

**St. Mary's Catholic High School (2024-2025)**

**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 Zoo Dream/ Playground Chant/ Ms Molly had a Dolly	UNIT 1.1 POETRY Down at the Zoo/ Hey stop!	UNIT 1.2 FICTION Cat is sleeping	UNIT 1.3 FICTION Cat and Dog in a Mess	UNIT 1.4 NON FICTION Hop, Swim and Run	UNIT 1.5 NON FICTION Sounds	UNIT 1.6 FICTION 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. W. Labels W. Fill in the missing letter W. Jumbled letter/ 2-3-4 letter words	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. Phonics: Initial sounds - c, h, r, m, d	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. R1.2D Recite or sing the alphabet. 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. SL1.1A Follow short, basic classroom instructions, supported by picture or gestures. R. Identify nouns/ verb W. Write a label W1. Tracing the uppercase and lowercase letters. W. Compose simple sentences; punctuate sentences W1. Tracing the numbers 0 - 9 Guided Reading: Go West Ox, Timmy Snowball Phonics: Initial sounds - d, n, p, s, t	R1.2A: Follow sentences from left to right and from the top to the bottom of the page. R1.5A Use pictures in texts (including IT texts) to understand and explain what they are about. 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, captions Guided Reading: Is Nan in?, Can cat get cod, Sid Phonics: Initial sounds - f, h, j, d, m, r	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. W1.5A Write labels of one or two words, leaving spaces between words. W1.3A Write short words that have been learned or sounded out, including own name. Guided Reading: Cookies, At the funfair, Lots of leg Phonics: End sounds - ff/ ll	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. 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. R. Identify common & proper noun W1.2A Label pictures using already familiar nouns and verbs. Guided Reading: Dig and Tip, In the garden, See like me Phonics: End sounds - ss/ ck	SL1.2C Answer short, simple questions using a word or basic phrase R1.2B Decode three 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. Identifying opposites W1.2A Label pictures using already familiar nouns and verbs. Guided Reading: Tim man Tim, Top cat, The fox Phonics: Yaks pant End sounds - ng
YEAR 1	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
TERM 1	UNIT 1.7 FICTION Mojo and Weeza and the Funny Thing	UNIT 1.8 FICTION Mojo and Weeza and the New Hat	UNIT 1.9 FICTION Class Two at the Zoo	UNIT 1.9 FICTION Class Two at the Zoo	UNIT 1.9 FICTION Class Two at the Zoo	UNIT 1.10 FICTION Aaaarrgghh Spider	UNIT 1.10 FICTION Aaaarrgghh Spider	FICTION/NON-FICTION REVISION
	SL1.2C Answer short, simple questions using a word or basic phrase R1.2B Decode three known letters in words when reading simple, familiar texts. 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 W1.2A Label pictures using already familiar nouns and verbs. Guided Reading: Tom's mad mop, Whats in my net?, Timmy wants to win Phonics: Middle sounds - vowels a/e/i/o/u & initial sounds b, f, g, l, j, w and z	SL1.2B Use simple everyday words from taught vocabulary sets. SL1.2C Answer short, simple questions using a word or basic phrase. 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. W1.5A Write labels of one or two words, leaving space between words. Guided Reading: Look up Look down, Can you see cat, The fox twins Phonics: Initial sounds - bl/ br, d/cr	SL.1.2 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 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. Use conjunction 'and' Guided Reading: Can cat get cod, Go west ox, Beep beep Timmy Phonics: Initial sounds - pl/ pr, sc/ sl	SL.1.2 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 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. Guided Reading: Go west ox, Yaks pant, Rat and cat the dance Phonics: Initial sounds - pl/ pr, sc/ sl	SL.1.2 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 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. Sequence sentences to form short narrative. Guided Reading: Top cat, Rat and cat hat trick Phonics: Initial sounds- sk/ sm, sn/sp	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. 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. Sequence sentences to form short narrative. Guided Reading: The fox twins ,Timmy wants to win ,King Pip and the troll Phonic: Initial sounds st/ sw	R1.5C Read and talk about simple sequences that give information or recount what someone has done. R1.6A Read simple everyday nouns and verbs as labels. 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. Use of prefix 'un' Guided Reading: Yaks pants, Beep Beep Timmy, Rat and Cat lets jump Phonics: Initial sounds- tr/ tw	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	Monsters/ Traffic jam	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	Tec and the Hole
TERM 2	UNIT 1.11 POETRY Monsters/ Traffic jam	UNIT 1.12 NON FICTION Rainbows	UNIT 1.12 NON FICTION Rainbows	UNIT 1.13 FICTION The Four singers	UNIT 1.13 FICTION The Four singers	UNIT 1.12 FICTION King Pip and the wish	UNIT 1.14 FICTION King Pip and the darkwood	UNIT 1.15 NON FICTION Top Jobs
	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; express likes and dislikes; identify rhyming words W. Draw and write poems using pictures using familiar nouns, adjective and verbs R1.5C Read poem aloud to class Guided Reading: The quizz went fizz, Rat and cat the dance, Bug boy beetle cookies Phonics: Initial sounds: ch, sh & th	R. Link what they read to their own experience. R. Draw on prior knowledge to make predictions and inference. SL.1.2 Ask and answer questions about the story read. 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. List instruction verbs R. Sequence instructions. Role play instructions using nouns, verbs, adjectives. 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	R. Link what they read to their own experience. R. Draw on prior knowledge to make predictions and inference. SL.1.2 Ask and answer questions about the story read. R1.5A: Use pictures in texts (including IT texts) to understand and explain what they are about. R. Identify past' present tense W. Say out loud what they are going to write about; Compose sentences orally before writing. W. Write a recount Guided Reading: Animal babies, Look outside, Draw with pennv Phonics: End	SL.1.2 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 W. Use a capital letter for names of people, places, the days of the week, and the personal	SL.1.2 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 W. Use a capital letter for names of people, places, the days of the week, and the personal	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 Identify nouns, adjectives, verbs. Re-tell the story in own words. Draw a picture of the character. Write sentences to describe the character. W. Write sentences using capital and full stop. Guided Reading: King Pip and the troll, Bug boy beetle cookies, Bug boy slug picnic Phonics: End sounds- tch, middle sound - a &	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 W1.1A Say and write the sounds in words they wish to spell, where each sound is represented by a single letter. Role play the story. Re-tell story using story language. Guided Reading: Rat and cat lets jump, Zio Zao	R. Link what they read to their own experience. R. Draw on prior knowledge to make predictions and inference. SL.1.2 Ask and answer questions about the story read. 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 sentences orally before writing. W. Write information about a animal they know Guided Reading: Make an egg card. Mv

		W. Write an instruction text Write singular/ plural nouns <b>Guided Reading:</b> Be a pirate, Grow a flower, Butterflies <b>Phonics:</b> End sounds: nt, nd and mp	W. Write an instruction text Write singular/ plural nouns <b>Phonics:</b> End sounds: lk/ sk & nk	W. Write an instruction text Write singular/ plural nouns <b>Phonics:</b> End sounds: lk/ sk & nk	W. Write an instruction text Write singular/ plural nouns <b>Phonics:</b> End sounds: lk/ sk & nk	W. Write an instruction text Write singular/ plural nouns <b>Phonics:</b> End sounds: lk/ sk & nk	W. Write an instruction text Write singular/ plural nouns <b>Phonics:</b> End sounds: lk/ sk & nk	W. Write an instruction text Write singular/ plural nouns <b>Phonics:</b> End sounds: lk/ sk & nk
<b>YEAR 1</b>	<b>WEEK 9</b>	<b>R</b>	<b>WEEK 11</b>	<b>WEEK 12</b>	<b>WEEK 13</b>	<b>WEEK 14</b>	<b>WEEK 15</b>	<b>WEEK 16</b>
	<b>UNIT 1.15 NON FICTION</b>	<b>UNIT 1.16 FICTION</b>	<b>UNIT 1.16 FICTION</b>	<b>UNIT 1.17 FICTION</b>	<b>UNIT 1.18 FICTION</b>	<b>UNIT 1.19 NON FICTION</b>	<b>UNIT 2- Poetry</b>	<b>FICTION/NON-FICTION REVISION</b>
	<b>Top Jobs</b>	<b>Mary and the twelve months</b>	<b>Mary and the twelve months</b>	<b>Eco Apes grow food</b>	<b>Eco Apes save water</b>	<b>My holiday</b>	<b>Animal Crackers</b>	
<b>TERM 2</b>	R. Link what they read to their own experience. R. Draw on prior knowledge to make predictions and inference. SL.1.2 Ask and answer questions about the story read. 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 sentences orally before writing. W. Write information text <b>Guided Reading:</b> Shadows in the sun, Draw with penny, This is my pet <b>Phonics:</b> middle sounds - o and oa	SL.1.2 Ask and answer questions about the story read. R. Link what they read to their own experience. 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. - Sequence sentences to form short narrative. W. Orally compose the beginning , middle and ending of a story before writing <b>Guided Reading:</b> Bug boy beetle cookies, Bug boy slug picnic, Bug Boy Spider camp <b>Phonics:</b> middle sounds - oo	SL.1.2 Ask and answer questions about the story read. R. Link what they read to their own experience. 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. - Sequence sentences to form short narrative. W. Orally compose the beginning , middle and ending of a story before writing <b>Guided Reading:</b> Pippas pet lost dog, Shaun the sheep what a mess, Pippas pet scarey cat <b>Phonics:</b> Silent end sounds - e & middle/ end sounds - a/e	SL.1.2 Ask and answer questions about the story read. R. Link what they read to their own experience. 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. <b>Guided Reading:</b> Zip Zap and the thing, Pippas pet run away pony, Shaun the sheep too many jobs <b>Phonic:</b> middle/ end sounds - i/e	SL.1.2 Ask and answer questions about the story read. R. Link what they read to their own experience. 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 <b>Guided Reading:</b> Shaun the sheep you are my mum, This is my pet, Zip Zap at the zoo <b>Phonics:</b> middle/ end sounds - o/e	R. Read the text aloud with expression.. R. Link what they read to their own experience. SL.1.2B Use simple everyday words from taught vocabulary sets. Say and Spell the new words . SL.1.2 Ask and answer questions. Match picture to instruction. Identify the type of sentence. R. List instruction verbs Sequence instructions W. Say out loud what they are going to write about; Compose a sentence orally before writing it. W. Create a poster. <b>Guided Reading:</b> Spot the shape, I like to collect, Grow it back <b>Phonics:</b> middle/ end sounds - u/e	SL.1.2C SL.1.2D Recite simple sentences by heart, including rhymes and poems. W1.2A Label pictures using already familiar nouns and verbs. R1.5A Read aloud with expression and explore discuss wide range of poems; learn to appreciate rhymes in poems; Discuss word meaning, link new meaning to those you already know W. Write their own poem <b>Guided Reading:</b> Brave little beast, Animal Cracker <b>Phonics:</b> End sounds - ow/ o	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.

**YEAR 2 LONG TERM PLAN With CURRICULUM STANDARDS**

<b>YEAR 2</b>	<b>WEEK 1</b>	<b>WEEK 2</b>	<b>WEEK 3</b>	<b>WEEK 4</b>	<b>WEEK 5</b>	<b>WEEK 6</b>	<b>WEEK 7</b>	<b>WEEK 8</b>	
	<b>Poetry Unit 2.1</b>	<b>Poetry Unit 2.1</b>	<b>Fiction Unit 2.2</b>	<b>Fiction Unit 2.2</b>	<b>Fiction Unit 2.2</b>	<b>Non-fiction Unit 2.3</b>	<b>Non-fiction Unit 2.3</b>	<b>Non-fiction Unit 2.3</b>	
	<b>REVISION Resource: Wizards, Spiders and Castles</b>	<b>Resource: Wizards, Spiders and Castles</b>	<b>Resource: Silly Billy</b>	<b>Resource: Silly Billy</b>	<b>Resource: Silly Billy</b>	<b>Resource: Oceans</b>	<b>Resource: Oceans</b>	<b>Resource: Oceans</b>	
	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-case letters and numbers, using correct letter formation. [about 50 words]. W2.6A: Use full stops at the end of simple sentences. W2.6A Use full stops at the end of simple sentences.  <b>GUIDED READING-ASSESSMENTS AND GROUPING</b> <b>Animal Crackers Yellow C</b>  <b>PHONICS, HANDWRITING AND SPELLING</b> <b>Revision- Alphabetical order -Capital Letters and Small Letter- Animal Alphabets</b>	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-case letters and numbers, using correct letter formation. [about 50 words]. W2.5A: Say a simple sentence and then write it. W2.6A: Use full stops at the end of simple sentences.  <b>GUIDED READING-ASSESSMENTS AND GROUPING</b> <b>Animal Crackers Yellow C</b>  <b>PHONICS, HANDWRITING AND SPELLING</b> <b>Unit 1 - Phoneme 'd' 'l' 'n' 'm'</b> <b>Handwriting joining letters with 'd,l,n,m'</b>	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. 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 features. R2.6A: Say whether or not a group of words is a sentence. R2.6B: Identify nouns and verbs in a simple sentence and use the terms 'noun' and 'verb'. W2.5A: Say a simple sentence and then write it. W2.5C: Use everyday verbs in simple sentences. W2.6A: Use full stops at the end of simple sentences. Explore character's feeling.  <b>GUIDED READING-ASSESSMENTS AND GROUPING</b>  <b>GUIDED READING</b> 1. LA Bug Boy: Beetle Cookies - Yellow A 2. AA Bug Boy: Slug Picnic - Yellow B 3. HA Bug Boy: Spider Camp - Yellow C  <b>PHONICS, HANDWRITING AND SPELLING</b> <b>UNIT 2- Phoneme 'p' 's' 't' 'a'</b> <b>Handwriting joining letters with 'p' 's' 't' 'a'</b>	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') for single and plural nouns in simple sentences. W2.1C: Form plurals of nouns where the root word does not change by adding '-s' and '-es'. W2.3C: Sequence three pictures and then write a sentence for each to give instructions. Compose the sentences about the character's feelings. Make predictions. Write simple sentences about a topic. Punctuate sentences using capital letter and fullstop.  <b>GUIDED READING-ASSESSMENTS AND GROUPING</b>  <b>GUIDED READING</b> 1. LA Jay and Sniffer: The Bike Race - Blue A 2. AA Jay and Sniffer : The Cake Goo -Blue B 3. HA Jay and Sniffer: The Missing Masks - Blue C  <b>PHONICS, HANDWRITING AND SPELLING</b> <b>Unit 3- Phoneme 'c' 'g' 'k' 'o'</b> <b>Handwriting joining letters with 'c' 'g' 'k' 'o'</b>	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 how a character feels. R2.5A: With support, find information in texts (including IT texts) to answer a simple question. R2.3B: Recall what happened next in a simple story or sequence of events. W2.3A: Compose orally and then write a simple sentence. W2.3B: Sequence three pictures and then write a sentence for each to tell a story. W2.3D: Re-read own writing to check the meaning is clear. W2.6A: Use full stops at the end of simple sentences R2.1A: Match lower-case and upper-case letters, saying the sounds and letter names associated with each one. W2.4A: Write most lower-case letters and copy all upper-case letters and numbers, using correct letter formation.  <b>GUIDED READING</b> 1. LA Shrek: Nowhere to Go - Blue A 2. AA Shrek: Can We Keep Him? - Blue B 3. HA Shrek: Trapped in a Tower - Blue C  <b>PHONICS, HANDWRITING AND SPELLING</b> <b>Unit 4- Phoneme 'ck' 'e' 'y' 'u'</b> <b>Handwriting joining letters with 'ck' 'e' 'y' 'u'</b>	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. R2.4D: Discuss favourite words and phrases. 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 features. W2.5A: Say a simple sentence and then write it. W2.5F: Use correct singular or plural forms of regular nouns.  <b>GUIDED READING</b> 1. LA Grow It Back - Blue A 2. AA A little look at Bog Reptiles Blue B 3. HA Sea Snaps - Green A  <b>PHONICS, HANDWRITING AND SPELLING</b> <b>Unit 5 -Phoneme 'f' 'ff' 'ss' 'hh' 'll'</b> <b>Handwriting joining letters with 'f' 'ff' 'ss' 'hh' 'll'</b>	SL2.1A: Follow two-step instructions, when these are given slowly and clearly. R2.6B: Identify nouns and verbs in a simple sentence and use the terms 'noun' and 'verb'. R2.6C: Say whether or not a group of words is a sentence. R2.6C: Recognise regular singular and plural forms of nouns. W2.1C: Form plurals of nouns where the root word does not change by adding '-s' and '-es'. W2.5C: Use everyday verbs in simple sentences. W2.3A: Compose orally and then write a simple sentence. W2.5A: Say a simple sentence and then write it. W2.5D: Use adjectives in expanded noun phrases in simple sentences. W2.5E: Use the subject pronouns 'I' and 'we' before verbs  <b>GUIDED READING</b> 1. LA A Vet's day Yellow C 2. AA Time to Sleep Blue C 3. HA Exploring London Orange A  <b>PHONICS, HANDWRITING AND SPELLING</b> <b>Unit 6 -Phoneme 'j' 'v' 'w' 'x' 'z'</b> <b>Handwriting joining letters with 'j' 'v' 'w' 'x' 'z'</b>	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. R2.5A: With support, find information in texts (including IT texts) to answer a simple question. W2.1A: Match lower-case and upper-case letters, saying the sounds and letter names associated with each one. 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 features. 2.3A: Compose orally and then write a simple sentence. W2.3D: Re-read own writing to check the meaning is clear. W2.5A: Say a simple sentence and then write it. W2.5C: Use everyday verbs in simple sentences. W2.4A: Write most lower-case letters and copy all upper-case letters and numbers, using correct letter formation  <b>GUIDED READING</b> 1. LA My Life Yellow C 2. AA Amazing Trees Green A 3. HA Creepy Crawlies Green B  <b>PHONICS, HANDWRITING AND SPELLING</b> <b>Unit 7 -Phoneme 'qu' 'y' 'z'</b> <b>Handwriting joining letters with 'qu' 'y' 'z'</b>  <b>Class Assessment- Reading:</b> comprehension, verbs,nouns punctuation, determiners, plurals, noun phrases, features of fiction and non fiction. <b>Writing:</b> Non fiction text	
	<b>WEEK 9</b>	<b>WEEK 10</b>	<b>WEEK 11</b>	<b>WEEK 12</b>	<b>WEEK 13</b>	<b>WEEK 14</b>	<b>WEEK 15</b>	<b>WEEK 16</b>	
	<b>Fiction Unit 2.4</b>	<b>Fiction Unit 2.4</b>	<b>Fiction Unit 2.4</b>	<b>Fiction Unit 2.4</b>	<b>Poetry Unit 2.5</b>	<b>Poetry Unit 2.5</b>	<b>Non Fiction Unit 2.6</b>	<b>REVISION</b>	
	<b>Resource : Operation Night Monster</b>	<b>Resource : Operation Night Monster</b>	<b>Resource : Operation Night Monster</b>	<b>Resource : Operation Night Monster</b>	<b>Resource: Wizards, Spiders and Castles</b>	<b>Resource: Wizards, Spiders and Castles</b>	<b>Resource: All About Orangutans</b>		
	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 ideas/Answer and ask questions	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 features	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; Participate actively in conversations/Draw on what they	S&L/Participate 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; Participate actively in conversations	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). R2.4B: Use pictures to help understand the meaning of unfamiliar	R2.4D: Discuss favourite words and phrases. 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 (about 50 words). R2.2D: Recite and interpret sentences by heart, including	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 (about 50 words)	<b>ASSESSMENT- POETRY, FICTION AND NONFICTION READING AND WRITING - REVIEW OF ALL SKILLS DONE</b> Reading comprehension, spelling, grammatical awareness, and creative writing skills. Identify and retrieve key words, phrases, ideas	

<p>Participate in discussions and listen to others; Explain clearly their understanding of what is read to them; Use present and past tenses . Articulate and justify answers. Participate actively in conversations. Answer and ask questions; Consider and evaluate different viewpoints. Spoken language: Speculate, hypothesise, imagine and explore ideas; Consider and evaluate different viewpoints. Learn how to use both familiar and new punctuation correctly (Appendix 2); Sentences with different forms: statement, question, exclamation, command Listen and respond appropriately.</p> <p><b>GUIDED READING</b> 1. LA Little Green Monster Yellow A 2. AA Mermaids and the Dolphin Blue A 3. HA Mermaids and the Perfect Present Blue C</p> <p><b>PHONICS, HANDWRITING AND SPELLING</b> Unit 8- Phoneme 'ch' 'ng' 'sh' 'th' Handwriting joining letters with 'ch' 'ng' 'sh' 'th'</p>	<p>Participate actively in conversations. W2.3A: Compose orally and then write a simple sentence. W2.2A: Use vocabulary from reading in own writing. W2.3D: Re-read own writing to check the meaning is clear. W2.5A: Say a simple sentence and then write it. W2.5C: Use everyday verbs in simple sentences. W2.5F: Use correct singular or plural forms of regular nouns. Writing: Information text.</p> <p><b>GUIDED READING</b> 1. LA Horribilly: Slow and Sticky Green A 2. AA Horribilly: Gloopy Food Green B 3. HA Horribilly: Swampy Green</p> <p><b>PHONICS, HANDWRITING AND SPELLING</b> Unit 9- Phoneme 'ch' 'ng' 'sh' 'th' Handwriting joining letters with 'ch' 'ng' 'sh' 'th'</p>	<p>Participate actively in conversations. Draw on what they already know/background information/information provided by teacher; Consider and evaluate different viewpoints Make inferences; R2.5B: 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. Articulate and justify answers. W2.3D: Re-read own writing to check the meaning is clear. W2.5A: Say a simple sentence and then write it. W2.5C: Use everyday verbs in simple sentences. W2.5F: Use correct singular or plural forms of regular nouns</p> <p><b>GUIDED READING</b> 1. LA A Vet' Day Green A 2. AA The Mermaids Visit the Vet Blue B 3. HA At the Vet's Orange</p> <p><b>PHONICS, HANDWRITING AND SPELLING</b> Unit 10- Phoneme 'ar' 'or' 'ow' 'ur' Handwriting joining letters with 'ar' 'or' 'ow' 'ur'</p>	<p>Participate actively in conversations. Draw on what they already know/background information/information provided by teacher W2.5A: 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. Articulate and justify answers. W2.3D: Re-read own writing to check the meaning is clear. W2.5A: Say a simple sentence and then write it. W2.5C: Use everyday verbs in simple sentences. W2.5F: Use correct singular or plural forms of regular nouns</p> <p><b>GUIDED READING</b> 1. LA Dixie's pocket Zoo: Brave the Waves Green A 2. AA Dixie's Pocket Zoo: Fight the Flames Green B 3. HA Dixie's Pocket Zoo: Robber Run-around Green C</p> <p><b>PHONICS, HANDWRITING AND SPELLING</b> Unit 11- Phoneme 'air' 'ear' 'ure' 'er' Handwriting joining letters with 'air' 'ear' 'ure' 'er'</p>	<p>Use picture cues to predict the meaning of unfamiliar words. W2.2A: Use vocabulary from reading in own writing. W2.3A: Compose orally and then write a simple sentence. W2.3D: Re-read own writing to check the meaning is clear. W2.5A: Say a simple sentence and then write it.</p> <p><b>GUIDED READING</b> 1. LA City Shapes and Other Poems Green 2. AA Animal Crackers Yellow C 3. HA Brave Little Beasts Blue</p> <p><b>PHONICS, HANDWRITING AND SPELLING</b> Unit 12- cvcc words Handwriting joining letters with cvcc words</p>	<p>Recite and interpret sentences by heart, including poems and other texts. W2.2A: Use vocabulary from reading in own writing. W2.3A: Compose orally and then write a simple sentence. W2.3D: Re-read own writing to check the meaning is clear. W2.5A: Say a simple sentence and then write it. W2.5C: Use picture cues to predict the meaning of unfamiliar words.</p> <p><b>GUIDED READING</b> 1. LA Brave Little Beasts Blue 2. AA City Shapes and Other Poems Green3. 3. HA Animal Crackers Yellow C</p> <p><b>PHONICS, HANDWRITING AND SPELLING</b> Unit 13- Phoneme 'ph' 'wh' Handwriting joining letters with 'ph' 'wh'</p>	<p>Decode unrecognised words (up to 6 letters) when reading aloud. W2.3A: Compose orally and then write a simple sentence. W2.5A: Say a simple sentence and then write it. W2.5B: Use the correct determiner ('a'/'an', 'the' or 'some') for single and plural nouns in simple sentences. W2.5D: Use adjectives in expanded noun phrases, in simple sentences. W2.1C: Form plurals of nouns where the root word does not change by adding '-s' and '-es'.</p> <p><b>GUIDED READING</b> 1. LA Creepy Crawlies Green B 2. AA Plant Traps Blue B 3. HA Grow it Back Blue A</p> <p><b>PHONICS, HANDWRITING AND SPELLING</b> Unit 14- Phoneme 'a-e' 'ay' 'ey' 'igh' 'i' 'ey' 'y' Handwriting joining letters with 'a-e' 'ay' 'ey' 'igh' 'i' 'ey' 'y'</p>	<p>Identifying and retrieving key words, phrases, ideas, information about setting, events, characters from texts Deducing and inferring meanings of words, ideas, information, character's actions, thoughts and feelings Expressing likes and dislikes about titles, rhyming words, ideas, events, characters with examples Sequencing events in the correct order. Writing-Creative writing Spellings of words and sentences <b>Grammar</b> Identification and the correct use of: Nouns- singular/ plural, common / proper Verbs, Past tense and Present tense. Adjectives, Punctuation- Capital letters, full stops, question mark, exclamation mark. Writing about their own experience, writing a story or a poem</p> <p><b>GUIDED READING</b> 1. LA Grow it Back Blue B 2. AA Creepy Crawlies Green B 3. HA Plant Traps Blue A</p> <p><b>PHONICS, HANDWRITING AND SPELLING</b> Unit 15- Phoneme 'a-e' 'ay' 'ey' 'igh' 'i' 'ey' 'y' Handwriting joining letters with 'a-e' 'ay' 'ey' 'igh' 'i' 'ey' 'y'</p>
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WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24
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<p><b>Non Fiction Unit 2.7</b> <b>Resource: All About Orangutans</b></p> <p>SL2.2C: Answer simple questions using rehearsed expressions. R2.2D: Organise words into alphabetical order by their first letters. R2.5A: With support, find information in texts (including IT texts) to answer a simple question. W2.2A: Use vocabulary from reading in own writing. W2.1B: Spell another 30 basic everyday words (up to 5 letters in length). W2.5A: Say a simple sentence and then write it. W2.5B: Use the correct determiner ('a'/'an', 'the' or 'some') for single and plural nouns in simple sentences. W2.5D: Use adjectives in expanded noun phrases, in simple sentences. Resource- All about Orangutans</p> <p><b>GUIDED READING</b> 1. LA Draw with Penny- Yellow C 2. AA Time to Sleep- Blue C 3.HA Flips and Spins -Orange C</p> <p><b>PHONICS, HANDWRITING AND SPELLING</b> Unit 16- Phoneme 'i' 'ie' 'y' 'ie' Handwriting joining letters with 'i' 'e' 'y' 'ie'</p>	<p><b>Non Fiction Unit 2.7</b> <b>Resource: All About Orangutans</b></p> <p>SL2.1A: Follow two-step instructions, when these are given slowly and clearly. 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. R2.6C: Recognise regular singular and plural forms of nouns. R2.3A: Answer simple questions about a sentence they have read. R2.4D: Discuss favourite words and phrases R2.5C: Read simple instructions and identify key text features. R2.2D: Organise words into alphabetical order by their first letters W2.2A: Use vocabulary from reading in own writing. W2.3A: Compose orally and then write a simple sentence. W2.5A: Say a simple sentence and then write it. R2.6B: Identify nouns and verbs in a simple sentence and use the terms 'noun' and 'verb'. W2.1C: Form plurals of nouns where the root word does not change by adding '-s' and '-es'. W2.5B: Use the correct determiner ('a'/'an', 'the' or 'some') for single and plural nouns in simple sentences.</p> <p><b>GUIDED READING</b> 1. LA Play the Guitar- Blue C 2. AA Exploring London- Orange A 3.HA Strawberries and School -Orange A</p> <p><b>PHONICS, HANDWRITING AND SPELLING</b> Unit 17- Phoneme 'o' 'oe' 'ow' 'ew' Handwriting joining letters with 'o' 'oe' 'ow' 'ew'</p>	<p><b>Fiction Unit 2.8</b> <b>Resource : Man on the Moon</b></p> <p>S&amp;L Listen to and discuss a wide range of text types; Draw on what they already know/background information/vocabulary provided by teacher. Listen and respond appropriately. Make predictions; Ask relevant questions Make inferences; Discuss significance of title and events Participate in discussions and listen to others; Say out loud what they are going to write about. Speculate, hypothesise, imagine and explore ideas Discuss word meanings; linking new meanings to those already known; Draw on what they already know/background information/vocabulary provided by teacher. Explain clearly their understanding of what is read to them; Compose a sentence orally before writing it.</p> <p><b>GUIDED READING</b> 1. LA Dino-soaring - Orange 2. AA Dino-sitting- Orange 3.HA Dino- splashing -Turquoise</p> <p><b>PHONICS, HANDWRITING AND SPELLING</b> Unit 18- Phoneme 'ue' 'u-e' 'oul' 'ew' Handwriting joining letters with 'ue' 'u-e' 'oul' 'ew'</p>	<p><b>Fiction Unit 2.8</b> <b>Resource : Man on the Moon</b></p> <p>S&amp;L Participate actively in conversations Compose a sentence orally before writing it; Sequence sentences to form short narratives Listen to and discuss a wide range of text types; Discuss word meanings, linking new meanings to those already known Compose a sentence orally before writing it Speak audibly and fluently using Standard English Draw on what they already know/background information/vocabulary provided by teacher; Make inferences Articulate and justify answers R2.3B: Recall what happened next in a simple story or sequence of events. Re-read what they have written to check that it makes sense. Give well-structured descriptions, explanations and narratives. Be encouraged to link what they read or hear read to their own experiences</p> <p><b>GUIDED READING</b> 1. LA Dino-sitting- Orange 2. AA Dino- splashing -Turquoise 3.HA Dino-soaring - Orange</p> <p><b>PHONICS, HANDWRITING AND SPELLING</b> Unit 19- Phoneme 'al' 'aw' 'au' Handwriting joining letters with 'al' 'aw' 'au'</p>	<p><b>Fiction Unit 2.8</b> <b>Resource : Man on the Moon</b></p> <p>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 how a character feels. R2.5A: With support, find information in texts (including IT texts) to answer a simple question. R2.1A: Match lower-case and upper-case letters, saying the sounds and letter names associated with each one. R2.3B: Recall what happened next in a simple story or sequence of events. W2.3A: Compose orally and then write a simple sentence. W2.3B: Sequence three pictures and then write a sentence for each to tell a story. W2.3D: Re-read own writing to check the meaning is clear. W2.6A: Use full stops at the end of simple sentences W2.4A: Write most lower-case letters and copy all upper-case letters and numbers, using correct letter formation.</p> <p><b>GUIDED READING</b> 1. LA AA Dino- splashing -Turquoise 2.AA Flips and Spins- Orange C 3.HA My Skateboarding Scrap Book -Orange B</p> <p><b>PHONICS, HANDWRITING AND SPELLING</b> Unit 20- Phoneme 'er' 'ir' 'ear' Handwriting joining letters with 'er' 'ir' 'ear'</p>	<p><b>Fiction Unit 2.8</b> <b>Resource: Man on the Moon</b></p> <p>R2.2A: Read aloud a familiar text of 6-8 basic sentences (about 50 words). W2.5D: Use adjectives in expanded noun phrases, in simple sentences. W2.3A: Compose orally and then write a simple sentence. W2.5B: Use the correct determiner ('a'/'an', 'the' or 'some') for single and plural nouns in simple sentences. W2.3B: Sequence three pictures and then write a sentence for each to tell a story. W2.4A: Write most lower-case letters and copy all upper-case letters and numbers, using correct letter formation. Class Assessment- Reading- comprehension, verbs, punctuation, determiners, noun plural writing with determiners, noun phrases, pronouns, punctuation. Writing- Design a poster</p> <p><b>GUIDED READING</b> 1. LA Shrek: Trapped in a Tower - Blue 2. AA Shrek: Nowhere to Go - Blue A 3. HA Shrek: Can We Keep Him? - Blue B</p> <p><b>PHONICS, HANDWRITING AND SPELLING</b> Unit 21- Phoneme 'or' 'oy' Handwriting joining letters with 'or' 'oy'</p>	<p><b>Non Fiction Unit 2.9</b> <b>Resource: There's No Place Like Home</b></p> <p>R2.3A: Answer simple questions about a sentence they have read. R2.6B: Identify nouns and verbs in a simple sentence and use the terms 'noun' and 'verb'. R2.5A: With support, find information in texts (including IT texts) to answer a simple question. R2.5C: Read simple instructions and identify key text features. W2.2A: Use vocabulary from reading in own writing. W2.3A: Compose orally and then write a simple sentence. W2.5B: Use the correct determiner ('a'/'an', 'the' or 'some') for single and plural nouns in simple sentences. W2.5D: Use adjectives in expanded noun phrases, in simple sentences. W2.5E: Use the subject pronouns 'I' and 'we' before verbs.</p> <p><b>GUIDED READING</b> 1. LA Time to Sleep - Blue C 2. AA Flips and Spins- Orange C 3.HA My Skateboarding Scrap Book -Orange B</p> <p><b>PHONICS, HANDWRITING AND SPELLING</b> Unit 22- Phoneme 'are' 'ear' 'er' 'eer' Handwriting joining letters with 'are' 'ear' 'er' 'eer'</p>	<p><b>Non Fiction Unit 2.9</b> <b>Resource: There's No Place Like Home</b></p> <p>R2.5A: With support, find information in texts (including IT texts) to answer a simple question. 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. R2.4D: Discuss favourite words and phrases. 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 features. W2.5D: Use adjectives in expanded noun phrases in simple sentences. W2.5A: Say a simple sentence and then write it. W2.5F: Use correct singular or plural forms of regular nouns.</p> <p><b>GUIDED READING</b> 1. LA Strawberries at School- Orange A 2. AA My Skateboarding Scrap Book -Orange B 3.HA Exploring London -Orange A</p> <p><b>PHONICS, HANDWRITING AND SPELLING</b> Unit 23- Phoneme 'c' 'ch' 'k' 'ck' Handwriting joining letters with 'c' 'ch' 'k' 'ck'</p>
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WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 30	WEEK 31	WEEK 32
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<p><b>Non-fiction Unit 2.9</b> <b>Resource : There is no place like home</b></p> <p>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. W2.5C: Use everyday verbs in simple sentences. W2.1C: Form plurals of nouns where the root word does not change by adding '-s' and '-es'. W2.3A: Compose orally and then write a simple sentence. W2.5A: Say a simple sentence and then write it. W2.5B: Use the correct determiner ('a'/'an', 'the' or 'some') for single and plural nouns in simple sentences. W2.5D: Use adjectives in expanded noun phrases, in simple sentences. W2.5E: Use the subject pronouns 'I' and 'we' before verbs.</p> <p><b>GUIDED READING</b> 1. LA Exploring London -Orange A 2.AA Draw with Penny - Yellow C 3.HA Strawberries at School- Orange A</p> <p><b>PHONICS, HANDWRITING AND SPELLING</b> Unit 24- Phoneme 'c' 'ch' 'k' 'ck' Handwriting joining letters with 'c' 'ch' 'k' 'ck'</p>	<p><b>Non-fiction Unit 2.9</b> <b>Resource : There is no place like home</b></p> <p>SL2.2A: Follow two-step instructions, when these are given slowly and clearly. W2.5C: Use everyday verbs in simple sentences. W2.6B: 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. W2.1C: Form plurals of nouns where the root word does not change by adding '-s' and '-es'. W2.3A: Compose orally and then write a simple sentence. W2.5A: Say a simple sentence and then write it. W2.5B: Use the correct determiner ('a'/'an', 'the' or 'some') for single and plural nouns in simple sentences. W2.5D: Use adjectives in expanded noun phrases, in simple sentences. W2.5E: Use the subject pronouns 'I' and 'we' before verbs.</p> <p><b>GUIDED READING</b> 1. LA Draw with Penny - Yellow C 2.AA Strawberries at School- Orange A 3.HA Strawberries at School- Orange A</p> <p><b>PHONICS, HANDWRITING AND SPELLING</b> Unit 25- Phoneme 'c' 'ch' 'k' 'ck' Handwriting joining letters with 'c' 'ch' 'k' 'ck'</p>	<p><b>Fiction Unit 2.10</b> <b>Resource: Maximus and the Beanstalk</b></p> <p>SL2.1A: Follow two-step instructions, when these are given slowly and clearly. R2.4A: Use picture cues to predict the meaning of unfamiliar words. R2.4C: Use own experiences to predict what might happen at the end of a short story. R2.4D: Discuss favourite words and phrases. R2.3A: Answer simple questions about a sentence they have read. R2.3B: Recall what happened next in a simple story or sequence of events. R2.6B: Identify nouns and verbs in a simple sentence and use the terms 'noun' and 'verb'. R2.6A: Say whether or not a group of words is a sentence W2.5C: Use everyday verbs in simple sentences.</p> <p><b>GUIDED READING</b> 1. LA A Trip to Doctor Woof -Blue 2. AA The Billy Goats Gruff- Turquoise 3.HA The Hare and the Tortoise -Orange</p> <p><b>PHONICS, HANDWRITING AND SPELLING</b> Unit 26- Phoneme 'le' 'mb' 'ea' 'er' 'wa' Handwriting joining letters with 'le' 'mb' 'ea' 'er' 'wa'</p>	<p><b>Fiction Unit 2.10</b> <b>Resource : Maximus and the Beanstalk</b></p> <p>R2.4B: Combine information from text and pictures to infer how a character feels. R2.5A: With support, find information in texts (including IT texts) to answer a simple question. R2.5B: Know that information can be given through photographs and illustrations as well as text. R2.2A: Read aloud a familiar text of 6-8 basic sentences (about 50 words). R2.4C: Use own experiences to predict what might happen at the end of a short story. R2.4D: Discuss favourite words and phrases. W2.3A: Compose orally and then write a simple sentence. W2.6A: Use full stops at the end of simple sentences. W2.2A: Use vocabulary from reading in own writing. W2.3B: Sequence three pictures and then write a sentence for each to tell a story. W2.3D: Re-read own writing to check the meaning is clear.</p> <p><b>GUIDED READING</b> 1. LA The Hare and the Tortoise - Orange 2. AA A Trip to Doctor Woof- Blue 3.HA The Billy Goats Gruff -Turquoise</p> <p><b>PHONICS, HANDWRITING AND SPELLING</b> Unit 27- Phoneme 'o' 'oo' 'sh' 'alt' 'tch' 'zh' Handwriting joining letters with 'o' 'oo' 'sh' 'alt' 'tch' 'zh'</p>	<p><b>Fiction Unit 2.10</b> <b>Resource: Maximus and the Beanstalk</b></p> <p>R2.2A: Read aloud a familiar text of 6-8 basic sentences (about 50 words). W2.5D: Use adjectives in expanded noun phrases, in simple sentences. W2.3A: Compose orally and then write a simple sentence. W2.5B: Use the correct determiner ('a'/'an', 'the' or 'some') for single and plural nouns in simple sentences. W2.5A: Say a simple sentence and then write it. W2.5D: Use adjectives in expanded noun phrases, in simple sentences. W2.5E: Use the subject pronouns 'I' and 'we' before verbs. Sequence three pictures and then write a sentence for each to tell a story. W2.4A: Write most lower-case letters and copy all upper-case letters and numbers, using correct letter formation. Class Assessment- Reading- comprehension, verbs, punctuation, determiners, noun plural writing with determiners, noun phrases, pronouns, punctuation. Writing- Design a poster</p> <p><b>GUIDED READING</b> 1. LA The Billy Goats Gruff- Turquoise 2. AA Hare and the Tortoise Orange 3. HA Trip to Doctor Woof -Blue</p> <p><b>PHONICS, HANDWRITING AND SPELLING</b> Unit 28- Suffix 'e' 'ed' 'ing' Handwriting Suffix 'e' 'ed' 'ing'</p>	<p><b>Poetry Unit 2.11</b> <b>Resource: Wizards, Spiders and Castles</b></p> <p>SL2.2D: Recite and interpret sentences by heart, including poems and other texts. R2.4D: Discuss favourite words and phrases. R2.2A: Read aloud a familiar text of 6-8 basic sentences (about 50 words). SL2.2D: Recite and interpret sentences by heart, including poems and other texts. W2.2A: Use vocabulary from reading in own writing. W2.3A: Compose orally and then write a simple sentence. W2.3D: Re-read own writing to check the meaning is clear. W2.5A: Say a simple sentence and then write it. W2.4A: Use picture cues to predict the meaning of unfamiliar words.</p> <p><b>GUIDED READING</b> 1. LA All Gone- Orange 2. HA Frog Fight - Orange 3.HA Little Red Riding Hoody -Orange</p> <p><b>PHONICS, HANDWRITING AND SPELLING</b> Unit 29- Suffix 'es' 'er' 'ch' 'sh' 'th' Handwriting Suffix 'es' 'er' 'ch' 'sh' 'th'</p>	<p><b>Poetry Unit 2.11</b> <b>Resource:Wizards, Spiders and Castles</b></p> <p>SL2.2D: Recite and interpret sentences by heart, including poems and other texts. R2.4D: Discuss favourite words and phrases. R2.2A: Read aloud a familiar text of 6-8 basic sentences (about 50 words). SL2.2D: Recite and interpret sentences by heart, including poems and other texts. W2.2A: Use vocabulary from reading in own writing. W2.3A: Compose orally and then write a simple sentence. W2.3D: Re-read own writing to check the meaning is clear. W2.5A: Say a simple sentence and then write it. W2.4A: Use picture cues to predict the meaning of unfamiliar words.</p> <p><b>GUIDED READING</b> 1. LA Get a Parot -Blue 2. AA The Last Egg Orange A Blue 3 HA Animal Talent Show -Orange A Blue</p> <p><b>PHONICS, HANDWRITING AND SPELLING</b> Unit 30- Prefix 'un' and 're' Handwriting Suffix 'es' after 'ch' 'sh' 'th'</p>	<p><b>REVISION</b></p> <p><b>ASSESSMENT- POETRY, FICTION AND NONFICTION REVIEW OF ALL SKILLS DONE</b> Reading: Comprehension Identifying and retrieving key words, phrases, ideas, information about setting, events, characters from texts Deducing and inferring meanings of words, ideas, information, character's actions, thoughts and feelings Identifying facts Expressing likes and dislikes about titles, rhyming words, ideas, events, characters with examples Sequencing events in the correct order. Predicting ideas, actions, feelings from pictures, or what will happen next in the story. Writing correct spellings, grammar, and creative writing Spellings of words and sentences <b>Grammar</b>-Nouns- singular/ plural, common / proper Verbs, Past tense and Present tense. Adjectives, Pronouns Noun phrases, Conjunctions – (and, but, because, if, so) Adverbs of manner, Contractions, prepositions, suffixes, prefixes, Types of sentences (Statement, Questions, Command and Exclamatory sentences) Punctuation- Capital letters, full stops, question mark, comma, exclamation mark. Forms of Writing Describing nouns( person, place , thing , animal) Writing a letter/ information text/ an explanation text/ a story/ a recount (about their own experience)</p>
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**ENGLISH YEAR 3 LONG TERM PLAN with CURRICULUM STANDARDS (2024-2025)**

Year 3	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
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Term 1	Y3U1P1	Y3U2F1	Y3U2F1	Y3U3NF1	Y3U3NF1	Y3U4NF2	Y3U4NF2	Y3U5F2				
	Unit 3.1: Poetry: A Closer Look at Poems	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 3.4: Fiction: NIMS ISLAND (Chapter 1)				
	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. W3.5E: Infer the main idea of the poem 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	R3.3A: 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. 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. W3.3B: Sequence three pictures and write two or three sentences about each one to tell a story. R3.6B: Identify adjectives in expanded noun phrases and use the term 'adjective'.	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. Reading for Pleasure: LA -Pixie's Pocket Zoo /HA -Sharma Family: Stop That Dog/AA-Shrek: Can we keep him	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. 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. Reading for Pleasure: LA -Brave the Waves /HA -Pete's Peculiar Pet Shop: I want a Unicorn/AA-Shrek: Nowhere to go	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. Reading for Pleasure: LA -Brave the Waves /HA -Pete's Peculiar Pet Shop: I want a Unicorn/AA-Shrek: Nowhere to go	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. R3.3B: 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. Reading for Pleasure: LA -Brave the Waves /HA -Pete's Peculiar Pet Shop: I want a Unicorn/AA-Shrek: Nowhere to go	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. W3.5D: 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. Reading for Pleasure: LA -Everyone loves King Julien /HA -Pete's Peculiar Pet Shop: Just the Job/AA-Goldilocks and the porridge problem	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. Reading for Pleasure: LA -Everyone loves King Julien /HA -Pete's Peculiar Pet Shop: Just the Job/AA-Goldilocks and the porridge problem	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 FU, 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				
	Y3U5F2	Y3U5F2	Y3U5F2	Y3U5F2	Y3U5F2	Y3U1P1	Y3U1P1					
	Unit 3.4: Fiction: NIMS ISLAND (Chapter 2)	Unit 3.4: Fiction: NIMS ISLAND (Chapter 3)	Unit 3.4: Fiction: NIMS ISLAND (Chapter 4)	Unit 3.4: Fiction: NIMS ISLAND (Chapter 5/ chapter 6)	Unit 3.4: Fiction: NIMS ISLAND (Chapter 7 / Chapter 8)	Unit 3.1: Poetry: A Closer Look at Poems	Unit 3.1: Poetry: A Closer Look at Poems	Revision of key skills - 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.				
	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. Reading for Pleasure: LA -Flips and Spins /HA -Sharma Family: Best Birthday Ever /AA-Run in the Rainforest	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. Reading for Pleasure: LA -Flips and Spins /HA -Sharma Family: Best Birthday Ever /AA-Run in the Rainforest	W3.6A: 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. Reading for Pleasure: LA -Exploring London /HA -Pete's Peculiar Pet Shop: The Very Smelly Dragon /AA-Dino splashing	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. Reading for Pleasure: LA -Escape in Egypt /HA -The Pirate and the Potter Family: Sick as a Parrot /AA-Extreme Living	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. Compose and rehearse sentences orally. Organise paragraphs around a plot. Proofread grammar and vocabulary to improve consistency in spelling and punctuation. Reading for Pleasure: LA -Escape in Egypt /HA -The Pirate and the Potter Family: Sick as a Parrot /AA-Extreme Living	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. Reading for Pleasure: LA -Run in the Rain Forest /HA -Yun and the Ice Spirit /AA-Living in a castle	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 Poems by Christina Rossetti and Roger McGough Reading for Pleasure: LA -Run in the Rain Forest /HA -Yun and the Ice Spirit /AA-Living in a castle		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		
	WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23		WEEK 24			
	Y3U5F2	Y3U5F2	Y3U5F2	Y3U5F2	Y3U6NF3	Y3U6NF3	Y3U7F3		Y3U7F3			
	Unit 3.4: Fiction: NIMS ISLAND (Chapter 9/ chapter 10)	Unit 3.4: Fiction: NIMS ISLAND (Chapter 11/ chapter 12)	Unit 3.4: Fiction: NIMS ISLAND (Chapter 13/ chapter 14)	Unit 3.4: Fiction: NIMS ISLAND (Chapter 15/ chapter 16)	Unit 3.5: Non-fiction: Tricking Our Eyes	Unit 3.5: Non-fiction: Tricking Our Eyes	Unit 3.6: Fiction: Ottoline and the Yellow Cat (chapter 1/ chapter 2)		Unit 3.6: Fiction: Ottoline and the Yellow Cat (chapter 3/ chapter 4)			
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. Reading for Pleasure: LA -Welcome to Circus /HA -Extreme Living /AA-All about Mummies	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 character. Proofread grammar and vocabulary to improve consistency in spelling and punctuation. Reading for Pleasure: LA -Welcome to Circus /HA -Extreme Living /AA-All about Mummies	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. Reading for Pleasure: LA -The Wrong Jumper /HA -Living in a Castle /AA-Stop That Dog	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 Writing Reading for Pleasure: LA -The Wrong Jumper /HA -Living in a Castle /AA-Stop That Dog	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. Reading for Pleasure: LA -Sharma Family: What's Out There? /HA -Animals to the Rescue /AA-Pete's Peculiar Pet Shop(The Wrong Jumper)	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. Reading for Pleasure: LA -Sharma Family: What's Out There? /HA -Animals to the Rescue /AA-Pete's Peculiar Pet Shop(The Wrong Jumper)	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. Reading for Pleasure: LA -Sharma Family: What's Out There? /HA -Going into Space /AA-Chocolate	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'. Reading for Pleasure: LA -Sharma Family: What's Out There? /HA -Going into Space /AA-Chocolate		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 Words.	Phonics: Alphabetical Order, Syllables, Words that describes ways of speaking, various long vowel phonemes, final blends with	
WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30	WEEK 31	WEEK 32					
Y3U7F3	Y3U7F3	Y3U7F3	Y3U8NF4	Y3U8NF4	Y3U9NF5	Y3U9NF5						
Unit 3.6: Fiction: Ottoline and the Yellow Cat	Unit 3.6: Fiction: Ottoline and the Yellow Cat	Unit 3.6: Fiction: Ottoline and the Yellow Cat	Unit 3.7: Non-fiction: Newshounds	Unit 3.7: Non-fiction: Newshounds	Unit 3.8: Non-fiction: Chocolate!	Unit 3.8: Non-fiction: Chocolate! / Unit 3.1:						

Term 2	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. <b>Reading for Pleasure :LA -Monkey /HA -Birds of Prey /AA-Fossils</b>	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. <b>Reading for Pleasure :LA -Monkey /HA -Birds of Prey /AA-Fossils</b>	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. <b>Reading for Pleasure : LA - About Earth /HA -Caring for Exotic Animals /AA-About Earth</b>	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. W3.3C: Select pictures and write simple report texts of up to 100 words. SL3.2C: Participate in discussions when invited to do so by the teacher. W3.5C: Use present- and past-tense forms of regular verbs in writing. 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. W3.3D: Re-read own writing, improving it at sentence level. <b>Reading for Pleasure : LA - About Earth /HA -Caring for Exotic Animals /AA-About Earth</b>	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. 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. <b>Reading for Pleasure : Animals /HA -About Earth /AA-Monkey</b>	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. <b>Reading for Pleasure : LA - Caring for Exotic Animals /HA -About Earth /AA-Monkey</b>	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. W3.3D: 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 <b>Reading for Pleasure : LA - Caring for Exotic Animals /HA -About Earth /AA-Monkey</b>	<b>FINAL EXAMINATION REVISION OF SKILLS</b> <b>TAUGHT/Presentational, structural and language features</b> <b>Deducing and inferring ideas, events, characters, thoughts and feelings, information to answer questions</b> <b>Vocabulary- deducing and inferring meanings of words through context clues</b> <b>Sequencing events in the correct order</b> <b>Predicting ideas, actions, feelings from the text with reasons.</b> <b>Summarizing ideas</b> <b>Identifying Facts and Opinions</b> <b>Justifying reasons with evidence from the text</b> <b>Expressing opinions (likes and dislikes) about a character; character's feelings; settings; ideas in stories and information texts.</b>
	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 LONG TERM PLAN with CURRICULUM STANDARDS**

YEAR 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	<b>FICTION (REINFORCEMENT)</b> Reinforcement of skills: creative writing, word class. Nouns, adjectives, noun phrases, adverbs, verbs. 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 groups • 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. <b>Writing task - Descriptive Writing - Describe the setting</b>	<b>NONFICTION (REINFORCEMENT)</b> 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	<b>FICTION Unit 4.1 THE QUIGLEYS: Wild Life</b> • Retrieve information, events or main ideas from texts. • Deduce, infer or interpret information, events or ideas from texts. • Identify direct 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 range of adverbs to add to description Writing task - Descriptive Writing - Plan and describe your favourite character <b>Spelling and Vocabulary- Unit 1 (Wordlist, Fill missing letters, syllables, Match word to its meaning, words that contain small words, spell correctly)</b> Handwriting - Syllables (Two syllable words)	<b>FICTION Unit 4.1 THE QUIGLEYS: Wild Life</b> • 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 groups • 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 - Conversation 2-3 sentences using speech marks and correct punctuations COMPREHENSION <b>Spelling and Vocabulary- Unit 1 (Word search, Unjumble the words, use to, too, two correctly, crossword, contraction)</b> Handwriting - Syllables (Three syllable words)	<b>FICTION Unit 4.1 THE QUIGLEYS: Wild Life</b> • 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 Use present- and past-tense forms of regular verbs in writing. Use a wider range of more descriptive nouns and powerful verbs. Participate in discussions, building on contributions of previous speakers. Plan and write a story. Writing task - Story Writing <b>Spelling and Vocabulary- Unit 2 (Wordlist - contractions)</b> Handwriting - Syllables (Multisyllable words)	<b>NON-FICTION Unit GLOBE CHALLENGE: LOST IN EGYPT</b> 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; To know the past tense of irregular verbs; Reinforcement of casual conjunctions. Organise writing so that ideas are sequenced or grouped; Re-read own writing, improving it at paragraph level. Writing task - Letter Writing and email writing(optional) <b>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 possession)</b> Handwriting Apostrophe	<b>NON-FICTION UNIT GLOBE CHALLENGE: LOST IN EGYPT</b> 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 of a letter; apply the elements to compose a personal letter COMPREHENSION <b>Spelling and Vocabulary- Unit 2 (Word search, fill missing letters, draw line to break the words into syllables)</b> Handwriting - It's an apostrophe	<b>NON-FICTION GLOBE CHALLENGE: LOST IN EGYPT</b> 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 <b>Spelling and Vocabulary - Unit 2 (Word search, put apostrophe correctly)</b> Handwriting check workshee
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
Term 1	<b>NON-FICTION UNIT REAL LIFE: DARE DEVILS</b> 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 paragraph. Infer 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. <b>Writing Task - Autobiography</b> <b>Spelling and Vocabulary- Unit 3 (Wordlist, Fill missing vowels, Guess the word by its shape)</b>	<b>NON-FICTION UNIT REAL LIFE: DARE DEVILS</b> 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. COMPREHENSION <b>Spelling and Vocabulary- Unit 3 (rhyming words, antonyms, complete the sentences, unjumble)</b>	<b>NON-FICTION UNIT REAL LIFE: DARE DEVILS</b> Organise writing so that ideas are sequenced or grouped; Use capital letters and end punctuation correctly when writing dictated sentences unaided; Present information on a given subject, alone or in a group. <b>WRITING TASK: Biography</b> <b>Spelling and Vocabulary- Unit 3 (Word search, use same sound words, underline correct homophones)</b>	<b>FICTION Unit 4.5 THE HAPPIEST PEOPLE of the HILLS</b> 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; <b>Writing task - Describe the setting (Reinforcement)</b> <b>Spelling and Vocabulary- Unit 3 (crossword, singular plural)</b> Handwriting: Single to Plurals	<b>FICTION Unit 4.5 THE HAPPIEST PEOPLE of the HILLS</b> 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. <b>Writing task - Character description (Reinforcement)</b> <b>Spelling and Vocabulary- Unit 4 (Wordlist, Fill missing letters, guess the word by its shape)</b>	<b>FICTION Unit 4.5 THE HAPPIEST PEOPLE of the HILLS</b> 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 - Write a Folk tale <b>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.</b>	<b>REVISION FICTION</b> 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 exploring ideas.	<b>REVISION NON FICTION</b> Reinforcement on: Questions basing on inference, deducing; personal opinion, 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).
	WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24
YEAR 4	<b>NON-FICTION Unit A VOLCANO WAKES UP</b> 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.	<b>NON-FICTION Unit A VOLCANO WAKES UP</b> 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.	<b>FICTION UNIT CHARLIE &amp; ALICE: FINDING A FRIEND</b> 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	<b>FICTION UNIT CHARLIE &amp; ALICE: FINDING A FRIEND</b> 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	<b>FICTION UNIT CHARLIE &amp; ALICE: FINDING A FRIEND</b> 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	<b>NON-FICTION UNIT AWESOME ANIMAL ADVENTURE</b> 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	<b>NON-FICTION UNIT AWESOME ANIMAL ADVENTURE</b> 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	<b>NON-FICTION UNIT AWESOME ANIMAL ADVENTURE</b> 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

Term 2	<p>supported by presentation techniques 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.</p> <p>Read aloud an unfamiliar text of about 250 words, including complex sentences, observing full stops and question marks.</p> <p>Role Play as the reporter and the cameraman</p> <p>Spelling and Vocabulary - Unit 4 (word search, unjumble the letter to make a word)</p>	<p>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</p> <p>WRITING TASK: NEWSREPORT</p> <p>ROLE PLAY</p> <p>Spelling and Vocabulary - Unit 4 (crossword, suffixes)</p>	<p>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.</p> <p>WRITING TASK: DESCRIBE THE SETTING (Reinforcement)</p> <p>Spelling and Vocabulary - Unit 5 (wordlist search, unjumble the letters to make a word)</p>	<p>explain preferences about types of genres. Match 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.</p> <p>COMPREHENSION</p> <p>Spelling and Vocabulary - Unit 5 (Fill missing words, Change one letter to make list word, compound words)</p> <p>Handwriting; Compound words</p>	<p>explain preferences about types of genres. Match 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.</p> <p>WRITING TASK : STORY WRITING</p> <p>Spelling and Vocabulary - Unit 5 (wordsearch, Add vowels to complete the words)</p> <p>Handwriting; Compound words</p>	<p>analyse a text, understanding 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.</p> <p>Spelling and Vocabulary - Unit 5 (crossword, write sentence for each word, plural)</p>	<p>analyse a text, understanding 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.</p> <p>Compare and Contrast</p> <p>Spelling and Vocabulary - Unit 6 (wordlist, unjumble the letters)</p>	<p>analyse a text, understanding 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.</p> <p>WRITING TASK : Explanation nonfiction text</p> <p>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)</p>
	WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30	WEEK 31	WEEK 32
Term 2	<p>NON-FICTION Unit IN THEIR SHOES: My Life as</p> <p>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'.</p> <p>WRITING TASK: Diary Entry</p> <p>Spelling and Vocabulary - Unit 5 (word search, unjumble the letters to make a word; Draw line to show syllable break)</p>	<p>NON-FICTION Unit IN THEIR SHOES: My Life as Rom</p> <p>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.</p> <p>Write brief explanation texts of around 150 words. 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. Perform as a character in a short dramatic scene. Present information on a given subject, alone or in a group.</p> <p>HOT SEATING</p>	<p>NON-FICTION Unit IN THEIR SHOES: My Life as Rom</p> <p>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</p> <p>Writing tas: Writing letter in role</p>	<p>NON-FICTION Unit WATCHING COMETS</p> <p>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.</p> <p>Read and follow explanations and newspaper reports, identifying key text features and distinguish between fact and opinion with more ease.</p> <p>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</p>	<p>NON-FICTION Unit 4.9 WATCHING COMETS</p> <p>Follow detailed oral instructions on tasks close to their experience.</p> <p>Identify a main point after five to seven minutes of listening to teacher-talk supported by pictures. With support, give a logically connected description.</p> <p>Participate in discussions, building on contributions of previous speakers.</p>	<p>NON-FICTION Unit 4.9 WATCHING COMETS</p> <p>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.</p> <p>Read and follow explanations and newspaper reports, identifying key text features and distinguish between fact and opinion with more ease.</p> <p>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</p> <p>Writing task - (Reinforcement) Spelling and Vocabulary - Unit 5 (pgs 21,22) (Fill missing words, Change one letter to make list word, compound words,)</p> <p>Handwriting - pg</p>	<p>REVISION FICTION</p> <p>Use further prefixes and suffixes and understand how to add them.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>REVISION NON FICTION</p> <p>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).</p> <p>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.</p> <p>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.</p>

**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
	Review - Fiction	Review -Poetry	Non-Fiction: How to be an Explorer	Non-Fiction: How to be an Explorer	Non-Fiction: How to be an Explorer	Non-Fiction: How to be an Explorer	Silver Sword	Silver Sword
Term 1	<p>Review features of fiction texts. Identify components of a story.</p> <p>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</p> <p>Make predictions based on more obscure evidence in a text. Read and understand an unseen text</p> <p>Recall word class. Write a short description of a setting.</p>	<p>Understand poetry as a type of fiction text</p> <p>Discuss vocabulary and figures of speech and elements of poetry</p> <p>Ask relevant questions. Identify how language, structure and presentation contribute to meaning.</p> <p>Decode unfamiliar words using a range of strategies, including identification of prefixes and suffixes.</p> <p>Plan and write a poem similar to the one read</p> <p>Edit and evaluate own poem.</p>	<p>R5.1B: Decode unrecognized words using a range of strategies, including identification of prefixes and suffixes.</p> <p>R5.4A Use contents pages, headings, sub-headings and other features to identify relevant parts of a text quickly, to find an answer.</p> <p>R5.4B: Understand and explain how different text features can convey information.</p> <p>R5.5B: Identify adjectives and prepositional phrases used to modify nouns.</p>	<p>R5.1B: Decode unrecognized words using a range of strategies, including identification of prefixes and suffixes.</p> <p>R5.4A Use contents pages, headings, sub-headings and other features to identify relevant parts of a text quickly, to find an answer.</p> <p>R5.4B: Understand and explain how different text features can convey information.</p> <p>R5.5B: Identify adjectives and prepositional phrases used to modify nouns.</p>	<p>R5.1C: Recognise on sight common words, including those with various prefixes and suffixes</p> <p>SLS.2D: Maintain and rehearse the role of a character in a dramatic scene.</p> <p>R5.4A: Use contents pages, headings, sub-headings and other features to identify relevant parts of a text quickly, to find an answer</p> <p>W5.3E: Read aloud short sections of own writing with some preparation</p> <p>Explore the subject and verb of a sentence</p> <p>Understand basic rules of subject-verb agreement</p> <p>Practice choosing a verb that agrees with the subject of a sentence</p>	<p>Research and Presentation of an explorer. SLS.2D: Maintain and rehearse the role of a character in a dramatic scene. R5.4A: Use contents pages, headings, sub-headings and other features to identify relevant parts of a text quickly, to find an answer</p> <p>R5.1C: Recognise on sight common words, including those with various prefixes and suffixes</p> <p>R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked.</p> <p>R5.3B: Infer a character's responses to events and other characters.</p>	<p>SLS.2C: Ask questions, make suggestions and make predictions during structured discussions.</p> <p>R5.1C: Recognise on sight common words, including those with various prefixes and suffixes.</p> <p>R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked.</p> <p>R5.3B: Infer a character's responses to events and other characters.</p>	<p>W5.2A: Use a wider range of nouns and powerful verbs, as well as adjectives and adverbs.</p> <p>W5.3E: Read aloud short sections of own writing with some preparation.</p> <p>W5.5C: Use present and past tense forms of all verbs, largely maintaining consistency, across a piece of writing.</p> <p>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.</p> <p>Plan and write a recount</p>
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	Non-Fiction	Non-FICTION	Non-FICTION	FICTION	FICTION	FICTION	NON-FICTION	REVISION
	Non-fiction: 101 Ways to Save the Planet Before Bedtime	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?	

Term 1	<p>SL5.2B Give simple definitions of familiar words. SL5.2C: Ask questions, make suggestions and make predictions during structured discussions. SL5.2E: Rehearse and revise a presentation on a given topic</p> <p>R5.1A Read aloud an unfamiliar text of about 400 words, observing full stops, question marks and speech marks.</p> <p>R5.1B: Decode unfamiliar words using a range of strategies, including identification of prefixes and suffixes.</p> <p>R5.4B: Understand and explain how different text features can convey information.</p> <p>R5.4C: Read persuasion texts, identifying key text features and distinguishing between fact and opinion.</p> <p>W5.6D Use commas to</p>	<p>SL5.2C: Ask questions, make suggestions and make predictions during structured discussions. SL5.2E: Rehearse and revise a presentation on a given topic</p> <p>R5.1A Read aloud an unfamiliar text of about 400 words, observing full stops, question marks and speech marks.</p> <p>R5.1B: Decode unfamiliar words using a range of strategies, including identification of prefixes and suffixes.</p> <p>R5.4B: Understand and explain how different text features can convey information.</p> <p>R5.4C: Read persuasion texts, identifying key text features and distinguishing between fact and opinion.</p> <p>W5.6D Use commas to</p>	<p>R5.4A: Use contents pages, headings, sub-headings and other features to identify relevant parts of a text quickly, to find an answer</p> <p>R5.3D Begin to form and explain preferences</p> <p>SL5.1B: Identify the main points of an eight-to-ten-minute, well-structured talk on a familiar topic.</p> <p>W5.3C: Write persuasive texts/giving advice of around 250 words.</p> <p>W5.3A: Begin to use paragraphs in longer pieces of writing.</p> <p>W5.4A Write in a legible and partially joined style, with evenly sized and spaced letters.</p> <p>W5.6A: Use upper-case letters and end punctuation correctly in independent writing of one or two</p>	<p>R5.1A: Read aloud an unfamiliar text from texts, and explain how they are linked.</p> <p>R5.3B: Infer a character's responses to events and other characters.</p> <p>R5.3C Make predictions based on more obscure evidence in a text.</p> <p>SL5.2C: Ask questions, make suggestions and make predictions during structured discussions.</p> <p>SL5.2D: Maintain and rehearse the role of a character in a dramatic scene.</p> <p>W5.1B Spell another 100 everyday words in the context of teacher-led dictation</p>	<p>R5.2A: Recall details of characters, events or pieces of information</p> <p>R5.5D Identify relative pronouns and know they introduce relative clauses.</p> <p>R5.5E Recognise demonstrative determiners and understand how they identify nouns as known.</p> <p>R5.2B: Summarise a story in sequence by retelling the main events in order.</p> <p>W5.3B Write an informal letter (of 300–400 words)</p> <p>W5.3D: Evaluate and edit own writing to improve consistency.</p> <p>W5.3E Read aloud short sections of own writing with some preparation</p> <p>W5.5B Use demonstrative determiners appropriately in writing.</p> <p>W5.5G: Understand where formal language is</p>	<p>Explore the structure of a story</p> <p>Identify the main story components.</p> <p>W5.3B Write a short story (describing character and setting (of 300–400 words) where each end links to the beginning.</p> <p>W5.3D: Evaluate and edit own writing to improve consistency.</p> <p>W5.3E Read aloud short sections of own writing with some preparation</p>	<p>R5.1A: Read aloud an unfamiliar text, observing full stops, question marks and speech marks.</p> <p>R5.4B: Understand and explain how different text features can convey information.</p> <p>SL5.1A: Follow a sequence of oral instructions to make or draw something.</p> <p>SL5.2C: Ask questions, make suggestions and make predictions during structured discussions.</p> <p>W5.1B Spell another 100 everyday words in the context of teacher-led dictation.</p> <p>W5.5C: Use present and past tense forms of all verbs, largely maintaining consistency, across a piece of writing.</p>	<p>Read differently-structured texts;</p> <p>Read for a range of purposes;</p> <p>Understand what was read;</p> <p>Find evidence in a text; Identify how language, structure and presentation contribute to meaning; Give well-structured descriptions and explanations;</p> <p>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</p>
	YEAR 5	WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23
Term 2	<p><b>Non-Fiction: Why Does Lightning Flash?</b></p> <p>R5.2A Recall details of characters, events or pieces of information from texts and explain how they are linked</p> <p>R5.4A: Use contents pages, headings, sub-headings and other features to identify relevant parts of a text quickly, to find an answer.</p> <p>R5.5C Recognise the suffix 'ing' as the progressive form of verb, and look for the auxiliary verb 'to be' to indicate the tense</p> <p>R5.5D: Identify relative pronouns and know that they introduce relative clauses.</p> <p>SL5.1B: Identify the main points of an 8–10 minute, well-structured talk on a familiar topic.</p> <p>W5.3C Write persuasive texts(Poster) of around 250 words.</p>	<p><b>Non-Fiction: Why Does Lightning Flash?</b></p> <p>SL5.2E Rehearse and revise a presentation on a given topic.</p> <p>W5.3A: Begin to use paragraphs in longer pieces of writing(describing a process/explanation text).</p> <p>W5.5A Use a range of adverbials, including fronted adverbials, to join ideas.</p> <p>W5.5B Use demonstrative determiners appropriately in writing.</p> <p>W5.5D Use prepositional phrases to add detail to expanded noun phrases.</p> <p>W5.6C: Use inverted commas where the speaker is identified in the middle of the sentence.</p> <p>W5.6B Use apostrophes to show plural possession and contractions of 'have'.</p>	<p><b>Fiction: Big Giant, Little Bear: The Giant</b></p> <p>R5.1A Read aloud an unfamiliar text of about 400 words, observing full stops, question marks and speech marks.</p> <p>R5.1C: Recognise on sight common words, including those with various prefixes and suffixes.</p> <p>R5.1B Decode unfamiliar words using a range of strategies, including identification of prefixes and suffixes.</p> <p>SL5.2B: Give simple definitions of familiar words.</p> <p>SL5.2C: Ask questions, make suggestions and make predictions during structured discussions.</p> <p>R5.2A: Recall details of characters, events or pieces of information from texts and explain how they are linked.</p> <p>R5.2B: Summarise a story</p>	<p><b>Fiction: Big Giant, Little Bear: The Giant</b></p> <p>R5.3B: Infer a character's responses to events and other characters.</p> <p>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 short stories (of 300–400 words) where each end links to the beginning and focusing language skillsW5.3D: Evaluate and edit own writing to improve consistency.</p> <p>W5.3E: Read aloud short sections of own writing with some preparation.</p>	<p><b>Non-fiction: How Do They Make Bikes?</b></p> <p>R5.1C: Recognise on sight common words, including those with various prefixes and suffixes.</p> <p>R5.1B: Decode unfamiliar words using a range of strategies, including identification of prefixes and suffixes.</p> <p>R5.5B: Identify adjectives and prepositional phrases used to modify nouns.</p> <p>SL5.2B: Give simple definitions of familiar words.</p> <p>SL5.2C: Ask questions, make suggestions and make predictions during structured discussions.</p> <p>W5.1E: With support, proof read text and correct spelling errors.</p>	<p><b>Non-fiction: How Do They Make Bikes?</b></p> <p>R5.1A: Read aloud an unfamiliar text of about 400 words, observing full stops, question marks and speech marks.</p> <p>R5.2A Recall details of characters, events or pieces of information from texts and explain how they are linked.</p> <p>R5.3D Begin to form and explain preferences about types of text other than fiction.</p> <p>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.</p> <p>W5.5G: Understand where formal language is required.</p>	<p><b>Non-fiction: How Do They Make Bikes?</b></p> <p>R5.4A:Use contents pages, headings, sub-headings and other features to identify relevant parts of a text quickly, to find an answer.</p> <p>R5.4C Read arguments and persuasion texts, identifying key text features and distinguishing between fact and opinion.</p> <p>R5.4B Understand and explain how different text features can convey information.</p> <p>SL5.1B: Identify the main points of an eight-to-ten minute, well-structured talk on a familiar topic.</p> <p>SL5.2E: Rehearse and revise a presentation on a given topic.</p> <p>W5.3C Write persuasive/descriptive texts of around 250 words.</p>	<p><b>Non-fiction: In Their Shoes: My Life as a Tudor Schoolboy</b></p> <p>R5.1A Read aloud an unfamiliar text of about 400 words, observing full stops, question marks and other punctuation.</p> <p>R5.1B: Decode unfamiliar words using a range of strategies, including identification of prefixes and suffixes.</p> <p>R5.4A: Use contents pages, headings, sub-headings and other features to identify relevant parts of a text quickly, to find an answer</p> <p>R5.4B: Understand and explain how different text features can convey information.</p> <p>SL5.2C: Ask questions, make suggestions and make predictions during structured discussions.</p> <p>W5.6B Use apostrophes to show plural possession and contractions of 'have'.</p>
	YEAR 5	WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30	WEEK 31
Term 2	<p><b>In Their Shoes: My Life as a Tudor Schoolboy</b></p> <p>R5.4B: Understand and explain how different text features can convey information.</p> <p>R5.1B: Decode unfamiliar words using a range of strategies, including identification of prefixes and suffixes.</p> <p>R5.4A: Use contents pages, headings, sub-headings and other features to identify relevant parts of a text quickly to answer questions.</p> <p>R5.2B: Summarise information by retelling the main ideas.</p> <p>SL5.2C: Ask questions, make suggestions and make predictions during structured discussions.</p> <p>W5.2A: Use a wider range of nouns and powerful verbs, as well as adjectives and adverbs. W5.3E: Read aloud short sections of</p>	<p><b>In Their Shoes: My Life as a Tudor Schoolboy</b></p> <p>R5.4B: Understand and explain how different text features can convey information.</p> <p>R5.4C Read information texts, identifying key text features and distinguishing between fact and opinion.</p> <p>SL5.1B: Identify the main points of an eight-to-ten-minute, well-structured talk on a familiar topic.</p> <p>R5.4A:Use titles, contents pages, search engines, headings, sub-headings and other features to retrieve information quickly and make notes of key points.</p> <p>W5.3A: Begin to use paragraphs in longer pieces of writing</p> <p>W5.3B Write a Non-Chronological Report (of 300–400 words) where each end links to the beginning.</p>	<p><b>Fiction: Mixed-up Myths: The Mint Choc Touch</b></p> <p>R5.1C: Recognise on sight common words, including those with various prefixes and suffixes.</p> <p>R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked.</p> <p>R5.2B: Summarise a story or sequence by retelling the main events in order.</p> <p>R5.3B: Infer a character's responses to events and other characters.</p> <p>SL5.2C: Ask questions, make suggestions and make predictions during structured discussions.</p> <p>W5.1B Spell another 100 everyday words in the context of teacher-led dictation.</p> <p>W5.2A: Use a wider range of nouns and powerful verbs, as well as adjectives and adverbs.</p>	<p><b>Fiction: Mixed-up Myths: The Mint Choc Touch</b></p> <p>R5.1B Decode unfamiliar words using a range of strategies, including identification of prefixes and suffixes.</p> <p>R5.3A Infer the meaning of similes using context.</p> <p>W5.3A Begin to use paragraphs in longer pieces of writing.</p> <p>W5.3B: Write short stories (of 300–400 words) where each end links to the beginning. W5.2A: Use a wider range of nouns and powerful verbs, as well as adjectives and adverbs.</p> <p>W5.5D: Use prepositional phrases to add detail to expanded noun phrases.</p> <p>W5.6C: Use inverted commas where the speaker is identified in the middle of the sentence.</p> <p>W5.3D: Evaluate and edit own writing to improve consistency.</p>	<p><b>Non-fiction: Real Life: Story Text</b></p> <p>SL5.2C:Ask questions, make suggestions and make predictions during structured discussions.</p> <p>R5.1B: Decode unfamiliar words using a range of strategies, including identification of prefixes and suffixes.</p> <p>R5.1C: Recognise on sight common words, including those with various prefixes and suffixes.</p> <p>R5.4A: Use contents pages, headings, sub-headings and other features to identify relevant parts of a text quickly, to find an answer.</p>	<p><b>Non-fiction: Real Life: Story Text</b></p> <p>W5.2A: Use a wider range of nouns and powerful verbs, as well as adjectives and adverbs.</p> <p>W5.3A: Begin to use paragraphs in longer pieces of writing.</p> <p>W5.3D: Evaluate and edit own writing to improve consistency.</p> <p>W5.4B: Compose texts on-screen, editing and improving when redrafting. (Additional Activity only)</p>	<p>Read differently-structured texts;</p> <p>Read for a range of purposes;</p> <p>Identify and summarise main ideas of fiction and non-fiction texts;</p> <p>Draw inferences;</p> <p>Find evidence in a text to support opinions.</p> <p>Discuss impact of authors' use of language on reader; Identify how language, structure and presentation contribute to meaning ; Provide reasoned justifications for their views;</p> <p>Identify intended audience/purpose of writing and write using appropriate form;</p> <p>Revision of key grammatical vocabulary; Revise Spelling rules</p>	<p>Retrieve, record and present information from non-fiction;</p> <p>Give well-structured descriptions and explanations;</p> <p>Reinforcement on: Questions basing on inference, deducing, personal opinion, usage of language, justification of explanation of responses and vocabulary.</p> <p>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</p> <p>Writing tasks : Informal</p>
	YEAR 6	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
Term 1	Fiction- Review	Fiction- Review(Poetry)	Globe Challenge: Creatures in Danger	Globe Challenge: Creatures in Danger	Globe Challenge: Creatures in Danger	Globe Challenge: Creatures in Danger	Drama -Find a Way Out!	Drama -Find a Way Out!
<b>YEAR 6 ENGLISH LANGUAGE LONG TERM PLAN with CURRICULUM STANDARDS 2024 - 2025</b>								
Year 6	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
			Y6/U2/NF1 Non-fiction 6.2	Y6/U2/NF1 Non-fiction 6.2	Y6/U2/NF1 Non-fiction 6.2	Y6/U2/NF1 Non-fiction 6.2	Y6/U3/DR(F) Fiction 6.3	Y6/U3/DR(F) Fiction 6.3

	<p>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. Use a range of punctuation to enhance effects and clarify meaning. Write a short story.</p>	<p>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. Write a short poem.</p>	<p>R6.1A Read aloud an unfamiliar text of 500-600 words, observing all punctuation including commas. R6.2A: Identify words and phrases from more than one place in the texts, to support answers. R6.4A: Use titles, contents pages, search engines, headings, sub-headings and other features to retrieve information quickly and make notes of key points. SL6.2E: Rehearse and give a presentation to an audience. R5.5D: Identify relative pronouns and know they introduce relative clauses. W5.5E: Use relative pronouns to introduce relative clauses in writing.</p>	<p>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.</p>	<p>W6.3C: Write a non-chronological report, using appropriate structural and language features and considering their audience. Use a range of punctuation to enhance effects and clarify meaning. W6.5C: Maintain tense consistency throughout a text when using all verb tenses (including future-tense and modal verbs). W6.3D: Evaluate and edit own writing to enhance effect and clarity meaning, using a thesaurus if desired. W6.1E: Proof-read text and correct spelling errors. W6.3E: Read aloud own writing with growing confidence.</p>	<p>Research &amp; Presentation of their own choice of any creature in danger: 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.</p>	<p>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.</p>	<p>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. SL6.2D: Polish and present a memorised performance to an audience. Use a range of punctuation to enhance effects and clarify meaning.</p>
	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	
	Drama -Find a Way Out!	Drama -Find a Way Out!	A Famous Castaway	A Famous Castaway	A Famous Castaway	Jess and Layla's Astronomical Assignment	Jess and Layla's Astronomical Assignment	REVISION
	<p>R6.3B: Infer 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 audience. W6.2A: Select the best word from a range of synonyms.</p>	<p>R6.3B: Infer a character's intentions from their actions and dialogue. W6.5G: Understand the difference between formal and informal language where necessary. W6.3B: Write a playscript, using dialogue to develop character and giving additional detail to interest the reader. W6.2A: Select the best word from a range of synonyms to convey more subtle differences in meaning. 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. SL6.2E: Rehearse and give a presentation to an audience to convey more subtle differences in meaning. W6.1E: Proof-read text and correct spelling errors.</p>	<p>R6.4C: Read discussion, biographical and auto-biographical 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.</p>	<p>R6.3B: Infer 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.</p>	<p>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 appropriate structural and language features and considering their audience. W6.3D: Evaluate and edit own writing to enhance effect and clarity meaning, using a thesaurus if desired.</p>	<p>R6.1A: Read aloud an 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. R6.3B: Infer a character's intentions from their actions and dialogue. SL6.2D: Polish and present a memorised performance to an audience. 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.</p>	<p>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, 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.</p>	<p>Identify and understand the language and organisation features of fiction &amp; 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.</p>
	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	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 Cases	When Will the Sun Go Out?	When Will the Sun Go Out?	Petronas	Petronas	Globe Challenge: Rainforests at Risk	Globe Challenge: Rainforests at Risk
	<p>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. R6.3B: Infer 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.</p>	<p>R6.3B: With some guidance, make predictions by interpreting a sequence of clues in the text. R6.3A: Infer the meaning of idiomatic language using context. SL6.2A: Give well-structured descriptions and explanations for different purposes, including for expressing feelings and giving opinions. W6.3C: Write around 400 words in a range of non-fiction genres (recount), using appropriate structural and language features and considering their audience. Use a range of punctuation to enhance effects and clarify meaning. W6.5A: Use a range of conjunctions, adverbials and prepositions to link ideas within and across paragraphs in text. W6.5C: Maintain tense consistency throughout a text.</p>	<p>R6.1A: Read aloud an 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 (instruction text), 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:</p>	<p>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. R6.4A: 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</p>	<p>R6.1A: Read aloud an 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. R6.2C: Give an opinion in a structured discussion or debate, inviting and responding to others' opinions. R6.3B: Infer 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. W6.3C: Write in a range of non-fiction genres (description of a setting), using appropriate structural and language features and considering their</p>	<p>SL6.2A: Give well-structured descriptions and explanations for different purposes, including for expressing feelings and giving opinions. SL6.2C: Give an opinion in a structured discussion or debate, inviting and responding to others' opinions. R6.3B: Infer a character's intentions from their actions and dialogue. SL6.2D: Polish and present a memorised performance to an audience. W6.3C: Write around 400 words in a range of non-fiction genres (argument text), 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 desired.</p>	<p>R6.4A: Use titles, contents pages, search engines, headings, sub-headings and other features to retrieve information quickly and make notes of key points. SL6.2A: Give well-structured descriptions and explanations for different purposes, including for expressing feelings and giving 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 desired.</p>	<p>R6.4C: Read discussion, 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.</p>



		W6.3D: Evaluate and edit own writing to enhance effect and clarity meaning, using a thesaurus if desired. W6.3E: Read aloud own writing with growing confidence.R6.3B:	Use hyphens to clarify meaning and avoid ambiguity.	and giving recommendations.		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 clarity meaning, using a thesaurus as desired.SL6.2E: Rehearse and give a presentation to an audience		
	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/F3 Fiction 6.10	Y6/U10/NF Non-Fiction
	How to be a Detective	How to be a Detective	How to be a Detective	Pictures	Pictures	Pictures	REVISION	REVISION
	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 and make 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 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 (handbook), 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 clarity meaning, using a thesaurus as desired. SL6.2D: Polish and present a memorised performance to an audience.	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: Infer 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: Infer a character's intentions from their actions and dialogue. W6.3A: Generally use paragraphs in longer pieces of writing.W6.3D: Evaluate and edit own writing to enhance effect and clarity meaning, using a thesaurus as desired.W6.1E: Proof-read text and correct spelling errors.W6.3E: Read aloud own writing with growing confidence.	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, adverbs and prepositional phrases to enrich their writing. W6.2A: Select the best word from a range of synonyms to convey more subtle differences in meaning. W6.4A: Use a fast and fluent handwriting style that is legible and at least partially joined.W6.3A: Generally use paragraphs in longer pieces of writing. W6.3D: Evaluate and edit own writing to enhance effect and clarity meaning, using a thesaurus as desired.W6.1E: Proof-read text and correct spelling errors.W6.3E: Read aloud own writing with growing confidence.	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

**YEAR 7 ENGLISH LANGUAGE LONG TERM PLAN WITH CURRICULUM STANDARDS 2024-2025**

YEAR 7	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	Non-Fiction	Non-Fiction	Non-Fiction	Non-Fiction	Non-Fiction	Non-Fiction	Non-Fiction	Spoken language
	UNIT1 - A LIFE'S STORY	UNIT1 - A LIFE'S STORY	UNIT1 - A LIFE'S STORY	UNIT 2 NEWS	UNIT 2 NEWS	UNIT 2 NEWS	UNIT 2 NEWS	POETRY : Unleash Your Imagination: Poetry
	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives
Term 1	To understand the terms biography and autobiography <b>Sharpen your skills : Noun and verbs</b>  To find information you need  <b>Sharpen skills : Capital letters and full stops</b> READING QUESTION - AO1.AO2 BASELINE ASSESSMENT Page No:6-11	To identify and to note down key points. <b>Sharpen your skills : sequencing and summarising</b> To distinguish between fact and opinion. Evaluation  <b>READING QUESTION - AO1.AO2,AO4</b>  Poetry Project Work Page No:12-15	To decide where you might find relevant information and then select what you need <b>Sharpen your skills : The past tense</b> To sequence text logically and use topic sentences <b>Sharpen your skills : Adverbs</b>  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. <b>-Sharpen your skills :noun and verb phrases</b> 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. <b>READING QUESTION - AO1.AO2</b> 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  <b>Sharpen your skills : sentence types</b> 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 <b>WRITING-Report-AO5, AO6</b> <b>READING ASSESSMENT - AO1.AO2, AO4</b> Page No: 38-43	How writer's express a point of view, developing your understanding can imply an opinion <b>Sharpen your skills: Exclamations marks</b> How writer's choose language and content to influence reader's opinion <b>Sharpen your skills: Brackets</b> <b>READING QUESTION - AO1.AO2</b> <b>WRITING-Formal Letter-AO5, AO6</b> Page No:46-51	How to write to argue <b>Sharpen your skills: Apostrophes of possession</b> Explore the arguments made by the writer in the texts. Analyse the persuasive devices used by the writer to put forward his arguments. <b>READING QUESTION - AO1.AO2(7a)</b> <b>WRITING- News article-AO5,AO6</b> 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.  <b>ASSESSMENT TASK : Spoken Language Speaking and presenting</b>
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
Term 1	To understand the main features of gothic stories To understand how a writer structure a story to try involve the reader <b>Sharpen your skills: Suffixes</b>  READING QUESTION - AO1.AO2 Page No:58-61	To learn make the ending of a story relate to its beginning How to create an effective setting and atmosphere <b>Sharpen your skills :adjectives</b>  READING QUESTION - AO1.AO2 <b>WRITING-Imaginative Task-AO5,AO6</b> Page No:62-65	How a writer creates suspense. how dialogue can make a story more vivid <b>Sharpen your skills: speech Punctuation</b>  READING QUESTION - AO1.AO2,AO4(Evaluation) Page No:66-69	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. <b>Sharpen your skills: Simple, complex and compound sentences</b>  To appreciate how a writer creates expectations in a reader and gets readers interested in characters. <b>Sharpen your skills: commas</b> <b>READING QUESTION - AO1.AO2</b> Page No:70-73	To involve a reader by using a lot of imaginative detail. How publicity is written to suit its audience.  <b>READING QUESTION - AO1.AO2</b> <b>READING ASSESSMENT - AO1.AO2, AO4</b> Page No:74-77	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  <b>WRITING ASSESSMENT- Imaginative Task-AO5, AO6</b> Page No:80-82	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 suit the form.  Accurate use of sentence structure, spelling, grammar and punctuation
YEAR 7	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	Non Fiction	Non Fiction	19th Century Fiction	19th Century Fiction	Non Fiction	Non Fiction	Non Fiction	Non Fiction
	OUR WORLD	OUR WORLD	Alice's Adventures in Wonderland by Lewis	'Little Women' by Louisa May Alcott	OUR WORLD	OUR WORLD	SPOKEN LANGUAGE	TAKE ACTION
	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives
	To recognize some key features of texts from different	To understand the difference between first and third	Understand the text and respond appropriately to	Understand the text and respond appropriately to	To organize idea in a sequence of paragraphs.	To compare and contrast pairs of ideas about one issue.	To identify persuasive language to deliver a speech	

Term 2	<p>cultures.</p> <p>To select relevant evidence from a text</p> <p><b>Sharpen your skills: Parts of a sentence</b></p> <p>READING QUESTION - AO1,AO2,AO4</p> <p>Page No:84-87</p>	<p>person narrative and why authors choose a narrative point of view.</p> <p><b>Sharpen your skills: Auxiliary verbs</b></p> <p>To understand how writer's use language to describe setting and character.</p> <p><b>Sharpen your skills: Subject – verb agreement</b></p> <p>READING QUESTION - AO1,AO2,AO4</p> <p>Page No:88-93</p>	<p>questions.</p> <p>Infer key ideas from the text</p> <p>Identify specific words and phrases which are effective in a text and explain why they are effective.</p> <p>Comment on language use of features</p> <p>Evaluate a text.</p> <p>Writing a story -</p> <p>To organize and develop a story using a range of relevant information and ideas, use of appropriate vocabulary</p> <p>READING QUESTION - AO1,AO2,AO4 Writing-Story A05,A06</p>	<p>questions.</p> <p>Infer key ideas from the text</p> <p>Identify specific words and phrases which are effective in a text and explain why they are effective.</p> <p>Comment on language use of features</p> <p>Evaluate a text.</p> <p>organization of ideas in paragraphs; coherent organization of ideas to suit the form.</p> <p>READING QUESTION - AO1,AO2,AO4</p>	<p>To decide on your own point of view giving reasons for that viewpoint.</p> <p><b>Sharpen your skills: the subject complement</b></p> <p>READING ASSESSMENT-AO1, AO2, AO4</p> <p><b>Sharpen your skills: Pronouns - personal and possessive</b></p> <p>Writing-Argument A05,A06</p> <p>Page No:94-101</p>	<p><b>Sharpen your skills: Connectives</b></p> <p>To use a variety of connectives to convey a personal viewpoint.</p> <p><b>Sharpen your skills: Paragraphs</b></p> <p>ASSESSMENT –WRITING-Balanced Argument -A05, A06</p> <p>Page No:102-108</p>	<p>effectively.</p> <p>To make notes for a speech; review rhetorical devices; review types of sentences.</p> <p>Deliver a speech effectively.</p> <p>SPOKEN LANGUAGE-AO7, AO8</p>	<p>To understand how information can be presented and find the information you need.</p> <p><b>Sharpen your skills: Colons and semi-colons</b></p> <p>To direct your writing and presentation to appeal to a specific audience</p> <p><b>Sharpen your skills: Active and passive voice</b></p> <p>READING QUESTION - AO1,AO2,AO4</p> <p>Page No:136-141</p>
YEAR 7	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	Non Fiction	Non Fiction	Non Fiction	Revision	Revision	PROJECT WORK	PROJECT WORK	PROJECT WORK
	TAKE ACTION Identifying the Learning Objectives	TAKE ACTION Identifying the Learning Objectives	TAKE ACTION Developing your Learning Objectives	Fiction - Reading and Imaginative Writing Learning Objectives	Non Fiction - Reading and Transactional Writing Learning Objectives	A Documentary on the natural world Learning Objectives	A Documentary on the natural world Learning Objectives	Presentation of Project work Learning Objectives
Term 2	<p>To follow an argument by identifying the key points</p> <p><b>Sharpen your skills: Prefixes</b></p> <p>To identify persuasive language to deliver a speech effectively.</p> <p><b>Sharpen your skills: Homophones and words often confused</b></p> <p><b>Sharpen your skills: Prepositions</b></p> <p>READING QUESTION - AO1,AO2</p> <p>Page No:142-146</p>	<p>To make notes to summarise information and help your understanding</p> <p>To plan and sequence your ideas for extended writing</p> <p><b>Sharpen your skills: Paragraphs</b></p> <p>READING QUESTION - AO1,AO2</p> <p>Page No:150-153</p>	<p>To develop your writing to argue by including connectives, a counter-argument and rhetorical devices.</p> <p>Sharpen your skills: First and Third Person</p> <p>To turn your plan into a successful piece of writing to argue.</p> <p><b>Sharpen your skills: Simple, Compound and Complex sentences.</b></p> <p>Page No:154-159</p>	<p>To read and understand the purpose of the text</p> <p>To infer key ideas from words and phrases in the text</p> <p>To explore language and structural features used by the writer</p> <p>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.</p> <p>Accurate use of sentence structure, spelling, grammar and punctuation</p>	<p>To read and understand the purpose of the text</p> <p>To infer key ideas from words and phrases in the text</p> <p>To explore language and structural features used by the writer</p> <p>Explore similarities between two texts and support with relevant evidence. Understand how to write using a range of features to convey information.</p>	<p>To develop ideas, evaluate and decide on what each member of the group will contribute to the Group Project Work.</p> <p>To interpret the task and plan relevant research activities and questions</p> <p>Developing strategies to find the information.</p> <p>Reading Questions. AO 1, AO 2,AO4</p>	<p>To understand role and responsibilities</p> <p>To understand assessment criteria</p> <p>Write a report about the Project work</p> <p>Maintain Documents Project work using 21st century ICT skills.</p> <p>Spoken -AO7 and AO8</p> <p>Writing -AO-5 and AO-6</p>	<p>To provide opportunity to synthesize knowledge from various areas of learning, and critically and creatively</p> <p>Conveying ideas effectively, observing critically, and listening actively.</p> <p>Spoken -AO7 and AO8</p>
<b>YEAR 8 ENGLISH LANGUAGE LONG TERM PLAN WITH CURRICULUM STANDARDS 2024-2025</b>								
YEAR 8	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	NON-FICTION	NON-FICTION	NON-FICTION	NON-FICTION	FICTION	FICTION	FICTION	FICTION
	REVIEW OF NON-FICTION TEXTS Learning Objectives	UNIT 1 ADVERTISING - Learning Objectives	UNIT 1 ADVERTISING - Learning Objectives	UNIT 1 ADVERTISING - Learning Objectives	UNIT 3 DETECTIVE STORIES Learning Objectives	UNIT 3 DETECTIVE STORIES Learning Objectives	UNIT 3 DETECTIVE STORIES Learning Objectives	SPOKEN LANGUAGE Learning Objectives
Term 1	<p>Recognise the purpose of different Non-fiction texts- autobiography and biography and the effect it has on the target audience.</p> <p>Resource file: Extract from autobiography WINGS OF FIRE by APJ Abul Kalam; Biography from Helen Keller. Reading Questions - AO1, AO2 Baseline Assessment</p>	<p><b>1. What is advertising? 6-9</b> To recognize the purposes of advertising and the effect it has on its target audience.</p> <p><b>2. Persuasive language- 10-13</b> To identify examples of persuasive language in advertisements and to understand their effect on the audience</p> <p><b>3 Colourful copy 14-15</b> To identify examples of persuasive language and use of images in advertisements and to understand their effect on the audience.</p> <p>Writing task-Descriptive writing -A05,A06 Introduction of Poetry Project</p>	<p><b>4. Visual Language 16-17</b> To understand the effect of advertising images on the audience.</p> <p>Pgs 6-9 &amp; 10-17</p> <p>Reading Questions - AO1, AO2</p> <p><b>5. Target audience 18=21</b> To understand how an advertisement is made to appeal to his target audience.</p> <p>Presenting a Product with awareness of audience and persuasive language.</p> <p>Resource file-Summer in The Alps.</p> <p>Pgs 18-23</p> <p>Reading Questions - AO1, AO2</p> <p>Grammar :Compound and Complex Sentences</p> <p>Assessment 1 Writing task-A05,A06</p>	<p><b>6.Developing an argument 24-25</b> To respond to the opinions of others and develop an argument.</p> <p><b>7.Formal and informal language 26-27</b> To tell the difference between informal and formal language and understand when each is appropriate.</p> <p><b>8.Planning a letter 28-29</b> Planning and writing a Formal Letter.</p> <p>Pgs24-30</p> <p>Reading Questions - AO1, AO2</p> <p>Grammar: Connectives,Commas</p> <p>Writing task-formal letter-AO 5, AO 6</p>	<p><b>1. Features of the detective genre 58-59</b> To identify the key features of the detective genre</p> <p><b>2. Solving a mystery 60-61</b> To read between the lines of a murder mystery and investigate the rules of detective fiction.</p> <p>Pgs58-61</p> <p>Reading Questions- AO1, AO2,AO4 Grammar:Modal verbs</p>	<p><b>3. Character 62-65</b> To investigate the character of the detective</p> <p><b>4. Creating tension 66-67</b> To identify techniques for building tension in the detective story.</p> <p>Pgs62-67 5.</p> <p><b>5. Plot 68-69</b> To understand how a writer plots and effective detective story.</p> <p>ASSESSMENT 2 Reading Assessment- AO1, AO2,AO4 Grammar:Full stops and Capital letters</p>	<p><b>6. Openings 70-71</b> To grab the readers attention from the beginning of a story.</p> <p><b>7. Building description 76-77</b> To develop a description when writing a detective story</p> <p><b>8. Providing the clues 78-79</b> To give clues in a detective story to engage the reader</p> <p><b>9. Planning a story 80-81</b> To plan and write a detective story featuring all key elements of the genre.</p> <p>Pgs68-81</p> <p>Reading Questions- AO4</p> <p>Grammar: Articles,Question marks,Conditionals</p> <p>Writing Assessment- Imaginative - AO5, AO6</p>	<p>Poetry Project :Unleash Your Imagination: Poetry Voyage</p> <p>To inspire and engage students in the the world of poetry.</p> <p>Through creative exploration,develop their writing skills,expand their vocabulary,and express their emotions through the power of words.</p> <p>Assessment Task:Spoken Language Speaking and Presenting.-AO7, AO8</p>
YEAR 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	19th CENTURY FICTION	20 and 21st century NON-FICTION	NON-FICTION	NON-FICTION	NON-FICTION	NON-FICTION	19th CENTURY FICTION	20 and 21st century NON-FICTION
	Dracula Learning Objectives	Autobiography - explorer Ranulph Fiennes Learning Objectives	Autobiography - explorer Ranulph Fiennes Learning Objectives	UNIT 4 COMMUNICATION Learning Objectives	UNIT 4 COMMUNICATION Learning Objectives	UNIT 4 COMMUNICATION Learning Objectives	REVISION- FICTION Learning Objectives	REVISION- NON FICTION Learning Objectives
Term 1	<p>To identify how key events in a narrative are structured and sequenced.</p> <p>Understand how character and perspective can be conveyed through events and dialogues.</p> <p>Resource File- Extract from Dracula</p> <p>Reading Questions -AO1,AO2,AO4</p>	<p>To identify and explain writer's use of language and structure and the effect created.</p> <p>Evaluate texts critically and support this with appropriate textual references.</p> <p>Resource File- Extract from Autobiography - explorer Ranulph Fiennes and a newspaper article.</p> <p>Reading Questions. AO 1, AO 2,AO3,AO4</p>	<p>To identify and explore range of specific similarities in two texts,supported with a range of evidence synthesised from both.</p> <p>To identify and explore range of specific similarities and differences in two texts,supported with a range of evidence synthesised from both.</p> <p>Resource File- Extract from Autobiography - explorer Ranulph Fiennes and a newspaper article.</p> <p>Reading Questions. AO 1, AO2,</p>	<p><b>1. Communication forms 84-85</b> To recognise how different types of communication are organised and understand how ICT has influenced the style of language.</p> <p><b>2. Safety and communication 86-87</b> To select key points from reading.</p> <p>Pgs84-87</p> <p>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.</p> <p>Writing - AO5,A06</p>	<p><b>3. Privacy and communication 88-91</b> To recognise how writers organise features of a text.</p> <p><b>4. Formal and Informal communications 92-94</b> To identify the features of formal and informal texts.</p> <p>Pgs88-94</p> <p>Reading Questions. AO 1, AO 2,AO4 Grammar:Active and Passive Voice;Exclamations</p> <p>To recognise how writers organise features of a text. To identify the features of formal and informal texts.</p> <p>Pgs 95-98</p> <p>Reading Questions. AO 1, AO 2,AO4</p>	<p>Formal and informal texts: Similarity and comparison.</p> <p>Pgs 95-99( 7a, &amp;7b)</p> <p>Reading Questions. AO1, AO2,AO3</p> <p>Writing- Recount</p>	<p>Guidance on interpreting questions, mind mapping key points,timing answers .</p> <p>Revise exam style questions on unseen extracts - retrieval, Critical analysis of language and structure, Evaluation of ideas, events, settings, themes.</p> <p>Revise exam style questions on Imaginative writing - focusing on experiences, using images as stimulus.</p> <p>Resource file -extract from 'The Engineer's Thumb', by Arthur Conan Doyle</p> <p>Revision for First Term Exam - Reading and Writing - AO1-AO6</p>	<p>Guidance on interpreting questions, mind mapping key points,timing answers .</p> <p>Revise exam style questions on unseen extracts - retrieval, Critical analysis of language and structure, Evaluation of ideas, events, settings, themes;similarity and comparison of ideas, events; language techniques and structure, viewpoints and perspectives from across texts.</p> <p>Revise exam style questions on transactional writing - focusing on writing to inform, explain, describe, and writing to argue, persuade, advise.</p> <p>Resource file - extract fromCIDER WITH ROSIE by Laurie Lee and web article .</p> <p>Revision of Non-fiction for First Term Exam - Reading and Writing- AO1- AO6</p>
YEAR 8	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	NON-FICTION	NON-FICTION	NON FICTION	NON-FICTION	NON-FICTION	NON-FICTION	NON-FICTION	FICTION
	UNIT 4 COMMUNICATION Learning Objectives	UNIT 4 COMMUNICATION Learning Objectives	UNIT 4 COMMUNICATION Learning Objectives	UNIT 6 PLACES AND PERSPECTIVES Learning Objectives	UNIT 6 PLACES AND PERSPECTIVES Learning Objectives	UNIT 6 PLACES AND PERSPECTIVES Learning Objectives	SPOKEN LANGUAGE Learning Objectives	19th Fiction Learning Objectives
	5. Subject-specific language 100- 101 To plan writing and develop ideas to suit a specific audience. Write a book review.	6. Carrying out research 102-105 To consider different view points on a topic. Research information in different formats- Present information in different formats.	7. Presenting a balanced analysis 106-108 To present a balanced analysis of an event or issue. Pgs106-108 Reading Questions -AO1,AO2	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	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.	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 identify persuasive language to deliver a speech effectively. To make notes for a speech; review rhetorical devices; review types of sentences.	To identify how key events in a narrative are structured and sequenced. Understand how character and perspective can be conveyed through events . Reading Questions -AO1,AO2,AO4. Imaginative

Term 2	Pgs100-101 Grammar:Speech Punctuation Writing a book review-AO5, AO6.	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	Grammar: Paragraphs Writing- Letter of advise.AO-5 and AO-6 ASSESSMENT 3 WRITING	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	Pgs146-149 Reading Questions -AO1,AO2 ASSESSMENT 4 -Reading Assessment-Non Fiction	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:Suffices;Homophones Writing Assessment- Writing a travel article. AO-5 and AO-6	Deliver a speech effectively. Reading Questions -AO1,AO2 Writing and Speaking-AO-5 , AO-6,AO7 and AO8	Writing
YEAR 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	NON-FICTION	19th CENTURY FICTION	20 and 21st century NON-FICTION	19th CENTURY FICTION	NON FICTION	PROJECT WORK- NON FICTION	PROJECT WORK- NON FICTION	PROJECT WORK- NON FICTION
	Author Clive James - memoirs	REVISION OF FICTION	REVISION OF NON FICTION	'Great Expectations' by Charles Dickens	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
Term 2	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 '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	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	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 2024-25**

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	20th 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
	KICKZ BY CAMILLA NEVILL, MATT VAN POORTVLIET	JANE EYRE BY CHARLOTTE BRONTE	THE HOUND OF BASKERVILLES BY SIR ARTHUR CONAN DOYLE	REALITY REALITY TV	REALITY REAL LIVES/ EXTRAORDINARY LIVES	REALITY WHAT REALLY HAPPENED, TAKING SIDES	UNDERSTANDING THE AUTHOR'S CRAFT	
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 [AOS, 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 [AOS,AO6] Grammar-Speech Punctuation Page No: 10-13	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 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] EXTRACTS: MAGAZINE ARTICLE AND INTERVIEW	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	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	20th and 21st CENTURY NON-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	20th & 21st CENTURY NON-FICTION	19th CENTURY FICTION	20th & 21st CENTURY NON-FICTION
	REALITY UNDERSTANDING THE AUTHOR'S CRAFT	REALITY UNDERSTANDING THE AUTHOR'S CRAFT	REALITY EXPRESSING YOUR POINT OF VIEW	MAGAZINE VISUAL LANGUAGE IN MAGAZINES/FRONT COVERS OF MAGAZINES	MAGAZINE EXPLORING PURPOSE AND AUDIENCE/ PLANNING A MAGAZINE ARTICLE	MAGAZINE	REVIEW FICTION (5)	REVIEW NON-FICTION (5)

Term 1	To explore the writer's craft. Explore writers' ideas and viewpoints. Evaluate texts critically and support this with appropriate textual references. <b>READING-Question (AO1, AO4) Page No. -18</b>	To explore the writer's possible intention and comment on how language choice contributes to it. <b>READING-Question [AO1, AO2] WRITING-Information Guide Page No. -48</b>	To develop and explore arguments. To structure and link paragraphs cohesively. To include a range of varied and accurate sentence structures. To plan, structure and write an argument. <b>READING NON-FICTION -AO1 AO2 WRITING -Formal Letter [AOS, AO6] Grammar-Sequencing Paragraphs Page No: 24-29</b>	How print and images combine in texts to emphasise the writer'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. <b>READING-Questions AO1, AO2,AO4 Page No: 32-41</b>	To read with insight and engagement, understanding the writer's use of linguistic and structural devices. <b>READING Questions-AO1, AO2 Grammar-Simple, Compound and Complex Sentences Page No: 44-49</b>	How magazine articles are structured and written to suit their purpose and audience. Plan and write a magazine article <b>Grammar-Sentence Punctuation WRITING -Magazine Article AOS, AO6 Page No: 50-56</b>	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 <b>Paper 1 Reading Questions 1-4 [AO1,AO2,AO4] Writing Questions -5 and 6 [AOS,AO6]</b>	To analyse and interpret the non-fiction and fiction extracts; communicate clearly and write using linguistic devices. <b>Paper 2 Reading Questions 1-7b [AO1,AO2,AO4] Writing Questions 8 and 9 [AOS, AO6]</b>
	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 2	FICTION	FICTION	FICTION	19th CENTURY FICTION	20th and 21st CENTURY NON-FICTION	20th & 21st CENTURY NON-FICTION	SPOKEN LANGUAGE	20th and 21st CENTURY NON-FICTION
	SHORT STORIES 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	JOHN F. KENNEDY'S PEACE 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. <b>READING Questions-AO1, AO2 WRITING -Opening of a short story [AOS, AO6] Grammar-Tense, Paragraphs Page No: 58-63</b>	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. <b>READING Questions- AO1, AO2,AO4 WRITING -Writing the climax and ending of a short story [AOS, AO6] Grammar- Prepositions Page No: 64-73</b>	To plan and write your own short story and present to an audience. Listen and respond appropriately, including to questions and feedback to presentations. <b>WRITING -Short Story [AOS, AO6] Grammar- Subject-verb Agreement Page No: 80-82 WRITING ASSESSMENT- FICTION/ NON FICTION TASK [AOS, AO6]</b>	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. <b>READING Questions- AO4 PAPER-1 -READING ASSESSMENT- AO1,AO2, AO4</b>	To understand how choice of language influences meaning and effect. To analyse, and explore persuasive techniques used in speech-writing <b>READING Questions-AO1, AO2 Page No: 100-103</b>	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. <b>READING Questions -AO1, AO2 Writing Questions - [AOS,AO6]</b>	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. <b>READING AO1, AO2, AO3 Practice Question 7a and 7b</b>
Term 2	WEEK 9	WEEK10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	20th and 21st CENTURY NON-FICTION	NON-FICTION	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	20th and 21st CENTURY NON-FICTION
	TRAVEL WRITING	REVIEW NON FICTION (5)	REVIEW FICTION(5)	GATHERING INFORMATION/DEVELOPING A PRODUCT	DESCRIBING A PRODUCT/ PLANNING A PRESENTATION	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. <b>WRITING- AOS, AO6</b>	To analyse and interpret the non-fiction extracts and review exam style questions in Reading and Writing; <b>Paper 2 Questions 1- 7 [AO1, AO2, AO3, AO4]; and Question 8, 9 [AOS, AO6]</b>	To analyse and interpret the fiction extracts and review exam style questions in Reading and Writing; <b>Paper 1 Questions 1- 4 [AO1, AO2, AO3, AO4]; and Question 5, 6 [AOS, AO6]</b>	To make notes and gather information from a variety of sources. To brainstorm 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. To develop strategies to find the information. <b>(AO1, AO2, AO3)</b>	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. <b>(AO1, AO2, AO3)</b>	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. <b>(AO1, AO2, AO3)</b>	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. <b>PRESENTING AND RESPONDING TO QUESTIONS (AO7, AO8)</b>	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. <b>PRESENTING AND RESPONDING TO QUESTIONS (AO7, AO8)</b>

**YEAR 10 LANGUAGE LONG TERM PLAN with CURRICULUM STANDARDS YEAR 2024 - 25**

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"> <li>Identify how key events in a narrative are structured and sequenced</li> <li>Understand how writers structure events in a narrative for dramatic impact</li> <li>Explain, comment on and analyse how writers use language and structure to achieve effects</li> </ul> <p>Questions 1, 2, 3 [AO1,AO2] Reading for Pleasure- 1984 - Orwell</p>	<ul style="list-style-type: none"> <li>Identify how key points in an article are selected and sequenced to express a personal point of view</li> <li>Understand how writers select and sequence points to make opinions clear and convincing</li> <li>Be able to sequence and connect key points clearly</li> </ul> <p>WRITING- Newspaper Report / Article [AOS, AO6] READING-Questions 1,2,3[AO1,AO2]</p>	<ul style="list-style-type: none"> <li>Be able to identify and comment on how a writer selects ideas to convey a vivid picture of personal experience</li> <li>Understand how a writer builds detail about their experience through shifts in tense</li> <li>Be able to comment on the writer's possible intention and evaluate how successfully it has been achieved</li> </ul> <p>READING-Evaluation [AO1, AO4] PROJECT WORK- Poetry</p>	<ul style="list-style-type: none"> <li>Be able to identify key narrative clues and understand how to make inferences about setting from them</li> <li>Understand that writers consciously make a choice of tense and viewpoint</li> <li>Evaluate texts critically and support this with appropriate textual references</li> </ul> <p>WRITING- Account [AOS, AO6] (PAPER I READING ASSESSMENT) AO1-AO4</p>	<ul style="list-style-type: none"> <li>Understand how the writer's perspective can be conveyed through irony and short statement sentences</li> <li>Understand how character and perspective can be conveyed through dialogue</li> <li>Evaluate texts critically and support this with appropriate textual references</li> </ul> <p>Paper 1, Questions 1, 2 and 4 [AO1,AO2,AO4]</p>	<ul style="list-style-type: none"> <li>Understand how implied meaning is established through extended metaphor</li> <li>Understand that using nouns in apposition renames the first noun to provide greater detail</li> <li>Understand how implied meaning is established through the choice of concrete and abstract nouns of concrete and abstract nouns</li> <li>Understand how implied meaning is intensified through the use of parallel structures in sentences which can contrast ideas</li> <li>Be able to use parallel structures in sentences which can contrast ideas to comment on writers' language choices</li> </ul> <p>Paper 2, Questions 7a, 7b, 8 and 9 [AO1,AO2,AO3, AO5,AO6] ASSESSMENT - PAPER 2 WRITING WRITING: Open Letter / Letter- Formal and Informal</p>	<ul style="list-style-type: none"> <li>Identify and explain how the writer conveys an opinion by using facts</li> <li>Understand and explain how opinion is emphasised through use of the colon and short statement sentences</li> <li>Be able to express critical perspectives on text through the use of the colon and short statement sentences</li> </ul> <p>WRITING- Magazine Article[AOS-AO6]</p>
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15
Term 1	<p>SPOKEN LANGUAGE ENDORSEMENT</p> <p>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</p> <p>WRITING-Speech [AO7, AO8, AO9]</p>	<p>SPOKEN LANGUAGE ENDORSEMENT</p> <p>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</p>	<p>20th AND 21st CENTURY NON-FICTION</p> <p>A LETTER FROM JOHN STEINBECK TO HIS SON (LETTER) &amp; WHEN YOU SHOULD LEAVE YOUR FIRST LOVE (NEWSPAPER ARTICLE) (5)</p> <p>• 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</p> <p>Paper 2- Questions 7 (a) , 7 (b) - Assessment WRITING: Newspaper Article AOS, AO6]</p>	<p>21st CENTURY NON-FICTION</p> <p>SANE NEW WORLD (PERSONAL ACCOUNT/ STORY WRITING) (5)</p> <p>• 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</p> <p>WRITING- Story Writing [AOS AND AO6]</p>	<p>19th CENTURY FICTION</p> <p>JANE EYRE (EXTRACT FROM A NOVEL) (5) IMAGINATIVE WRITING - IMAGE BASED</p> <p>• 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</p> <p>Paper 1, Questions 3, 5 and 6 [AO1, AO2, AOS AO6] WRITING- IMAGINATIVE WRITING - image based</p>	<p>20th AND 21st CENTURY NON-FICTION</p> <p>A YEAR IN PROVENCE (PERSONAL ACCOUNT) &amp; MY FAMILY MOVED FROM PAKISTAN TO THE UK 40 YEARS AGO- HOW FAR WE'VE COME (5) REVIEW NON-FICTION</p> <p>• 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</p> <p>Fiction/non-fiction writing [AOS-AO6] Paper 2, Question 7a AND 7b [AO1,AO2,AO3,AO4]</p>	
	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
Term 2	<p>20th AND 21st CENTURY NON-FICTION</p> <p>MOUNTAINS OF THE MIND: A HISTORY OF A FASCINATION (TRAVELLOGUE) &amp; THE LAST ASCENT OF ALISON HARGREAVES. WHY DID THE WORLD'S FAMOUS ALPINIST NEVER CAME OFF K2? (NEWSPAPER ARTICLE) (5)</p> <p>• 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</p> <p>Paper 2, Questions 8 and 9 WRITING- Newspaper Article [AOS,AO6] Reading for Pleasure-A Child Called 'It'. by Dave Pelzer</p>	<p>21st CENTURY NON-FICTION</p> <p>REAL LIFE ALWAYS INTRUDES ON HOLIDAYS. THEAT'S HOW IT SHOULD BE (5)</p> <p>• 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</p> <p>Exam-style questions Paper 2, Questions 1, 2 and 4,5 [AO1, AO2]</p>	<p>19th CENTURY FICTION</p> <p>THREE MEN IN A BOAT (TO SAY NOTHING OF THE DOG) (EXTRACT OF A NOVEL) (5) TRAVELLOGUE</p> <p>• 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</p> <p>Fiction/non-fiction writing WRITING- Travellogue [AOS, AO6] (PAPER II ASSESSMENT) [AO1-AO4]</p>	<p>21st CENTURY NON-FICTION</p> <p>THE GHOST STORY COMES BACK TO HAUNT US (5)</p> <p>• 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</p> <p>Paper 2, Question 3 or 6 [AO2, AO4]</p>	<p>19th CENTURY FICTION</p> <p>LOST HEARTS (EXTRACT OF A NOVEL) (5) (IMAGINATIVE WRITING)</p> <p>• Be able to identify and explore the implications and connotations of the writer's choices of vocabulary • 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</p> <p>IMAGINATIVE WRITING- [AOS, AO6]</p>	<p>SPOKEN LANGUAGE ENDORSEMENT</p> <p>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</p> <p>WRITING-Speech [AOS, AO6, AO7, AO8, AO9]</p>	<p>SPOKEN LANGUAGE ENDORSEMENT</p> <p>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</p>
	WEEK 9	WEEK10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15
YEAR 10	<p>19th CENTURY FICTION</p> <p>FRANKENSTEIN (EXTRACT OF A NOVEL) (5)</p>	<p>21st CENTURY NON-FICTION</p> <p>GENETICALLY ENGINEERING 'ETHICAL' BABIES IS A MORAL OBLIGATION, SAYS OXFORD PROFESSOR (NEWSPAPER ARTICLE) (5)</p>	<p>19th CENTURY FICTION</p> <p>THE TIME MACHINE (EXTRACT OF A NOVEL) REVIEW FICTION (5)</p>	<p>20th CENTURY NON-FICTION</p> <p>ARITHMETIC TOWN (MAGAZINE ARTICLE) REVIEW NON-FICTION (5)</p>	<p>20th AND 21st CENTURY NON-FICTION</p> <p>MY FIRST VISIT TO THE MOVIES (MAGAZINE ARTICLE) &amp; WHY ALL THIS SELFIES OBSESSION (NEWSPAPER ARTICLE / REPORT) (5)</p>	<p>21st CENTURY NON-FICTION</p> <p>NOTES FROM AN AUTHOR: PAUL ROSOLIE (MAGAZINE ARTICLE / JOURNAL WRITING / DIARY ENTRY) (5)</p>	<p>19th CENTURY FICTION</p> <p>HEART OF DARKNESS (EXTRACT OF A NOVEL) (5)</p>
	WEEK 9	WEEK10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15

Term 2	<ul style="list-style-type: none"> <li>Be able to identify and explore patterns of vocabulary and imagery</li> <li>Understand how writers build description of characters and setting through careful choice of noun phrases and verbs</li> <li>Exam-style question</li> <li>Paper 1, Questions 4, 5 and 6 [AO1, AO4]</li> <li>WRITING: PICTURE WRITING</li> </ul>	<ul style="list-style-type: none"> <li>Be able to identify and explore patterns of vocabulary</li> <li>Be able to identify how persuasive emphasis is conveyed by choice of noun phrases and verbs</li> <li>Be able to express a precise response to a text through careful selection of vocabulary</li> <li>Non-fiction writing</li> <li>WRITING- Review: Letter/Travelogue [AOS, AO6]</li> </ul>	<ul style="list-style-type: none"> <li>Be able to identify and explain connotations in a text</li> <li>Understand how characterisation can be developed through dialogue using informal register</li> <li>Be able to use formal register in critical writing</li> <li>Writing an account</li> <li>Fiction/non-fiction writing</li> <li>Understand how characterisation can be developed through dialogue using formal register</li> <li>Be able to create character through careful choice and review of vocabulary and sentence structures</li> <li>Paper 1 Questions 1-4 [AO1,AO2,AO4]</li> </ul>	<ul style="list-style-type: none"> <li>Be able to identify and explain connotations in a text</li> <li>Understand how characterisation can be developed through dialogue using informal register</li> <li>Be able to use formal register in critical writing</li> <li>Writing an account</li> <li>Fiction/non-fiction writing</li> <li>Understand how characterisation can be developed through dialogue using formal register</li> <li>Be able to create character through careful choice and review of vocabulary and sentence structures</li> <li>Paper 2 Questions 1-6 [AO1, AO2, AO3, AO4]</li> </ul>	<ul style="list-style-type: none"> <li>Be able to explore the writer's intention and analyse how key ideas are presented</li> <li>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</li> <li>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</li> <li>Non-fiction writing</li> <li>Paper 2, Question 7a and 7b [AO1,AO2,AO3,AO4]</li> <li>WRITING- NEWSPAPER ARTICLE/ REPORT</li> <li>Project- Digital Blog</li> </ul>	<ul style="list-style-type: none"> <li>Understand how language choice can convey thoughts and feelings</li> <li>Understand how the writer uses figurative language to explore unexpected and unusual experiences</li> <li>Understand how the writer creates an impression of danger, threat or suffering using figurative language</li> <li>Non-fiction writing</li> <li>WRITING: Article/Journal writing/ Diary entry [AOS, AO6]</li> </ul>	<ul style="list-style-type: none"> <li>Understand how language choice can convey tone and atmosphere</li> <li>Understand how writers use figurative language to explore unexpected and unusual experiences</li> <li>Understand how writers introduce a striking and unusual character by using figurative language</li> <li>Be able to analyse how writers use language to bring alive for the reader unusual experiences and encounters</li> <li>Paper 1, Questions 3 &amp; 4 [AO4]</li> </ul>
	<ul style="list-style-type: none"> <li>Be able to identify and explain connotations in a text</li> <li>Understand how characterisation can be developed through dialogue using informal register</li> <li>Be able to use formal register in critical writing</li> <li>Writing an account</li> <li>Fiction/non-fiction writing</li> <li>Understand how characterisation can be developed through dialogue using formal register</li> <li>Be able to create character through careful choice and review of vocabulary and sentence structures</li> <li>Paper 1 Questions 1-4 [AO1,AO2,AO4]</li> </ul>	<ul style="list-style-type: none"> <li>Be able to identify and explain connotations in a text</li> <li>Understand how characterisation can be developed through dialogue using informal register</li> <li>Be able to use formal register in critical writing</li> <li>Writing an account</li> <li>Fiction/non-fiction writing</li> <li>Understand how characterisation can be developed through dialogue using formal register</li> <li>Be able to create character through careful choice and review of vocabulary and sentence structures</li> <li>Paper 2 Questions 1-6 [AO1, AO2, AO3, AO4]</li> </ul>	<ul style="list-style-type: none"> <li>Understand how language choice can convey thoughts and feelings</li> <li>Understand how the writer uses figurative language to explore unexpected and unusual experiences</li> <li>Understand how the writer creates an impression of danger, threat or suffering using figurative language</li> <li>Non-fiction writing</li> <li>WRITING: Article/Journal writing/ Diary entry [AOS, AO6]</li> </ul>	<ul style="list-style-type: none"> <li>Understand how language choice can convey tone and atmosphere</li> <li>Understand how writers use figurative language to explore unexpected and unusual experiences</li> <li>Understand how writers introduce a striking and unusual character by using figurative language</li> <li>Be able to analyse how writers use language to bring alive for the reader unusual experiences and encounters</li> <li>Paper 1, Questions 3 &amp; 4 [AO4]</li> </ul>			

**YEAR 11 - LONG TERM PLAN with CURRICULUM STANDARDS 2024-2025**

YEAR 11	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	<p align="center"><b>21st CENTURY NON-FICTION</b></p> <p align="center"><b>WHY TEACHING TABLE MANNERS CAN DO MORE</b></p> <p>Be able to explore the writer's intention and analyse how key ideas are presented</p> <p>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</p> <p>Be able to explore the writer's intention and analyse how key ideas are presented</p> <p>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</p> <p>REVIEW AOS 1-6 (DIAGNOSTIC TEST)</p> <p>Exam Style Question</p> <p>Paper 2 Question 1-3</p> <p>1. From lines 2-4, identify one detail that shows the behaviour of the writer's daughter and her friend.</p> <p>2. From lines 10-13, identify two phrases that describe the writer's attitude to raising children.</p> <p>3. How does the writer use language and structure to engage and interest the reader? 18 Marks</p> <p>(Reading for Pleasure- Book 1 Literary Non-Fiction "Between a Rock and a Hard Place" by Aron Ralston)</p>	<p align="center"><b>20th CENTURY NON-FICTION</b></p> <p align="center"><b>CLINGING TO THE WRECKAGE (AUTOBIOGRAPHY) (4)</b></p> <p>Be able to explore the writer's intention and analyse how key ideas are presented</p> <p>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</p> <p>Be able to explore the writer's intention and analyse how key ideas are presented</p> <p>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</p> <p>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</p> <p>REVIEW AOS 1-6</p> <p>Exam-style question:</p> <p>Paper 2 Q 7a and 7b</p> <p>7a. The two texts revolve around childhood experiences. How is the article of 3rd October 2013 and John Mortimer's text similar?</p> <p>7b. Compare how the writers of Text 1 and Text 2 present the ideas and opinions about growing up? (20 Marks)</p>	<p align="center"><b>19th CENTURY FICTION</b></p> <p align="center"><b>TREASURE ISLAND (EXTRACT OF A NOVEL) (4)</b></p> <p>Explore how the writer has selected narrative events to manipulate the reader's response</p> <p>Understand how writers use tense and viewpoint to position the reader and manage their response</p> <p>REVIEW AOS 1-6</p> <p>Exam Style Question</p> <p>Paper 1 Questions 1&amp;2</p> <p>TERM 1 ASSESSMENT 1 (PAPER 1 WRITING 40 MARKS)</p>	<p align="center"><b>19th CENTURY FICTION</b></p> <p align="center"><b>OLIVER TWIST (EXTRACT OF A NOVEL) (4)</b></p> <p>Be able to explore patterns of inference and their impact on the reader</p> <p>Understand how writers can create emphasis and manage tone through sentence structure</p> <p>Be able to express a precise critical response through careful choice of sentence structure</p> <p>REVIEW AOS 1-6</p> <p>Exam Style Question</p> <p>Paper 1 Question 4</p> <p>TERM 1 ASSESSMENT 2 (PAPER 2 READING 56 MARKS)</p>	<p align="center"><b>20th CENTURY NON-FICTION</b></p> <p align="center"><b>THE LADY IN THE VAN (RECOUNT) (4)</b></p> <p>Be able to summarise, synthesise and connect key ideas in the narrative.</p> <p>Understand how writers structure a text to achieve their intention: to develop character and create humour.</p> <p>Exam Style Question</p> <p>Paper 2- Q6 (The writer attempts to engage the reader through the description of Miss Shepherd. Evaluate how successfully this is achieved. 15 Marks)</p> <p>WRITING: Writing a recount (40 Marks)</p>	<p align="center"><b>SPOKEN LANGUAGE ENDORSEMENT</b></p> <p align="center"><b>ARGUMENTATIVE/ DISCURSIVE SPEECH (4)</b></p> <p>Speaking and listening skills:</p> <ul style="list-style-type: none"> <li>demonstrate presentation skills in a formal setting</li> <li>listen and respond appropriately to spoken language, including to questions and feedback to presentations</li> <li>use spoken Standard English effectively in speeches and presentations</li> </ul> <p>WRITING SPEECH</p>	<p align="center"><b>SPOKEN LANGUAGE ENDORSEMENT</b></p> <p align="center"><b>ARGUMENTATIVE/ DISCURSIVE SPEECH (4)</b></p> <p>Speaking and listening skills:</p> <ul style="list-style-type: none"> <li>demonstrate presentation skills in a formal setting</li> <li>listen and respond appropriately to spoken language, including to questions and feedback to presentations</li> <li>use spoken Standard English effectively in speeches and presentations</li> </ul>	<p align="center"><b>21st CENTURY NON-FICTION</b></p> <p align="center"><b>COULD YOU BE A VOLUNTEER WITH</b></p> <p>Be able to summarise, synthesise and connect key points in the text</p> <p>Understand how writers structure a text to achieve their intention: to persuade the reader</p> <p>Be able to identify the writer's possible intention and analyse closely some of the writer's choices that contribute to achieving it.</p> <p>Be able to gather, reject, select, sequence and shape texts to achieve purpose and intention</p> <p>Exam Style Question</p> <p>Paper 2 Question 8 &amp; 9</p> <p>WRITING-Writing a leaflet (40 Marks)</p>
	<p align="center"><b>WEEK 9</b></p> <p align="center"><b>19th CENTURY FICTION</b></p> <p align="center"><b>THE DIARY OF A NOBODY (EXTRACT OF A DIARY) (4)</b></p> <p>To summarise and synthesise key ideas in the text, exploring connections and their likely impact on the reader</p> <p>Understand how writers manipulate the reader's response through paragraph structure</p> <p>To analyse some of the writer's choices and their impact on the reader in some detail</p> <p>Exam-style question:</p> <p>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)</p> <p>WRITING:Diary Entry/ Imaginative Writing- Personal Narrative (40 Marks)</p> <p>(Reading for Pleasure- Book 2 Fiction "The Alchemist" by Paulo Coelho)</p>	<p align="center"><b>WEEK 10</b></p> <p align="center"><b>21st CENTURY NON-FICTION</b></p> <p align="center"><b>THE NAKED JAPE: UNCOVERING THE HIDDEN WORLD</b></p> <p>Be able to summarize and synthesize key ideas in the narrative, exploring connections and their likely impact on the reader</p> <p>Be able to analyse some of the writer's choices and their impact on the reader in some detail</p> <p>Be able to review paragraph structure for clarity and likely reader response after writing</p> <p>Exam-style question</p> <p>Paper 2, Question 8 and 9. (Write an article for a newspaper, exploring how television entertains us. 40 Marks)</p>	<p align="center"><b>WEEK 11</b></p> <p align="center"><b>20th CENTURY NON-FICTION</b></p> <p align="center"><b>NEITHER HERE NOR THERE (TRAVELOGUE) (4)</b></p> <p>Be able to explore the writer's intention and analyse how key ideas are presented</p> <p>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</p> <p>Be able to explore the writer's intention and analyse how key ideas are presented</p> <p>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</p> <p>Exam Style Question</p> <p>Paper 2 Question 4-6</p> <p>4. From lines 1-3, identify one problem faced by the writer.</p> <p>5. From lines 5-7, identify two phrases that describe the place.</p> <p>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)</p> <p>WRITING: Writing a travelogue. (40 Marks)</p>	<p align="center"><b>WEEK 12</b></p> <p align="center"><b>20th CENTURY NON-FICTION</b></p> <p align="center"><b>THE PLOWDEN REPORT (REPORT) (4)</b></p> <p>Be able to use a range of reading for meaning skills explored in previous topics</p> <p>Understand how writers select modification to achieve precision and connotation to support their intention.</p> <p>Exam Style Question</p> <p>Paper 2 Questions 8 &amp; 9</p> <p>Writing- Informative Report Writing &amp; Guide (40 Marks)</p>	<p align="center"><b>WEEK 13</b></p> <p align="center"><b>19th CENTURY FICTION</b></p> <p align="center"><b>THE WOMAN IN WHITE (EXTRACT OF A NOVEL)</b></p> <p>Be able to summarise and synthesise key ideas in the narrative, exploring connections and their likely impact on the reader.</p> <p>Understand how writers structure a text to manage the reader's response to a character and achieve their intention.</p> <p>Exam Style Question</p> <p>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)</p>	<p align="center"><b>WEEK 14</b></p> <p align="center"><b>21st CENTURY NON-FICTION</b></p> <p align="center"><b>YOU CAN FORCE A TEENAGER TO TALK TO YOU</b></p> <p>Be able to summarise and synthesise key ideas in the narrative, exploring connections and their likely impact on the reader.</p> <p>Understand how writers structure an argument to manage the reader's response and achieve their intention.</p> <p>Exam Style Question</p> <p>Paper 2- Question 8 &amp; 9</p> <p>Writing- Writing a speech/ Magazine Article (40 Marks)</p>	<p align="center"><b>WEEK 15</b></p> <p align="center"><b>19th CENTURY FICTION</b></p> <p align="center"><b>HEART OF DARKNESS (EXTRACT OF A NOVEL) (4)</b></p> <p>Be able to use a range of reading for meaning skills explored in previous topics</p> <p>Understand how writers select modification to achieve precision and connotation to support their intention.</p> <p>Be able to identify the writer's possible intention and analyse closely some of the writer's choices which contribute to achieving it.</p> <p>Exam-style question:</p> <p>Paper 1, Questions 5 and 6.</p> <p>5. Write about a time when you, or someone you know, felt unfairly treated. 40 Marks)</p> <p>Writing an account</p> <p>Paper 1, Question 4 (The writer attempts to create a sense of hardship and misery. evaluate how successfully this is achieved 15 Marks)</p>	<p align="center"><b>WEEK 16</b></p> <p align="center"><b>20th AND 21st CENTURY NON-FICTION</b></p> <p align="center"><b>FUKUSHIMA HORSE BREEDER BRAVES HIGH</b></p> <p>To explore the writer's intention and analyse how key ideas are connected and presented</p> <p>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</p> <p>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.</p> <p>Exam-style question:</p> <p>Paper 2 Question 3</p> <p>Analyse how the writer uses language and structure to interest and engage readers. Support your views with detailed reference to the text.15 Marks)</p> <p>Paper 2 Questions 7a and 7b</p> <p>7a. The two texts each describe a disaster. What similarities do the disaster share in these extracts?</p> <p>7b. Compare how the writers of Text 1 and Text 2 present the idea and opinions about the effects of disaster? (20 Marks)</p> <p>WRITING- TRANSACTIONAL AND NON- FICTION</p>
YEAR 11	<p align="center"><b>WEEK 1</b></p> <p align="center"><b>20th and 21st CENTURY NON-FICTION</b></p> <p align="center"><b>I KNOW WHY THE CAGED BIRD SINGS</b></p> <p>Be able to explore patterns of inference and their impact on the whole text and reader.</p> <p>Understand how writers structure sentences and position clauses for rhetorical effect.</p> <p>Be able to explore patterns of inference and their</p>	<p align="center"><b>WEEK 2</b></p> <p align="center"><b>SPOKEN LANGUAGE ENDORSEMENT (FINAL)</b></p> <p align="center"><b>ARGUMENTATIVE/ DISCURSIVE SPEECH (4)</b></p> <p>Speaking and listening skills:</p> <ul style="list-style-type: none"> <li>demonstrate presentation skills in a formal setting</li> <li>listen and respond appropriately to spoken language, including to questions and feedback to presentations</li> </ul>	<p align="center"><b>WEEK 3</b></p> <p align="center"><b>SPOKEN LANGUAGE ENDORSEMENT (FINAL)</b></p> <p align="center"><b>ARGUMENTATIVE/ DISCURSIVE SPEECH (4)</b></p> <p>Speaking and listening skills:</p> <ul style="list-style-type: none"> <li>demonstrate presentation skills in a formal setting</li> <li>listen and respond appropriately to spoken language, including to questions and feedback to presentations</li> </ul>	<p align="center"><b>WEEK 4</b></p> <p align="center"><b>19th CENTURY FICTION</b></p> <p align="center"><b>THE YELLOW WALLPAPER (SHORT STORY) (4)</b></p> <p>Be able to summarise and synthesise key ideas in the narrative, exploring connections and a range of alternative impacts on the reader.</p> <p>Understand how writers structure paragraphs to reflect a narrator's mood and voice, and to manage emphasis,</p>	<p align="center"><b>WEEK 5</b></p> <p align="center"><b>21st CENTURY NON-FICTION</b></p> <p align="center"><b>THE MEN WHO STARE AT GOATS (LITERARY NON-FICTION)</b></p> <p>Be able to summarise and synthesise key ideas in the narrative, exploring connections and a range of alternative impacts on the reader.</p> <p>Understand how writers structure paragraphs to direct the reader, and to manage emphasis, pace and tone.</p>	<p align="center"><b>WEEK 6</b></p> <p align="center"><b>20th CENTURY NON-FICTION</b></p> <p align="center"><b>OPENING THE TOMB OF TUTANKHAMUN (LITERARY NON-FICTION)</b></p> <p>Be able to analyse patterns of vocabulary and layers of meaning and explore possible multiple responses</p> <p>Be able to identify and analyse the writer's use of punctuation and sentence structure to create tone and imply or emphasise meaning</p>	<p align="center"><b>WEEK 7</b></p> <p align="center"><b>19th CENTURY FICTION</b></p> <p align="center"><b>SILAS MARNER (EXTRACT OF A NOVEL) (4)</b></p> <p>Be able to use a range of reading for meaning skills explored in previous topics</p> <p>Understand how writers use symbolism and language choice to connect and develop key ideas and the reader's response</p> <p>Be able to identify the writer's possible intention and</p>	<p align="center"><b>WEEK 8</b></p> <p align="center"><b>19th CENTURY FICTION</b></p> <p align="center"><b>HARD TIMES (REVISION- READING AND WRITING)</b></p> <p>Be able to explore patterns of vocabulary and imagery, and a variety of possible impacts on the whole text and reader.</p> <p>Understand how writers select vocabulary for concision and connotation to support their</p>

Term 2	<p>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.</p> <p>Exam-style question: Paper 2 Questions 7a&amp;7b 7a. The two texts describe a sense of commitment to achieve. How are Maya Angelou and The NCS report similar? 7b. Compare 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></p>	<p>• use spoken Standard English effectively in speeches and presentations</p>	<p>• use spoken Standard English effectively in speeches and presentations</p>	<p>pace and tone. Be able to develop, sequence and link ideas effectively within a paragraph of critical writing.</p> <p>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)</p>	<p>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)</p>	<p>Be able to synthesise, summarise and embed relevant evidence and textual reference from the whole text</p> <p>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 &amp; 9 (Newspaper Report/ Letter. 40 Marks) TERM II ASSESSMENT 2 (PAPER 2 WRITING 40 Marks)</p>	<p>analyse closely a range of the writer's choices which contribute to achieving it</p> <p>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)</p>	<p>intention.</p> <p>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)</p>
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
Term 2	<p>20th and 21st CENTURY NON-FICTION (4)</p> <p><b>THE GREAT RAILWAY BAZAAR/ I DISCOVERED A NEW</b></p> <p>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 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. Paper 2, Questions 8 and 9 Review of the writing forms</p>							
<p><b>MOCK EXAMS followed by BOARD EXAMINATIONS 2025</b></p>								