compound and Complex sentences. Page No:154-159	Learning Objectives To read and understand the purpose of the text To infer key ideas from words and phrases in the text To explore language and structural features used by the writer To organize and develop a story using a range of relevant information and ideas, use of appropriate vocabulary organization of ideas in paragraphs; coherent organization of ideas to suit the form. Accurate use of sentence structure, spelling, grammar and punctuation	Learning Objectives To read and understand the purpose of the text To infer key ideas from words and phrases in the text To explore language and structural features used by the writer Explore similarities between two texts and support with relevant evidence. Understand how to write using a range of features to convey information.	Learning Objectives To develop ideas, evaluate and decide on what each member of the group will contribute to the Group 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	Learning Objectives To understand role and responsibilities To understand assessment criteria Write a report about the Project work MaintainDocumentsry Project work using 21st century ICT skills. Spoken -AO7 and AO8 Writing -AO-5 and AO-6	Learning Objectives To provide opportunity to synthesize knowledge from various areas of learning, and critically and creatively Conveying ideas effectively, observing critically, and listening actively. Spoken -AO7 and AO8
YEAR 8 ENGLISH LANGUAGE LONG TERM PLAN WITH CURRICULUM STANDARDS 2025-2026								
YEAR 8	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	NON-FICTION	NON-FICTION		NON-FICTION	NON-FICTION	FICTION	FICTION	FICTION
	REVIEW OF NON-FICTION TEXTS	REVIEW OF FICTION TEXTS	UNIT 1 ADVERTISING -	UNIT 1 ADVERTISING	UNIT 1 ADVERTISING -	UNIT 3 DETECTIVE STORIES	UNIT 3 DETECTIVE STORIES	SPOKEN LANGUAGE
	Learning Objectives Recognise the purpose of different Non-fiction texts- autobiography and biography and the effect it has on the target audience. Resource file: Extract from autobiography WINGS OF FIRE by APJ Abul Kalam; Biography from Helen Keller. Reading Questions - AO1, AO2 Reading Questions - AO1, AO2	Learning Objectives Read, understand and respond to texts Identify and understand key words Explore the texts. Understand writer's purpose PETER PAN BY JM BARRIE Baseline Assessment (WK1&2)	Learning Objectives 1. What is advertising? 6-9 To recognize the purposes of advertising and the effect it has on its target audience. 2. Persuasive language- 10-13 To identify examples of persuasive language in advertisements and to understand their effect on the audience. 3 Colourful copy 14-15 To identify examples of persuasive language and use of images in advertisements and to understand their effect on the audience. Writing task-Descriptive writing -AO5,AO6 Introduction of Poetry Project	Learning Objectives 4. Visual Language 16-17 To understand the effect of advertising images on the audience. Pgs 6-9 & 10-17 Reading Questions - AO1, AO2 Grammar:Clauses 5. Target audience 18=21 To understand how an advertisement is made to appeal to his target audience. Presenting a Product with awareness of audience and persuasive language. Resource file-Summer in The Alps. Pgs 18-23 Reading Questions - AO1, AO2 Grammar :Compound and Complex Sentences Assessment 1 Writing task-AO5,AO6	Learning Objectives 6.Developing an argument 24-25 To respond to the opinions of others and develop an argument. 7.Formal and informal language 26-27 To tell the difference between informal and formal language and understand when each is appropriate. 8.Planning a letter 28-29 Planning and writing a Formal Letter. Pgs24-30 Reading Questions - AO1, AO2 Grammar: Connectives,Commas Writing task-formal letter-AO 5, AO 6	Learning Objectives 1. Features of the detective genre 58-59 To identify the key features of the detective genre 2. Solving a mystery 60-61 To read between the lines of a murder mystery and investigate the rules of detective fiction. Pgs58-61 Reading Questions- AO1, AO2,AO4 Grammar:Modal verbs	Learning Objectives 3. Character 62-65 To investigate the character of the detective 4. Creating tension 66-67 To identify techniques for building tension in the detective story. Pgs62-67 5. Plot 68-69 To understand how a writer plots and effective detective story. ASSESSMENT 2 Reading Assessment- AO1, AO2,AO4 Grammar:Full stops and Capital letters	Learning Objectives Poetry Project :Unleash Your Imagination: Poetry Voyage To inspire and engage students in the the world of poetry. Through creative exploration,develop their writing skills,expand their vocabulary,and express their emotions through the power of words. Assessment Task:Spoken Language Speaking and Presenting.- AO7, AO8
YEAR 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	FICTION	20 and 21st century NON-FICTION	20 and 21st century NON-FICTION	19th CENTURY FICTION	NON-FICTION	NON-FICTION	19th CENTURY FICTION	20 and 21st century NON-FICTION
	UNIT 3 DETECTIVE STORIES	Autobiography - explorer Ranulph Fiennes	Autobiography - explorer Ranulph Fiennes	Dracula	UNIT 4 COMMUNICATION	UNIT 4 COMMUNICATION	REVISION- FICTION	REVISION- NON FICTION
	Learning Objectives 6. Openings 70-71 To grab the readers attention from the beginning of a story. 7. Building description 76-77 To develop a description when writing a detective story	Learning Objectives To identify and explain writer's use of language and structure and the effect created. Evaluate texts critically and support this with appropriate textual references.	Learning Objectives To identify and explore range of specific similarities in two texts,supported with a range of evidence synthesised from both. To identify and explore range of specific similarities and differences in two texts,supported with a range of	Learning Objectives To identify how key events in a narrative are structured and sequenced. Understand how character and perspective can be conveyed through events and dialogues.	Learning Objectives 1. Communication forms 84-85 To recognise how different types of communication are organised and understand how ICT has influenced the style of language. 2. Safety and communication 86-87 To select key	Learning Objectives 3. Privacy and communication 88-91 To recognise how writers organise features of a text. 4. Formal and informal communications 92-94 To identify the features of formal and informal texts. Pgs88-94	Learning Objectives Guidance on interpreting questions, mind mapping key points,timing answers . Revise exam style questions on unseen extractss - retrieval, Critical analysis of language and structure, Evaluation of ideas, events, settings, themes.	Learning Objectives Guidance on interpreting questions, mind mapping key points,timing answers . Revise exam style questions on unseen extractss - retrieval, Critical analysis of language and structure, Evaluation of ideas, events, settings,

Term 1	8. Providing the clues 78-79 To give clues in a detective story to engage the reader 9. Planning a story 80-81 To plan and write a detective story featuring all key elements of the genre. Pgs68-81 Reading Questions- AO4 Grammar: Articles,Question marks,Conditionals Writing Assessment- Imaginative - AO5, AO6	Resource File- Extract from Autobiography - explorer Ranulph Fiennes and a newspaper article. Reading Questions. AO 1, AO 2,AO3,AO4	evidence synthesised from both. Resource File- Extract from Autobiography - explorer Ranulph Fiennes and a newspaper article. Reading Questions. AO 1, AO2,	Resource File- Extract from Dracula Reading Questions -AO1,AO2,AO4	points from reading. Pgs84-87 Reading Questions. AO 1, AO 2 and Grammar:First and third person Write a paragraph for school news letter giving three pieces of advice about home Internet use. Writing - AO5,AO6	Reading Questions. AO 1, AO 2,AO4 Grammar:Active and Passive Voice;Exclamations To recognise how writers organise features of a text. To identify the features of formal and informal texts. Pgs 95-98 Reading Questions. AO 1, AO 2,AO4	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 Revision for First Term Exam - Reading and Writing - AO1-AO6	themes;similarity and comparion of ideas, events; language techniques and structure, viewpoints and perspectives from across texts. Revise exam style questions on Transactional writing - focusing on writing to inform, explain, describe, and writing to argue, persuade, advise. Resource file - extract fromCIDER WITH ROSIE by Laurie Lee and web article . Revision of Non-fiction for First Term Exam - Reading and Writing- AO1- AO6
YEAR 8	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 2	NON-FICTION	NON-FICTION	NON FICTION	FICTION	NON-FICTION	NON-FICTION	NON-FICTION	NON-FICTION
	UNIT 4 COMMUNICATION	UNIT 4 COMMUNICATION	UNIT 4 COMMUNICATION	19th CENTURY FICTION 'Great Expectations 'by	UNIT 6 PLACES AND PERSPECTIVES	UNIT 6 PLACES AND PERSPECTIVES	UNIT 6 PLACES AND PERSPECTIVES	SPOKEN LANGUAGE
	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives
	5. Subject-specific language 100- 101 To plan writing and develop ideas to suit a specific audience. Write a book review. Pgs100-101 Grammar:Speech Punctuation Writing a book review-AO5, AO6.	6. Carrying out research 102-105 To consider different view points on a topic. Research information in different formats- Present information in different formats. Pgs102-105 Grammar:Apostrophe for possession Reading Questions -AO1,AO2,AO4 Writing- Write a report using result from a survey. AO-5 and AO-6	7. Presenting a balanced analysis 106-108 To present a balanced analysis of an event or issue. Pgs106-108 Reading Questions -AO1,AO2 Grammar: Paragraphs Writing- Letter of advise.AO-5 and AO-6 ASSESSMENT 3 WRITING	To identify how key events in a narrative are structured and sequenced. Understand how character and perspective can be conveyed through events and dialogues. Reading Questions -AO1,AO2,AO4	1. What makes travel writing special? 136-137 To understand the main features of Travel Writing. 2. Writing to inform and guide 138-139 To write clearly about a case so that a visitor could be guided by your instructions 3. Recount writing 140-141 To use effective strategies in a recount text. To recognise recount texts and write your own. 4. Descriptions 142-145 To understand how writer uses images and adjectives to create a strong picture. Pgs136-145 Reading Questions -AO1,AO2,AO4 Grammar:Colons;Sequencing	5. Author's point of view 146-149 To analyse how writer's use language to express a viewpoint , their ideas and emotions about a place or an experience. Pgs146-149 Reading Questions -AO1,AO2 ASSESSMENT 4 -Reading Assessment-Non Fiction	6. Creating two different views of the same place 150- 151 To compare the writing of two different authors. 7. Writing a travel article for a newspaper or magazine 152-153 To write a Travel article to recommend or review a destination. 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	To identify persuasive language to deliver a speech effectively. To make notes for a speech; review rhetorical devices; review types of sentences. Deliver a speech effectively. Reading Questions -AO1,AO2 Writing and Speaking-AO-5 , AO-6,AO7 and AO8
YEAR 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
Term 2	NON-FICTION	19th CENTURY FICTION	19th CENTURY FICTION	20 and 21st century NON-FICTION	NON FICTION	PROJECT WORK- NON FICTION	PROJECT WORK- NON FICTION	PROJECT WORK- NON FICTION
	Author Clive James - memoirs	FRANKENSTEIN BY MARY SHELLY	REVISION OF FICTION 'Villette' by Charlotte	REVISION OF NON FICTION Theme park	Notes from a Small Island: Bill Bryson	DIGITAL MAGAZINE	DIGITAL MAGAZINE	GROUP PRESENTATION
	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives
	Reading for meaning Retrieve details from texts. Explore writer's use of language and structure. Synthesise information from across texts with evidence. Compare viewpoints and perspectives from a range of texts Reading Questions -AO1, AO 2, AO3, AO4	Guidance on interpreting questions, mind mapping key points, timing answers . Revise exam style questions on unseen extracts - retrieval, Critical analysis of language and structure, Evaluation of ideas, events, settings, themes. Revise exam style questions on Imaginative writing - focusing on experiences, using images as stimulus. Resource file -extract from FRANKENSTEIN BY MARY SHELLY	Guidance on interpreting questions, mind mapping key points,timing answers . Revise exam style questions on unseen extracts - retrieval, Critical analysis of language and structure, Evaluation of ideas, events, settings, themes. Revise exam style questions on Imaginative writing - focusing on experiences, using images as stimulus. Resource file -extract from 'Villette' by Charlotte Bronte. Revision for Final Term Exam - Reading and Writing - AO1-AO6	Guidance on interpreting questions, mind mapping key points,timing answers . Revise exam style questions on Imaginative writing - focusing on experiences, using images as stimulus. Resource file- -Newspaper article about a Trip to a theme park and article from the New York Daily News on the opening of the first Disneyland Theme Park. Revision for Final Term Exam - Reading and Writing - AO1-AO6	Evaluate texts critically and support this with appropriate textual references. To identify and explore range of specific similarities in two texts,supported with a range of evidence synthesised from both. To identify and explore range of specific similarities and differences in two texts,supported with a range of evidence synthesised from both. Reading Questions. AO 1, AO 2,AO3,AO4	To develop ideas, evaluate and decide on what each member of the group will contribute to the Group 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	To understand role and responsibilities To understand assessment criteria Write a report about the Project work Maintain Digital Project work file using 21st century ICT skills. Spoken -AO7 and AO8 Writing -AO-5 and AO-6	To provide opportunity to synthesize knowledge from various areas of learning, and critically and creatively Conveying ideas effectively, observing critically, and listening actively. Spoken -AO7 and AO8

YEAR 9 LANGUAGE LONG TERM PLAN with CURRICULUM STANDARDS 2025-26								
YEAR 9 LANGU AGE LONG TERM PLAN with CURRIC ULUM STAND ARDS YEAR 2021-22	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	19th and 21st CENTURY NON-FICTION	19th CENTURY FICTION	19th CENTURY FICTION	20th and 21st CENTURY NON-FICTION	20th and 21st CENTURY NON-FICTION	20th and 21st CENTURY NON-FICTION	20th and 21st CENTURY NON-FICTION	SPOKEN LANGUAGE
	GUIDE DOGS:	JANE EYRE BY CHARLOTTE	THE HOUND OF	REALITY	REALITY	REALITY	REALITY	

Term 1	To identify some relevant information in the text To identify organisational features and explain their purpose using visuals and sentence frames. Explain, comment on and analyse how writers use language and structure to achieve effects Review of Assessment Objectives AO1-AO6 READING-Questions 1, 2, 3 [AO1,AO2] Baseline (Non- Fiction)	To identify a range of key events in the narrative Understand how emotions can be conveyed in dialogue using punctuation. Understand how writers select ideas and events to manipulate the reader's empathy for a character Review of Assessment Objectives AO1-AO6 READING-Questions 1,2,3 [AO1,AO2] Introduction of Poetry Project	To identify a range of key events in the narrative Understand how emotions can be conveyed in dialogue using punctuation. Understand how writers select ideas and events to manipulate the reader's empathy for a character READING-Questions 1,2,4 [AO1,AO4] WRITING ASSESSMENT- IMAGINATIVE TASK [AO5, AO6]	• To select short and precise, references to support own ideas and opinions that are highly relevant. • To discuss and explain how a writer has used language and structure to make the text effective • To practice speaking about reality TV and social media, incorporating useful new vocabulary relevant to this topic • To identify and explain the purpose of reality television Grammar-Clauses Page No: 6-9 (PAPER 1 READING ASSESSMENT AO1-AO4)	To compare how the media present real people and celebrities. To explore wide range of similarities from both the texts. Identify and interpret themes, ideas and information in a range of literature and other high-quality writing; Establish and sustain distinctive character, point of view and voice in their fiction writing by drawing on techniques used by writers. READING-Questions 1,2,7a [AO1,AO2] WRITING-SHORT ARTICLE [AO5,AO6] Grammar-Speech Punctuation	To analyse how language and image can be manipulate a television documentary audience's response To use repertoire of reading strategies to analyse and explore different layers of meaning To analyse how texts are shaped by audience's preferences and opinions To select words carefully from within and beyond their own vocabulary READING-Questions [AO1,AO2] Writing Task- Biased Report Page No: 14-17	To explore the writer's possible intention and comment on how language choice contributes to it. READING-Question [AO1, AO2] WRITING-Information Guide	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 19th CENTURY FICTION	WEEK 10 20th and 21st CENTURY NON-FICTION REALITY	WEEK 11 20th and 21st CENTURY NON-FICTION REALITY	WEEK 12 20th and 21st CENTURY NON-FICTION NON-FICTION	WEEK 13 20th and 21st CENTURY NON-FICTION NON-FICTION	WEEK 14 20th & 21st CENTURY NON-FICTION MAGAZINE	WEEK 15 19th CENTURY FICTION	WEEK 16 20th & 21st CENTURY NON-FICTION
Term 1	To evaluate how well an idea or atmosphere created. To explore the writer's possible intention and comment on how language choice contributes to it. To compare how writers present ideas and perspectives. READING-Question (AO1, AO2, AO3) Page No: 18-19	To explore the writer's craft. Explore writers' ideas and viewpoints. Evaluate texts critically and support this with appropriate textual references. READING-Question (AO1, AO4) Page No: 20-23	To develop and explore arguments To structure and link paragraphs cohesively To include a range of varied and accurate sentence structures To include a range of interesting ideas To plan, structure and write an argument READING NON-FICTION -AO1 AO2 WRITING -Formal Letter [AO5, AO6] Grammar-Sequencing Paragraphs Page No: 24-29	How print and images combine in texts to emphasise the witer's point of view and influence the reader. How text and images are used on the front covers of magazines to attract their target audience. READING-Questions AO1, AO2,AO4 Page No: 32-41	To read with insight and engagement, understanding the writer's use of linguistic and structural devices. READING Questions-AO1, AO2 Grammar-Simple, Compound and Complex Sentences Page No: 44-49	How magazine articles are structured and written to suit their purpose and audience. Plan and write a magazine article Grammar-Sentence Punctuation WRITING -Magazine Article AO5, AO6 Page No: 50-56	• Understand how characterisation can be developed through dialogue using informal or formal register • Be able to use formal register in critical writing Writing an account Fiction/non-fiction writing • Be able to create character through careful choice and review of vocabulary and sentence structures Paper 1 Reading Questions 1-4 [AO1,AO2,AO4] Writing Questions -5 and 6 [AO5,AO6]	To analyse and interpret the non-fiction and fiction extracts ; communicate clearly and write using linguistic devices Paper 2 Reading Questions 1-7b [AO1,AO2,AO4] Writing Questions 8 and 9 [AO5, AO6]
	WEEK 1 FICTION	WEEK 2 FICTION	WEEK 3 FICTION	WEEK 4 19th CENTURY FICTION	WEEK 5 20th and 21st CENTURY NON-FICTION	WEEK 6 20th & 21st CENTURY NON-FICTION	WEEK 7 SPOKEN LANGUAGE	WEEK 8 20th and 21st CENTURY NON-FICTION
Term 2	SHORT STORIES STRUCTURE/OPENINGS/STORIES FROM OTHER CULTURES	SHORT STORIES CONFLICT AND CLIMAX/ENDINGS/UNIVERSAL THEMES	SHORT STORIES PLANNING YOUR OWN SHORT STORY	A Christmas Carol: Charles Dickens	DESCRIBING A WAR/WAR SPEECHES	MALALA YOUSAFZAIS SPEECH	SPOKEN ENDORSEMENT	WEB ARTICLE ON NIDDERDALE (TRAVEL WRITING)
	How to structure short stories To identify some of the ways in which writers begin short stories To explore the opening of an entire short story Understand how characterisation can be developed through dialogue. 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	To understand how writers develop their stories To understand how writers create an effective ending for a short story To understand how stories from different cultures and traditions often explore the same themes. READING Questions- AO1, AO2,AO4 WRITING -Writing the climax and ending of a short story [AO5, AO6] Grammar- Prepositions Page No: 64-73	To plan and write your own short story and present to an audience. Listen and respond appropriately , including to questions and feedback to presentations WRITING -Short Story [AO5, AO6] Grammar- Subject-verb Agreement Page No: 80-82 WRITING ASSESSMENT- FICTION/ NON FICTION TASK [AO5, AO6]	To analyse, explore and evaluate the author's craft. To analyse and evaluate language and structure. To understand how choice of language influences meaning and effect. READING Questions- AO4 PAPER-1 -READING ASSESSMENT- AO1,AO2, AO4	To understand how choice of language influences meaning and effect. To analyse, and explore persuasive techniques used in speech-writing READING Questions-AO1, AO2 Page No: 100-103	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 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	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	To read with insight and engagement, understanding the writer's use of linguistic and structural devices. Express critical response to writer's use of ideas, events , themes and setting Explore links and connections.between writers' ideas and viewpoints. READING AO1, AO2, AO3 Practice Question 7a and 7b
Term 2	WEEK 9 20th and 21st CENTURY NON-FICTION	WEEK 10 20th and 21st CENTURY NON-FICTION	WEEK11 NON-FICTION	WEEK 12 FICTION	WEEK 13 20th and 21st CENTURY NON-FICTION	WEEK 14 20th and 21st CENTURY NON-FICTION	WEEK 15 20th and 21st CENTURY NON-FICTION	WEEK 16 20th and 21st CENTURY NON-FICTION
	TRAVEL WRITING	LEAFLET - FRIENDS OF THE EARTH	REVIEW NON FICTION (5)	REVIEW FICTION(5)	GATHERING INFORMATION / DEVELOPING & DESCRIBING A PRODUCT	PLANNING A PRESENTATION	PRESENTATION	PRESENTATION
	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	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	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)	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)	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 synthesise information, classifying the points, prioritizing the information to achieve the purpose. (AO1, AO2, AO3)	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)	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)	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)

YEAR 10 LANGUAGE LONG TERM PLAN with CURRICULUM STANDARDS YEAR 2025 - 26

YEAR 10	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	19th CENTURY FICTION-REVIEW	21st CENTURY NON-FICTION-REVIEW	20th CENTURY NON-FICTION	19th CENTURY FICTION	19th CENTURY FICTION	20th AND 21st CENTURY NON-FICTION	21st CENTURY NON-FICTION	
	THE MAYOR OF CASTERBRIDGE (EXTRACT OF A NOVEL) (5)	LOVE IS NOT ALL YOU NEED IN A MARRIAGE (NEWSPAPER REPORT / ARTICLE) (5)	AN EVIL CRADLING (5)	THE HANDMAID'S TALE (EXTRACT OF A NOVEL) (5) (ACCOUNT / PROJECT: BLOG)	PRIDE AND PREJUDICE (EXTRACT OF A NOVEL) (5)	REVIEW OF GRAVITY (MOVIE REVIEW) & LETTERS OF NOTE; IN THE EVENT OF A MOON DISASTER (OPEN LETTER / LETTER - FORMAL & INFORMAL) (5)	LOVELY PROM DRESS, ANGEL. YOUR CARRIAGE TO ABSURDITY AWAITS (MAGAZINE ARTICLE) (5)	

Term 1	<ul style="list-style-type: none">● 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 [AO1,AO2] Reading for Pleasure- 1984 - Orwell	<ul style="list-style-type: none">● Identify how key points in an article are selected and sequenced to express a personal point of view● Understand how writers select and sequence points to make opinions clear and convincing● Be able to sequence and connect key points clearly WRITING- Newspaper Report / Article [AO5, AO6] READING-Questions 1,2,3[AO1,AO2]	<ul style="list-style-type: none">● Be able to identify and comment on how a writer selects ideas to convey a vivid picture of personal experience● Understand how a writer builds detail about their experience through shifts in tense● Be able to comment on the writer's possible intention and evaluate how successfully it has been achieved READING-Evaluation [AO1, AO4] PROJECT WORK- Poetry	<ul style="list-style-type: none">● Be able to identify key narrative clues and understand how to make 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 [AO5, AO6] (PAPER I READING ASSESSMENT) AO1-AO4	<ul style="list-style-type: none">● 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 Paper 1, Questions 1, 2 and 4 [AO1,AO2,AO4]	<ul style="list-style-type: none">● Understand how implied meaning is established through extended metaphor● Understand that using nouns in apposition renames the first noun to provide greater detail● Understand how implied meaning is established through the choice of concrete and abstract nouns of concrete and abstract nouns● Understand how implied meaning is intensified through the use of parallel structures in sentences which can contrast ideas● Be able to use parallel structures in sentences which can contrast ideas to comment on writers' language choices Paper 2, Questions 7a, 7b, 8 and 9 [AO1,AO2,AO3, AO5,AO6] ASSESSMENT - PAPER 2 WRITING WRITING: Open Letter / Letter- Formal and Informal	<ul style="list-style-type: none">● Identify and explain how the writer conveys an opinion by using facts● Understand and explain how opinion is emphasised through use of the colon and short statement sentences● Be able to express critical perspectives on text through the use of the colon and short statement sentences WRITING- Magazine Article[AO5-AO6]	
	WEEK 9 SPOKEN LANGUAGE ENDORSEMENT	WEEK 10 SPOKEN LANGUAGE ENDORSEMENT	WEEK 11 20th AND 21st CENTURY NON-FICTION	WEEK 12 21st CENTURY NON-FICTION	WEEK 13 21st CENTURY NON-FICTION	WEEK 14 19th CENTURY FICTION	WEEK 15 20th AND 21st CENTURY NON-FICTION	WEEK 16 20th AND 21st CENTURY NON-FICTION
Term 1	Speaking and listening skills: <ul style="list-style-type: none">● 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: <ul style="list-style-type: none">● 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	<ul style="list-style-type: none">● 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]	<ul style="list-style-type: none">● 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 [AO5 AND AO6]	<ul style="list-style-type: none">● Be able to use a range of reading for meaning skills explored in previous topics● Understand how to express ideas concisely and precisely through careful choice of nouns● through careful choice of nouns and verbs without modification● Be able to explore the writer's possible intention and comment on how language choice contributes to it Paper 1, Questions 3, 5 and 6 [AO1, AO2, AO5 AO6] WRITING- IMAGINATIVE WRITING - image based	<ul style="list-style-type: none">● Be able to identify the writer's possible intention and the key ideas that support it, and express a response to them● Be able to explore how the writer's choice of whole text structure, sentence structure and vocabulary supports the writer's intention● Be able to identify and explore a range of specific similarities and differences in two texts, supported with a range of evidence synthesised from both Fiction/non-fiction writing [AO5-AO6] Paper 2, Question 7a AND 7b [AO1,AO2,AO3,AO4]		
			A LETTER FROM JOHN STEINBECK TO HIS SON (LETTER) & WHEN YOU SHOULD LEAVE YOUR FIRST LOVE (NEWSPAPER ARTICLE) (5)	SAME NEW WORLD (PERSONAL ACCOUNT/ STORY WRITING) (5)	JANE EYRE (EXTRACT FROM A NOVEL) (5) IMAGINATIVE WRITING - IMAGE BASED)	A YEAR IN PROVENCE (PERSONAL ACCOUNT) & MY FAMILY MOVED FROM PAKISTAN TO THE UK 40 YEARS AGO- HOW FAR WE'VE COME (5) REVIEW NON-FICTION		
YEAR 10	WEEK 1 20th AND 21st CENTURY NON-FICTION	WEEK 2 21st CENTURY NON-FICTION	WEEK 3 19th CENTURY FICTION	WEEK 4 21st CENTURY NON-FICTION	WEEK 5 19th CENTURY FICTION	WEEK 6 SPOKEN LANGUAGE ENDORSEMENT	WEEK 7 SPOKEN LANGUAGE ENDORSEMENT	WEEK 8 SPOKEN LANGUAGE ENDORSEMENT
Term 2	MOUNTAINS OF THE MIND: A HISTORY OF A FASCINATION (TRAVELOGUE) & THE LAST ASCENT OF ALISON HARGREAVES. WHY DID THE WORLD'S FAMOUS ALPINIST NEVER CAME OFF K2? (NEWSPAPER ARTICLE) (5)	REAL LIFE ALWAYS INTRUDES ON HOLIDAYS. THAT'S HOW IT SHOULD BE (5)	THREE MEN IN A BOAT (TO SAY NOTHING OF THE DOG) (EXTRACT OF A NOVEL) (5) TRAVELOGUE	THE GHOST STORY COMES BACK TO HAUNT US (5)	LOST HEARTS (EXTRACT OF A NOVEL) (5) (IMAGINATIVE WRITING)			
	<ul style="list-style-type: none">● 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 [AO5.AO6] Reading for Pleasure-A Child Called 'It'. by Dave Pelzer	<ul style="list-style-type: none">● 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]	<ul style="list-style-type: none">● Be able to select, summarise and synthesise the key events in a text and explain how connections between these create humour● Understand how a humorous tone can be intensified through deliberate use of 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- Travelogue [AO5, AO6] (PAPER II ASSESSMENT) [AO1-AO4]	<ul style="list-style-type: none">● 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]	<ul style="list-style-type: none">● 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 able 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- [AO5, AO6]	Speaking and listening skills: <ul style="list-style-type: none">● 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: <ul style="list-style-type: none">● 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	
Term 2	WEEK 9 19th CENTURY FICTION	WEEK10 21st CENTURY NON-FICTION	WEEK 11 19th CENTURY FICTION	WEEK 12 20th CENTURY NON-FICTION	WEEK 13 20th AND 21st CENTURY NON-FICTION	WEEK 14 21st CENTURY NON-FICTION	WEEK 15 19th CENTURY FICTION	WEEK 16 19th CENTURY FICTION
	FRANKENSTEIN (EXTRACT OF A NOVEL) (5)	GENETICALLY ENGINEERING 'ETHICAL' BABIES IS A MORAL OBLIGATION, SAYS OXFORD PROFESSOR (NEWSPAPER ARTICLE) (5)	THE TIME MACHINE (EXTRACT OF A NOVEL) REVIEW FICTION (5)	ARITHMETIC TOWN (MAGAZINE ARTICLE) REVIEW NON-FICTION (5)	MY FIRST VISIT TO THE MOVIES (MAGAZINE ARTICLE) & WHY ALL THIS SELFIE OBSESSION (NEWSPAPER ARTICLE / REPORT) (5)	NOTES FROM AN AUTHOR: PAUL ROSOLIE (MAGAZINE ARTICLE / JOURNAL WRITING / DIARY ENTRY) (5)	HEART OF DARKNESS (EXTRACT OF A NOVEL) (5)	
	<ul style="list-style-type: none">● 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	<ul style="list-style-type: none">● 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 Non-fiction writing WRITING- Review: Letter/Travelogue [AO5, AO6]	<ul style="list-style-type: none">● Be able to identify and explain connotations in a text● 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 create character through careful choice and review of vocabulary and sentence structures Paper 1 Questions 1-4 [AO1,AO2,AO4]	<ul style="list-style-type: none">● Be able to identify and explain connotations in a text● 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 create character through careful choice and review of vocabulary and sentence structures Paper 2 Questions 1-6 [AO1, AO2, AO3, AO4]	<ul style="list-style-type: none">● Be able to explore the writer's intention and analyse how key ideas are presented● Be able to analyse in some depth how the writer's choice of whole text structure, sentence structure and vocabulary supports the writer's intention● Be able to explore the writer's intention and analyse how key ideas are presented● Be able to analyse in some depth how the writer's choice of whole text structure, sentence structure and vocabulary supports the writer's intention● Be able to identify points of comparison in the writers' ideas and perspectives, exploring how they are presented at word, sentence and text level, and their impact on the reader Non-fiction writing Paper 2, Question 7a and 7b [AO1,AO2,AO3,AO4] WRITING- NEWSPAPER ARTICLE/ REPORT Project- Digital Blog	<ul style="list-style-type: none">● 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 Non-fiction writing WRITING: Article/Journal writing/ Diary entry [AO5, AO6]	<ul style="list-style-type: none">● 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 experiences and encounters Paper 1, Questions 3 & 4 [AO4]	

YEAR 11 - LONG TERM PLAN with CURRICULUM STANDARDS 2025-2026								
YEAR 11	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

Term 1	Be able to explore the writer’s intention and analyse how key ideas are presented Be able to analyse in some depth how the writer’s choice of whole text structure, sentence structure and vocabulary supports the writer’s intention Be able to explore the writer’s intention and analyse how key ideas are presented Be able to analyse in some depth how the writer’s choice of whole text structure, sentence structure and vocabulary supports the writer’s intention REVIEW AOS 1-6 (DIAGNOSTIC TEST) Exam Style Question Paper 2 Question 1-3 1. From lines 2-4, identify one detail that shows the behaviour of the writer’s daughter and her friend. 2.From lines 10-13, identify two phrases that describe the writer’s attitude to raising children. 3. How does the writer use language and structure to engage and interest the reader? 18 Marks) <i>(Reading for Pleasure- Book 1 Literary Non-Fiction "Chinese Cinderella" by Adelin Yen Mah)</i>	Be able to explore the writer’s intention and analyse how key ideas are presented Be able to analyse in some depth how the writer’s choice of whole text structure, sentence structure and vocabulary supports the writer’s intention Be able to explore the writer’s intention and analyse how key ideas are presented Be able to analyse in some depth how the writer’s choice of whole text structure, sentence structure and vocabulary supports the writer’s intention Be able to identify points of comparison in the writers’ ideas and perspectives, exploring how they are presented at word, sentence and text level, and their impact on the reader REVIEW AOS 1-6 Exam-style question: 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 present the ideas and opinions about growing up? (20 Marks)	Explore how the writer has selected narrative events to manipulate the reader’s response Understand how writers use tense and viewpoint to position the reader and manage their response REVIEW AOS 1-6 Exam Style Question Paper 1 Questions 1&2 TERM I ASSESSMENT 1 (PAPER 1 WRITING 40 MARKS)	Be able to explore patterns of inference and their impact on the reader Understand how writers can create emphasis and manage tone through sentence structure Be able to express a precise critical response through careful choice of sentence structure REVIEW AOS 1-6 Exam Style Question Paper 1 Question 4 TERM I ASSESSMENT 2 (PAPER 2 READING 56 MARKS)	Be able to summarise, synthesise and connect key ideas in the narrative. Understand how writers structure a text to achieve their intention: to develop character and create humour. Exam Style Question Paper 2- Q6 (The writer attempts to engage the reader through the description of Miss Shepherd. Evaluate how successfully this is achieved. 15 Marks) WRITING: Writing a recount (40 Marks)	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	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 summarise, synthesise and connect key points in the text Understand how writers structure a text to achieve their intention: to persuade the reader Be able to identify the writer’s possible intention and analyse closely some of the writer’s choices that contribute to achieving it. Be able to gather, reject, select, sequence and shape texts to achieve purpose and intention Exam Style Question Paper 2 Question 8 & 9 WRITING-Writing a leaflet (40 Marks)
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
Term 1	19th CENTURY FICTION THE DIARY OF A NOBODY (EXTRACT OF A DIARY) (4)	21st CENTURY NON-FICTION THE NAKED JAPE: UNCOVERING THE HIDDEN WORLD	20th CENTURY NON-FICTION NEITHER HERE NOR THERE (TRAVELOGUE) (4)	20th CENTURY NON-FICTION THE PLOWDEN REPORT (REPORT) (4)	19th CENTURY FICTION THE WOMAN IN WHITE (EXTRACT OF A NOVEL)	21st CENTURY NON-FICTION YOU CAN’T FORCE A TEENAGER TO TALK TO YOU	19th CENTURY FICTION HEART OF DARKNESS (EXTRACT OF A NOVEL) (4)	20th AND 21st CENTURY NON-FICTION FUKUSHIMA HORSE BREEDER BRAVES HIGH
	To summarise and synthesise key ideas in the text, exploring connections and their likely impact on the reader Understand how writers manipulate the reader’s response through paragraph structure To analyse some of the writer’s choices and their impact on the reader in some detail Exam-style question: Paper 1-Q4 (In this extract the writer tries to portray the life of Charles Pooter and his wife Carrie. Evaluate how successfully the writer has created this impression 15Marks) WRITING:Diary Entry/ Imaginative Writing- Personal Narrative (40 Marks) <i>(Reading for Pleasure- Book 2 Fiction "The Alchemist" by Paulo Coelho)</i>	Be able to summarize and synthesize key ideas in the narrative, exploring connections and their likely impact on the reader Be able to analyse some of the writer’s choices and their impact on the reader in some detail Be able to review paragraph structure for clarity and likely reader response after writing Exam-style question Paper 1- Q4 (Write an article for a newspaper, exploring how television entertains us. 40 Marks)	Be able to explore the writer’s intention and analyse how key ideas are presented Be able to analyse in some depth how the writer’s choice of whole text structure, sentence structure and vocabulary supports the writer’s intention Be able to explore the writer’s intention and analyse how key ideas are presented Be able to analyse in some depth how the writer’s choice of whole text structure, sentence structure and vocabulary supports the writer’s intention Exam Style Question Paper 2 Question 4-6 4. From lines 1-3, identify one problem faced by the writer. 5.From lines 5-7, identify two phrases that describe the place. 6. Bill Bryson attempts to describe the place and the people. Evaluate how successfully this is achieved. Support your views with detailed reference to the text. 18Marks) WRITING: Writing a travelogue. (40 Marks)	Be able to use a range of reading for meaning skills explored in previous topics Understand how writers select modification to achieve precision and connotation to support their intention. Exam Style Question Paper 2 Questions 8 & 9 Writing- Informative Report Writing & Guide (40 Marks)	Be able to summarise and synthesise key ideas in the narrative, exploring connections and their likely impact on the reader. Understand how writers structure a text to manage the reader’s response to a character and achieve their intention. Exam Style Question Paper 1- Question 3 (In lines 9-21, how does the writer use language and structure to show the relationship between Sir Percival and his pets? WRITING- Imaginative Writing- Short Story (40 Marks)	Be able to summarise and synthesise key ideas in the narrative, exploring connections and their likely impact on the reader. Understand how writers structure an argument to manage the reader’s response and achieve their intention. Exam Style Question Paper 2- Question 8 & 9 Writing a speech/ Magazine Article (40 Marks)	Be able to use a range of reading for meaning skills explored in previous topics Understand how writers select modification to achieve precision and connotation to support their intention. Be able to identify the writer’s possible intention and analyse closely some of the writer’s choices which contribute to achieving it. Exam-style question: Paper 1, Questions 5 and 6 . 5. Write about a time when you, or someone you know, felt unfairly treated. 40 Marks) Writing an account Paper 1, Qusetion 4 (The writer attempts to create a sense of hardship and misery. evaluate how successfully this is achieved 15 Marks)	To explore the writer’s intention and analyse how key ideas are connected and presented To analyse with increasing depth and selected details how the writer’s choice of whole text structure, paragraph and sentence structure and vocabulary supports the writer’s intention To identify and explore in some detail a range of specific similarities and differences in two texts, supported with a range of evidence synthesised from bothTo communicate clearly and imaginatively, using and adapting forms for different readers and purposes. Exam-style question: Paper 2 Question 3 Analyse how the writer uses language and structure to interest and engage readers. Support your views with detailed reference to the text.15 Marks) Paper 2 Questions 7a and 7b 7a. The two texts each describe a disaster. What similarities do the disaster share in these extracts? 7b. 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.
YEAR 11	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK7	WEEK 8
Term 2	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-FICTION)	20th CENTURY NON-FICTION OPENING THE TOMB OF TUTANKHAMUN (LITERARY NON-FICTION)	19th CENTURY FICTION SILAS MARNER (EXTRACT OF A NOVEL) (4)	19th CENTURY FICTION HARD TIMES (REVISION- READING AND WRITING)
	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. Be able to explore patterns of inference and their impact on the whole text and reader. Understand how and why writers can deliver detailed information clearly and achieve an even, factual tone using sentences beginning with the subject–verb construction. Be able to express and develop a precise critical response through careful choice of sentence structure. Exam-style question: Paper 2 Questions 7a&7b 7a. The two texts describe a sense of commitment to achieve. How are Maya Angelou and The NCS report similar? 7b. Comapre how the writers of Text 1 and Text 2 present the ideas and opinions about ambition? (20 Marks) <i>(Reading for Pleasure- Book 3 Literary Non-Fiction "I Know Why the Caged Bird Sings" by Maya Angelou)</i>	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	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 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)	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)	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)	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 tell 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)	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)
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	20th and 21st CENTURY NON-FICTION (4) THE GREAT RAILWAY BAZAAR/ I DISCOVERED A NEW WORLD							
	Be able to explore the writer’s intention and develop analysis of how key ideas are connected and presented. Be able to develop a detailed analysis of the writer’s choice of whole text structure, sentence structure and vocabulary, and their cumulative contribution to							

Term 2	<p>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.</p> <p>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.</p> <p>Paper 2, Questions 8 and 9 Review of the writing forms</p>						
	<p align="center">MOCK EXAMS followed by BOARD EXAMINATIONS 2026</p>						