				St. Mary's Catholic High S	ichool (2024-2025)			
				LONG TERM PLAN with	•	OS		
YEAR 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
		UNIT 1.1 Poetry	UNIT 1.1 POETRY	UNIT 1.2 FICTION	UNIT 1.3 FICTION	UNIT 1.4 NON FICTION	UNIT 1.5 NON FICTION	UNIT 1.6 FICTION
	REVIEW -ESTABLISHING PRIOR LEARNING	Zoo Dream/ Playground Chant/ Ms Molly had	Down at the Zoo/ Hey stop!	Cat is sleeping	Cat and Dog in a Mess	Hop, Swim and Run	Sounds	Tec and the Hole
	R1.1A Say the letter names and sounds associated with all 26 lower-case letters of the English alphabet.	a Dolly R1. Perform nursery rhyme and poem aloud. R1.5A. Read the poem with expression R3. Learn to appreciate rhymes and poems	R1. Perform nursery rhyme and poem aloud. R1.5A Read the poem with expression R3. Learn to appreciate rhymes and poems	R1.2A Follow sentences from left to right and from the top to the bottom of the page.	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)	SL1.1A Follow short, basic classroom instructions supported by pictures or gestures.	SL1.1A Follow short, basic classroom instructions supported by pictures or gestures.	SL1.2C Answer short, simple questions using a word or basic phrase R1.2B Decode three known letters in
	R1.2D Recite or sing the alphabet. Recite nursery rhymes.	and to recite by heart. SL1.2D Recite simple sentences by heart,	and to recite by heart. SL1.2D Recite simple sentences by heart,	R1.2B Decode 3-4 known letters in words when reading simple, familiar	to understand and explain what they are about.	SL1.1B Recognise familiar key words and phrases in short basic	SL1.1B Recognise familiar key words and phrases in short basic	words when reading simple, familiar texts.
	W1. Tracing the letters uppercase and lowercase.	including rhymes. W. Labels W.	including rhymes. Phonics: Initial sounds - c, h, r,m , d	texts. R1.2D Recite or sing the alphabet.	SL1.2A Give and request simple personal information using a basic phrase.	descriptions, if spoken slowly and clearly. SL1.2B Use simple everyday words from taught		R1.3A Match a picture to a word they have read.
		Fill in the missing letter W. Jumbled letter/ 2-3-4 letter words		R1.3A Match a picture to a word they have read. R1.5A Use pictures in texts (including IT texts)	SL1.2C Answer short, simple questions using a word or basic phrase. W1.1A Say and write the sounds in words they	vocabulary sets. SL1.2C Answer short, simple questions using a	to understand and explain what they are about. R1.6A Read simple everyday nouns and verbs	R1.3B Sequence three pictures to retell a familiar story or sequence of events. R1.5A Use pictures in texts (including IT
-				to understand and explain	wish to spell, where each sound is represented	R1.1B Blend to read words in which letters of	as labels. R.	texts) to understand and explain what
TERM				what they are about. R1.6A Read simple everyday nouns and verbs	by a single letter. W. Write a list, captions	the alphabet are associated with known sounds.	Identify common & proper noun W1.2A Label pictures using already familiar	they are about. R. Identifying opposites
·				as labels. SL1.1A Follow short, basic classroom	Guided Reading: Is Nan in?, Can cat get cod, Sid	R1.2A Follow sentences from left to right and from the top to the	nouns and verbs. Guided Reading: Dig and Tip, In the garden,	W1.2A Label pictures using already familiar nouns and verbs. Guided
				instructions, supported by picture or gestures. R. Identify nouns/ verb	Phonics: Initial sounds - f,h,j,d,m,r	bottom of the page. R1.2B Decode three to four known letters in	See like me Phonics: End sounds - ss/ ck	Reading: Tim man Tim, Top cat, The fox Yaks pant Phonics:
				W. Write a label W1.Tracing the uppercase and lowercase		words when reading simple, familiar texts. R1.3A Match a picture to a word they have	Eliu soulius - ssy CK	End sounds - ng
				letters. W. Compose simple sentences; puntucate sentences		read. W1.5A Write labels of one or two words,		
				W1. Tracing the numbers 0 - 9		leaving spaces between words. W1.3A Write short words that have been		
				Guided Reading: Go West Ox, Timmy Snowball Phonics: Initial sounds - d, n, p, s, t		learned or sounded out, including own name. Guided Reading: Cookies, At the funfair, Lots of	f	
						leg Phonics: End sounds - ff/ II		
						·		
YEAR 1	WEEK 9 UNIT 1.7 FICTION	WEEK 10 UNIT 1.8 FICTION	WEEK 11 UNIT 1.9 FICTION	WEEK 12 UNIT 1.9 FICTION	WEEK 13 UNIT 1.9 FICTION	WEEK 14 UNIT 1.10 FICTION	WEEK 15 UNIT 1.10 FICTION	WEEK 16
	Mojo and Weeza and the Funny Thing	Mojo and Weeza and the New Hat	Class Two at the Zoo	Class Two at the Zoo	Class Two at the Zoo	Aaaarrgghh Spider	Aaaarrgghh Spider	FICTION/NON-FICTION REVISION
	SL1.2C Answer short, simple questions using a	,		SL.1.2 Ask and answer questions about the	SL.1.2 Ask and answer questions about the	R. Link what they read to their own	R1.5C Read and talk about simple sequences	Write the missing letters.
	word or basic phrase	vocabulary sets.	story read. R1.1B	story read. R1.1B	story read. R1.1B	experience. R.	that give information or recount what	R1.5A Use pictures in texts (including IT
	R1.2B Decode three known letters in words when reading	SL1.2C Answer short, simple questions using a word or basic phrase.	Blend to read words in which letters of the alphabet are associated with known sounds.	Blend to read words in which letters of the alphabet are associated with known sounds.	Blend to read words in which letters of the alphabet are associated with known sounds. R.	Draw on prior knowledge to make predictions and inference. R1.5A Use	someone has done. R1.6A Read simple everyday nouns and verbs	texts) to understand and explain what they are about.
	simple, familiar texts.	R1.5A Use pictures in texts (including IT texts)	R. Link what they read to their own	R. Link what they read to their own	Link what they read to their own experience. R. Draw on prior knowledge to make	pictures in texts (including IT texts) to understand and explain	as labels. R. Link what they read to their own	R1.5C Read and talk about simple
	R1.3B Sequence three pictures to retell a familiar story or sequence of events.	to understand and explain what they are about.	experience. R. Draw on prior knowledge to make predictions	l ·	predictions and inference.	what they are about. R1.5C	experience.	sequences that give information or recount what someone has done. R.
	R1.5A Use pictures in texts (including IT texts) to understand and explain what they are	R1.5C Read and talk about simple sequences that give information or recount what	and inference. R1.3B Sequence three pictures to retell a	and inference. R1.3B Sequence three pictures to retell a	R1.3B Sequence three pictures to retell a familiar story or sequence of events.	Read and talk about simple sequences that give information or recount what someone has	R. Draw on prior knowledge to make	Link what they read to their own experience. SL.1.2
	about. R.	someone has done. W1.5A	familiar story or sequence of events.	familiar story or sequence of events.	W1.1A Say and write the sounds in words they	done.	W. Say out loud what they are going to write	Ask and answer a range of questions
Σ 1	Identify adjectives W1.2A Label pictures using already familiar nouns and		1	W1.1A Say and write the sounds in words they wish to spell, where each sound is represented	wish to spell, where each sound is represented by a single letter.		about; Compose a sentence orally before writing it	about the story read. R1.3B Sequence pictures to retell a
Ħ	verbs. Guided	Guided Reading: Look up Look down, Can you	by a single letter.	by a single letter.	W. Say out loud what they are going to write	Say out loud what they are going to write	Leave spaces between words W.	familiar story or sequence events or
	Reading: Tom's mad mop, Whats in my net?, Timmy wants to win	see cat, The fox twins Phonics: Initial sounds - bl/ br, d/cr	W. Say out loud what they are going to write about; Compose a sentence orally before	W. Say out loud what they are going to write about; Compose a sentence orally before	about; Compose a sentence orally before writing it	about; Compose a sentence orally before writing it	Sequence sentences to form short narrative. W. Use of prefix 'un'	instructions. Orally rehearse the story/ Instructions. W.
	Phonics: Middle sounds - vowels a/e/i/o/u &		writing it	writing it	Leave spaces between words		Guided Reading: Yaks pants, Beep Beep	Write sentences using capital and full
	initial sounds b,f,g ,l,j,w and z		Leave spaces between words W. Use a capital letter for names of people,	Leave spaces between words W. Use a capital letter for names of people,	W. Use a capital letter for names of people, places, the days of the week, and the personal	Use a capital letter for names of people, places, the days of the week, and the personal	Timmy, Rat and Cat lets jump Phonics: Initial sounds- tr/ tw	stop.
			places, the days of the week, and the personal pronoun 'I'	places, the days of the week, and the personal pronoun 'I'	pronoun 'I' W. Write sentences using capital and full stop.	pronoun 'I'. W. Write sentences using capital and full stop.		
			W. Write sentences using capital and full stop.	W. Write sentences using capital and full stop.	W. Sequence sentences to form short	W. Sequence sentences to form short		
			W. Use conjuntion 'and' Guided Reading: Can cat get cod, Go west ox,	Guided Reading: Go west ox, Yaks pant, Rat and cat the dance Phonics:	narrative. Guided Reading: Top cat, Rat and cat hat trick	narrative. Guided Reading: The fox twins ,Timmy wants to win		
			Beep beep Timmy Phonics: Initial sounds - pl/ pr, sc/ sl	Initial sounds - pl/ pr, sc/ sl	Phonics: Initial sounds- sk/ sm, sn/sp	,King Pip and the troll Phonic: Initial sounds st/ sw		
			Filolites. Illitial sourius - pi/ pi, sc/ si			Filolic. Illidal Soulius St/ Sw		
YEAR 1	Monsters/ Traffic jam	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	Tec and the Hole
TEAR I	UNIT 1.11 POETRY	UNIT 1.12 NON FICTION	UNIT 1.12 NON FICTION	UNIT 1.13 FICTION	UNIT 1.13 FICTION	UNIT 1.12 FICTION	UNIT 1.14 FICTION	UNIT 1.15 NON FICTION
	Monsters/ Traffic jam SL1.2D Recite simple sentences by heart,	Rainbows R. Link what they read to their own	Rainbows R. Link what they read to their own	The Four singers SL.1.2 Ask and answer questions about the	The Four singers SL.1.2 Ask and answer questions about the	King Pip and the wish SL.1.2 Ask and answer questions about the	King Pip and the darkwood SL.1.2 Ask and answer questions about the	R. Link what they read to their own
	including rhymes and poems.	experience.	experience.	story read. R1.1B	story read. R1.1B	story read.	story read.	experience.
	R1.5A Read aloud with expression and explore rhymes; Listen and discuss wide range of	R. Draw on prior knowledge to make predictions and inference.	R. Draw on prior knowledge to make predictions and inference.	Blend to read words in which letters of the alphabet are associated with known sounds.	Blend to read words in which letters of the alphabet are associated with known sounds. R.	R. Link what they read to their own experience.	R. Link what they read to their own experience.	R. Draw on prior knowledge to make predictions and inference.
	poems; learn to apprecite ryhmes in poems;	SL.1.2 Ask and answer questions about the	SL.1.2 Ask and answer questions about the	R. Link what they read to their own	Link what they read to their own experience.	Draw on prior knowledge to make predictions	Draw on prior knowledge to make predictions	SL.1.2 Ask and answer questions about
	Discuss word meaning, link new meaning to those you already know; express likes and	story read. R1.5A: Use pictures in texts (including IT texts) to	story read. R1.5A: Use pictures in texts (including IT texts) to	experience. R. Draw on prior knowledge to make	R. Draw on prior knowledge to make predictions and inference.	and inference. W. Say out loud what they are going to write	and inference. R1.3B Sequence three pictures to retell a	the story read. R1.5A: Use pictures in texts (including IT
	dislikes; identify ryhming words	understand and explain what they are about.	understand and explain what they are about.	predictions and inference.	R1.3B Sequence three pictures to retell a	about; Compose a sentence orally before	familiar story or sequence of events.	texts) to understand and explain what
	familiar nouns, adjective and verbs R1.5C Read	R1.5C: Read and talk about simple sequences that give information or recount what	R1.5C: Read and talk about simple sequences that give information or recount what	R1.3B Sequence three pictures to retell a familiar story or sequence of events.	familiar story or sequence of events. W1.1A Say and write the sounds in words they	writing it Leave spaces between words	W. Say out loud what they are going to write about; Compose a sentence orally before	they are about. R1.5C: Read and talk about simple
	poem aloud to class	someone has done.	someone has done.	W1.1A Say and write the sounds in words they	wish to spell, where each sound is represented	Identify nouns, adjectives, verbs.Re-tell the	writing it	sequences that give information or
61	Guided Reading: The quizz went fizz, Rat and cat the dance, Bug boy beetle cookies	R.List instruction verbs R. Sequence instructions. Role play instructions	R.Identify past' present tense W. Say out loud what they are going to write	wish to spell, where each sound is represented by a single letter.	by a single letter. W. Say out loud what they are going to write	story in own words. Draw a picture of the character. Write	Leave spaces between words W1.1A Say and write the sounds in words they	recount what someone has done. W. Say out loud what they are going to
ERM	Phonics: Initial sounds: ch, sh & th	using nouns, verbs, adjectives. W. Say out loud	about; Compose sentences orally before	W. Say out loud what they are going to write	about; Compose a sentence orally before	sentences to describe the character.	wish to spell, where each sound is represented	write about; Compose sentences orally
F		what they are going to write about; Compose sentences orally before writing.	writing. W. Write a recount	about; Compose a sentence orally before writing it	writing it Leave spaces between words	W. Write sentences using capital and full stop. Guided Reading: King Pip and the troll, Bug	by a single letter. Role play the story. Re-tell story	before writing. W. Write information about a animal they
		W. Draw and create a poster; present to the	Guided Reading: Animal babies, Look outside,	Leave spaces between words	W. Use a capital letter for names of people,	boy beetle cookies, Bug boy slug picnic	using story language.	know
	•	Iclass	Draw with penny Phonics: End	W. Use a capital letter for names of people.	I places. the davs of the week. and the personal	rnonics: enu sounas- tcn. midale souna - a &	IGuided Reading: Rat and cat lets iump. Zip Zap	rouided Reading: Make an egg card. MV

		W. Write an instruction text W. Write singular/ plural nouns Guided Reading: Be a pirate, Grow a flower, Butterflies Phonics: End sounds: nt, nd and mp	sounds- lk/ sk & nk	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: Rat and the cat the dance, King Pip and the troll, Pippa's pet lost dog Phonics: End sounds- lp/ mp/ sp & lt	pronoun 'I' W. Write sentences using capital and full stop. W. Sequence sentences to form short narrative. Guided Reading: Beep Beep Timmy, Timmys snowball, Shaun the sheep you are my mum Phonics: End sounds- nt, st & ct, ft, pt & xt	ai	and the thing, Pipp pet run away pony Phonics: Middle/ end sounds- e and ee	pony book, Spot the shape Phonics: Mddle / end sounds- i and igh
YEAR 1	WEEK 9	R	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	UNIT 1.15 NON FICTION	UNIT 1.16 FICTION	UNIT 1.16 FICTION	UNIT 1.17 FICTION	UNIT 1.18 FICTION	UNIT 1.19 NON FICTION	UNIT 2- Poetry	FICTION/NON-FICTION REVISION
	Top Jobs	Mary and the tweleve months	Mary and the tweleve months	Eco Apes grow food	Eco Apes save water	My holiday	Animal Crackers	-
	R. Link what they read to their own	SL.1.2 Ask and answer questions about the	SL.1.2 Ask and answer questions about the	SL.1.2 Ask and answer questions about the	SL.1.2 Ask and answer questions about the	R. Read the text aloud with expression R. Link		Use pictures in texts to understand and
	experience. R. Draw on prior knowledge to make	story read. R. Link what they read to their own	story read. R. Link what they read to their own	story read. R. Link what they read to their own	story read. R. Link what they read to their own	what they read to their own experience. SL1.2B Use simple everyday words from	heart, including rhymes and poems. W1.2A Label pictures using already familiar nouns and	explain what they are about. R1.5C Read and talk about simple
	predictions and inference.	-	1	1	1	taught vocabulary sets. Say and Spell the new		sequences that give information or
	SL.1.2 Ask and answer questions about the	Draw on prior knowledge to make predictions	Draw on prior knowledge to make predictions	Draw on prior knowledge to make predictions	Draw on prior knowledge to make predictions	words . SL.1.2	R1.5A Read aloud with expression and explore	recount what someone has done R. Link
	story read. R1.5A:	and inference.	and inference.	and inference.	and inference.	Ask and answer questions. Match picture to	rhymes; Recite the poem by heart;Listen and	what they read to their own experience.
	Use pictures in texts (including IT texts) to understand and explain what they are about.	R1.3B Sequence three pictures to retell a familiar story or sequence of events.	R1.3B Sequence three pictures to retell a familiar story or sequence of events.	R1.3B Sequence three pictures to retell a familiar story or sequence of events.	R1.3B Sequence three pictures to retell a familiar story or sequence of events.	instruction. Identify the type of sentence. R. List instruction verbs R.	discuss wide range of poems; learn to apprecite ryhmes in poems; Discuss word	R. Draw on prior knowledge to make inference. Identify nouns, verbs,
	R1.5C: Read and talk about simple sequences	W. Say out loud what they are going to write	W. Say out loud what they are going to write	W. Say out loud what they are going to write	W. Say out loud what they are going to write	Sequence instructions	meaning, link new meaning to those you	adjectives.
	that give information or recount what	about; Compose a sentence orally before	about; Compose a sentence orally before	about; Compose a sentence orally before	about; Compose a sentence orally before	W. Say out loud what they are going to write	already know W. Write	SL.1.2 Ask
	someone has done.	writing it	writing it	writing it	writing it	about; Compose a sentence orally before	their own poem Guided	and answer a range of questions about
RM 2	W. Say out loud what they are going to write	Leave spaces between words	Leave spaces between words	Leave spaces between words	Leave spaces between words	writing it.	Reading: Brave little beast, Animal Cracker	the story read.
#	about; Compose sentences orally before writing.	W. Use a capital letter for names of people, places, the days of the week, and the personal	W. Use a capital letter for names of people, places, the days of the week, and the personal	W. Use a capital letter for names of people, places, the days of the week, and the personal	W. Use a capital letter for names of people, places, the days of the week, and the personal	W. Create a poster. Guided Reading: Spot the shape, I like to	Phonics: End sounds - ow/ o	R1.3B Sequence pictures to retell a familiar story or sequence events or
	W. Write information text	pronoun 'l',	pronoun 'l',	pronoun 'l',	pronoun 'I',	collet, Grow it back		instructions.
	Guided Reading: Shadows in the sun, Draw	W. Write sentences using capital and full stop,		With support identify different types of	W. Write sentences using capital and full stop,	Phonics: middle/ end sounds - u/e		Orally rehearse the story/ Instructions.
	with penny, This is my pet	question mark, exclamation mark W Sequence sentences to form short	question mark, exclamation mark	sentences.	question mark, exclamation mark			W. Write story/Recount/ Instructions.
	Phonics: middle sounds - o and oa	narrative. W.	W Sequence sentences to form short narrative. W.	Guided Reading: Zip Zap and the thing, Pippas pet run away pony, Shaun the sheep too many	experience and those of others			Punctuate sentences using capital letter. full stop, question mark.
		Orally compose the beginning , middle and	Orally compose the beginning , middle and	jobs Phonic: middle/	Guided Reading:Shaun the sheep you are my			ran stop, question marki
		ending of a story before writing	ending of a story before writing	end sounds - i/e	mum, This is my pet, Zip Zap at the zoo			
		Guided Reading: Bug Boy Spidor camp	Guided Reading: Pipps pet lost dog, Shaun the		Phonics: middle/ end sounds - o/e			
		boy slug picnic, Bug Boy Spider camp Phonics: middle sounds - oo	sheep what a mess, Pippas pet scaredy cat Phonics: Silent end sounds - e & middle/ end					
			sounds - a/e					
			YEAR 2 LO	ONG TERM PLAN With	CURRICULUM STANDA	ARDS		
YEAR 2	WEEK 1	WEEK 2	YEAR 2 LO	ONG TERM PLAN With	CURRICULUM STANDA WEEK 5	ARDS WEEK 6	WEEK 7	WEEK 8
YEAR 2		The state of the s	WEEK 3	WEEK 4	WEEK 5	WEEK 6		
YEAR 2	Poetry Unit 2.1 REVISION Resource: Wizards, Spiders and Castles	Poetry Unit 2.1 Resource: Wizards, Spiders and Castles	WEEK 3 Fiction Unit 2.2 Resource : Silly Billy	WEEK 4 Fiction Unit 2.2 Resource : Silly Billy	WEEK 5 Fiction Unit 2.2 Resource : Silly Billy	WEEK 6 Non-fiction Unit 2.3 Resource: Oceans	Non-fiction Unit 2.3 Resource: Oceans	Non-fiction Unit 2.3 Resource: Oceans
YEAR 2	Poetry Unit 2.1	Poetry Unit 2.1	WEEK 3 Fiction Unit 2.2	WEEK 4 Fiction Unit 2.2	WEEK 5 Fiction Unit 2.2	WEEK 6 Non-fiction Unit 2.3 Resource: Oceans	Non-fiction Unit 2.3	Non-fiction Unit 2.3
YEAR 2	Poetry Unit 2.1 REVISION Resource: Wizards, Spiders and Castles SI2.18: Understand basic, familiar information given by the teacher, when supported by pictures or if spoken slowly and clearly.	Poetry Unit 2.1 Resource: Wizards, Spiders and Castles \$12.20: Recite and interpret sentences by heart, including poems and other texts. R2.2A: Read aloud a familiar text of 6-8 basic sentences	WEEK 3 Fiction Unit 2.2 Resource : Silly Billy Revise and re-cap phonics , spelling and alphabetical orger work. S12.1A: Follow two-step instructions, when these are given	WEEK 4 Fiction Unit 2.2 Resource : Silly Billy Revise work on making sentences. R.3.3. Answer simple questions about a sentence they have read.	WEEK 5 Fiction Unit 2.2 Resource : Silly Billy R2.3A: Answer simple questions about a sentence they have read. R2.3B: Recall what happened next in a simple story or	WEEK 6 Non-fiction Unit 2.3 Resource: Oceans 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	Non-fiction Unit 2.3 Resource: Oceans SI2.1A: Follow two-step instructions, when these are given slowly and clearly. R2.66: Identify nouns and verbs in a simple sentence and use	Non-fiction Unit 2.3 Resource: Oceans R2.2A: Read aloud a familiar text of 6-8 basic sentences (about 50 words). R2.3A: Answer simple questions about a sentence
YEAR 2	Poetry Unit 2.1 REVISION Resource: Wizards, Spiders and Castles S12.18: Understand basic, familiar information given by the teacher, when supported by pictures or if spoken slowly and clearly. S12.20: Recite and interpret sentences by heart, including poems and other texts.	Poetry Unit 2.1 Resource: Wizards, Spiders and Castles SL2.2D: Recite and interpret sentences by heart, including poems and other texts.	WEEK 3 Fiction Unit 2.2 Resource : Silly Billy Revise and re-cap phonics , spelling and alphabetical orger work.	WEEK 4 Fiction Unit 2.2 Resource : Silly Billy 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.	WEEK 5 Fiction Unit 2.2 Resource : Silly Billy R2.3A: Answer simple questions about a sentence they have read.	WEEK 6 Non-fiction Unit 2.3 Resource: Oceans R2.5A: With support, find information in texts (including IT texts) to answer a simple question.	Non-fiction Unit 2.3 Resource: Oceans SL2.1A: Follow two-step instructions, when these are given slowly and clearly.	Non-fiction Unit 2.3 Resource: Oceans 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.
YEAR 2	Poetry Unit 2.1 REVISION Resource: Wizards, Spiders and Castles S12.18: Understand basic, familiar information given by the teacher, when supported by pictures or if spoken slowly and clearly. S12.2D: Recite and interpret sentences by heart, including poems and other texts. R2.2A: Read aloud a familiar text of 6-8 basic sentences	Poetry Unit 2.1 Resource: Wizards, Spiders and Castles \$12.20: 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-	WEEK 3 Fiction Unit 2.2 Resource: Silly Billy Revise and re-cap phonics, spelling and alphabetical orger work. SI2.1A: Follow two-step instructions, when these are given slowly and clearly. R2.3A: Answer simple questions about a sentence they have read.	WEEK 4 Fiction Unit 2.2 Resource: Silly Billy 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. W2.5S: Use the correct determiner ("a'/"an', "the' or 'some')	WEEK 5 Fiction Unit 2.2 Resource: Silly Billy 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.	WEEK 6 Non-fiction Unit 2.3 Resource: Oceans 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.	Non-fiction Unit 2.3 Resource: Oceans SI2.1A: 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.	Non-fiction Unit 2.3 Resource: Oceans 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.
YEAR 2	Poetry Unit 2.1 REVISION Resource: Wizards, Spiders and Castles S12.18: Understand basic, familiar information given by the teacher, when supported by pictures or if spoken slowly and clearly. S12.20: 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]. W2.6A: Use full stops at the end of simple sentences.	Poetry Unit 2.1 Resource: Wizards, Spiders and Castles S12.2D: Recite and interpret sentences by heart, including poems and other texts. R2.2A: Read aloud a familiar text of 6-8 basic sentences [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. W2.5A: Say a simple sentence and then write it.	WEEK 3 Fiction Unit 2.2 Resource: Silly Billy Revise and re-cap phonics, spelling and alphabetical orger work. St.2.1A: Follow two-step instructions, when these are given slowly and clearly. R.2.3A: Answer simple questions about a sentence they have read. R.2.5B: Know that information can be given through photographs and illustrations as well as text.	WEEK 4 Fiction Unit 2.2 Resource: Silly Billy Revise work on making sentences. R2.3a: Answer simple questions about a sentence they have read. W2.50: Use adjectives in expanded noun phrases in simple sentences. W2.58: 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	WEEK 5 Fiction Unit 2.2 Resource: Silly Billy 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.	WEEK 6 Non-fiction Unit 2.3 Resource: Oceans 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	Non-fiction Unit 2.3 Resource: Oceans 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.	Non-fiction Unit 2.3 Resource: Oceans 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. R2.1A: Match lower-case and upper-case letters, saying the sounds and letter names associated with
YEAR 2	Poetry Unit 2.1 REVISION Resource: Wizards, Spiders and Castles \$12.18: Understand basic, familiar information given by the teacher, when supported by pictures or if spoken slowly and clearly. \$12.20: 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].	Poetry Unit 2.1 Resource: Wizards, Spiders and Castles S12.2D: Recite and interpret sentences by heart, including poems and other texts. R2.2A: Read aloud a familiar text of 6-8 basic sentences [about 50 words]. W2.3A: Compose orally and then write a simple sentence. W2.4A: Write most lower-case letters and copy all uppercase letters and numbers, using correct letter formation.	WEEK 3 Fiction Unit 2.2 Resource: Silly Billy Revise and re-cap phonics, spelling, and alphabetical orger work. S12.1A: 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	WEEK 4 Fiction Unit 2.2 Resource: Silly Billy 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.	WEEK 5 Fiction Unit 2.2 Resource: Silly Billy 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	WEEK 6 Non-fiction Unit 2.3 Resource: Oceans 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.	Non-fiction Unit 2.3 Resource: Oceans 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. W2.1C: Form plurals of nouns where the root word does not	Non-fiction Unit 2.3 Resource: Oceans 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. R2.1A: Match lower-case and upper-case letters,
YEAR 2	Poetry Unit 2.1 REVISION Resource: Wizards, Spiders and Castles S12.18: Understand basic, familiar information given by the teacher, when supported by pictures or if spoken slowly and clearly. S12.20: 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]. W2.6A: Use full stops at the end of simple sentences. W2.6A Use full stops at the end of simple sentences. GUIDED READING-ASSESSMENTS AND GROUPING	Poetry Unit 2.1 Resource: Wizards, Spiders and Castles \$12.2D: 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. W2.5A: Say a simple sentence and then write it. W2.6A: Use full stops at the end of simple sentences.	WEEK 3 Fiction Unit 2.2 Resource: Silly Billy Revise and re-cap phonics, spelling and alphabetical orger work. St.2.1A: 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.	WEEK 4 Fiction Unit 2.2 Resource: Silly Billy 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. W2.5B: Use the correct determiner ('a','an', 'the' or 'some') for single and plural onus 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.	WEEK 5 Fiction Unit 2.2 Resource: Silly Billy 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.	WEEK 6 Non-fiction Unit 2.3 Resource: Oceans 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.	Non-fiction Unit 2.3 Resource: Oceans SI2.1A: 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. W2.1C: 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.	Non-fiction Unit 2.3 Resource: Oceans 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. R2.1A: 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.
YEAR 2	Poetry Unit 2.1 REVISION Resource: Wizards, Spiders and Castles S12.18: Understand basic, familiar information given by the teacher, when supported by pictures or if spoken slowly and clearly. S12.20: Recite and interpret sentences by heart, including poems and other texts. R2.24: Read aloud a familiar text of 6-8 basic sentences [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. GUIDED READING-ASSESSMENTS AND GROUPING Animal Crackers Yellow C	Poetry Unit 2.1 Resource: Wizards, Spiders and Castles S12.2D: Recite and interpret sentences by heart, including poems and other texts. R2.2A: Read aloud a familiar text of 6-8 basic sentences [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. W2.5A: Say a simple sentence and then write it.	WEEK 3 Fiction Unit 2.2 Resource: Silly Billy Revise and re-cap phonics, spelling and alphabetical orger work. \$12.1A: Follow two-step instructions, when these are given slowly and clearly. \$2.3A: Answer simple questions about a sentence they have read. \$2.5B: Know that information can be given through photographs and illustrations as well as text. \$2.5C: Read simple instructions and identify key text features. \$2.6A: Say whether or not a group of words is a sentence. \$2.6B: Identify nours and verbs in a simple sentence and use the terms' roun' and 'verb'.	WEEK 4 Fiction Unit 2.2 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. W2.5B: Use the correct determiner ("a"/an", 'the' or 'some') for single and plural nouns in simple sentences. W2.5B: use the correct determiner ("a"/an", 'the' or 'some') for single and plural nouns in simple sentences or single and plural nouns where the root word does not change by adding 's' and 'se'. 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.	WEEK 5 Fiction Unit 2.2 Resource: Silly Billy 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.	WEEK 6 Non-fiction Unit 2.3 Resource: Oceans 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. W2.5D: Use adjectives in expanded noun phrases in simple sentences.	Non-fiction Unit 2.3 Resource: Oceans S12.1A: Follow two-step instructions, when these are given slowly and clearly. R2.6B: Identify nouns and verb 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. W2.5S: Use the correct determiner ['a' 'an', 'the' or 'some']	Non-fiction Unit 2.3 Resource: Oceans 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. R2.1A: 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.
YEAR 2	Poetry Unit 2.1 REVISION Resource: Wizards, Spiders and Castles S12.18: Understand basic, familiar information given by the teacher, when supported by pictures or if spoken slowly and clearly. S12.20: 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]. W2.6A: Use full stops at the end of simple sentences. W2.6A Use full stops at the end of simple sentences. GUIDED READING-ASSESSMENTS AND GROUPING Animal Crackers Yellow C PHONICS, HANDWRITING AND SPELLING	Poetry Unit 2.1 Resource: Wizards, Spiders and Castles \$12.20: 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. W2.5A: Say a simple sentence and then write it. W2.6A: Use full stops at the end of simple sentences. GUIDED READING-ASSESSMENTS AND GROUPING Animal Crackers Yellow C	WEEK 3 Fiction Unit 2.2 Resource: Silly Billy Revise and re-cap phonics, spelling and alphabetical orger work. SI2.1A: 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'.	WEEK 4 Fiction Unit 2.2 Resource: Silly Billy 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 inferences.	WEEK 5 Fiction Unit 2.2 Resource: Silly Billy R2.38: Answer simple questions about a sentence they have read. R2.38: Recall what happened next in a simple story or sequence of events. R2.48: Combine information from text and pictures to infer how a character feels. R2.58: With support, find information in texts (including IT texts) to answer a simple question. R2.38: Recall what happened next in a simple story or sequence of events. W2.38: Sequence three pictures and then write a sentence for each to tell a story. W2.30: Re-read own writing to check the meaning is clear.	WEEK 6 Non-fiction Unit 2.3 Resource: Oceans 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. R2.4B: 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. W2.5D: Use adjectives in expanded noun phrases in simple sentences.	Non-fiction Unit 2.3 Resource: Oceans SI2.1A: 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. W2.1C: Form plurals of nouns where the root word does not change by adding 's' and 'es'. W2.5C: Use everyday verbs in simple sentences. W2.5A: 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.	Non-fiction Unit 2.3 Resource: Oceans 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. R2.1A: Match lower-case and upper-case letters, saying the sounds and letter names associated with each one. R2.5S: Know that information can be given through photographs and illustrations as well as text. R2.5C: Read simple instructions and identify key text
YEAR 2	Poetry Unit 2.1 REVISION Resource: Wizards, Spiders and Castles S12.18: Understand basic, familiar information given by the teacher, when supported by pictures or if spoken slowly and clearly. S12.20: Recite and interpret sentences by heart, including poems and other texts. R2.24: Read aloud a familiar text of 6-8 basic sentences [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. GUIDED READING-ASSESSMENTS AND GROUPING Animal Crackers Yellow C	Poetry Unit 2.1 Resource: Wizards, Spiders and Castles S12.2D: Recite and interpret sentences by heart, including poems and other texts. R2.2A: Read aloud a familiar text of 6-8 basic sentences [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. W2.5A: Say a simple sentence and then write it. W2.6A: Use full stops at the end of simple sentences. GUIDED READING-ASSESSMENTS AND GROUPING Animal Crackers Yellow C PHONICS, HANDWRITING AND SPELLING Unit 1 - Phoneme 'd' 'i' 'n' 'm'	WEEK 3 Fiction Unit 2.2 Resource: Silly Billy Revise and re-cap phonics, spelling and alphabetical orger 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 nours 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 even/day verbs in simple sentences. Explore W2.6A: Use full stops at the end of simple sentences.	WEEK 4 Fiction Unit 2.2 Resource: Silly Billy 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'/a'n', '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 'se'. 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. Make inferences. Witte simple sentences about a topic. Punctuate sentences	WEEK 5 Fiction Unit 2.2 Resource: Silly Billy 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 or ally and then write a simple sentence. W2.3B: Sequence three pictures and then write a sentence for each to tell a story. W2.3O: 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	WEEK 6 Non-fiction Unit 2.3 Resource: Oceans 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. W2.5D: 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.	Non-fiction Unit 2.3 Resource: Oceans 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. W2.1C: 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. W2.5B: 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.	Non-fiction Unit 2.3 Resource: Oceans 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. R2.1A: 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.
YEAR 2	Poetry Unit 2.1 REVISION Resource: Wizards, Spiders and Castles SI2.18: 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 Jabout 50 words]. W2.6A: Use full stops at the end of simple sentences. W2.6A Use full stops at the end of simple sentences. GUIDED READING-ASSESMENTS AND GROUPING Animal Crackers Yellow C PHONICS, HANDWRITING AND SPELLING Revision-Alphabetical order -Capital Letters and Small	Poetry Unit 2.1 Resource: Wizards, Spiders and Castles S12.2D: Recite and interpret sentences by heart, including poems and other texts. R2.2A: Read aloud a familiar text of 6-8 basic sentences [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. W2.5A: Say a simple sentence and then write it. W2.6A: Use full stops at the end of simple sentences. GUIDED READING-ASSESSMENTS AND GROUPING Animal Crackers Yellow C PHONICS, HANDWRITING AND SPELLING	WEEK 3 Fiction Unit 2.2 Resource: Silly Billy Revise and re-cap phonics, spelling and alphabetical orger work. S12.1A: Follow two-step instructions, when these are given slowly and clearly. R2.3A: Answers 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.	WEEK 4 Fiction Unit 2.2 Resource: Silly Billy 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'/a'n', '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 'se'. 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. Make inferences. Witte simple sentences about a topic. Punctuate sentences	WEEK 5 Fiction Unit 2.2 Resource: Silly Billy 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 or ally 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. W2.3C: Sequence and upper-case letters, saying the sounds and letter names associated with each one.	WEEK 6 Non-fiction Unit 2.3 Resource: Oceans 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. R2.4B: 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. W2.5D: Use adjectives in expanded noun phrases in simple sentences.	Non-fiction Unit 2.3 Resource: Oceans S12.1A: 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. W2.1C: 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: Sus 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.	Non-fiction Unit 2.3 Resource: Oceans 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. R2.1A: Match lower-case and upper-case letters, saying the sounds and letter names associated with each one. R2.5S: 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.
YEAR 2	Poetry Unit 2.1 REVISION Resource: Wizards, Spiders and Castles SI2.18: 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 Jabout 50 words]. W2.6A: Use full stops at the end of simple sentences. W2.6A Use full stops at the end of simple sentences. GUIDED READING-ASSESMENTS AND GROUPING Animal Crackers Yellow C PHONICS, HANDWRITING AND SPELLING Revision-Alphabetical order -Capital Letters and Small	Poetry Unit 2.1 Resource: Wizards, Spiders and Castles S12.2D: Recite and interpret sentences by heart, including poems and other texts. R2.2A: Read aloud a familiar text of 6-8 basic sentences [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. W2.5A: Say a simple sentence and then write it. W2.6A: Use full stops at the end of simple sentences. GUIDED READING-ASSESSMENTS AND GROUPING Animal Crackers Yellow C PHONICS, HANDWRITING AND SPELLING Unit 1 - Phoneme 'd' 'i' 'n' 'm'	WEEK 3 Fiction Unit 2.2 Resource: Silly Billy Revise and re-cap phonics, spelling and alphabetical orger 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 nours 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 even/day verbs in simple sentences. Explore W2.6A: Use full stops at the end of simple sentences.	WEEK 4 Fiction Unit 2.2 Resource: Silly Billy 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. Make inferences. Write simple sentences about a topic. Punctuate sentences using capital letter and fullstop. GUIDED READING-ASSESSMENTS AND GROUPING	WEEK 5 Fiction Unit 2.2 Resource: Silly Billy 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 or ally and then write a simple sentence. W2.3B: Sequence three pictures and then write a sentence for each to tell a story. W2.3O: 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	WEEK 6 Non-fiction Unit 2.3 Resource: Oceans 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. W2.5D: 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. GUIDED READING 1. LA Grow it Back - Blue A 2. AA A little look at Bog Reptiles Blue B	Non-fiction Unit 2.3 Resource: Oceans SI2.1A: 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. W2.1C: Form plurals of nouns where the root word does not change by adding 's' and 'ves'. 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. W2.5B: Use the correct determiner [a'/an', 'the' or 'some'] for single and plural nouns in simple sentences. W2.5C: Use adjectives in expanded noun phrases, in simple sentences. W2.5E: Use the subject pronouns 'il' and 'we' before verbs GUIDED READING	Non-fiction Unit 2.3 Resource: Oceans 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. R2.1A: Match lower-case and upper-case letters, saying the sounds and letter names associated with each one. R2.1S: 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. W2.5C: Use everyday verbs in simple sentences.
YEAR 2	Poetry Unit 2.1 REVISION Resource: Wizards, Spiders and Castles SI2.18: 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 Jabout 50 words]. W2.6A: Use full stops at the end of simple sentences. W2.6A Use full stops at the end of simple sentences. GUIDED READING-ASSESMENTS AND GROUPING Animal Crackers Yellow C PHONICS, HANDWRITING AND SPELLING Revision-Alphabetical order -Capital Letters and Small	Poetry Unit 2.1 Resource: Wizards, Spiders and Castles S12.2D: Recite and interpret sentences by heart, including poems and other texts. R2.2A: Read aloud a familiar text of 6-8 basic sentences [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. W2.5A: Say a simple sentence and then write it. W2.6A: Use full stops at the end of simple sentences. GUIDED READING-ASSESSMENTS AND GROUPING Animal Crackers Yellow C PHONICS, HANDWRITING AND SPELLING Unit 1 - Phoneme 'd' 'i' 'n' 'm'	WEEK 3 Fiction Unit 2.2 Resource: Silly Billy Revise and re-cap phonics, spelling and alphabetical orger work. St.2.1A: Follow two-step instructions, when these are given slowly and clearly. R.2.3A: Answer simple questions about a sentence they have read. R.2.5B: Know that information can be given through photographs and illustrations as well as text. R.2.5C: Read simple instructions and identify key text features. R.2.6A: Say whether or not a group of words is a sentence. R.2.6B: Identify nours and verb in a simple sentence and use the terms 'noun' and 'verb'. W.2.5A: Say a simple sentence and then write it. W.2.5C: Use everyday verbs in simple sentences. Explore character's feeling. GUIDED READING	WEEK 4 Fiction Unit 2.2 Resource: Silly Billy Revise work on making sentences. R.2.3A: 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. W2.5B: Use the correct determiner ("a"/"an", "the" or "some") for single and plural of nouns where the root word does not change by adding "s" and "es". 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 inferences. Write simple sentences about a topic. Punctuate sentences using capital letter and fullstop. GUIDED READING-ASSESSMENTS AND GROUPING GUIDED READING 1. LA Day and Sniffer: The Bike Race - Blue A	WEEK 5 Fiction Unit 2.2 Resource: Silly Billy 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. R2.3B: Recall whose 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 opal upper-	WEEK 6 Non-fiction Unit 2.3 Resource: Oceans 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. W2.5D: 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. GUIDED READING 1. LA Grow it Back - Blue A 2. AA A little look at Bog Reptiles Blue B 3. HA Seu Snaps - Green A	Non-fiction Unit 2.3 Resource: Oceans S12.1A: Follow two-step instructions, when these are given slowly and clearly. R2.6B: Identify nouns and verb 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'. W2.3A: Compose orally and then write a simple sentence. W2.3A: 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. W2.5C: Use deglectives in expanded noun phrases, in simple sentences.	Non-fiction Unit 2.3 Resource: Oceans 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. R2.1A: 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. Z.3A: Compose orally and then write a simple sentence. W2.3D: Re-read own writing to check the meaning is clear.
YEAR 2	Poetry Unit 2.1 REVISION Resource: Wizards, Spiders and Castles SI2.18: 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 Jabout 50 words]. W2.6A: Use full stops at the end of simple sentences. W2.6A Use full stops at the end of simple sentences. GUIDED READING-ASSESMENTS AND GROUPING Animal Crackers Yellow C PHONICS, HANDWRITING AND SPELLING Revision-Alphabetical order -Capital Letters and Small	Poetry Unit 2.1 Resource: Wizards, Spiders and Castles S12.2D: Recite and interpret sentences by heart, including poems and other texts. R2.2A: Read aloud a familiar text of 6-8 basic sentences [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. 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IA Bug Boy: Beetle Cookies - Yellow A	WEEK 4 Fiction Unit 2.2 Resource: Silly Billy 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. GUIDED READING-ASSESSMENTS AND GROUPING GUIDED READING LI AJ Jay and Sniffer: The Bike Race - Blue A 2. AA Jay and Sniffer: The Bike Race - Blue A	Resource : Silly Billy 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. W2.5D: Re-read own writing to check the meaning is clear. W2.6A: Use full stops at the end of simple sentences reach to tell a story. W2.6A: Write most 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. GUIDED READING 1. LA Shrek: Nowhere to Go - Blue A	WEEK 6 Non-fiction Unit 2.3 Resource: Oceans 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. W2.5D: 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. GUIDED READING 1. LA Grow it Back - Blue A 2. AA A little look at Bog Reptiles Blue B 3. HA Sea Snaps - Green A PHONICS, HANDWRITING AND SPELLING	Non-fiction Unit 2.3 Resource: Oceans 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'. W2.3A: Compose orally and then write a simple sentence. W2.3A: Compose orally and then write a simple sentence. W2.3A: Use 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 'l' and 'we' before verbs GUIDED READING 1. LA A Vet's day Yellow C	Non-fiction Unit 2.3 Resource: Oceans 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. R2.1A: 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. Z.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. W2.4.8: Write most lower-case eletters and copy all
YEAR 2	Poetry Unit 2.1 REVISION Resource: Wizards, Spiders and Castles SI2.18: 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 Jabout 50 words]. W2.6A: Use full stops at the end of simple sentences. W2.6A Use full stops at the end of simple sentences. GUIDED READING-ASSESMENTS AND GROUPING Animal Crackers Yellow C PHONICS, HANDWRITING AND SPELLING Revision-Alphabetical order -Capital Letters and Small	Poetry Unit 2.1 Resource: Wizards, Spiders and Castles S12.2D: Recite and interpret sentences by heart, including poems and other texts. R2.2A: Read aloud a familiar text of 6-8 basic sentences [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. W2.5A: Say a simple sentence and then write it. W2.6A: Use full stops at the end of simple sentences. GUIDED READING-ASSESSMENTS AND GROUPING Animal Crackers Yellow C PHONICS, HANDWRITING AND SPELLING Unit 1 - Phoneme 'd' 'i' 'n' 'm'	WEEK 3 Fiction Unit 2.2 Resource: Silly Billy Revise and re-cap phonics, spelling and alphabetical orger work. St.2.1A: Follow two-step instructions, when these are given slowly and clearly. R.2.3A: Answer simple questions about a sentence they have read. R.2.5B: Know that information can be given through photographs and illustrations as well as text. R.2.5C: Read simple instructions and identify key text features. R.2.6A: Say whether or not a group of words is a sentence. R.2.6B: Identify nours and verb in a simple sentence and use the terms 'noun' and 'verb'. W.2.5A: Say a simple sentence and then write it. W.2.5C: Use everyday verbs in simple sentences. Explore character's feeling. GUIDED READING	WEEK 4 Fiction Unit 2.2 Resource: Silly Billy Revise work on making sentences. R.2.3A: 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. W2.5B: Use the correct determiner ('a'/an', 'the' or 'some') for single and plural sof 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 inferences. Write simple sentences about a topic. Punctuate sentences using capital letter and fullstop. GUIDED READING-ASSESSMENTS AND GROUPING GUIDED READING 1. LA Jay and Sniffer: The Bike Race - Blue A 2. AA Jay and Sniffer: The Bike Race - Blue B 3. HA Jay and Sniffer: The Missing Masks - Blue C	WEEK 5 Fiction Unit 2.2 Resource: Silly Billy 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. R2.3B: Recall whose 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. W2.3A: 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 eletters and copy all upper-case letters and numbers, using correct letter formation.	WEEK 6 Non-fiction Unit 2.3 Resource: Oceans 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. W2.5D: 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. GUIDED READING 1. LA Grow it Back - Blue A 2. AA A little look at Bog Reptiles Blue B 3. HA Seu Snaps - Green A	Non-fiction Unit 2.3 Resource: Oceans \$12.1A: Follow two-step instructions, when these are given slowly and clearly. R2.68: Identify nouns and verbs in a simple sentence and use the terms' noun' and verb'. R2.66: 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. W2.5B: 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 'l' and 'we' before verbs GUIDED READING 1. LA A Vet's day Yellow C 2. AA Time to Sleep Blue C 3. HA Exploring London Orange A PHONICS, HANDWRITING AND SPELLING	Non-fiction Unit 2.3 Resource: Oceans 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. R2.1A: 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. W2.5C: Use everyday verbs in simple sentences. W2.4A: Write most lower-case letters and copy all upper-case letters and numbers, using correct letter form
YEAR 2	Poetry Unit 2.1 REVISION Resource: Wizards, Spiders and Castles SI2.18: 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 Jabout 50 words]. W2.6A: Use full stops at the end of simple sentences. W2.6A Use full stops at the end of simple sentences. GUIDED READING-ASSESMENTS AND GROUPING Animal Crackers Yellow C PHONICS, HANDWRITING AND SPELLING Revision-Alphabetical order -Capital Letters and Small	Poetry Unit 2.1 Resource: Wizards, Spiders and Castles S12.2D: Recite and interpret sentences by heart, including poems and other texts. R2.2A: Read aloud a familiar text of 6-8 basic sentences [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. W2.5A: Say a simple sentence and then write it. W2.6A: Use full stops at the end of simple sentences. GUIDED READING-ASSESSMENTS AND GROUPING Animal Crackers Yellow C PHONICS, HANDWRITING AND SPELLING Unit 1 - Phoneme 'd' 'i' 'n' 'm'	WEEK 3 Fiction Unit 2.2 Resource: Silly Billy Revise and re-cap phonics, spelling and alphabetical orger work. \$12.1A: Follow two-step instructions, when these are given slowly and clearly. \$2.3A: Answer simple questions about a sentence they have read. \$2.3S: Know that information can be given through photographs and illustrations as well as text. \$2.5S: Know that information can be given through photographs and illustrations and identify key text features. \$2.5S: Read simple instructions and identify key text features. \$2.6A: Say whether or not a group of words is a sentence. \$2.6A: Say a simple sentence and then write it. \$2.5C: Use everyday verbs in simple sentences. \$2.6A: Use full stops at the end of simple sentences. Explore character's feeling. GUIDED READING-ASSESSMENTS AND GROUPING GUIDED READING-ASSESSMENTS AND GROUPING GUIDED READING 1. A Bug Boy: Slug Picnic - Yellow A 2. AA Bug Boy: Slug Picnic - Yellow B	WEEK 4 Fiction Unit 2.2 Resource: Silly Billy 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. GUIDED READING-ASSESSMENTS AND GROUPING GUIDED READING LI AJ Jay and Sniffer: The Bike Race - Blue A 2. AA Jay and Sniffer: The Bike Race - Blue A	WEEK 5 Fiction Unit 2.2 Resource: Silly Billy 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. R2.3B: Recall whose 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. W2.5A: We 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 eletters and copy all upper-case letters and numbers, using correct letter formation. GUIDED READING 1. LA Shrek: Nowhere to Go - Blue A 2. AA Shrek: Can We Keep Him? - Blue B	WEEK 6 Non-fiction Unit 2.3 Resource: Oceans 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. R2.3A: Consumer 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. 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. GUIDED READING 1. LA Grow it Back - Blue A 2. AA A little look at Bog Reptiles Blue B 3. HA Sea Snaps - Green A PHONICS, HANDWRITING AND SPELLING Unit 5Phoneme 'F' 'ff' 'ss' 'hh' 'II'	Non-fiction Unit 2.3 Resource: Oceans S12.1A: Follow two-step instructions, when these are given slowly and clearly. R2.6B: Identify nouns and verb in a simple sentence and use the terms' noun' and Verb'. R2.6B: 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. W2.3A: 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. W2.5C: Use the subject pronouns 'I' and 'we' before verbs GUIDED READING 1. LA A Vet's day Yellow C 2. AA Time to Sleep Blue C 3. HA Exploring London Orange A	Non-fiction Unit 2.3 Resource: Oceans R2.2A: Read aloud a familiar text of 6-8 basic sentences (about 50 words). 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YEAR 2	Poetry Unit 2.1 REVISION Resource: Wizards, Spiders and Castles SI2.18: 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 Jabout 50 words]. W2.6A: Use full stops at the end of simple sentences. W2.6A Use full stops at the end of simple sentences. GUIDED READING-ASSESMENTS AND GROUPING Animal Crackers Yellow C PHONICS, HANDWRITING AND SPELLING Revision-Alphabetical order -Capital Letters and Small	Poetry Unit 2.1 Resource: Wizards, Spiders and Castles S12.2D: Recite and interpret sentences by heart, including poems and other texts. R2.2A: Read aloud a familiar text of 6-8 basic sentences [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. W2.5A: Say a simple sentence and then write it. W2.6A: Use full stops at the end of simple sentences. GUIDED READING-ASSESSMENTS AND GROUPING Animal Crackers Yellow C PHONICS, HANDWRITING AND SPELLING Unit 1 - Phoneme 'd' 'i' 'n' 'm'	WEEK 3 Fiction Unit 2.2 Resource: Silly Billy Revise and re-cap phonics, spelling and alphabetical orger work. St2.1A: 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. GUIDED READING 1. LA Bug Boy: Slug Picnic. 'Yellow A 2. AA Bug Boy: Slug Picnic. 'Yellow B 3. HA Bug Boy: Spider Camp - Yellow C PHONICS, HANDWRITING AND SPELLING UNIT 2- Phoneme 'p' 's' 't' 'a'	WEEK 4 Fiction Unit 2.2 Resource : Silly Billy 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. W2.5S: Use the correct determiner ('a'/a'n, '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. Make inferences. W2.1G: Phone in the character's feelings. Make predictions. Make inferences. W2.1G: Phone in the character's feelings. Make predictions. Make inferences. W2.1G: All and some inferences about a topic. Punctuate sentences using capital letter and fullstop. GUIDED READING J. LA Jay and Sniffer: The Bike Race - Blue A J. A. AJ ay and Sniffer: The Bike Race - Blue B J. HA Jay and Sniffer: The Missing Masks - Blue C PHONICS, HANDWRITING AND SPELLING	Resource : Silly Billy 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. W2.5D: Re-read own writing to check the meaning is clear. W2.6A: Use full stops at the end of simple sentences for each to tell a story. W2.6A: Write most 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. GUIDED READING 1. LA Shrek: Nowhere to Go - Blue A 2. AA Shrek: Nowhere to Go - Blue B 3. HA Shrek: Trapped in a Tower - Blue C PHONICS, HANDWRITING AND SPELLING Unit 4- Phoneme 'ck' 'e' 'r'u'	WEEK 6 Non-fiction Unit 2.3 Resource: Oceans 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. R2.3A: Consumer 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. 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. GUIDED READING 1. LA Grow it Back - Blue A 2. AA A little look at Bog Reptiles Blue B 3. HA Sea Snaps - Green A PHONICS, HANDWRITING AND SPELLING Unit 5Phoneme 'F' 'ff' 'ss' 'hh' 'II'	Non-fiction Unit 2.3 Resource: Oceans S12.1A: 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'. R2.6B: 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. W2.3A: Compose orally and then write a simple sentence. W2.3A: Use 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 'l' and 'we' before verbs GUIDED READING 1. LA A Vet's day Yellow C 2. AA Time to Sleep Blue C 3. HA Exploring London Orange A PHONICS, HANDWRITING AND SPELLING Unit 6. *Phoneme 'j' 'v' 'w' X' X'	Non-fiction Unit 2.3 Resource: Oceans 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. R2.1A: 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 sentences. W2.3D: Re-read own writing to check the meaning is clear. 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YEAR 2	Poetry Unit 2.1 REVISION Resource: Wizards, Spiders and Castles SI2.18: 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 Jabout 50 words]. W2.6A: Use full stops at the end of simple sentences. W2.6A Use full stops at the end of simple sentences. GUIDED READING-ASSESMENTS AND GROUPING Animal Crackers Yellow C PHONICS, HANDWRITING AND SPELLING Revision-Alphabetical order -Capital Letters and Small	Poetry Unit 2.1 Resource: Wizards, Spiders and Castles S12.2D: Recite and interpret sentences by heart, including poems and other texts. R2.2A: Read aloud a familiar text of 6-8 basic sentences [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. W2.5A: Say a simple sentence and then write it. W2.6A: Use full stops at the end of simple sentences. GUIDED READING-ASSESSMENTS AND GROUPING Animal Crackers Yellow C PHONICS, HANDWRITING AND SPELLING Unit 1 - Phoneme 'd' 'i' 'n' 'm'	Resource: Silly Billy Revise and re-cap phonics, spelling and alphabetical orger work. St.2.1A: Follow two-step instructions, when these are given slowly and clearly. R.2.3A: Answer simple questions about a sentence they have read. R.2.5B: Know that information can be given through photographs and illustrations as well as text. R.2.5C: Read simple instructions and identify key text features. R.2.6A: Say whether or not a group of words is a sentence. R.2.6B: Identify nours and verb is in a simple sentence and use the terms' noun' and 'verb'. W.2.5A: Say a simple sentence and then write it. W.2.5C: Use everyday verbs in simple sentences. Explore character's feeling. GUIDED READING 1. IA Bug Boy: Beetle Cookies - Yellow A 2.A Bug Boy: Suge Picnic - Yellow B 3. HA Bug Boy: Spider Camp - Yellow C PHONICS, HANDWRITING AND SPELLING	WEEK 4 Fiction Unit 2.2 Resource: Silly Billy 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. W2.5B: Use the correct determiner ('a'/an', 'the' or 'some') for single and plural of 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 inferences. W2.5B: Use the correct south the character's feelings. Make inferences about a topic. Punctuate sentences using capital letter and fullstop. GUIDED READING-ASSESSMENTS AND GROUPING GUIDED READING 1. LA lay and Sniffer: The Bike Race - Blue A 2. AA Jay and Sniffer: The Bike Race - Blue A 3. HA Jay and Sniffer: The Missing Masks - Blue C PHONICS, HANDWRITING AND SPELLING Unit 3 - Phoneme 'c' 'g' 'k' 'o'	WEEK 5 Fiction Unit 2.2 Resource: Silly Billy 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. R2.3B: Recall what happened next in a simple story or sequence of events. R2.5B: 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. W2.5B: 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 eletters and copy all upper-case letters and numbers, using correct letter formation. GUIDED READING 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 PHONICS, HANDWRITING AND SPELLING	WEEK 6 Non-fiction Unit 2.3 Resource: Oceans 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. R2.3A: Consumer 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. 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. GUIDED READING 1. LA Grow it Back - Blue A 2. AA A little look at Bog Reptiles Blue B 3. HA Sea Snaps - Green A PHONICS, HANDWRITING AND SPELLING Unit 5Phoneme 'F' 'ff' 'ss' 'hh' 'II'	Non-fiction Unit 2.3 Resource: Oceans S12.1A: 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'. R2.6B: 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. W2.3A: Compose orally and then write a simple sentence. W2.3A: Use 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 'l' and 'we' before verbs GUIDED READING 1. LA A Vet's day Yellow C 2. AA Time to Sleep Blue C 3. HA Exploring London Orange A PHONICS, HANDWRITING AND SPELLING Unit 6. *Phoneme 'j' 'v' 'w' X' X'	Non-fiction Unit 2.3 Resource: Oceans 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. R2.1A: 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. Z.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 form GUIDED READING 1. IA My Life Yellow C 2. AA Amazing Trees Green A 3. HA Creepy Crawlies Green B PHONICS, HANDWRITING AND SPELLING
YEAR 2	Poetry Unit 2.1 REVISION Resource: Wizards, Spiders and Castles SI2.18: 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 Jabout 50 words]. W2.6A: Use full stops at the end of simple sentences. W2.6A Use full stops at the end of simple sentences. GUIDED READING-ASSESMENTS AND GROUPING Animal Crackers Yellow C PHONICS, HANDWRITING AND SPELLING Revision-Alphabetical order -Capital Letters and Small	Poetry Unit 2.1 Resource: Wizards, Spiders and Castles S12.2D: Recite and interpret sentences by heart, including poems and other texts. R2.2A: Read aloud a familiar text of 6-8 basic sentences [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. W2.5A: Say a simple sentence and then write it. W2.6A: Use full stops at the end of simple sentences. GUIDED READING-ASSESSMENTS AND GROUPING Animal Crackers Yellow C PHONICS, HANDWRITING AND SPELLING Unit 1 - Phoneme 'd' 'i' 'n' 'm'	WEEK 3 Fiction Unit 2.2 Resource: Silly Billy Revise and re-cap phonics, spelling and alphabetical orger work. St2.1A: 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. GUIDED READING 1. LA Bug Boy: Slug Picnic. 'Yellow A 2. AA Bug Boy: Slug Picnic. 'Yellow B 3. HA Bug Boy: Spider Camp - Yellow C PHONICS, HANDWRITING AND SPELLING UNIT 2- Phoneme 'p' 's' 't' 'a'	WEEK 4 Fiction Unit 2.2 Resource: Silly Billy 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. W2.5B: Use the correct determiner ('a'/an', 'the' or 'some') for single and plural of 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 inferences. W2.5B: Use the correct south the character's feelings. Make inferences about a topic. Punctuate sentences using capital letter and fullstop. GUIDED READING-ASSESSMENTS AND GROUPING GUIDED READING 1. LA lay and Sniffer: The Bike Race - Blue A 2. AA Jay and Sniffer: The Bike Race - Blue A 3. HA Jay and Sniffer: The Missing Masks - Blue C PHONICS, HANDWRITING AND SPELLING Unit 3 - Phoneme 'c' 'g' 'k' 'o'	Resource : Silly Billy 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. W2.5D: Re-read own writing to check the meaning is clear. W2.6A: Use full stops at the end of simple sentences for each to tell a story. W2.6A: Write most 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. GUIDED READING 1. LA Shrek: Nowhere to Go - Blue A 2. AA Shrek: Nowhere to Go - Blue B 3. HA Shrek: Trapped in a Tower - Blue C PHONICS, HANDWRITING AND SPELLING Unit 4- Phoneme 'ck' 'e' 'r'u'	WEEK 6 Non-fiction Unit 2.3 Resource: Oceans 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. R2.3A: Consumer 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. 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. GUIDED READING 1. LA Grow it Back - Blue A 2. AA A little look at Bog Reptiles Blue B 3. HA Sea Snaps - Green A PHONICS, HANDWRITING AND SPELLING Unit 5Phoneme 'F' 'ff' 'ss' 'hh' 'II'	Non-fiction Unit 2.3 Resource: Oceans S12.1A: 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'. R2.6B: 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. W2.3A: Compose orally and then write a simple sentence. W2.3A: Use 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 'l' and 'we' before verbs GUIDED READING 1. LA A Vet's day Yellow C 2. AA Time to Sleep Blue C 3. HA Exploring London Orange A PHONICS, HANDWRITING AND SPELLING Unit 6. *Phoneme 'j' 'v' 'w' X' X'	Resource: Oceans 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. R2.1A: 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. R2.5B: Know that information and identify key text features. R2.5C: Read simple instructions and identify key text features. R2.3A: 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 form GUIDED READING 1. LA My Life Yellow C 2. AA Amazing Trees Green A 3. HA Creepy Crawlies Green B
YEAR 2	Poetry Unit 2.1 REVISION Resource: Wizards, Spiders and Castles SI2.18: 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 Jabout 50 words]. W2.6A: Use full stops at the end of simple sentences. W2.6A Use full stops at the end of simple sentences. GUIDED READING-ASSESMENTS AND GROUPING Animal Crackers Yellow C PHONICS, HANDWRITING AND SPELLING Revision-Alphabetical order -Capital Letters and Small	Poetry Unit 2.1 Resource: Wizards, Spiders and Castles S12.2D: Recite and interpret sentences by heart, including poems and other texts. R2.2A: Read aloud a familiar text of 6-8 basic sentences [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. W2.5A: Say a simple sentence and then write it. W2.6A: Use full stops at the end of simple sentences. GUIDED READING-ASSESSMENTS AND GROUPING Animal Crackers Yellow C PHONICS, HANDWRITING AND SPELLING Unit 1 - Phoneme 'd' 'i' 'n' 'm'	WEEK 3 Fiction Unit 2.2 Resource: Silly Billy Revise and re-cap phonics, spelling and alphabetical orger work. St2.1A: 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. GUIDED READING 1. LA Bug Boy: Slug Picnic. 'Yellow A 2. AA Bug Boy: Slug Picnic. 'Yellow B 3. HA Bug Boy: Spider Camp - Yellow C PHONICS, HANDWRITING AND SPELLING UNIT 2- Phoneme 'p' 's' 't' 'a'	WEEK 4 Fiction Unit 2.2 Resource: Silly Billy 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. W2.5B: Use the correct determiner ('a'/an', 'the' or 'some') for single and plural of 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 inferences. W2.5B: Use the correct south the character's feelings. Make inferences about a topic. Punctuate sentences using capital letter and fullstop. GUIDED READING-ASSESSMENTS AND GROUPING GUIDED READING 1. LA lay and Sniffer: The Bike Race - Blue A 2. AA Jay and Sniffer: The Bike Race - Blue A 3. HA Jay and Sniffer: The Missing Masks - Blue C PHONICS, HANDWRITING AND SPELLING Unit 3 - Phoneme 'c' 'g' 'k' 'o'	Resource : Silly Billy 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. W2.5D: Re-read own writing to check the meaning is clear. W2.6A: Use full stops at the end of simple sentences for each to tell a story. 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YEAR 2	Poetry Unit 2.1 REVISION Resource: Wizards, Spiders and Castles SI2.18: 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 Jabout 50 words]. W2.6A: Use full stops at the end of simple sentences. W2.6A Use full stops at the end of simple sentences. GUIDED READING-ASSESMENTS AND GROUPING Animal Crackers Yellow C PHONICS, HANDWRITING AND SPELLING Revision-Alphabetical order -Capital Letters and Small	Poetry Unit 2.1 Resource: Wizards, Spiders and Castles S12.2D: Recite and interpret sentences by heart, including poems and other texts. R2.2A: Read aloud a familiar text of 6-8 basic sentences [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. 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YEAR 2	Poetry Unit 2.1 REVISION Resource: Wizards, Spiders and Castles SI2.18: 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 Jabout 50 words]. W2.6A: Use full stops at the end of simple sentences. W2.6A Use full stops at the end of simple sentences. GUIDED READING-ASSESMENTS AND GROUPING Animal Crackers Yellow C PHONICS, HANDWRITING AND SPELLING Revision-Alphabetical order -Capital Letters and Small	Poetry Unit 2.1 Resource: Wizards, Spiders and Castles S12.2D: Recite and interpret sentences by heart, including poems and other texts. R2.2A: Read aloud a familiar text of 6-8 basic sentences [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. W2.5A: Say a simple sentence and then write it. W2.6A: Use full stops at the end of simple sentences. GUIDED READING-ASSESSMENTS AND GROUPING Animal Crackers Yellow C PHONICS, HANDWRITING AND SPELLING Unit 1 - Phoneme 'd' 'i' 'n' 'm'	WEEK 3 Fiction Unit 2.2 Resource: Silly Billy Revise and re-cap phonics, spelling and alphabetical orger work. St2.1A: 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. GUIDED READING 1. LA Bug Boy: Slug Picnic. 'Yellow A 2. AA Bug Boy: Slug Picnic. 'Yellow B 3. HA Bug Boy: Spider Camp - Yellow C PHONICS, HANDWRITING AND SPELLING UNIT 2- Phoneme 'p' 's' 't' 'a'	WEEK 4 Fiction Unit 2.2 Resource: Silly Billy 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. W2.5B: Use the correct determiner ('a'/an', 'the' or 'some') for single and plural of 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 inferences. W2.5B: Use the correct south the character's feelings. Make inferences about a topic. Punctuate sentences using capital letter and fullstop. GUIDED READING-ASSESSMENTS AND GROUPING GUIDED READING 1. LA lay and Sniffer: The Bike Race - Blue A 2. AA Jay and Sniffer: The Bike Race - Blue A 3. HA Jay and Sniffer: The Missing Masks - Blue C PHONICS, HANDWRITING AND SPELLING Unit 3 - Phoneme 'c' 'g' 'k' 'o'	Resource : Silly Billy 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. W2.5D: Re-read own writing to check the meaning is clear. W2.6A: Use full stops at the end of simple sentences for each to tell a story. 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W2.5A: Say a simple sentence and then write it. W2.5F: Use correct singular or plural forms of regular nouns. GUIDED READING 1. LA Grow it Back - Blue A 2. AA A little look at Bog Reptiles Blue B 3. HA Sea Snaps - Green A PHONICS, HANDWRITING AND SPELLING Unit 5Phoneme 'F' 'ff' 'ss' 'hh' 'II'	Non-fiction Unit 2.3 Resource: Oceans S12.1A: 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'. R2.6B: 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. W2.3A: Compose orally and then write a simple sentence. W2.3A: Use 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. 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YEAR 2	Poetry Unit 2.1 REVISION Resource: Wizards, Spiders and Castles SI2.18: 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 Jabout 50 words]. W2.6A: Use full stops at the end of simple sentences. W2.6A Use full stops at the end of simple sentences. GUIDED READING-ASSESMENTS AND GROUPING Animal Crackers Yellow C PHONICS, HANDWRITING AND SPELLING Revision-Alphabetical order -Capital Letters and Small	Poetry Unit 2.1 Resource: Wizards, Spiders and Castles S12.2D: Recite and interpret sentences by heart, including poems and other texts. R2.2A: Read aloud a familiar text of 6-8 basic sentences [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. W2.5A: Say a simple sentence and then write it. W2.6A: Use full stops at the end of simple sentences. GUIDED READING-ASSESSMENTS AND GROUPING Animal Crackers Yellow C PHONICS, HANDWRITING AND SPELLING Unit 1 - Phoneme 'd' 'i' 'n' 'm'	WEEK 3 Fiction Unit 2.2 Resource: Silly Billy Revise and re-cap phonics, spelling and alphabetical orger work. St2.1A: 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. GUIDED READING 1. LA Bug Boy: Slug Picnic. 'Yellow A 2. AA Bug Boy: Slug Picnic. 'Yellow B 3. HA Bug Boy: Spider Camp - Yellow C PHONICS, HANDWRITING AND SPELLING UNIT 2- Phoneme 'p' 's' 't' 'a'	WEEK 4 Fiction Unit 2.2 Resource: Silly Billy 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. W2.5B: Use the correct determiner ('a'/an', 'the' or 'some') for single and plural of 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 inferences. W2.5B: Use the correct south the character's feelings. Make inferences about a topic. Punctuate sentences using capital letter and fullstop. GUIDED READING-ASSESSMENTS AND GROUPING GUIDED READING 1. LA lay and Sniffer: The Bike Race - Blue A 2. AA Jay and Sniffer: The Bike Race - Blue A 3. HA Jay and Sniffer: The Missing Masks - Blue C PHONICS, HANDWRITING AND SPELLING Unit 3 - Phoneme 'c' 'g' 'k' 'o'	Resource : Silly Billy 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. W2.5D: Re-read own writing to check the meaning is clear. W2.6A: Use full stops at the end of simple sentences reach to tell a story. W2.6A: Write most lower-case and upper-case letters, saying the sounds and letter names associated with each one. W2.4A: Write most lower-case and copy all upper-case letters and numbers, using correct letter formation. GUIDED READING 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 PHONICS, HANDWRITING AND SPELLING Unit 4- Phoneme 'ck' 'e' 'r'u'	WEEK 6 Non-fiction Unit 2.3 Resource: Oceans 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. R2.3A: Consumer 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. 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. GUIDED READING 1. LA Grow it Back - Blue A 2. AA A little look at Bog Reptiles Blue B 3. HA Sea Snaps - Green A PHONICS, HANDWRITING AND SPELLING Unit 5Phoneme 'F' 'ff' 'ss' 'hh' 'II'	Non-fiction Unit 2.3 Resource: Oceans S12.1A: 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'. R2.6B: 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. W2.3A: Compose orally and then write a simple sentence. W2.3A: Use 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 'l' and 'we' before verbs GUIDED READING 1. LA A Vet's day Yellow C 2. AA Time to Sleep Blue C 3. HA Exploring London Orange A PHONICS, HANDWRITING AND SPELLING Unit 6. *Phoneme 'j' 'v' 'w' X' X'	Non-fiction Unit 2.3 Resource: Oceans 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. R2.1A: 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 form GUIDED READING 1. IA Ny Life Yellow C 2. AA Amazing Trees Green A 3. HA Creepy Crawlies Green B PHONICS, HANDWRITING AND SPELLING Unit 7-Phoneme 'qu' 'y' 'z' Handwriting joining letters with 'qu' 'y' 'z' Class Assessment- Reading- comprehension, verbs, noun processing to the process of the comprehension, verbs, noun processing the comprehension, verbs, noun processing the comprehension, or the comprehension or the comprehension, or the comprehension or the comprehe
YEAR 2	Poetry Unit 2.1 REVISION Resource: Wizards, Spiders and Castles SI2.18: Understand basic, familiar information given by the teacher, when supported by pictures or if spoken slowly and clearly. SI2.2D: Recite and interpret sentences by heart, including poems and other texts. R2.2A: Read aloud a familiar text of 6-8 basic sentences Jabout 50 words]. W2.6A: Use full stops at the end of simple sentences. W2.6A Use full stops at the end of simple sentences. GUIDED READING-ASSESMENTS AND GROUPING Animal Crackers Yellow C PHONICS, HANDWRITING AND SPELLING Revision-Alphabetical order-Capital Letters and Small Letter-Animal Alphabets	Poetry Unit 2.1 Resource: Wizards, Spiders and Castles \$12.20: 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. W2.5A: Say a simple sentence and then write it. W2.6A: Use full stops at the end of simple sentences. GUIDED READING-ASSESSMENTS AND GROUPING Animal Crackers Yellow C PHONICS, HANDWRITING AND SPELLING Unit 1 - Phoneme 'd' 'i' 'n' 'm' Handwriting joining letters with 'd,i,n,m'	Resource : Silly Billy Revise and re-cap phonics , spelling and alphabetical orger work. S12.1A: 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 verb 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. GUIDED READING LA Bug Boy: Sug Picnic - Yellow A 2. AA Bug Boy: Sug Picnic - Yellow B 3. HA Bug Boy: Spider Camp - Yellow C PHONICS, HANDWRITING AND SPELLING UNIT 2- Phoneme 'p' 's' 't' 'a' Handwriting joining letters with 'p' 's' 't' 'a'	Resource : Silly Billy Revise work on making sentences. Re3.3A: 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. W2.5B: Use the correct determiner ("a"/an", "the" or "some") for single and plural nouns in simple sentences. 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. Make inferences. Write simple sentences about a topic. Punctuate sentences using capital letter and fullstop. GUIDED READING 1. It alay 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 PHONICS, HANDWRITING AND SPELLING Unit 3 - Phoneme 'c' 'g' 'k' 'o' Handwriting joining letters with 'c' 'g' 'k' 'o'	Resource: Silly Billy 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. R2.3B: 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. W2.5A: 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. GUIDED READING 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 PHONICS, HANDWRITING AND SPELLING Unit 4- Phoneme 'ck' e' 'r' 'u' Handwriting joining letters with 'ck' e' 'r' 'u'	WEEK 6 Non-fiction Unit 2.3 Resource: Oceans 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. R2.3B: Know that information can be given through photographs and illustrations as well as text. 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. GUIDED READING 1. LA Grow it Back - Blue A 2. AA A little look at Bog Reptiles Blue B 3. HA Sea Snaps - Green A PHONICS, HANDWRITING AND SPELLING Unit 5-Phoneme T' 'H' 'ss' 'hh' 'II' Handwriting joining letters with 'P' 'H' 'ss' 'hh' 'II'	Non-fiction Unit 2.3 Resource: Oceans S12.1A: 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'. W2.3A: Compose orally and then write a simple sentence. W2.3A: Compose orally and then write a simple sentence. W2.3A: Use 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. W2.5C: Use the subject pronouns 'l' and 'we' before verbs GUIDED READING 1. LA A Vet's day Yellow C 2. AA Time to Sleep Blue C 3. HA Exploring London Orange A PHONICS, HANDWRITING AND SPELLING Unit 6Phoneme 'j' 'v' 'w' 'x' 'z' Handwriting joining letters with 'j' 'v' 'w' 'x' 'z'	Non-fiction Unit 2.3 Resource: Oceans 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. R2.1A: Match lower-case and upper-case letters, saying the sounds and letter names associated with each one. R2.1S: Know that information can be given through photographs and illustrations as well as text. R2.5S: Know that information and be given through photographs and illustrations as well as text. R2.5C: Read simple instructions and identify key text features. R2.3A: 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 form GUIDED READING 1. A My Life Yellow C 2. AA Amazing Trees Green A 3. HA Creepy Crawlies Green B PHONICS, HANDWRITING AND SPELLING Unit 7-Phoneme 'qu' 'y' 'z' Handwriting joining letters with 'qu' 'y' 'z' Class Assessment- Reading- comprehension, verbs, nouns punctuation, determiners, plurals, noun phrases, features of fiction and non fiction. Writing- Non fiction text
YEAR 2	Poetry Unit 2.1 REVISION Resource: Wizards, Spiders and Castles Si2.18: Understand basic, familiar information given by the teacher, when supported by pictures or if spoken slowly and clearly. S12.20: Recite and interpret sentences by heart, including poems and other texts. R2.24: Read aloud a familiar text of 6-8 basic sentences Jabout 50 words]. W2.64: Use full stops at the end of simple sentences. W2.64: Use full stops at the end of simple sentences. GUIDED READING-ASSESSMENTS AND GROUPING Animal Crackers Yellow C PHONICS, HANDWRITING AND SPELLING Revision- Alphabetical order-Capital Letters and Small Letter- Animal Alphabets WEEK 9 Fiction Unit 2.4 Resource: Operation Night Monster	Poetry Unit 2.1 Resource: Wizards, Spiders and Castles S12.2D: Recite and interpret sentences by heart, including poems and other texts. R2.2A: Read aloud a familiar text of 6-8 basic sentences [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. W2.5A: Say a simple sentence and then write it. W2.6A: Use full stops at the end of simple sentences. GUIDED READING-ASSESSMENTS AND GROUPING Animal Crackers Yellow C PHONICS, HANDWRITING AND SPELLING Unit 1 - Phoneme 'd' 'i' 'n' 'm' Handwriting joining letters with 'd,i,n,m' WEEK 10 Fiction Unit 2.4 Resource: Operation Night Monster	Resource : Silly Billy Revise and re-cap phonics , spelling and alphabetical orger work. St.2.1A: Follow two-step instructions, when these are given slowly and clearly. R.2.3A: Answer simple questions about a sentence they have read. R.2.5B: Know that information can be given through photographs and illustrations as well as text. R.2.5C: Read simple instructions and identify key text features. R.2.6A: Say whether or not a group of words is a sentence. R.2.6B: Identify nours and werbs in a simple sentence and use the terms 'noun' and 'verb'. W.2.5A: Say a simple sentence and then write it. W.2.5C: Use everyday verbs in simple sentences. Explore character's feeling. GUIDED READING 1. IA Bug Boy: Bedtle Cookies - Yellow A 2. AA Bug Boy: Slug Picnic - Yellow B 3. HA Bug Boy: Spider Camp - Yellow C PHONICS, HANDWRITING AND SPELLING UNIT 2- Phoneme 'p' 's' 't' 'a' Handwriting joining letters with 'p' 's' 't' 'a' WEEK 11 Fiction Unit 2.4 Resource: Operation Night Monster	WEEK 4 Fiction Unit 2.2 Resource: Silly Billy Revise work on making sentences. R.2.3A: 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. W2.5B: Use the correct determiner ('a'/an', 'the' or 'some') for single and plural sof nouns where the root word does not change by adding 's' and 'es'. W2.1C: Form plurals of nouns where the root word does not change by adding 's' and 'es'. W3.3C: Sequence three pictures and then write a sentence for each to give instructions. Compose the sentences about the character's feelings. Make predictions. Make inferences. Write simple sentences about a topic. Punctuate sentences using capital letter and fullstop. GUIDED READING-ASSESSMENTS AND GROUPING GUIDED READING-ASSESSMENTS AND GROUPING GUIDED READING 1. LA lay and Sniffer: The Bike Race - Blue A 2. AA Jay and Sniffer: The Missing Masks - Blue C PHONICS, HANDWRITING AND SPELLING Unit 3 - Phoneme 'c' 'g' 't' o' Handwriting joining letters with 'c' 'g' 'k' 'o' WEEK 12 Fiction Unit 2.4 Resource: Operation Night Monster	Resource: Silly Billy 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. R2.3B: Recall what happened next in a simple story or sequence of events. 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 or ally 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 was an advanced and letter names associated with each one. W2.4A: Write most lower-case and upper-case letters, saying the sounds and letter names associated with each one. W2.4A: Write most lower-case eletters and copy all upper-case letters and numbers, using correct letter formation. GUIDED READING 1. I.A Shrek: Nowhere to Go - Blue A 2. AA Shrek: Can We Keep Him? - Blue B 3. HA Shrek: Trapped in a Tower - Blue C PHONICS, HANDWRITING AND SPELLING Unit 4-Phoneme 'ck' 'e' 'r' 'u' Handwriting joining letters with 'ck' 'e' 'r' 'u' WEEK 13 Poetry Unit 2. 5 Resource: Wizards, Spiders and Castles	WEEK 6 Non-fiction Unit 2.3 Resource: Oceans 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. R2.5B: 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. GUIDED READING 1. LA Grow it Back - Blue A 2. AA A little look at Bog Reptiles Blue B 3. HA Sea Snaps - Green A PHONICS, HANDWRITING AND SPELLING Unit 5 -Phoneme " 'H' 'ss' 'hh' 'Il' Handwriting joining letters with 'P' 'H' 'ss' 'hh' 'Il' WEEK 14 Poetry Unit 2.5 Resource: Wizards, Spiders and Castles	Non-fiction Unit 2.3 Resource: Oceans S12.1A: 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. W2.1C: 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. W2.5B: 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 'l' and 'we' before verbs GUIDED READING 1. LA A Vet's day Yellow C 2. AA Time to Sleep Blue C 3. HA Exploring London Orange A PHONICS, HANDWRITING AND SPELLING Unit 6-Phoneme 'j' 'v' 'w' 'x' 'z' Handwriting joining letters with 'j' 'v' 'w' 'x' 'z' WEEK 15 Non Fiction Unit 2.6 Resource: All About Orangutans	Non-fiction Unit 2.3 Resource: Oceans 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. 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. R2.5B: 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 form GUIDED READING 1. LA My Life Yellow C 2. AA Amazing Trees Green A 3. HA Creepy Crawlies Green B PHONICS, HANDWRITING AND SPELLING Unit 7-Phoneme 'qu' 'y' 'z' Handwriting joining letters with 'qu' 'y' 'z' Handwriting joining letters with 'qu' 'y' 'z' Handwriting joining letters with 'qu' 'y' 'z' Handwriting joining letters of fiction and non fiction. Writing-Non fiction text WEEK 16
YEAR 2	Poetry Unit 2.1 REVISION Resource: Wizards, Spiders and Castles SI2.18: Understand basic, familiar information given by the teacher, when supported by pictures or if spoken slowly and clearly. SI2.20: Recite and interpret sentences by heart, including poems and other texts. R2.2A: Read aloud a familiar text of 6-8 basic sentences labout 50 words]. W2.6A: Use full stops at the end of simple sentences. W2.6A: Use full stops at the end of simple sentences. GUIDED READING-ASSESSMENTS AND GROUPING Animal Crackers Yellow C PHONICS, HANDWRITING AND SPELLING Revision-Alphabetical order-Capital Letters and Small Letter- Animal Alphabets WEEK 9 Fiction Unit 2.4 Resource: Operation Night Monster Draw on what they already know/background information/information/prinder by secher.	Poetry Unit 2.1 Resource: Wizards, Spiders and Castles \$12.20: 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. W2.5A: Say a simple sentence and then write it. W2.6A: Use full stops at the end of simple sentences. GUIDED READING-ASSESSMENTS AND GROUPING Animal Crackers Yellow C PHONICS, HANDWRITING AND SPELLING Unit 1 - Phoneme 'd' 'i' 'n' 'm' Handwriting joining letters with 'd,i,n,m' WEEK 10 Fiction Unit 2.4	Resource : Silly Billy Revise and re-cap phonics , spelling and alphabetical orger work. St.2.1A: Follow two-step instructions, when these are given slowly and clearly. R.2.3A: Answer simple questions about a sentence they have read. R.2.5B: Know that information can be given through photographs and illustrations as well as text. R.2.5C: Read simple instructions and identify key text features. R.2.6A: Say whether or not a group of words is a sentence. R.2.6B: identify nouns and verbs in a simple sentence and use the terms' noun' and 'verb'. W.2.5A: Say a simple sentence and then write it. W.2.5C: Use everyday verbs in simple sentences. W.2.6A: Use full stops at the end of simple sentences. Explore character's feeling. GUIDED READING 1. IA Bug Boy: Beetle Cookies - Yellow A 2. AA Bug Boy: Sulge Picnic - Yellow B 3. HA Bug Boy: Spider Camp - Yellow C PHONICS, HANDWRITING AND SPELLING UNIT 2 - Phoneme 'p' 's' 't' 'a' Handwriting joining letters with 'p' 's' 't' 'a' WEEK 11 Fiction Unit 2.4	WEEK 4 Fiction Unit 2.2 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. W2.5B: Use the correct determiner ("a"/an", "the' or 'some') for single and plural 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 inferences. With simple sentences about a topic. Punctuate sentences using capital letter and fullstop. GUIDED READING 1. LA Jay and Sniffer: The Bike Race - Blue A 2. AA Jay and Sniffer: The Gake Goo -Blue B 3. HA Jay and Sniffer: The Missing Masks - Blue C PHONICS, HANDWRITING AND SPELLING Unit 3 - Phoneme 'c' 'g' 'k' 'o' Handwriting joining letters with 'c' 'g' 'k' 'o'	WEEK 5 Fiction Unit 2.2 Resource: Silly Billy 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. R2.3B: With support, find 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: Revread own writing to check the meaning is clear. W2.3A: 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 eletters and copy all upper-case letters and numbers, using correct letter formation. GUIDED READING 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 PHONICS, HANDWRITING AND SPELLING Unit 4- Phoneme' ck' 'e' 'r' 'u' Handwriting joining letters with 'ck' 'e' 'r' 'u' WEEK 13 Poetry Unit 2. 5 Resource: Wizards, Spiders and Castles S1.2.10: Recite and interpret sentences by heart, including poems and other texts.	WEEK 6 Non-fiction Unit 2.3 Resource: Oceans 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. R2.3B: Show that information can be given through photographs and illustrations as well as text. R2.5B: Know that information can be given through photographs and illustrations 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. GUIDED READING 1. LA Grow it Back - Blue A 2. AA A little look at Bog Reptiles Blue B 3. HA Sea Snaps - Green A PHONICS, HANDWRITING AND SPELLING Unit 5-Phoneme 'F' 'ff' 'ss' 'hh' 'II' Handwriting joining letters with 'f' 'ff' 'ss' 'hh' 'II'	Non-fiction Unit 2.3 Resource: Oceans S12.1A: Follow two-step instructions, when these are given slowly and clearly. R2.6B: Identify nouns and verb in a simple sentence and use the terms' noun' and verb'. R2.6B: 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. W2.3A: 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. W2.5B: Use the orrect determiner ['a']'an', 'the' or 'some'] for single and plural nouns in simple sentences. W2.5B: Use the subject pronouns 'l' and 'we' before verbs GUIDED READING 1. LA A Vet's day Yellow C 2. AA Time to Sleep Blue C 3. HA Exploring London Orange A PHONICS, HANDWRITING AND SPELLING Unit 6. Phoneme 'p' v' 'w' x' 'z' Handwriting joining letters with 'j' v' w' 'x' 'z' WEEK 15 Non Fiction Unit 2.66	Non-fiction Unit 2.3 Resource: Oceans 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. R2.1A: Match lower-case and upper-case letters, saying the sounds and letter names associated with each one. R2.1A: Moth 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. R2.5B: Know that information and identify key text features. R2.3C: Read simple instructions and identify key text features. R2.3D: Re-read own writing to check the meaning is clear. W2.3D: Re-read own writing to check the meaning is clear. W2.5A: Say a simple sentence and then write it. W2.5C: Use everyday verbs in simple sentences. W2.2A: Write most lower-case letters and copy all upper-case letters and numbers, using correct letter form GUIDED READING 1. LA My Life Yellow C 2. AA Amazing Trees Green A 3. HA Creepy Crawlies Green B PHONICS, HANDWRITING AND SPELLING Unit 7-Phoneme 'qu' 'y' '2' Handwriting joining letters with 'qu' 'y' '2' Class Assessment- Reading- comprehension, verbs, nouns punctuation, determiners, plurals, noun phrases, features of fiction and non fiction. Writing- Non fiction text WEEK 16
YEAR 2	Poetry Unit 2.1 REVISION Resource: Wizards, Spiders and Castles St2.18: Understand basic, familiar information given by the teacher, when supported by pictures or if spoken slowly and clearly. St2.2D: 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]. W2.6A: Use full stops at the end of simple sentences. W2.6A Use full stops at the end of simple sentences. GUIDED READING-ASSESSMENTS AND GROUPING Animal Crackers Yellow C PHONICS, HANDWRITING AND SPELLING Revision- Alphabetical order-Capital Letters and Small Letter- Animal Alphabets WEEK 9 Fiction Unit 2.4 Resource: Operation Night Monster Draw on what they already know/background information/information provided by teacher. Make inferences.	Poetry Unit 2.1 Resource: Wizards, Spiders and Castles S12.2D: Recite and interpret sentences by heart, including poems and other texts. R2.2A: Read aloud a familiar text of 6-8 basic sentences [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. W2.5A: Say a simple sentence and then write it. W2.6A: Use full stops at the end of simple sentences. GUIDED READING-ASSESSMENTS AND GROUPING Animal Crackers Yellow C PHONICS, HANDWRITING AND SPELLING Unit 1 - Phoneme 'd' 'i' 'n' 'm' Handwriting joining letters with 'd,i,n,m' WEEK 10 Fiction Unit 2.4 Resource: Operation Night Monster 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	WEEK 3 Fiction Unit 2.2 Resource : Silly Billy Revise and re-cap phonics , spelling and alphabetical orger work. S12.1A: 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. Explore character's feeling. GUIDED READING 1. LA Bug Boy: Bugl stops at the end of simple sentences. Explore Character's feeling. GUIDED READING 1. LA Bug Boy: Suig Picnic - Yellow A 2. AA Bug Boy: Spider Camp - Yellow C PHONICS, HANDWRITING AND SPELLING UNIT 2: Phoneme 'p' 's' 't' 'a' Handwriting joining letters with 'p' 's' 't' 'a' WEEK 11 Fiction Unit 2.4 Resource: Operation Night Monster S&L: Participate in discussions and listen to others; Explain clearly their understanding of what is read to them. Listen and respond appropriately;	WEEK 4 Fiction Unit 2.2 Resource : Silly Billy 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. W2.5S: Use the correct determiner ('a'/a'n', '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. Make inferences. W2.1G: Form plurals of nouns where the root word does not change by adding 's' and 'es'. W1.3C: Sequence three pictures and then write a sentence for each to give instructions. Make inferences. M2.1G: Portion of the word of the wo	WEEK 5 Fiction Unit 2.2 Resource: Silly Billy 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. W2.3A: Will 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. GUIDED READING 1. LA Shrek: Can We Keep Him? - Blue B 3. HA Shrek: Can We Keep Him? - Blue C PHONICS, HANDWRITING AND SPELLING Unit 4Phoneme 'ck' 'e' 'r' 'u' Handwriting joining letters with 'ck' 'e' 'r' 'u' Handwriting joining letters with 'ck' 'e' 'r' 'u' WEEK 13 Poetry Unit 2. 5 Resource: Wizards, Spiders and Castles S12.2D: Recite and interpret sentences by heart, including poems and other texts. S12.2D: Recite and interpret sentences by heart, including poems and other texts.	WEEK 6 Non-fiction Unit 2.3 Resource: Oceans 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. R2.3A: 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: Use adjectives in expanded noun phrases in simple sentences. W2.5A: Say a simple sentence and then write it. W2.5F: Use adjectives in expanded noun phrases in simple sentences. GUIDED READING 1. LA Grow it Back - Blue A 2. AA a little look at Bog Reptiles Blue B 3. HA See Snaps - Green A PHONICS, HANDWRITING AND SPELLING Unit 5 -Phoneme 'f' 'ff' 'ss' 'hh' 'Il' Handwriting joining letters with 'f' 'ff' 'ss' 'hh' 'Il' WEEK 14 Poetry Unit 2. 5 Resource: Wizards, Spiders and Castles R2.4D: Discuss favourite words and phrases. S12.2D: Recite and interpret sentences by heart, including poems and other texts.	Non-fiction Unit 2.3 Resource: Oceans S12.1A: 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'. R2.6B: 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'. W2.3C: Use everyday verbs in simple sentences. W2.3A: Compose orally and then write a simple sentence. W2.3A: 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. W2.5B: Use the subject pronouns 'l' and 'we' before verbs GUIDED READING 1. LA A Vet's day Yellow C 2. AA Time to Sleep Blue C 3. HA Exploring London Orange A PHONICS, HANDWRITING AND SPELLING Unit 6-Phoneme 'j' v' 'w' 'x' 'z' Handwriting joining letters with 'j' v' w' 'x' 'z' WEEK 15 Non Fiction Unit 2.6 Resource: All About Orangutans S12.2D: Recite and interpret sentences by heart, including poems and other texts.	Non-fiction Unit 2.3 Resource: Oceans 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. R2.2A: 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. R2.1A: Set was simple instructions as well as text. R2.5B: Know that information can be given through photographs and illustrations as well as text. R2.5B: Rao 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 form GUIDED READING 1. LA My Life Yellow C 2. AA Amazing Trees Green A 3. HA Creepy Crawlies Green B PHONICS, HANDWRITING AND SPELLING Unit 7-Phoneme 'qu' y' 'z' Handwriting joining letters with 'qu' y' 'z' REVISION ASSESSMENT-POETRY, FICTION AND NONFICTION READING AND WRITING - REVISION ASSESSMENT-POETRY, FICTION AND NONFICTION READING AND SKILLSDONE
YEAR 2	Poetry Unit 2.1 REVISION Resource: Wizards, Spiders and Castles SI2.18: Understand basic, familiar information given by the teacher, when supported by pictures or if spoken slowly and clearly. SI2.20: Recite and interpret sentences by heart, including poems and other texts. R2.2A: Read aloud a familiar text of 6-8 basic sentences labout 50 words]. W2.6A: Use full stops at the end of simple sentences. W2.6A: Use full stops at the end of simple sentences. GUIDED READING-ASSESSMENTS AND GROUPING Animal Crackers Yellow C PHONICS, HANDWRITING AND SPELLING Revision-Alphabetical order-Capital Letters and Small Letter- Animal Alphabets WEEK 9 Fiction Unit 2.4 Resource: Operation Night Monster Draw on what they already know/background information/information/prinder by secher.	Poetry Unit 2.1 Resource: Wizards, Spiders and Castles \$12.20: 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. W2.5A: Say a simple sentence and then write it. W2.6A: Use full stops at the end of simple sentences. GUIDED READING-ASSESSMENTS AND GROUPING Animal Crackers Yellow C PHONICS, HANDWRITING AND SPELLING Unit 1 - Phoneme 'd' 'I' 'n' 'm' Handwriting joining letters with 'd,i,n,m' WEEK 10 Fiction Unit 2.4 Resource: Operation Night Monster R.S.A: With support, find information in texts (including IT texts) to answer a simple question.	Resource : Silly Billy Revise and re-cap phonics , spelling and alphabetical orger work. Resource : Silly Billy Revise and re-cap phonics , spelling and alphabetical orger work. St.2.1A: Follow two-step instructions, when these are given slowly and clearly. R.2.3A: Answer simple questions about a sentence they have read. R.2.5B: Know that information can be given through photographs and illustrations as well as text. R.2.5C: Read simple instructions and identify key text features. R.2.6A: Say whether or not a group of words is a sentence. R.2.6A: Say a simple sentence and then write it. W.2.5C: Use everyday verbs in simple sentences. Explore character's feeling. GUIDED READING 1. IA Bug Boy: Bedetle Cookies - Yellow A 2. AA Bug Boy: Spider Camp - Yellow C PHONICS, HANDWRITING AND SPELLING UNIT 2- Phoneme 'p' 's' 't' 'a' Handwriting joining letters with 'p' 's' 't' 'a' WEEK 11 Fiction Unit 2.4 Resource: Operation Night Monster S&L: Participate in discussions and listen to others; Explain Iclearly their understanding of what is read to them. Listen and respond appropriately; Use present and past tenses. Articulate and justify answers;	WEEK 4 Fiction Unit 2.2 Resource: Silly Billy 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. W2.5B: Use the correct determiner ('a'/an', 'the' or 'some') for single and plurals of nouns where the root word does not change by adding 's' and 'es'. W2.1C: Form purals 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 inferences. W2.5B: Use the correct south the character's feelings. Make predictions. Make inferences. W2.1C: Form permitted to the word of the wor	WEEK 5 Fiction Unit 2.2 Resource: Silly Billy 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. R2.3B: With support, find 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: Revread own writing to check the meaning is clear. W2.3A: 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 eletters and copy all upper-case letters and numbers, using correct letter formation. GUIDED READING 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 PHONICS, HANDWRITING AND SPELLING Unit 4- Phoneme' ck' 'e' 'r' 'u' Handwriting joining letters with 'ck' 'e' 'r' 'u' WEEK 13 Poetry Unit 2. 5 Resource: Wizards, Spiders and Castles S1.2.10: Recite and interpret sentences by heart, including poems and other texts.	WEEK 6 Non-fiction Unit 2.3 Resource: Oceans 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. R2.5B: Rose with the 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. GUIDED READING 1. LA Grow it Back - Blue A 2. AA A little look at Bog Reptiles Blue B 3. HA Sea Snaps - Green A PHONICS, HANDWRITING AND SPELLING Unit 5-Phoneme 'P' 'H''ss' 'hh' 'Il' Handwriting joining letters with 'P' 'H''ss' 'hh' 'Il' Handwriting joining letters with 'P' 'H'' 'ss' 'hh' 'Il' 2.2D: 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).	Non-fiction Unit 2.3 Resource: Oceans S12.1A: Follow two-step instructions, when these are given slowly and clearly. R2.6B: Identify nouns and verb in a simple sentence and use the terms' noun' and verb'. R2.6B: 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. W2.3A: Say a simple sentence and then write it. W2.5B: Use everyday verbs in simple sentences. W2.5B: Use the correct determiner ('a')'an', 'the' or 'some'] for single and plural nouns in simple sentences. W2.5B: Use the orrect determiner ('a')'an', 'the' or 'some'] for single and plural nouns in simple sentences. W2.5B: Use the subject pronouns 'l' and 'we' before verbs GUIDED READING 1. LA A Vet's day Yellow C 2. AA Time to Sleep Blue C 3. HA Exploring London Orange A PHONICS, HANDWRITING AND SPELLING Unit 6-Phoneme 'J' v' 'w' 'x' 'z' Handwriting joining letters with 'J' v' w' 'x' 'z' WEEK 15 Non Fiction Unit 2.6 Resource: All About Orangutans S1.2.D: Recite and interpret sentences by heart, including poems and other texts.	Non-fiction Unit 2.3 Resource: Oceans 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 if 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. R2.1A: 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. R2.5B: Know that information and identify key text features. R2.3C: Read simple instructions and identify key text features. R2.3C: 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. W2.3A: Write most lower-case letters and copy all upper-case letters and numbers, using correct letter form GUIDED READING 1. LA My Life Yellow C 2. AA Amazing Trees Green A 3. HA Creepy Crawlies Green B PHONICS, HANDWRITING AND SPELLING Unit 7-Phoneme 'qu' 'y' 'z' Handwriting joining letters with 'qu' y' 'z' Class Assessment- Reading- comprehension, verbs, nouns punctuation, determiners, plurals, noun phrases, features of fiction and non fiction. Writing- Non fiction text WEEK 16

Participate in discussions and listen to others;	W2.3A: Compose orally and then write a simple sentence.	rarucipate actively in conversationspraw on what they already know/background information/information provided	Pravious activety in conversations. Draw on what they already know/background	nz.44. Ose picture cues to predict the meaning of diffamiliar words.	poems and other texts.	R2.2B: Decode unrecognised words (up to 6 letters) when	information about
Explain clearly their understanding of what is read to them;	W2.2A: Use vocabulary from reading in own writing.	by teacher;	information/information provided by teacher	W2.2A: Use vocabulary from reading in own writing.	W2.2A: Use vocabulary from reading in own writing.	reading aloud.	setting, events, characters from texts
Use present and past tenses . 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.	Consider and evaluate different viewpoints Make inferences:	R2.5A: With support, find information in texts (including IT texts) to answer a simple question.	W2.3A: Compose orally and then write a simple sentence. W2.3D: Re-read own writing to check the meaning is clear.	W2.3A: Compose orally and then write a simple sentence. W2.3D: Re-read own writing to check the meaning is clear.	W2.3A: Compose orally and then write a simple sentence. W2.5A: Say a simple sentence and then write it.	Deducing and inferring meanings of words, information.
Participate actively in conversations.	W2.5C: Use everyday verbs in simple sentences.	R2.5A: With support, find information in texts (including IT	R2.5B: Know that information can be given through	W2.5A: Say a simple sentence and then write it.	W2.5A: Say a simple sentence and then write it.	W2.5B: Use the correct determiner ('a'/'an', 'the' or 'some')	character's actions, thoughts and feelings
Answer and ask questions; Consider and evaluate different viewpoints.	W2.5F: Use correct singular or plural forms of regular nouns. Writing- Information text.	texts) to answer a simple question. R2.5B: Know that information can be given through	photographs and illustrations as well as text. Use present and past tenses.	GUIDED READING	R2.4A: Use picture cues to predict the meaning of unfamiliar words.	for single and plural nouns in simple sentences. W2.5D: Use adjectives in expanded noun phrases, in simple	Expressing likes and dislikes about titles, r words, ideas, events, characters with exan
Spoken language: Speculate, hypothesise, imagine and	Wilding- Information text.	photographs and illustrations as well as text. Answer and ask		1. LA City Shapes and Other Poems Green	words.	sentences.	Sequencing events in the correct order.
explore ideas; Consider and evaluate different	GUIDED READING	questions;	Answer and ask questions;	2. AA Animal Crackers Yellow C	GUIDED READING	W2.1C: Form plurals of nouns where the root word does not	Writing-Creative writing
viewpointsLearn how to use both familiar and new punctuation correctly (Appendix 2); Sentences with different	LA Horribilly: Slow and Sticky Green A AA Horribilly: Gloopy Food Green B	W2.3D: Re-read own writing to check the meaning is clear. W2.5A: Say a simple sentence and then write it.	W2.3D: Re-read own writing to check the meaning is clear. W2.5A: Say a simple sentence and then write it.	3. HA Brave Little Beasts Blue	LA Brave Little Beasts Blue AA City Shapes and Other Poems Green3.	change by adding '-s' and '-es'.	Spellings of words and sentences Grammar
forms: statement, question, exclamation, command	3. HA Horribilly: Swampy Green	W2.5C: Use everyday verbs in simple sentences.	W2.5C: Use everyday verbs in simple sentences.	PHONICS, HANDWRITING AND SPELLING	3. HA Animal Crackers Yellow C	GUIDED READING	Identification and the correct use of:
Listen and respond appropriately.	PHONICS. HANDWRITING AND SPELLING	W2.5F: Use correct singular or plural forms of regular nouns	W2.5F: Use correct singular or plural forms of regular nouns	Unit 12- cvcc words Handwriting joining letters with cvcc words	PHONICS, HANDWRITING AND SPELLING	1. LA Creepy Crawlies Green B 2. AA Plant Traps Blue B	Nouns- singular/ plural, common / proper Verbs, Past tense and Present tense.
GUIDED READING	Unit 9- Phoneme 'ch' 'ng' 'sh' 'th'	GUIDED READING	GUIDED READING	nandwriting joining letters with cvcc words	Unit 13- Phoneme 'ph' 'wh'	3. HA Grow it Back Blue A	Adjectives, Punctuation- Capital letters, full
1. LA Little Green Monster Yellow A	Handwriting joining letters with ch' 'ng' 'sh' 'th'	1. LA A Vet' Day Green A	1. LA Dixie's pocket Zoo: Brave the Waves Green A		Handwriting joining letters with 'ph' 'wh'		question mark, exclamation mark.
AA Mermaids and the Dolphin Blue A HA Mermaids and the Perfect Present Blue C		AA The Mermaids Visit the Vet Blue B At the Vet's Orange	AA Dixie's Pocket Zoo: Fight the Flames Green B HA Dixie's Pocket Zoo: Robber Run-around Green C			PHONICS, HANDWRITING AND SPELLING Unit 14- Phoneme 'a-e' 'ay' 'ey' 'eigh' 'i' 'ey' 'y'	Writing about their own experience, writing or a poem
						Handwriting joining letters with'a-e' 'ay' 'ey' 'eigh' 'i' 'ey' 'y'	
PHONICS, HANDWRITING AND SPELLING Unit 8- Phoneme 'ch' 'ng' 'sh' 'th'		PHONICS, HANDWRITING AND SPELLING Unit 10- Phoneme 'ar' 'or' 'ow' 'ur'Handwriting joining	PHONICS, HANDWRITING AND SPELLING Unit 11- Phoneme 'air' 'ear' 'ure' 'er'				GUIDED READING 1. LA Grow it Back Blue B
Handwriting joining letters with ch' 'ng' 'sh' 'th'		letters with 'ar' 'or' 'ow' 'ur'	Handwriting joining letters with 'air' 'ear' 'ure' 'er'				2. AA Creepy Crawlies Green B
							3. HA Plant Traps Blue A
							PHONICS, HANDWRITING AND SPELLING
							Unit 15- Phoneme 'a-e' 'ay' 'ey' 'eigh' 'i' 'ey' Handwriting joining letters with'a-e' 'ay' 'ey
							'ey' 'y'
WEEK 17 Non Fiction Unit 2.7	WEEK 18 Non Fiction Unit 2.7	WEEK 19 Fiction Unit 2.8	WEEK 20 Fiction Unit 2.8	WEEK 21 Fiction Unit 2.8	WEEK 22 Fiction Unit 2.8	WEEK 23 Non Fiction Unit 2. 9	WEEK 24 Non Fiction Unit 2. 9
Resource: All About Orangutans	Resource: All About Orangutans	Resource: Man on the Moon	Resource: Man on the Moon	Resource : Man on the Moon	Resource: Man on the Moon	Resource: There's No Place Like Home	There's No Place Like Home
SL2.2C: Answer simple questions using rehearsed expressions.	SL2.1A: Follow two-step instructions, when these are given slowly and clearly.R2.5A: With support, find information in	S&L Listen to and discuss a wide range of text types; Draw on what they already know/background	S&LParticipate actively in conversations Compose a sentence orally before writing it; Sequence	R2.3A: Answer simple questions about a sentence they have read.	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	R2.5A: With support, find information in te (including IT texts) to answer a simple ques
expressions. R2.2D: Organise words into alphabetical order by their first	texts [including IT texts] to answer a simple question.	information/vocabulary provided by teacher.	sentences to form short narratives	read. R2.3B: Recall what happened next in a simple story or	W2.5D: Use adjectives in expanded noun phrases, in simple	R2.6B: Identify nouns and verbs in a simple sentence and use	
letters. R2.5A:	R2.5B: Know that information can be given through	Listen and respond appropriately.		sequence of events.	sentences.	the terms 'noun' and 'verb'.	sentences (about 50 words).
With support, find information in texts (including IT texts) to answer a simple question.	photographs and illustrations as well as text. R2.6C: Recognise regular singular and plural forms of nouns.	Make predictions; Make inferences	meanings, linking new meanings to those already known Compose a sentence orally before writing it	R2.4B: Combine information from text and pictures to infer how a character feels.	W2.3A: Compose orally and then write a simple sentence. W2.5B: Use the correct determiner ('a'/'an', 'the' or 'some')	R2.5A: With support, find information in texts (including IT texts) to answer a simple question.	R2.3A: Answer simple questions about a si they have read.
W2.2A: Use vocabulary from reading in own writing.	R2.3A: Answer simple questions about a sentence they have	Ask relevant questions	Speak audibly and fluently using Standard English	R2.5A: With support, find information in texts (including IT	for single and plural nouns in simple sentences.	R2.5C: Read simple instructions and identify key text	R2.4D: Discuss favourite words and phrase
W2.1B: Spell another 30 basic everyday words (up to 5 letters in length).	read. R2.4D: Discuss favourite words and phrases	Make inferences; Discuss significance of title and events Participate in discussions and listen to others; Say out loud	Draw on what they already know/background information/vocabulary provided by teacher; Make	texts) to answer a simple question. R2.1A: Match lower-case and upper-case letters, saying the	W2.5A: Say a simple sentence and then write it. W2.5D: Use adjectives in expanded noun phrases, in simple	features. W2.2A: Use vocabulary from reading in own writing.	R2.5B: Know that information can be given photographs and illustrations as well as te
W2.5A: Say a simple sentence and then write it.	R2.5C: Read simple instructions and identify key text	what they are going to write about.	inferences Articulate and justify answers	sounds and letter names associated with each one.	sentences.	W2.3A: Compose orally and then write a simple sentence.	R2.5C: Read simple instructions and ident
W2.5B: Use the correct determiner ('a'/'an', 'the' or 'some') for single and plural nouns in simple sentences.	features. R2.2D: Organise words into alphabetical order by their first	Speculate, hypothesise, imagine and explore ideas Discuss word meanings, linking new meanings to those	Compose a sentence orally before writing it; Sequence sentences to form short narratives;	R2.3B: Recall what happened next in a simple story or sequence of events.	W2.5E: Use the subject pronouns 'l' and 'we' before verbs. W2.3B: Sequence three pictures and then write a sentence	W2.5B: Use the correct determiner ('a'/'an', 'the' or 'some') for singular and plural nouns in simple sentences.	features. W2.5D: Use adjectives in expanded noun
W2.5D: Use adjectives in expanded noun phrases, in simple	letters	already known; Draw on what they already	Re-read what they have written to check that it makes sense .	W2.3A: Compose orally and then write a simple sentence.	for each to tell a story.	W2.5D: Use adjectives in expanded noun phrases, in simple	simple sentences.
sentences. Additional Resource- All about Orangutans	W2.2A: Use vocabulary from reading in own writing. W2.3A: Compose orally and then write a simple sentence.	know/background information/vocabulary provided by teacher.	Give well-structured descriptions, explanations and narrativesBe encouraged to link what they read or hear read	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.	sentences. W2.5E: Use the subject pronouns 'I' and 'we' before verbs.	W2.5A: Say a simple sentence and then wi W2.5F: Use correct singular or plural form
_	W2.5A: Say a simple sentence and then write it.R2.6B:	Explain clearly their understanding of what is read to them;	to their own experiences	W2.3D: Re-read own writing to check the meaning is clear.	Class Assessment- Reading- comprehension, verbs,		nouns.
GUIDED READING 1. LA Draw with Penny- Yellow C	Identify nouns and verbs in a simple sentence and use the terms 'noun' and 'verb'.	Compose a sentence orally before writing it.	GUIDED READING	W2.6A: Use full stops at the end of simple sentences W2.4A: Write most lower-case letters and copy all upper-	punctuation, determiners, noun plural writing with determiners, noun phrases, pronouns, punctuation.	GUIDED READING 1. LA Time to Sleep - Blue C	GUIDED READING
2. AA Time to Sleep- Blue C		GUIDED READING	1. LA Dino-sitting- Orange	case letters and numbers, using correct letter formation.	Writing- Design a poster	2.AA Flips and Spins- Orange C	1. LA Strawberries at School- Orange A
3.HA Flips and Spins -Orange C	change by adding '-s' and '-es'. W2.5B: Use the correct determiner ('a'/'an', 'the' or 'some')	1. LA Dino-soaring - Orange 2. AA Dino-sitting- Orange	2.AA Dino- splashing -Turquoise 3.HA Dino-soaring - Orange	GUIDED READING	GUIDED READING	3.HA My Scateboarding Scrap Book -Orange B	2. AA My Scateboarding Scrap Book -Oran 3.HA Exploring London -Orange A
PHONICS, HANDWRITING AND SPELLING	for single and plural nouns in simple sentences.	3.HA Dino-sitting- Orange 3.HA Dino- splashing -Turquoise		1. LA AA Dino- splashing -Turquoise	1. LA Shrek: Trapped in a Tower - Blue	PHONICS, HANDWRITING AND SPELLING	
Unit 16- Phoneme "i 'i-e' 'y' 'ie'	GUIDED READING	PHONICS, HANDWRITING AND SPELLING	PHONICS, HANDWRITING AND SPELLING Unit 19- Phoneme 'al' 'aw' 'au'	2.AA Flips and Spins- Orange C 3.HA My Scateboarding Scrap Book -Orange B	AA Shrek: Nowhere to Go - Blue A HA Shrek: Can We Keep Him? - Blue B	Unit 22- Phoneme 'are' 'ear' 'er' 'eer'	PHONICS, HANDWRITING AND SPELLING Unit 23- Phoneme 'c' 'ch' 'k 'ck'
Handwriting joining letters with 'i' 'i-e' 'y' 'ie'	1. LA Play the Guitar- Blue C 2. AA Exploring London- Orange A	Unit 18- Phoneme 'ue' 'u-e' 'oul' 'ew'	Handwriting joining letters with 'al' 'aw' 'au'	3.HA My Scateboarding Scrap BOOK -Orange B	3. HA Shrek: Can We keep Him? - Blue B	Handwriting joining letters with are 'ear'er'eer'	Handwriting joining letters with'c' 'ch' 'k 'cl
	3.HA Strawberries and School -Orange A	Handwriting joining letters with'ue' 'u-e' 'oul' 'ew'		PHONICS, HANDWRITING AND SPELLING	PHONICS, HANDWRITING AND SPELLING		
	PHONICS, HANDWRITING AND SPELLING			Unit 20- Phoneme 'er' 'ir' 'ear' Handwriting joining letters with'er' 'ir' 'ear'	Unit 21- Phoneme 'or' 'oy' Handwriting joining letters with 'or' 'oy'		
	Unit 17- Phoneme 'o' 'oe' 'ow' 'ew'						
	Unit 17- Phoneme 'o' 'oe' 'ow' 'ew'						
	Unit 17- Phoneme 'o' 'oe' 'ow' 'ew'						
WEIGH AT	Unit 17- Phoneme 'o' 'oe' 'ow' 'ew' Handwriting joining letters with'o' 'oe' 'ow' 'ew	WEEK A	NEEDL N		Handwriting joining letters with 'or' 'oy'	WEEK M	NEED 10
WEEK 25 Non-fiction Unit 2.9	Unit 17- Phoneme 'o' 'oe' 'ow' 'ew'	WEEK 27 Fiction Unit 2.10	WEEK 28 Fiction Unit 2.10			WEEK 31 Poetry Unit 2.11	WEEK 32
Non-fiction Unit 2.9 Resource : There is no place like home	Unit 17- Phoneme 'o' 'oe' 'ow' 'ew' Handwriting joining letters with'o' 'oe' 'ow' 'ew WEEK 26 Non-fiction Unit 2.9 Resource : There is no place like home	Fiction Unit 2.10 Resource: Maximus and the Beanstalk	Fiction Unit 2.10 Resource : Maximus and the Beanstalk	Handwriting joining letters with'er' 'ir' 'ear' Fiction Unit 2.10 Resource: Maximus and the Beanstalk	Handwriting joining letters with 'or' 'oy' WEEK 30 Poetry Unit 2.11 Resource: Wizards, Spiders and Castles	Poetry Unit 2.11 Resource:Wizards, Spiders and Castles	REVISION
Non-fiction Unit 2.9 Resource : There is no place like home 12.1A: Follow two-step instructions, when these are given	Unit 17- Phoneme 'o' 'oe' 'ow' 'ew' Handwriting joining letters with 'o' 'oe' 'ow' 'ew WEEK 26 Non-fiction Unit 2.9	Fiction Unit 2.10	Fiction Unit 2.10	Handwriting joining letters with'er' 'ir' 'ear' Fiction Unit 2.10	Handwriting joining letters with 'or' 'oy' WEEK 30 Poetry Unit 2.11	Poetry Unit 2.11	REVISION
Non-fiction Unit 2.9 Resource : There is no place like home 12.1.1.5 Follow two-step instructions, when these are given lowly and clearly. R2.68: dentify nouns and verbs in a simple sentence and use the	Unit 17- Phoneme 'o' 'oe' 'ow' 'ew' Handwriting joining letters with'o' 'oe' 'ow' 'ew WEEK 26 Non-fiction Unit 2.9 Resource : There is no place like home S12 14: Follow two-step instructions, when these are given slowly and clearly. W2-SC: Use eR2-G8: Identify nouns and verbs in a simple	Fiction Unit 2.10 Resource: Maximus and the Beanstalk SL2.1A: Follow two-step instructions, when these are given slowly and clearly. R2.4A:Use picture cues to predict the meaning of unfamiliar	Fiction Unit 2.10 Resource : Maximus and the Beanstalk R2.48: Combine information from text and pictures to infer how a character feels. R2.5A: With support, find information in texts (including IT	Fiction Unit 2.10 Resource: Maximus and the Beanstalk R2.2A: Read aloud a familiar text of 6-8 basic sentences (about 50 words). W2.5D: Use adjectives in expanded noun phrases, in simple	WEEK 30 Poetry Unit 2.11 Resource: Wizards, Spiders and Castles S12.2D: Recite and interpret sentences by heart, including poems and other texts. R44D: Discuss favourite words and phrases.	Poetry Unit 2.11 Resource: Wizards, Spiders and Castles \$12.20: Recite and interpret sentences by heart, including poems and other texts. R2.40: Discuss favourite words and phrases.	REVISION ASSESSMENT- POETRY, FICTION AND NOR REVIEW OF ALL SKILLS DONE Reading: Comprehension
Non-fiction Unit 2.9 Resource : There is no place like home 12.1A: Follow two-step instructions, when these are given lowly and clearly. R2.68: dentify nouns and verbs in a simple sentence and use the erms 'noun' and 'verb'.	Unit 17- Phoneme 'o' 'oe' 'ow' 'ew' Handwriting joining letters with'o' 'oe' 'ow' 'ew WEEK 26 Non-fiction Unit 2.9 Resource : There is no place like home S12.1A: Follow two-step instructions, when these are given slowly and clearly.	Fiction Unit 2.10 Resource: Maximus and the Beanstalk SL2.1A: Follow two-step instructions, when these are given slowly and clearly.	Fiction Unit 2.10 Resource: Maximus and the Beanstalk 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.	Handwriting joining letters with'er' 'ir' 'ear' Fiction Unit 2.10 Resource: Maximus and the Beanstalk R2.2A: Read aloud a familiar text of 6-8 basic sentences (about 50 words).	WEEK 30 Poetry Unit 2.11 Resource: Wizards, Spiders and Castles \$12.2D: Recite and interpret sentences by heart, including poems and other texts.	Poetry Unit 2.11 Resource: Wizards, Spiders and Castles \$12.20: Recite and interpret sentences by heart, including poems and other texts.	REVISION ASSESSMENT- POETRY, FICTION AND NO REVIEW OF ALL SKILLS DONE Reading: Comprehension Identifying and retrieving key words, phr
Non-fiction Unit 2.9 Resource: There is no place like home 1.2.1.A: Follow two-step instructions, when these are given lowly and clearly. R2.68: dentify noun's and verbs in a simple sentence and use the erms 'noun' and verb'. 12.6A: Say whether or not a group of words is a sentence. 12.6C: Recognise regular singular and plural forms of nouns.	Unit 17- Phoneme 'o' 'oe' 'ow' 'ew' Handwriting joining letters with'o' 'oe' 'ow' 'ew WEEK 26 Non-fiction Unit 2.9 Resource: There is no place like home SL2.1A: Follow two-step instructions, when these are given slowly and clearly. W2.5C: Use e42.68: Identify nouns and verbs in a simple sentence and use the terms' noun' and 'verb'. veryday verbs in simple sentences. R2.6A: Say whether or not a group of words is a sentence.	Fiction Unit 2.10 Resource: Maximus and the Beanstalk SL2.1A: Follow two-step instructions, when these are given slowly and clearly. R2.4A: Use picture cues to predict the meaning of unfamiliar words. R2.4C: Use own experiences to predict what might happen at the end of a short story.	Fiction Unit 2.10 Resource: Maximus and the Beanstalk 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.	Fiction Unit 2.10 Resource: Maximus and the Beanstalk R2.2A: Read aloud a familiar text of 6-8 basic sentences (about 50 words). W2.5D: Use adjectives in expanded noun phrases, in simple sentences. W2.3A: Compose orally and then write a simple sentence. W2.3B: Use the correct determiner ("a/"an", the' or 'some')	WEEK 30 Poetry Unit 2.11 Resource: Wizards, Spiders and Castles S12.2D: 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	Poetry Unit 2.11 Resource: Wizards, Spiders and Castles \$12.20: Recite and interpret sentences by heart, including poems and other texts. R2.40: Discuss favourite words and phrases. R2.24: Read aloud a familiar text of 6-8 basic sentences (about 50 words). \$12.20: Recite and interpret sentences by heart, including	REVISION ASSESSMENT-POETRY, FICTION AND NOI REVIEW OF ALL SKILLS DONE Reading: Comprehension Identifying and retrieving key words, phr information about settling, events, charactexts
Non-fiction Unit 2.9 Resource: There is no place like home 12.1A: Follow two-step instructions, when these are given R2.6B: dentify nouns and verbs in a simple sentence and use the erms 'noun' and 'verb'. 12.6A: Say whether or not a group of words is a sentence. 12.6C: Recognise regular singular and plural forms of nouns. 12.5C: Use everyday verbs in simple sentences.	Unit 17- Phoneme 'o' 'oe' 'ow' 'ew' Handwriting joining letters with'o' 'oe' 'ow' 'ew WEEK 26 Non-fiction Unit 2.9 Resource : There is no place like home \$12.14: Follow two-step instructions, when these are given slowly and clearly. W2.5C: Use eR2.68: Identify nouns and verbs in a simple sentence and use the terms' noun' and 'verb'. veryday verbs in simple sentences. R2.6A: Say whether or not a group of words is a sentence. R2.6C: Recognise regular singular and plural forms of nouns.	Fiction Unit 2.10 Resource: Maximus and the Beanstalk \$12.1A: 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.	Fiction Unit 2.10 Resource: Maximus and the Beanstalk R2.48: Combine information from text and pictures to infer how a character feels. R2.54: With support, find information in texts (including IT texts) to answer a simple question. R2.58: Know that information can be given through photographs and illustrations as well as text. R2.2A: Read aloud a familiar text of 6-8 basic sentences	Fiction Unit 2.10 Resource: Maximus and the Beanstalk R2.2A: Read aloud a familiar text of 6-8 basic sentences (about 50 words). W2.5D: Use adjectives in expanded noun phrases, in simple sentences. W2.3A: Compose orally and then write a simple sentence. W2.5B: Use the correct determiner ("a'/"an', 'the' or 'some') for single and plural nouns in simple sentences.	WEEK 30 Poetry Unit 2.11 Resource: Wizards, Spiders and Castles 512.2D: Recite and interpret sentences by heart, including poems and other texts. R2.4D: Discuss favourite words and phrases. R2.4D: Discuss favourite words and phrases. R2.4A: Discuss favourite words and phrases. R2.4A: Use picture cues to predict the meaning of unfamiliar words.	Poetry Unit 2.11 Resource:Wizards, Spiders and Castles S12.2D: 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). S12.2D: Recite and interpret sentences by heart, including poems and other texts.	REVISION ASSESSMENT- POETRY, FICTION AND NOI REVIEW OF ALL SKILLS DONE Reading: Comprehension Identifying and retrieving key words, phr- information about setting, events, charact texts Deducing and inferring meanings of word
Non-fiction Unit 2.9 Resource: There is no place like home 12.1.1.4 Follow two-step instructions, when these are given lowly and clearly. R2.68: dentify nouns and verbs in a simple sentence and use the erms 'noun' and 'verb'. R2.6A: Say whether or not a group of words is a sentence. R2.6C: Recognise regular singular and plural forms of nouns. R2.5C: Use everyday verbs in simple sentences. R2.1.1.1 Form plurals of nouns where the root word does not	Unit 17- Phoneme 'o' 'oe' 'ow' 'ew' Handwriting joining letters with'o' 'oe' 'ow' 'ew WEEK 26 Non-fiction Unit 2.9 Resource: There is no place like home SL2.1A: Follow two-step instructions, when these are given slowly and clearly. W2.5C: Use e42.68: Identify nouns and verbs in a simple sentence and use the terms' noun' and 'verb'. veryday verbs in simple sentences. R2.6A: Say whether or not a group of words is a sentence.	Fiction Unit 2.10 Resource: Maximus and the Beanstalk S12.1A: Follow two-step instructions, when these are given slowly and clearly. R2.4A: Use picture cues to predict the meaning of unfamiliar words. R2.4C: Use own experiences to predict what might happen at the end of a short story. R2.4D:Discuss favourite words and phrases. R2.3A: Answer simple questions about a sentence they have read.	Fiction Unit 2.10 Resource: Maximus and the Beanstalk 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. R2.4A: Read aloud a familiar text of 6-8 basic sentences (about 50 words). R2.4C: Use own experiences to predict what might happen at	Fiction Unit 2.10 Resource: Maximus and the Beanstalk R2.2A: Read aloud a familiar text of 6-8 basic sentences (about 50 words). W2.5D: Use adjectives in expanded noun phrases, in simple sentences. W2.3A: Compose orally and then write a simple sentence. W2.5B: Use the correct determiner ("a/"an", 'the' or 'some') for single and plural nouns in simple sentences. W2.5A: Say a simple sentence and then write it. W2.5D: Use adjectives in expanded noun phrases, in simple	WEEK 30 Poetry Unit 2.11 Resource: Wizards, Spiders and Castles \$12.20: Recite and interpret sentences by heart, including poems and other texts. R2.4D: Discuss favourite words and phrases. R2.2A: Read aloud a familiar text of 6-8 basic sentences (about 50 words). R2.4A: Use picture cues to predict the meaning of unfamiliar words W2.2A: Use vocabulary from reading in own writing. W2.3A: Compose orally and then write a simple sentence.	Poetry Unit 2.11 Resource:Wizards, Spiders and Castles \$12.2D: Recite and interpret sentences by heart, including poems and other texts. R2.4D: Discuss favourite words and phrases. R2.1A: Read aloud a familiar text of 6-8 basic sentences (about 50 words). S12.2D: 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.	REVISION ASSESSMENT-POETRY, FICTION AND NOI REVIEW OF ALL SKILLS DONE Reading: Comprehension Identifying and retrieving key words, phri information about setting, events, charac texts Deducing and inferring meanings of word information, character's actions, thought feelings
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W2.2A: Use full stops at the end of simple sentences.	Fiction Unit 2.10 Resource: Maximus and the Beanstalk R2.2A: Read aloud a familiar text of 6-8 basic sentences (about 50 words). W2.5D: Use adjectives in expanded noun phrases, in simple sentences. W2.3A: Compose orally and then write a simple sentence. W2.5B: Use the correct determiner ("a'/"an', "the' or 'some') for single and plural nouns in simple sentences. W2.5A: Say a simple sentence and then write it. W2.5D: Use adjectives in expanded noun phrases, in simple sentences. W2.5E: Use the subject pronouns 'l' and 'we' before verbs. Sequencece three pictures and then write a sentence for each to tell a story. W2.4A: Write most lower-case letters and copy all upper- case letters and numbers, using correct letter formation.	WEEK 30 Poetry Unit 2.11 Resource: Wizards, Spiders and Castles 512.20: Recite and interpret sentences by heart, including poems and other texts. R2.40: Discuss favourite words and phrases. R2.40: Discuss favourite words and phrases. R2.42: Read aloud a familiar text of 6-8 basic sentences (about 50 words). R2.44: Use picture cues to predict the meaning of unfamiliar words W2.24: Use vocabulary from reading in own writing. W2.30: Compose orally and then write a simple sentence. W2.30: Re-read own writing to check the meaning is clear. W2.54: Say a simple sentence and then write it. GUIDED READING 1. LA All Gone- Orange 2. HA Frog Fight - Orange	Poetry Unit 2.11 Resource:Wizards, Spiders and Castles S12.20: Recite and interpret sentences by heart, including poems and other texts. R2.40: Discuss favourite words and phrases. R2.2A: Read aloud a familiar text of 6-8 basic sentences (about 50 words). S12.20: Recite and interpret sentences by heart, including poems and other texts. W2.2A: Use vocabulary from reading in own writing. W2.3A: Compose orally and then write a simple sentence. W2.3D: Re-read own writing to check the meaning is clear. W2.5A: Say a simple sentence and then write it. R2.4A: Use picture cues to predict the meaning of unfamiliar words. GUIDED READING	REVISION ASSESSMENT-POETRY, FICTION AND NON REVIEW OF ALL SKILLS DONE Reading: Comprehension Identifying and retrieving key words, phr information about setting, events, charac- texts Deducing and inferring meanings of word information, character's actions, thought- feelings Identifying facts Expressing likes and dislikes about titles, i- words, ideas, events, characters with ex- sequencing events in the correct order. Predicting ideas, actions, feelings from pi what will happen next in the story. Writing correct spellings, grammar, and c writing
Non-fiction Unit 2.9 Resource: There is no place like home SL2.1A: Follow two-step instructions, when these are given slowly and clearly. 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 'est'. 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 determine ['a'] "n', the 'o' '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 'l' and 'we' before verbs. GUIDED READING	Unit 17- Phoneme 'o' 'oe' 'ow' 'ew' Handwriting joining letters with'o' 'oe' 'ow' 'ew WEEK 26 Non-fiction Unit 2.9 Resource : There is no place like home SL2.1A: Follow two-step instructions, when these are given slowly and clearly. W2.5C: Use eR2.6B: Identify nouns and verbs in a simple sentence and use the terms' noun' and verb'. veryday verbs in simple sentences. 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'. W2.5B: 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. GUIDED READING	Fiction Unit 2.10 Resource: Maximus and the Beanstalk \$12.1A: Follow two-step instructions, when these are given slowly and clearly. R.2.4A: Use picture cues to predict the meaning of unfamiliar words. R.2.4C: Use own experiences to predict what might happen at the end of a short story. R.2.4D: Discuss favourite words and phrases. R.2.3A: Answer simple questions about a sentence they have read. R.2.3B: Recall what happened next in a simple story or sequence of events. R.2.6B: Identify nouns and verbs in a simple sentence and use the terms 'noun' and 'verb'. R.2.6A: Say whether or not a group of words is a sentence W2.5C: Use everyday verbs in simple sentences. GUIDED READING 1. LA A Trip to Doctor Woof-Blue 2. AA The Billy Goats Gruff- Turquoise	Fiction Unit 2.10 Resource: Maximus and the Beanstalk R2.48: Combine information from text and pictures to infer how a character feels. R2.5A: With support, find information in texts (including IT texts) to answer a simple question. R2.58: Know that information can be given through photographs and illustrations as well as text. R2.2A: Read aloud a familiar text of 6-6 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. W2.3A: Suppose and then write it. W2.6A: Use vocabulary from reading in own writing. W2.3B: Sequence three pictures and then write a sentence for each to tell a story. W2.3D: Re-read own writing to check the meaning is clear.	Fiction Unit 2.10 Resource: Maximus and the Beanstalk R2.2A: Read aloud a familiar text of 6-8 basic sentences (about 50 words). W2.5D: Use adjectives in expanded noun phrases, in simple sentences. W2.3A: Compose orally and then write a simple sentence. W2.3A: 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. W2.5B: Use the correct determiner ("a/"an", "the" or "some") for single and plural nouns in simple sentences. W2.5B: Use the correct determiner ("a/"an", "the" or "some") for single and plural nouns in simple sentences. W2.5E: Use the subject pronouns "I" and "we" before verbs. Sequencece three pictures and then write a sentence for each to tell a story. W2.4A: Write most lower-case letters and copy all upper-case letters and numbers, using correct letter formation. Class Assessment- Reading- comprehension, verbs, punctuation, determiners, noun plural writing with	WEEK 30 Poetry Unit 2.11 Resource: Wizards, Spiders and Castles S12.2D: Recite and interpret sentences by heart, including poems and other texts. R2.2A: Discuss favourite words and phrases. R2.2A: Read aloud a familiar text of 6-8 basic sentences (about 50 words). R2.2A: Use vocabulary from reading in own writing. W2.3A: Use vocabulary from reading in own writing. W2.3A: Say a simple sentence 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. SUIDED READING 1. LA All Gone- Orange 2. HA Frog Fight - Orange 3.HA Little Red Riding Hoody -Orange PHONICS, HANDWRITING AND SPELLING Unit 29- Suffix' es' after 'ch' sh' th'	Poetry Unit 2.11 Resource:Wizards, Spiders and Castles SI2.2D: 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). SI2.2D: Recite and interpret sentences by heart, including poems and other texts. W2.2A: Use occabulary from reading in own writing. W2.3A: Compose orally and then write a simple sentence. W2.3D: Re-read own writing to check the meaning is clear. W2.5A: Say a simple sentence and then write it. R2.4A: Use picture cues to predict the meaning of unfamiliar words. GUIDED READING I. LA Get a Parot - Blue 2. AA The Last Egg Orange A Blue 3. HA Animal Talent Show-Orange A Blue	REVISION ASSESSMENT-POETRY, FICTION AND NON REVIEW OF ALL SKILLS DONE Reading: Comprehension Identifying and retrieving key words, phra- information about setting, events, charact texts Deducing and inferring meanings of word information, character's actions, thoughts feelings Identifying facts Expressing likes and dislikes about titles, re words, ideas, events, characters with exan Sequencing events in the correct order. Predicting ideas, actions, feelings from pi what will happen next in the story. Writing correct spellings, grammar, and co writing Spellings of words and sentences
Non-fiction Unit 2.9 Resource: There is no place like home SL2.1A: Follow two-step instructions, when these are given slowly and clearly. R2.6B: Identify nouns and verbs in a simple sentence and use the terms 'noun' and 'ver's. 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. W2.5B: 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.	WEEK 26 Non-fiction Unit 2.9 Resource: There is no place like home SL2.1A: Follow two-step instructions, when these are given slowly and clearly. W2.5C: Use eR2.6B: Identify nouns and verbs in a simple sentence and use the terms' noun' and verb. weryday verbs in simple sentences. 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. W2.5B: Use the correct determiner ['a' f'an', 'the' or 'some'] for single and plural nouns in simple sentences. W2.5D: Use adjectives in expanded noun phrases, 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.	Fiction Unit 2.10 Resource: Maximus and the Beanstalk \$12.1A: 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 WU.5.C: Use everyday verbs in simple sentences. GUIDED READING 1. LA A Trip to Doctor Woof-Blue	Fiction Unit 2.10 Resource: Maximus and the Beanstalk R2.48: Combine information from text and pictures to infer how a character feels. R2.5A: With support, find information in texts (including IT texts) to answer a simple question. R2.58: Know that information can be given through photographs and illustrations as well as text. R2.2A: Read aloud a familiar text of 6-8 basic sentences (about 50 words). R2.4C: Use own experiences to predict what might happen at the end of a short story. R2.4D: Discuss favourite words and phrases. W2.3A: Compose orally and then write a simple sentence. W2.5A: Say a simple sentence and then write it. W2.6A: Use vocabulary from reading in own writing. W2.3B: Sequence three pictures and then write a sentence for each to tell a story.	Fiction Unit 2.10 Resource: Maximus and the Beanstalk R2.2A: Read aloud a familiar text of 6-8 basic sentences (about 50 words). W2.5B: Use adjectives in expanded noun phrases, in simple sentences. W2.5B: Use dipectives in expanded noun phrases, in simple sentences. W2.5B: Use dipectives 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. W2.5B: Use simple sentence and then write it. W2.5D: Use adjectives in expanded noun phrases, in simple sentences. W2.5E: Use the subject pronouns 'l' and 'we' before verbs. Sequencece three pictures and then write a sentence for each to tell a story. W2.4A: Write most lower-case letters and copy all uppercase letters and numbers, using correct letter formation. Class Assessment- Reading- comprehension, verbs, punctuation, determiners, noun phrases, pronouns, punctuation.	WEEK 30 Poetry Unit 2.11 Resource: Wizards, Spiders and Castles S12.2D: Recite and interpret sentences by heart, including poems and other texts. R2.2A: Read aloud a familiar text of 6-8 basic sentences (about 50 words). R2.4A: Use picture cues to predict the meaning of unfamiliar words. R2.2A: 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. W2.3D: Ra-read own writing to check the meaning is clear. W2.3D: Ra-read own writing to check the meaning is Clear. W2.3D: Ra-read own writing to check the meaning is Clear. W2.3D: Ra-read own writing to check the meaning is Clear. W2.3D: Ra-read own writing to check the meaning is Clear. W2.3D: Ra-read own writing to check the meaning is Clear. W2.3D: Ra-read own writing to check the meaning is Clear. W2.3D: Ra-read own writing 10 check the meaning is Clear. W2.3D: Ra-read own writing to check the meaning is Clear. W2.3D: Ra-read own writing to check the meaning is Clear.	Poetry Unit 2.11 Resource:Wizards, Spiders and Castles S12.20: Recite and interpret sentences by heart, including poems and other texts. R2.40: Discuss favourite words and phrases. R2.21: Read aloud a familiar text of 6-8 basic sentences (about 50 words). S12.20: Recite and interpret sentences by heart, including poems and other texts. W2.24: Use vocabulary from reading in own writing. W2.34: Compose carlly and then write a simple sentence. W2.30: Re-read own writing to check the meaning is clear. W2.35: Say a simple sentence and then write it. R2.4A: Use picture cues to predict the meaning of unfamiliar words. GUIDED READING 1. LA Get a Parot - Blue 2. AA The Last Egg Orange A Blue	REVISION ASSESSMENT-POETRY, FICTION AND NON REVIEW OF ALL SKILLS DONE Reading: Comprehension identifying and retrieving key words, phra information about settling, events, charact texts Deducing and inferring meanings of word-information, character's actions, thoughts feelings Identifying facts Expressing likes and dislikes about titles, rwords, ideas, events, characters with exan Sequencing events in the correct order. Predicting ideas, actions, feelings from piwhat will happen next in the story. Writing correct spellings, grammar, and cr writing Spellings of words and sentences Grammar-Nouns-singular/plural, commo
Non-fiction Unit 2.9 Resource: There is no place like home SL2.1A: Follow two-step instructions, when these are given slowly and clearly. R2.68: 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 't' and 'we' before verbs. GUIDED READING 1. LA Exploring London -Orange A	Unit 17- Phoneme 'o' 'oe' 'ow' 'ew' Handwriting joining letters with'o' 'oe' 'ow' 'ew WEEK 26 Non-fiction Unit 2.9 Resource : There is no place like home S12.1A: Follow two-step instructions, when these are given slowly and clearly. W2.5C: Use eR2.6B: dentify nous and verbs in a simple sentence and use the terms 'noun' and 'verb'. veryday verbs in simple sentences. 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: 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. GUIDED READING 1. LA Draw with Penny - Yellow C	Fiction Unit 2.10 Resource: Maximus and the Beanstalk SL2.1A: Follow two-step instructions, when these are given slowly and clearly. R2.4A: Use picture cues to predict the meaning of unfamiliar words. R2.4C: Use own experiences to predict what might happen at the end of a short story. R2.4A: Discuss favourite words and phrases. R2.3B: R2.4D: Discuss favourite words and phrases. R2.3B: Recall what happened next in a simple story or sequence of events. R2.5B: Identify nouns and verbs in a simple sentence and use the terms 'noun' and 'verb'. R2.6A: Say whether or not a group of words is a sentence W2.5C: Use everyday verbs in simple sentences. GUIDED READING 1. I. A A Trip to Doctor Woof-Blue 2. AA The Billy Goats Gruff- Turquoise 3.HA The Hare and the Tortoise-Orange	Fiction Unit 2.10 Resource: Maximus and the Beanstalk R2.48: Combine information from text and pictures to infer how a character feels. R2.5A: With support, find information in texts (including IT texts) to answer a simple question. R2.5B: Know that information can be given through photographs and illustrations as well as text. R2.2A: Read aloud a familiar text of 6-8 basic sentences (about 50 words). R2.4C: Use own experiences to predict what might happen at the end of a short story. R2.4C: Discuss favourite words and phrases. R2.3A: Compose orally and then write a simple sentence. W2.5A: Say a simple sentence and then write it. W2.6A: Use full stops at the end of simple sentences. W2.2A: Use vocabulary from reading in own writing. W2.3B: Sequence three pictures and then write a sentence for each to tell a story. W2.3D: Re-read own writing to check the meaning is clear. GUIDED READING 1. LA The Hare and the Tortoise - Orange 2. AA A frije to Doctor Woof- Blue	Fiction Unit 2.10 Resource: Maximus and the Beanstalk R2.2A: Read aloud a familiar text of 6-8 basic sentences (about 50 words). W2.5D: Use adjectives in expanded noun phrases, in simple sentences. W2.3A: Compose orally and then write a simple sentence. W2.3A: 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. W2.5B: Say a simple sentence and then write it. W2.5D: Use adjectives in expanded noun phrases, in simple sentences. W2.5B: Use the course of the composition of t	WEEK 30 Poetry Unit 2.11 Resource: Wizards, Spiders and Castles S12.2D: Recite and interpret sentences by heart, including poems and other texts. R2.2A: Discuss favourite words and phrases. R2.2A: Read aloud a familiar text of 6-8 basic sentences (about 50 words). R2.2A: Use vocabulary from reading in own writing. W2.3A: Use vocabulary from reading in own writing. W2.3A: Say a simple sentence 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. SUIDED READING 1. LA All Gone- Orange 2. HA Frog Fight - Orange 3.HA Little Red Riding Hoody -Orange PHONICS, HANDWRITING AND SPELLING Unit 29- Suffix' es' after 'ch' sh' th'	Poetry Unit 2.11 Resource:Wizards, Spiders and Castles SL2.2D: Recite and interpret sentences by heart, including poems and other texts. R2.4D: Discuss favourite words and phrases. R2.2A: Read aloud a familiar text of 6-8 basic sentences (about 50 words). SL2.2D: Recite and interpret sentences by heart, including poems and other texts. W2.2A: Use wocabulary from reading in own writing. W2.3A: Compose orally and then write a simple sentence. W2.2A: Say a simple sentence and then write it. R2.4A: Use picture cues to predict the meaning of unfamiliar words. GUIDED READING 1. IA Get a Parot -Blue 2. AAT he last Egg Orange A Blue 3 HA Animal Talent Show-Orange A Blue PHONICS, HANDWRITTING AND SPELLING	REVISION ASSESSMENT-POETRY, FICTION AND NON REVIEW OF ALL SKILLS DONE Reading: Comprehension Identifying and retrieving key words, phra information about setting, events, charact texts Deducing and inferring meanings of word-information, character's actions, thoughts feelings Identifying facts Expressing likes about titles, rwords, ideas, events, characters with exan Sequencing events in the correct order. Predicting ideas, actions, feelings from pi what will happen next in the story. Writing correct spellings, grammar, and cr writing Spellings of words and sentences Grammar:Nouns-singular/ plural, commo Verbs, Past tense and Present tense. Adjet Pronouns
Non-fiction Unit 2.9 Resource: There is no place like home SL2.1A: Follow two-step instructions, when these are given slowly and clearly. R2.6B: Identify nouns and verbs in a simple sentence and use the terms 'noun' and 'ver's. Identify nouns and verbs in a simple sentence and use the terms' noun' and verb. R2.6B: 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. W2.5B: 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 'l' and 'we' before verbs. GUIDED READING 1. LA Exploring London -Orange A 2.AA Draw with Penny - Yellow C	Unit 17- Phoneme 'o' 'oe' 'ow' 'ew' Handwriting joining letters with'o' 'oe' 'ow' 'ew WEEK 26 Non-fiction Unit 2.9 Resource: There is no place like home S12.1A: Follow two-step instructions, when these are given slowly and clearly. W2.5C: Use eR2.6B: Identify nouns and verbs in a simple sentence and use the terms 'noun' and verb'. weryday verbs in simple sentences. 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. W2.5B: 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. GUIDE READING 1. LA Draw with Penny - Yellow C 2.AA Strawberries at School- Orange A	Fiction Unit 2.10 Resource: Maximus and the Beanstalk SL2.1A: Follow two-step instructions, when these are given slowly and clearly. R2.4A: Use picture cues to predict the meaning of unfamiliar words. R2.4C: Use own experiences to predict what might happen at the end of a short story. R2.4D: Discuss favourite words and phrases. R2.3A: Answer simple questions about a sentence they have read. R2.3B: Recall what happened next in a simple story or sequence of events. R2.6B: Identify nouns and verbs in a simple sentence and use the terms 'noun' and 'verb'. R2.6A: Say whether or not a group of words is a sentence W2.5C: Use everyday verbs in simple sentences. GUIDED READING 1. LA A Trip to Doctor Woof-Blue 2. AA The Billy Goats Gruff- Turquoise 3.HA The Hare and the Tortoise -Orange	Fiction Unit 2.10 Resource: Maximus and the Beanstalk R2.48: Combine information from text and pictures to infer how a character feels. R2.5A: With support, find information in texts (including IT texts) to answer a simple question. R2.5B: Know that information can be given through photographs and illustrations as well as text. R2.2A: Read aloud a familiar text of 6-8 basic sentences (about 50 words). R2.4C: 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. W2.3A: Use full stops at the end of simple sentences. W2.3A: Use vocabulary from reading in own writing. W2.3B: Sequence three pictures and then write a sentence for each to tell a story. W2.3D: Re-read own writing to check the meaning is clear. GUIDED READING 1. LA The Hare and the Tortoise - Orange	Fiction Unit 2.10 Resource: Maximus and the Beanstalk R2.2A: Read aloud a familiar text of 6-8 basic sentences (about 50 words). W2.5B: Use adjectives in expanded noun phrases, in simple sentences. W2.5B: Use dipctives in expanded noun phrases, in simple sentences. W2.5B: Use the correct determiner ("a'/"a", 'the' or 'some') for single and plural nouns in simple sentences. W2.5B: Use dipctives in expanded noun phrases, in simple sentences. W2.5B: Use the correct determiner ("a'/"a") the' or 'some') for single and plural nouns in simple sentences. W2.5B: Use the cubilett in expanded noun phrases, in simple sentences. W2.5E: Use the subject pronouns 'l' and 'we' before verbs. Sequencece three pictures and then write a sentence for each to tell a story. W2.4A: Write most lower-case letters and copy all uppercase letters and numbers, using correct letter formation. Class Assessment: Reading: comprehension, verbs, punctuation, determiners, noun phrases, pronouns, punctuation. Writing- Design a poster	WEEK 30 Poetry Unit 2.11 Resource: Wizards, Spiders and Castles S12.2D: Recite and interpret sentences by heart, including poems and other texts. R2.2A: Discuss favourite words and phrases. R2.2A: Read aloud a familiar text of 6-8 basic sentences (about 50 words). R2.2A: Use vocabulary from reading in own writing. W2.3A: Use vocabulary from reading in own writing. W2.3A: Say a simple sentence 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. SUIDED READING 1. LA All Gone- Orange 2. HA Frog Fight - Orange 3.HA Little Red Riding Hoody -Orange PHONICS, HANDWRITING AND SPELLING Unit 29- Suffix' es' after 'ch' sh' th'	Poetry Unit 2.11 Resource:Wizards, Spiders and Castles S12.20: Recite and interpret sentences by heart, including poems and other texts. R2.40: Discuss favourite words and phrases. R2.2A: Read aloud a familiar text of 6-8 basic sentences (about 50 words). S12.20: Recite and interpret sentences by heart, including poems and other texts. W2.2A: Use vocabulary from reading in own writing. 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Non-fiction Unit 2.9 Resource: There is no place like home SL2.1A: Follow two-step instructions, when these are given slowly and clearly. R2.68: Identify nouns and werbs 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 werbs 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. W2.5C: Size sey 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 'l' and 'we' before verbs. GUIDED READING 1. LA Exploring London -Orange A 2.AA Draw with Penny - Vellow C 3.HA Strawberries at School- Orange A PHONICS, HANDWRITING AND SPELLING Unit 24- Phoneme' c' 'ch' 'k' 'ch'	Unit 17- Phoneme 'o' 'oe' 'ow' 'ew' Handwriting joining letters with'o' 'oe' 'ow' 'ew WEEK 26 Non-fiction Unit 2.9 Resource : There is no place like home Sl2.1A: Follow two-step instructions, when these are given slowly and clearly. W2.5C: Use eR2.6B: Identify nous and verbs in a simple sentence and use the terms' noun' and 'verb'. veryday verbs in simple sentences. 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. W2.5B: 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. 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AA The Billy Goats Gruff- Turquoise 3.HA The Hare and Hortoise-Orange PHONICS, HANDWRITING AND SPELLING Unit 26-Phoneme 'le' 'mb' ea 'er' 'wa'	Fiction Unit 2.10 Resource: Maximus and the Beanstalk R2.48: Combine information from text and pictures to infer how a character feels. R2.5A: With support, find information in texts (including IT texts) to answer a simple question. R2.5B: Know that information can be given through photographs and illustrations as well as text. R2.2A: Read aloud a familiar text of 6-8 basic sentences (about 50 words). R2.4C: Use own experiences to predict what might happen at the end of a short story. R2.4D: Discuss favourite words and phrases. W2.5A: Say a simple sentence and then write a: W2.5A: Say a simple sentence. W2.5A: Say a simple sentence. W2.5A: Say a simple sentence. W2.5A: Sequence three pictures and then write a sentence for each to tell a story. W2.3D: Re-read own writing to check the meaning is clear. GUIDED READING 1. 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Class Assessment- Reading- comprehension, verbs, punctuation, determiners, non plural writing with determiners, noun phrases, pronouns, punctuation. Writing- Design a poster GUIDED READING 1. LA The The Billy Goats Gruff- Turquoise 2. AA Hare and the Tortoise Orange 3. HA Trip to Doctor Woof-Blue	WEEK 30 Poetry Unit 2.11 Resource: Wizards, Spiders and Castles S12.2D: Recite and interpret sentences by heart, including poems and other texts. R2.2A: Discuss favourite words and phrases. R2.2A: Read aloud a familiar text of 6-8 basic sentences (about 50 words). R2.2A: Use vocabulary from reading in own writing. W2.3A: Use vocabulary from reading in own writing. W2.3A: Say a simple sentence 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. SUIDED READING 1. LA All Gone- Orange 2. HA Frog Fight - Orange 3.HA Little Red Riding Hoody -Orange PHONICS, HANDWRITING AND SPELLING Unit 29- Suffix' es' after 'ch' sh' th'	Poetry Unit 2.11 Resource:Wizards, Spiders and Castles S12.20: Recite and interpret sentences by heart, including poems and other texts. R2.40: Discuss favourite words and phrases. R2.2A: Read aloud a familiar text of 6-8 basic sentences (about 50 words). S12.20: Recite and interpret sentences by heart, including poems and other texts. W2.2A: Use vocabulary from reading in own writing. W2.3A: Compose orally and then write a simple sentence. W2.3D: Re-read own writing to check the meaning is clear. W2.5A: Say a simple sentence and then write it. R2.4A: Use picture cues to predict the meaning of unfamiliar words. GUIDED READING 1. LA Get a Parot - Blue 2. 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I.A Exploring London -Orange A 2.AA Draw with Penny - Vellow C 3.HA Strawberries at School- Orange A	Unit 17- Phoneme 'o' 'oe' 'ow' 'ew' Handwriting joining letters with'o' 'oe' 'ow' 'ew WEEK 26 Non-fiction Unit 2.9 Resource : There is no place like home SL2.1A: Follow two-step instructions, when these are given slowly and clearly. W2.5C: Use eR2.6B: Identify nouns and verbs in a simple sentence and use the terms' noun' and verb'. veryday verbs in simple sentences. 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'. W2.5B: 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. GUIDED READING 1. A Draw with Penny - Yellow C 2.AA Strawberries at School- Orange A 3.HA Exploring London-Orange A PHONICS, HANDWRITING AND SPELLING	Fiction Unit 2.10 Resource: Maximus and the Beanstalk \$12.1A: Follow two-step instructions, when these are given slowly and clearly. R2.4A: Use picture cues to predict the meaning of unfamiliar words. R2.4A: 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 WZ-5C: Use everyday verbs in simple sentences. GUIDED READING 1. LA A Trip to Doctor Woof-Blue 2. AA The Billy Goats Gruff- Turquoise 3.HA The Hare and Hortoise-Orange PHONICS, HANDWRITING AND SPELLING Unit 26-Phoneme 'le' 'mb' ea 'er' 'wa'	Fiction Unit 2.10 Resource: Maximus and the Beanstalk R2.48: Combine information from text and pictures to infer how a character feels. R2.5A: With support, find information in texts (including IT texts) to answer a simple question. R2.5B: Know that information can be given through photographs and illustrations as well as text. R2.2A: Read aloud a familiar text of 6-8 basic sentences (about 50 words). R2.4C: 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. W2.3A: Use full stops at the end of simple sentences. W2.3A: Use vocabulary from reading in own writing. W2.3B: Sequence three pictures and then write a sentence for each to tell a story. W2.3D: Re-read own writing to check the meaning is clear. GUIDED READING 1. LA The Hare and the Tortoise - Orange 2. AA A Trip to Doctor Woof-Blue 3.HA The Billy Goats Gruff -Turquoise PHONICS, HANDWRITING AND SPELLING Unit 27-Phoneme 'o' 'oo' 'sh' 'alt' 'tch' 'th'	Fiction Unit 2.10 Resource: Maximus and the Beanstalk R2.2A: Read aloud a familiar text of 6-8 basic sentences (about 50 words). W2.5B: Use adjectives in expanded noun phrases, in simple sentences. W2.3A: Compose orally and then write a simple sentence. W2.3B: Compose orally and then write a simple sentence. W2.5B: Use the correct determiner ("a'/"a", 'the' or 'some') for single and plural nouns in simple sentences. W2.5B: Use dijectives in expanded noun phrases, in simple sentences. W2.5A: Say a simple sentence and then write it. W2.5D: Use adjectives in expanded noun phrases, in simple sentences. Sequencece three pictures and then write a sentence for each to tell a story. W2.4A: Write most lower-case letters and copy all upper-case letters and numbers, using correct letter formation. 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AA The Last Egg Orange A Blue 3 HA Animal Talent Show -Orange A Blue PHONICS, HANDWRITING AND SPELLING Unit 30- Prefix 'un' and 're'	REVISION ASSESSMENT-POETRY, FICTION AND NON REVIEW OF ALL SKILLS DONE Reading: Comprehension Identifying and retrieving key words, phra information about setting, events, charact texts Deducing and inferring meanings of words information, character's actions, thoughts feelings Identifying facts Expressing likes and dislikes about titles, rewords, ideas, events, characters with exan Sequencing events in the correct order. Predicting ideas, actions, feelings from pi what will happen next in the story. Writing correct spellings, grammar, and cr writing Spellings of words and sentences Grammar:Nouns-singular/plural, commo Verbs, Past tense and Present tense. Adject Pronouns Noun phrases, Conjunctions – (and, but, b so) Adverbs of manner, Contractions, perpepositions, suffixes, prefixes,
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HA Strawberries at School- Orange A PHONICS, HANDWRITING AND SPELLING Unit 24- Phoneme 'c' 'th' 'k' 'ck'	Unit 17- Phoneme 'o' 'oe' 'ow' 'ew' Handwriting joining letters with'o' 'oe' 'ow' 'ew WEEK 26 Non-fiction Unit 2.9 Resource : There is no place like home Sl2.1A: Follow two-step instructions, when these are given slowly and clearly. W2.5C: Use eR2.6B: Identify nous and verbs in a simple sentence and use the terms' noun' and 'verb'. veryday verbs in simple sentences. 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. W2.5B: 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. GUIDED READING 1. LA Draw with Penny - Yellow C 2.AA Strawberries at School- Orange A 3.HA Exploring London-Orange A PHONICS, HANDWRITING AND SPELLING Unit 25- Phoneme 'c' 'ch' 'k' 'ck'	Fiction Unit 2.10 Resource: Maximus and the Beanstalk \$12.1A: Follow two-step instructions, when these are given slowly and clearly. R2.4A: Use picture cues to predict the meaning of unfamiliar words. R2.4A: 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 WZ-5C: Use everyday verbs in simple sentences. GUIDED READING 1. LA A Trip to Doctor Woof-Blue 2. AA The Billy Goats Gruff- Turquoise 3.HA The Hare and Hortoise-Orange PHONICS, HANDWRITING AND SPELLING Unit 26-Phoneme 'le' 'mb' ea 'er' 'wa'	Fiction Unit 2.10 Resource: Maximus and the Beanstalk R2.48: Combine information from text and pictures to infer how a character feels. R2.5A: With support, find information in texts (including IT texts) to answer a simple question. R2.5B: Know that information can be given through photographs and illustrations as well as text. R2.2A: Read aloud a familiar text of 6-8 basic sentences (about 50 words). R2.4C: Use own experiences to predict what might happen at the end of a short story. R2.4D: Discuss favourite words and phrases. W2.5A: Say a simple sentence and then write a: W2.5A: Say a simple sentence. W2.5A: Say a simple sentence. W2.5A: Say a simple sentence. W2.5A: Sequence three pictures and then write a sentence for each to tell a story. W2.3D: Re-read own writing to check the meaning is clear. GUIDED READING 1. 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Class Assessment- Reading- comprehension, verbs, punctuation, determiners, non plural writing with determiners, noun phrases, pronouns, punctuation. Writing- Design a poster GUIDED READING 1. LA The The Billy Goats Gruff- Turquoise 2. AA Hare and the Tortoise Orange 3. HA Trip to Doctor Woof-Blue	WEEK 30 Poetry Unit 2.11 Resource: Wizards, Spiders and Castles S12.2D: Recite and interpret sentences by heart, including poems and other texts. R2.2A: Discuss favourite words and phrases. R2.2A: Read aloud a familiar text of 6-8 basic sentences (about 50 words). R2.2A: Use vocabulary from reading in own writing. W2.3A: Use vocabulary from reading in own writing. W2.3A: Say a simple sentence 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. SUIDED READING 1. LA All Gone- Orange 2. 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AA The Last Egg Orange A Blue 3 HA Animal Talent Show -Orange A Blue PHONICS, HANDWRITING AND SPELLING Unit 30- Prefix 'un' and 're'	REVISION ASSESSMENT-POETRY, FICTION AND NON REVIEW OF ALL SKILLS DONE Reading: Comprehension Identifying and retrieving key words, phra information about setting, events, charact texts Deducing and inferring meanings of words information, character's actions, thoughts feelings Identifying facts Expressing likes and dislikes about titles, rewords, ideas, events, characters with exan Sequencing events in the correct order. Predicting ideas, actions, feelings from pi what will happen next in the story. Writing correct spellings, grammar, and cr writing Spellings of words and sentences Grammar:Nouns-singular/plural, commo Verbs, Past tense and Present tense. Adject Pronouns Noun phrases, Conjunctions – (and, but, b so) Adverbs of manner, Contractions, perpepositions, suffixes, prefixes,
Non-fiction Unit 2.9 Resource: There is no place like home SL2.1A: Follow two-step instructions, when these are given slowly and clearly. R2.6B: Identify nouns and verbs in a simple sentence and use the terms 'noun' and 'verb'. R2.6B: 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. W2.2S: 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 'l' and 'we' before verbs. GUIDED READING 1. 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HA Frog Fight - Orange 3.HA Little Red Riding Hoody -Orange PHONICS, HANDWRITING AND SPELLING Unit 29- Suffix' es' after 'ch' sh' th'	Poetry Unit 2.11 Resource:Wizards, Spiders and Castles S12.20: Recite and interpret sentences by heart, including poems and other texts. R2.40: Discuss favourite words and phrases. R2.2A: Read aloud a familiar text of 6-8 basic sentences (about 50 words). S12.20: Recite and interpret sentences by heart, including poems and other texts. W2.2A: Use vocabulary from reading in own writing. W2.3A: Compose orally and then write a simple sentence. W2.3D: Re-read own writing to check the meaning is clear. W2.5A: Say a simple sentence and then write it. R2.4A: Use picture cues to predict the meaning of unfamiliar words. GUIDED READING 1. LA Get a Parot - Blue 2. 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Adjec Pronouns Noun phrases, Conjunctions – (and, but, b so) Adverbs of manner, Contractions, prepositions, suffixes, prefixes, Types of sentences (Statement, Questions and Exclamatory sentences) Punctuation-Capital letters, full stops, qu comma, exclamation mark.
Non-fiction Unit 2.9 Resource: There is no place like home St.2.1A: Follow two-step instructions, when these are given slowly and clearly. R2.68: Identify nouns and verbs in a simple sentence and use the terms 'noun' and 'verb'. R2.68: 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. W2.1S: Size 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 'l' and 'we' before verbs. GUIDED READING 1. 1A Exploring London -Orange A 2.AA Draw with Penny - Yellow C 3. HA Strawberries at School- Orange A PHONICS, HANDWRITING AND SPELLING Unit 24- Phoneme 'c' 'th' 'k' 'ck'	Unit 17- Phoneme 'o' 'oe' 'ow' 'ew' Handwriting joining letters with'o' 'oe' 'ow' 'ew WEEK 26 Non-fiction Unit 2.9 Resource : There is no place like home Sl2.1A: Follow two-step instructions, when these are given slowly and clearly. W2.5C: Use eR2.6B: Identify nous and verbs in a simple sentence and use the terms' noun' and 'verb'. veryday verbs in simple sentences. 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. W2.5B: 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. GUIDED READING 1. 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AA The Billy Goats Gruff- Turquoise 3.HA The Hare and Hortoise-Orange PHONICS, HANDWRITING AND SPELLING Unit 26-Phoneme 'le' 'mb' ea 'er' 'wa'	Fiction Unit 2.10 Resource: Maximus and the Beanstalk R2.48: Combine information from text and pictures to infer how a character feels. R2.5A: With support, find information in texts (including IT texts) to answer a simple question. R2.5B: Know that information can be given through photographs and illustrations as well as text. R2.2A: Read aloud a familiar text of 6-8 basic sentences (about 50 words). R2.4C: 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. W2.3A: Use full stops at the end of simple sentences. W2.3A: Use vocabulary from reading in own writing. W2.3B: Sequence three pictures and then write a sentence for each to tell a story. W2.3D: Re-read own writing to check the meaning is clear. GUIDED READING 1. 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Reading: Comprehension Identifying and retrieving key words, phrasinformation about setting, events, charact texts Deducing and inferring meanings of words information, character's actions, thoughts feelings lidentifying facts Expressing likes and dislikes about titles, rhwords, ideas, events, characters with exam Sequencing events in the correct order. Predicting ideas, scients, feelings from pic what will happen next in the story. Writing correct spellings, grammar, and crwriting Spellings of words and sentences Grammar:Nouns-singular/plural, commor Verbs, Past tense and Present tense. Adjec Pronouns Noun phrases, Conjunctions – (and, but, biso) Adverbs of manner, Contractions, prepositions, suffixes, prefixes, Types of sentences (Statement, Questions, and Exclamatory sentences) Punctuation-Capital letters, full stops, quicomma, exclamation mark. Forms of Writing Describing nouns (person, place, thing, ar Writing)
Non-fiction Unit 2.9 Resource: There is no place like home 12.14.F. Follow two-step instructions, when these are given lowly and clearly. R2.68: Jentify nouns and verbs in a simple sentence and use the erms 'noun' and 'verb'. 2.66.F. Say whether or not a group of words is a sentence. 2.66.F. Recognise regular singular and plural forms of nouns. 2.56.C. See verdyad verbs in simple sentences. 2.16.F. Form plurals of nouns where the root word does not hange by adding '-s' and es'. 2.2.64. Compose orally and then write a simple sentence. 2.2.56. Sus painple sentence and then write it. 2.2.56. Sus est correct determiner ['a'/'an', 'the' or 'some'] or single and plural nouns in simple sentences. 2.2.50. Use adjectives in expanded noun phrases, in simple entences. 2.50. Use the subject pronouns 'l' and 'we' before verbs. SIDIDED READING 1. 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HA The Hare and the Tortoise-Orange PHONICS, HANDWRITING AND SPELLING Unit 2S- Phoneme 'le' 'mb' ea 'er' 'wa' Handwriting joining letters with 'le' 'mb' ea 'er' 'wa'	Fiction Unit 2.10 Resource: Maximus and the Beanstalk R2.48: Combine information from text and pictures to infer how a character feels. R2.5A: With support, find information in texts (including IT texts) to answer a simple question. R2.5B: Know that information can be given through photographs and illustrations as well as text. R2.2A: Read aloud a familiar text of 6-8 basic sentences (about 50 words). R2.4C: Use own experiences to predict what might happen at the end of a short story. R2.4D: Discuss favourite words and phrases. W2.3A: Compose orally and then write a simple sentence. W2.5A: Say a simple sentence and then write it. W2.6A: Use full stops at the end of simple sentences. W2.2A: Use rocabulary from reading in own writing, W2.3B: Sequence three pictures and then write a sentence for each to tell a story. W2.3D: Re-read own writing to check the meaning is clear. GUIDED READING 1. AT The Hare and the Tortoise - Orange 2. AA A Trip to Doctor Woof- Blue 3.HA The Billy Goats Gruff - Turquoise PHONICS, HANDWRITING AND SPELLING Unit 27- Phoneme 'o' 'oo' 'sh' 'alt' 'tch' 'zh' Handwriting joining letters with 'o' 'oo' 'sh' 'alt' 'tch' 'zh'	Fiction Unit 2.10 Resource: Maximus and the Beanstalk R2.2A: Read aloud a familiar text of 6-8 basic sentences (about 50 words). W2.5D: Use adjectives in expanded noun phrases, in simple sentences. W2.2A: 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. W2.5B: Use the correct determiner ('a'/'an', 'the' or 'some') for single and plural nouns in simple sentences. W2.5B: Use the subject pronouns 'I' and 'we' before verbs. Sequencece three pictures and then write a sentence for each to tell a story. W2.4A: Write most lower-case letters and copy all uppercase 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 GUIDED READING 1. LA The The Billy Goats Gruff- Turquoise 2. AA Hare and the Tortoise Orange 3. HA Trip to Doctor Woof-Blue PHONICS, HANDWRITING AND SPELLING Unit 28-Suffix 'e' 'ed' 'ing' Handwriting Suffix 'e' 'ed' 'ing' Handwriting Suffix 'e' 'ed' 'ing'	WEEK 30 Poetry Unit 2.11 Resource: Wizards, Spiders and Castles \$12.2D: Recite and interpret sentences by heart, including poems and other texts. \$2.4D: Discuss favourite words and phrases. \$2.2A: Read aloud a familiar text of 6-8 basic sentences (about 50 words). \$2.4A: Use picture cues to predict the meaning of unfamiliar words W2.2A: Compose orally and then write a simple sentence. W2.3D: Re-read own writing to check the meaning is clear. 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	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)
Term 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 starzas poem with the help of thyming words. W3.5E: Infer the main idea of the poem SL3.2C: Participate in discussions when inwited to do so by the teacher. SL3.2D: With some guidance, perform a poem in front of the whole class	piece of information about which they have read. R3.4A: Use context to infer the meaning of unfamiliar words	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 coordinating conjunctions and and but. R3.6D: Identity subject and object pronours and link them to the head noun phrase they replace. W3.5E: Use subject and object pronours 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 Zoor JHA -Sharma Family: Stop That Dog/AA-Shrek: Can we keep him	piece of information about which they have read. \$1.3.2C: Participate in discussions when invited to do so by the teacher.\$1.3.2A: Give brief descriptions using two or more linked sentences.R3.3A: Answer simple questions about a character, event or piece of information about which they have read. R3.4D: Listen and respond to stories of a level beyond that of independent reading. R3.4B: With support, infer character's	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 PleasureLA Parve 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. R3.5C:Read simple reports and alphabetically organised texts, identifying key text teatures and beginning to distinguish between fact and opinion. S1.3.2A:Give brief descriptions using two or more linked sentences. R3.3B:Retell two events from a story or sequence in the correct order. W3.1C:Add the suffixes 's', 'ed', 'ing', 'er' and 'est, and the prefix 'un' to words where the root word does not change. W3.2A:Use a range of adjectives (around 20), in addition to colour and size) to add description. R3.5A:Use correctins pages and information. R3.5B:Use a simple contents page and information. Ra5.5B:Use a simple contents page and information. Ra5.6B:Use a simple contents page and information. Raffave the Waves /HAPete'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, W3.3C: Select pictures and write simple report texts of up to 100 words. W3.3D: Re-read own writing, improving it at sentence level. W3.5B:Use a range of quantifiers as determiners in writing, W3.5D: Use adjectives in expanded noun phrases, in own writing of three or more simple or compound sentences. S13.2E: Present information to the class when prompted. Reading for Pleasurer.LA - Everyone loves King Julien PHA. 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 toxt R3.3B: Retell two events from a story or sequence in the correct order. Identify the key themes. Reading for Pleasure:L4.E-Everyone loves King Julien /H4.Pete's Peculiar Pet Shop: Just the Job/AA-Goldilocks and the porridge problem
	Pho	onics: Short Vowel Phonemes, Long I with GHT, Long A, E, O, U Phone	eme	Phonics: Final b	lend with K, P, T	Phonics: Compound Words, Words that begins with K, Suffiex:	s FUL, LESS, ER, EST, Words with similar patterns and meanings.	Phonics: Synonyms, Antonyms, Plural Nouns, Adding Y,
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	Y3U5F2	Y3U5F2	Y3U5F2	Y3U5F2	Y3U5F2	Y3U1P1	Y3U1P1	
			•	•			•	Revision of key skills - Presentational,
	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 (Chapter7 / Chapter 8)	Unit 3.1: Poetry: A Closer Look at Poems	Unit 3.1: Poetry: A Closer Look at Poems	structural and language features Deducing and inferring ideas, events, characters, thoughts and feelings,
Tem 1	R3.6D: Identify subject and object pronouns and link them to the head noun phrase they replace. W3.3B: Sequence three jutures and write two or three sentences about each one to tell a story. R3.4B: With support, inter 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. Filips 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 eyapanded noun phrases, in own writing of three or moresimple or compound sentences. W3.5E: Use subject and object pronouns instead of noun/noun phrases. W3.5F: Write simple sentences showing grammatical agreement of regular verbs with singular and plural nouns/pronouns. Write a few sentences on the depiction of settings, characters and plot. Reading for Pleasure: L4.Filps and Spins JHASharma Family: Best Birthday Ever (AA-Run In the Rainforest		R3.3A-Answer simple questions about a character, event or piece of information about which they have read. 83.4cUse context to infer the meaning of unfamiliar words R3.4cUse knowledge of other books or films to predict what might happen at the end of a short story or other text R3.3S: Retell two events from a story or sequence in the correct order R3.6D: Identify subject and object pronouns and ink 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 refleasers 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:L4Run in the Rain Forest /HA-Yun and the Ice Spirit /AA-Living in a castle	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 poemsA Collection of	information to answer questions Vocabulary- deducing and inferring meanings of words through context clues Sequencing events in the correct order Predicting ideas, actions, feelings from the text with reasons. Summarizing ideas Identifying Facts and Opinions Justifying reasons with evidence from the text Expressing opinions (likes and dislikes) about a character; character's feelings; settings; ideas in stories and information texts.
		Phonics: Synonyms, Antonyms, Pl	ural Nouns, Adding Y, Prefixes, Words that ends in LE, Final blends w	ith M and N, Plural Nouns Revision		Phonics: Short Vowel Phonemes, Lon	g I with GHT, Long A, E, O, U Phoneme	
Year 3	WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24
	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)
Term 2	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	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 adjectnes in expanded noun phrases, in own writing of three or moresimple or compound sentences. W3.5E: Use subject and object pronouns instead of noun/noun phrases. Organise paragraphs around a characters. Proofread grammar and vocabulary to improve consistency in spelling and punctuation. Reading for Pleasure:LA-Welcome to Circus /HA-Extreme Living /AA-All about Mummies	Proofread grammar and vocabulary to improve consistency in spelling and punctuation. Reading for Pleasure: LA -The Wrong Jumper /HA -Living in a Castle	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	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', 'e', e', 'e', e', 'a', 'e', e' and 'est, and the prefix 'un' to words where the root word does not change R3.6C: Recognise that the past terms of verbs is often indicated by the suffix 'ee', R3.5C: Read simple reports and aphabetically organised texts, identifying key text features and beginning to distinguish between fact and opinion. SL3.2A: Ghe brief descriptions using two or more linked sentences. R3.5A: Use contents pages and not line 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	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 verts with singular and plural nounsprorouns 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 nounsprorouns W3.3A: Compose and write a sequence of three or more simple or compound sentences. W3.4B: Canada and wite 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 AS-SC: Read simple reports and alphabetically organised texts, identifying key text features and beginning to distinguish be the state of the sta	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 Seriences. 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 Ther? //HA-Going into Space //AA-Chocolate
	WEEK 25	Phonics: Synonyms, Antonyms, Plural Nouns, Adding Y, Prefixes, Wo WEEK 26	ords that ends in LE, Final blends with M and N, Plural Nouns Revision WEEK 27	WEEK 28	Phonics: Words with DGE, TCH, Verbs with past tense with -ED, Pref WEEK 29	ixes UN, DIS, Suffix LY, Short E, O Phoneme, High Frequency Words. WEEK 30	Phonics: Alphabetical Order, Syllables, Words that describes ways of WEEK 31	of speaking, various long vowel phonemes, final blends with 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:	

alp	.2D: Organise words into alphabetical order by their first two letters and use chabetical order to find words in dictionaries and glossaries, R3.5B: Use a simple contents page and index to locate ormation. Reading for Pleasure 1.1.4 Monkey // IAA-Birds of Prey // IAA-Fossils	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) R4.5C: Read simple reports and alphabetically organised texts, identifying key text features and beginning to distinguish between fact and opinion. Reading for Pleasure: L4Monkey //HA-Birds of Prey /AA-Fossils	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: Wth support, use capital letters and ed punctuation correctly when writing dictated sentences. Reading for Pleasure: LA-About Earth // AA-Caring for Exotic Animals // AA-About Earth with D, Prefixes DE, RE, PRE, Prefixes, Suffixes-FUL, -LY		R3.3A: Answer simple questions about an event or piece of information about which they have read. R3.4B: With support, infer a character's feelings from information given in a text. sentences. R3.2D: Organise words into alphabetical order by their first two letters, and use alphabetical order to find words in dictionaries and glossaries. W3.6D: Use commas to separate items in lists of nouns. W3.2A: Use a range of adjectives (around 20, in addition to colour and size) to add description. W3.5D: Use adjectives in expanded noun phrases, in own writing of three or more simple or compound sentences. Reading for Pleasure: L4 - Caring for Exotic Animals //HA - About Earth / AA-Monkey	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, inter a character's feelings from information given in a text. W3.5C: Use present- and past-tense forms of regular verbs in writing S13.2A: Give brief descriptions using two or more linked sentences. SL3.2C: Participate in discussions when invited to do so by the teacher. Reading for Pleasure: LA - Carring for Exotic Animals //HA - About Earth / AA-Monkey 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.	Istening to teacher-talk supported by pictures. W3.3A: Compose and write a sequence of three or more simple or compound sentences. W3.4B: Use a QWERTY keyboard to write short texts. W3.3D: Re-tread own writing, improving it at sentence level. SL3.2E: Present information to the class when prompted.SL3.2D (Poem): With some guidance, perform a	FINAL EXAMINATION REVISION OF SKILLS TAUGHT/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.
			YEAR 4 LO	ONG TERM PLAN with	CURRICULUM STANDA	RDS		
EAR 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	FICTION (REINFORCEMENT)	NONFICTION (REINFORCEMENT)	FICTION Unit 4.1 THE QUIGLEYS: Wild Life	FICTION Unit 4.1 THE QUIGLEYS: Wild Life	FICTION Unit 4.1 THE QUIGLEYS: Wild Life	ON-FICTION Unit GLORE CHALLENGE: LOST IN EGY	ON-FICTION UNITGLOBE CHALLENGE: LOST IN EGY	FON-FICTION GLORE CHALLENGE: LOST IN EC
cla: ver infe ver infe ver cle: u adv inv ver Eva infe infe im wr Ver Ver Ver Ver Ver Ver Ver Ver Ver Ve	inforcement of skills: creative wriitng, word ss. Nouns, adjectives, noun phrases, adverbs, rbs. Infer characters' motives from ormation given in a text. With some guidance, make predictions based on ar evidence in a text. Use a range of verbs (instead of 'said') and verbs to add to descriptions.	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	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	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 Spelling and Vocabulary- Unit 1 (Word search, Unjumble the words, use to, too, two correctly, crossword, contraction) Handwriting - Syllables (Three syllable words)	Participate in discussions, building on contributions of previous speakers. Infer characters' motives from information given in a text. To indentify the casual conjunctions To join clauses using appropriate causal 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 Spelling and Vocabulary- Unit 2 (Wordlist - contractions) Handwriting - Syllables (Multisyllable words)	Participate in discussions, building on contributions of previous speakers; Identify a main point after five to seven minutes of listening to teacher-talk supported by pictures; Recall significant events and pieces of information from texts, and explain why they are important; To indentify 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	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 Spelling and Vocabulary- Unit 2 (Word search, fill missing letters, draw line to break the words into syllables) Handwriting - It's an apostrphe	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
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	NON-FICTION UNIT REAL LIFE: DARE DEVILS	NON-FICTION UNIT REAL LIFE: DARE DEVILS	NON EICTION LINIT DEAL LIEF, DADE DEVILS	FICTION Unit 4.5THE HAPPIEST PEOPLE of the HILLS	CICTION LIGHT A STUE HARDISST DEODLE of the HILL	SICTION LIGHT A STUE HARDISST DEODLE of the HILL	REVISION FICTION	REVISION NON FICTION
pas ed; info imp a st hee par info tha and Use wh Wr	ad and understand a text; Recognise that the st tense of verbs is often indicated by the suffix -; Recall significant events and pieces of ormation from texts, and explain why they are portant; Retell three or more main events from tory or sequence in the correct order. Use addings and other features to locate a relevant ragraphlinfer characters' motives from ormation given in a text; Organise writing so	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	Organise writing so that ideas are sequenced or group; Use capital letters and end punctuation correctly when writing dictated sentences unaided; Use present- and past-tense forms of regular verbs in writing; Writing: Composition - Organise writing so that ideas are sequenced or grouped(Turn a	Follow detailed oral instructions on tasks close to their experience. With support, give a logically connected description. Participate in discussions, building on contributions of previous speakers. Perform as a character in a short dramatic scene. Recall significant events and pieces of information from texts and explain why they are important; Use a wider range of more descriptive nouns, powerful verbs, noun phrases; Organize writing so that ideas are sequenced or grouped; Use a range of adverbs to add to descriptions; Writing task - Describe the setting (Reinforcement)	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	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 Folktale	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.	Reinforcement on: Questions basing on inference, deducing; personal opinon, usage of language, justification of explanation of responses and vocabulary. Grammar Topics: Word class:Nouns, Verbs and adverbs, Adverbials of time; Adjectives, different forms of adjectives; Direct speech; Punctuation; Expanded noun phrase; use of colon, Pronouns and Possessive pronouns, Possessive apostrophe Organizing paragraphs around a theme. In narratives, creating settings, characters, and plot. In non-narrative material, using simple organizational devices (e.g., headings and
EAR 4	WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24
the exp sev	perience. Identify a main point after five to ven minutes of listening to teacher-talk	NON-FICTION Unit A VOLCANO WAKES UP Recall significant events and pieces of information from texts and explain why they are important. Retell three or more main events from a story or sequence in the correct order. Use headings and other features to locate a relevant paragraph.	FICTION UNIT CHARLIE & ALICE: FINDING A FRIEND Use a wider range of more descriptive nouns and powerful verbs. Participate in discussions, building on contributions of previous speakers.Perform as a character in a short dramatic scene.Read aloud an unfamiliar text of	FICTION UNIT CHARLIE & ALICE: FINDING A FRIEND A Infer the meaning of similes using context. Infer characters' motives from information given in a text.With some guidance, make predictions based on clear evidence in a text.Begin to form and explain preferences about types of stories. Identify	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	Recall significant events and pieces of information from texts and explain why they are important. With some guidance, make predictions based on clear	Read and follow explanations and newspaper reports, identifying key text features and distinguish between fact and opinion with more	N-FICTION UNIT AWESOME ANIMAL ADVENT 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

Perform as a character Present information or a group. Read aloud an unfamili	ons of previous speakers. r in a short dramatic scene. n a given subject, alone or in liar text of about 250 words, tences, observing full stops	Understand the purpose textual features when dir and follow explanations a identifying key text featu between fact and opinior ease. Recognise adverbial	rectly asked to do so. Read and newspaper reports, ures and distinguish n with more	about 250 words, including observing full stops and cunfamiliar three- to four-range of strategies. Recognast-tense verbs, including WRITING TASK: DESCRIBE	uestion marks.Decode syllable words, using a nise on sight common ig irregular verbs.	grouped.Use a range of a to descriptions. Write sh	ideas are sequenced or adverbs (around 20) to add nort story that includes racters or settings. Reread	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.	where the speaker is	around 150 words. Reread own writing, improving it at paragraph level. Use commas to separate a list of actions. Use a colon to introduce a list. Use apostrophes to show singular possession. Compare and Contrast Spelling and Vocabulary - Unit 6 (wordlist,	
and question marks. Role Play as the report	ter and the cameraman ry - Unit 4 (word search,	conjunctions 'so' and 'or' impact.Recognise irregula including the verb 'to be' ideas are sequenced or g	and talk about their ar past-tense verb forms, Organise writing so that trouped. Write brief and 150 words. Reread own aragraph level PORT	(Reinforcement) Spelling and Vocabulary - unjumble the letters to m	Unit 5 (wordlist search,	COMPREHENSION Spelling and Vocabulary	- Unit 5 age one letter to make list	WRITING TASK: STORY WRITING Spelling and Vocabulary - Unit 5 (wordsearch, Add vowels to complete the words) Handwriting; Compound words	Spelling and Vocabulary - Unit 5 (crossword, write sentence for each word, plural)		comparison)
W	VEED AT	WITH	DV oc	WITH	NV 05	WE	EV. 20	NEEDLA O	WIERY 40	WEEK AL	WIDE 40
W	/EEK 25	WEI	EK 26	WEI	EK 27	WE	EK 28	WEEK 29	WEEK 30	WEEK 31	WEEK 32
	THEIR SHOES: My Life as			NON-FICTION Unit IN THE			WATCHING COMETS	NON-FICTION Unit 4.9WATCHING COMETS	NON-FICTION Unit 4.9WATCHING COMETS	REVISION FICTION	REVISION NON FICTION
	ts and pieces of information why they are important.	Recognise that a possessi same function as a posse	live pronoun may have the essive determiner.	Participate in discussions, of previousnspeakers.Wr	-	1	features to locate a erstand the purpose of a	Follow detailed oral instructions on tasks close to their experience.	Use headings and other features to locate a relevant paragraph. Understand the purpose of a	Use further prefixes and suffixes and understand how to add them.	Reinforcement of Grammar concepts- Extending the range of sentences with more
Recognise irregular pas	st-tense verb forms,	Recognise that a demons	strative determiner may	in role; Plan and draft a le		wider range of textual fe		Identify a main point after five to seven minutes	wider range of textual features when directly	Spell further homophones; Spell words that are	than one clause by using a wider range of
including the verb 'to b WRITING TASK: Diary E		have the same function a pronoun. Organise writin		edit a letter in role Writing tas: Writing letter	r in rolo	asked to do so. Read and follow explana	ations and nowspaper	of listening to teacher-talk supported by pictures. With support, give a logically connected	asked to do so. Read and follow explanations and newspaper	often misspelt. Write from memory simple	conjunctions (e.g., when, if, because, although).
	ry - Unit 5 (word search,	sequenced or grouped.	ig so triat ideas are	writing tas. writing letter	iii ioie	reports, identifying key t		description.	reports, identifying key text features and	sentences, dictated by the teacher, that include words and punctuation taught so far.	Using the present perfect form of verbs in
*	o make a word; Draw line to	Write brief explanation t	texts of around 150 words.			distinguish between fact	and opinion with more	Participate in discussions, building on	distinguish between fact and opinion with more	Discussing writing similar to that which they are	contrast to the past tense; Choosing nouns
show syllable break)		Reread own writing, import level.Follow detailed oral				ease. Organise writing so that	ideas are sequenced or	contributions of previousnspeakers.	ease. Organise writing so that ideas are sequenced or	planning to write in order to understand and learn	
		1	.Participate in discussions,			grouped.Write brief exp			grouped.Write brief explanation texts of around	from its structure, vocabulary, and grammar.Composing and rehearsing sentences	cohesion and to avoid repetition. Using conjunctions, adverbs, and prepositions to
		building on contributions				150 words.Reread own v			150 words.Reread own writing, improving it at	orally (including dialogue), progressively building a	
		Perform as a character in				paragraph level			1: - :	varied and rich vocabulary and an increasing range	
		scene.Present informatio alone or in a group.	on on a given subject,						task - (Reinforcement) Spelling and Vocabulary- Unit 5 (pgs 21,22) (Fill missing words,	of sentence structures.	using the possessive apostrophe with plural nouns; Using and punctuating direct speech
		HOT SEATING							Change one letter to make list word,compound		Articulate and justify answers, arguments,
									words,)	Proposing changes to grammar and vocabulary to	
									Handwriting - pg	improve consistency, including the accurate use of	
										pronouns in sentences. A Infer the meaning of similes using context. Infer characters' motives	explanations, and narratives for different purposes, including for expressing feelings;
										from information given in a text. With some	Use spoken language to develop
										guidance, make predictions based on clear	understanding through speculating,
										evidence in a text.Begin to form and explain	hypothesizing, imagining, and exploring ideas.
										preferences about types of stories.	ideas.
	YEAR 5 ENGL	ISH LANGUAG	E LONG TERM	PLAN with CU	RRICULUM S	TANDARDS			1		l
5 WEEK 1	WEEK 2	WEEK 3 Non-FICTION	WEEK 4 Non-Fiction	WEEK 5 Non-Fiction	WEEK 6	WEEK 7 Fiction	WEEK 8	1			
Review- Fiction	Review -Poetry	Non-Fiction: How to be	Non-Fiction: How to be	Non-Fiction: How to be		Silver Sword	Silver Sword	1			
Review features of fiction	n Understand poetry as a	an Explorer R5.1B: Decode	an Explorer R5.1B: Decode	an Explorer R5.1C:Recognise on sight	an Explorer Research and Presentation	-		1			
texts. Identify componen		unrecognized words using	unrecognized words using		of an explorer. SL5.2D:	SL5.2C: Ask questions,	W5.2A: Use a wider range				
of a story.	Discuss vocabulary and	a range of strategies,	a range of strategies,	those with various prefixes		make suggestions and	of nouns and powerful				
Identify the main points of an eight-to-ten-minute,		including identification of prefixes and suffixes.	including identification of prefixes and suffixes.	and suffixes SL5.2D: Maintain and	role of a character in a dramatic scene. R5.4A: Use	make predictions during structured discussions.	verbs, as well as adjectives and adverbs.				
well-structured talk on a		R5.4A Use contents pages,	R5.4A Use contents pages,	rehearse the role of a	contents pages, headings,	R5.1C: Recognise on sight	Sa daveros.				
familiar topic. Recall deta	ails Identify how language,	headings, sub-headings	headings, sub-headings	character in a dramatic	sub-headings and other	common words, including	W5.3E: Read aloud short				
of characters, events or		and other features to	and other features to	scene.	features to identify	those with various prefixes					
pieces of information fro texts and explain how the	om contribute to meaning. Decode unfamiliar words	identify relevant parts of a text quickly, to find an	identify relevant parts of a text quickly, to find an	 Understand the function of root words, prefixes, and 		and suffixes. R5.2A: Recall details of	with some preparation.				
are linked	using a range of strategies,	answer.	answer.	suffixes	,	characters, events or	W5.5C: Use present and				
	on including identification of	R5.4B: Understand and	R5.4B: Understand and	Recognise that some		pieces of information from					
more obscure evidence in a text. Read and	in prefixes and suffixes. • Plan and write a poem	explain how different text features can convey	explain how different text features can convey	words sound the same but are spelt differently and		texts, and explain how the are linked.	y verbs, largely maintaining consistency, across a piece				
understand an unseen te	ext similar to the one read	information.	information.	can have different		R5.3B: Infers a character's					
Recall word class. Write a		R5.5B: Identify adjectives	R5.5B: Identify adjectives	meanings.		responses to events and	us se el				
short description of a setting.	poem.	and prepositional phrases used to modify nouns.	and prepositional phrases used to modify nouns.	W5.3E: Read aloud short		other characters.	W5.5F: Show grammatical agreement of irregular				
		react to mounty mounts.	raded to mounty mounts.								

W5.5F: Show grammatical agreement of irregular verbs (including the verb, to be) with singular and plural nouns/pronouns with some accuracy across a piece of writing. Plan and write a recount

WEEK 16

REVISION

WEEK 12

FICTION

Fiction: Coming Hor

Two Left Feet

WEEK 11

WEEK 9

WEEK 10

Non-Fiction Non-FicTION Non-FicTION

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

W5.3E: Read aloud short sections of own writing with some preparation • Explore the subject and verb of a sentence • Understand basic rules of cubicst with agreement

Understand basic rules of subject-verb agreement
 Practice choosing a verb that agrees with the subject of a sentence

WEEK 13

FICTION

Fiction: Coming Hom
Two Left Feet

WEEK 14

FICTION
Fiction: Coming Hon
Two Left Feet

WEEK 15

NON-FICTION

Non-Fiction: Why Does
Lightning Flash?

pendiction of minister Mr. L. Mongrane on right Mr. M. Mongrane Mr. L. Mongrane on right Mr. L. Mongrane Mr. M. M. Mongrane Mr. L. Mongrane Mr. M. M. M. Mongrane Mr. M. M. Mongrane Mr. M. M. Mongrane Mr. M. M. M. M. Mongrane Mr. M. M. M. M. Mongrane Mr. M.	specimens and marks call 132-2 feel agreement by marks and marks called a specimens and marks called a	Indication of function of func	Lange of the control of manuse of the control of th									
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Legislation to controlling common words in studies and controlling common words and distance and controlling contr	St. 2. Management on weight (continued continued continu	Est. The long-time register. 1. The foliation Way Door W	B. E.S. Accordance or year. The second control of the control of									,
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The standard of control of the contr	and sufficient of the control of the	de de effect. Activity of order for the control of	de au de l'action									
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18.7.5. Summarize a test of the sequence by reciprior (first expension or profession of the sequence by reciprior and the sequence by reciprior (first expension or profession or development of the sequence by reciprior (first expension or profession or development of the sequence by reciprior (first expension or profession of the profession or profession or profession of the profession of the profession or profession o	State Summarized state or publish has defired the subject to the subject has defined the subject has d	segment by residing by combination of the combinati	c. 20. Junimental set all religions the self-ring religions to the self-ring religions to the self-rin		quickly, to find specific	identification of prefixes	paragraphs in longer pieces	rehearse the role of a	W5.3D: Evaluate and edit	with some preparation	everyday words in the	verb, adverb, preposition
page of the properties of the company of the compan	sequence by verticaling the company of the features and company of the features and design of the features and distinguishing for the feat	speciment by receiting to grant damper of the control of the contr	men dans ander jan verifier tot of the properties and personal total control and personal total contro		information	and suffixes.	of writing.	character in a dramatic	own writing to improve	1	context of teacher-led	Revise relative pronouns
pagaine to we different test with "Long" signal new different test with sound present the suitable "Long" signal new different test with sound present test and explaint test and explaint test and explaint test of the color time of interest test and explaint test with "Long" signal new different test with sound present test and explaint test and explaint test with "Long" signal new different test sent test test and explaint test an	seconce by rectaling the self-united and self-	sponses by reselling the great properties from all captures and control effect of the properties form of the control of the co	well can be made the protein protein and protein continues of the protein protein and protein		R5.2B: Summarise a text or	R5.4B: Understand and	W5.4A Write in a legible	scene.	consistency.	1	dictation.	and know that they
with reverty steed of exception the substance can convey recognize the state of the	until data plan reduced be the consultance and distinguishing relative for the processor forms of all and until and analysis with 10 februs of the consultance and distinguishing relative for the consultance and distinguish	with most box in order ASU. Set for the control of the water of	mention and position of the control					W5.1B Spell another 100		1	W5.5C: Use present and	
and goarded internal control read- when and look for the whole, side-fining key facility and look for the whole and look for the production the broad and grainor, whole the production of the look in the look for t	streagues the brush of the progression from 15 AL Received research of street, which the progression from 15 AL Received res	Exception be sufficient or programation. 1.4. A. Except personation with construction correctly in bedieved the three construction. 1.5. A. Exception personation. 1.5. A. Exception person	and sporce lite suffix "ring" and larger than the programment of the p			l '				1		
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between fact and opinion. WITEX 39 WEEK 17 WEEK 18 Non-Fiction: Why Does Lighthing Fash? So Ja Recall details of characters, events or pieces of information from the standard projects of any presentation on a given pieces of information from the standard projects of any presentation to one given pieces of information from the standard projects of any presentation on a given pieces of information from the standard projects of any presentation on a given pieces of information from the standard projects of any presentation on a given pieces of information from the standard projects of any presentation on a given pieces of information from the standard projects of any presentation on a given pieces and elapsin to better yellow and the factors of pieces of information from the standard projects of any presentation on a given pieces and elapsin to better yellow and the factors of pieces of information from the standard projects of any presentation on a given pieces and elapsin to better yellow and the factors of pieces of information from the standard projects of the standard proje	with state of the service of the ser	Mode States of Markey 129 WILE 38 WILE 1991 WILE 1991 WILE 29	WIEX 29 WIEX 19 WIEX 19 WIEX 19 WIEX 20 WIE							1	of writing.	and descriptive writing
WEER 30 WEER 20 WEER 2	Mos Fiction: Why Does Lighting Fainh? So Fiction: Why Does Lighting F	WITE 20 WITE 21 WITE 25 WITE 25 WITE 25 WITE 26 WITE 2	The contribution of the Collection of the Collec		auxiliary verb 'to be' to	features and distinguishing	punctuation correctly in			1		
Non-Fiction: Why Does Lightning flash? 15.2 A Recall data is of characters, exception on payer of the property of the control of the property of the property of the control of the property of the control of the property of the control of the property of the property of the property of the control of the property of th	WEEK 27 Non-Riction: Why Does (Lightining Flash) Non-Riction: Why Does	Non-Priction: Why Dees Lightning Flash? 18.5.2 A Recal distant of Annabetic or of the Comments garden See A See A Recal distant of Annabetic or of the Comments garden See A Recal distant of Annabetic or of the Comments garden See A Recal distant of Annabetic or of the Comments garden See A Recal distant of Annabetic or of the Comments garden See A Recal distant of Annabetic or of the Comments garden See A Recal distant of Annabetic or of the Comments garden See A Recal distant of Annabetic or of the Comments See A Recal distant or Annabetic or of the Comments See A Recal distant or Annabetic or of the Comments See A Recal distant or Annabetic or of the Comments See A Recal distant or Annabetic or of the Comments See A Recal distant or Annabetic or of the Comments See A Recal distant or Annabetic or of the Comments See A Recal distant or Annabetic or of the Comments See A Recal distant or Annabetic or of the Comments See A Recal distant or Annabetic or of the Comments See A Recal distant or Annabetic or of the Comments See A Recal distant or Annabetic or	WEEK 27 WEEK 28 WEEK 29 WEEK 29 WEEK 29 WEEK 29 WEEK 29 WEEK 20 WEE		indicate the tense.	between fact and opinion.	independent		W5.5G: Understand where	1		
Non-Fiction: Why Does Lightning Flash? \$1.3 Read distal and an agreementation on a given process of important from pices of information from pices information from pices of information from pices information pices in information pices in information pices	Non-fiction: Why Does Lightning Bash? Non-fiction: Why Does Lightning Bash? Non-fiction: Executed the search of Guart Lightning Bash? Non-fiction: How Do They Make Bilaze-7 Non-fiction: How Do They Make	Non-Riction: Why Does Lighting Fash? Non-Riction: Why Does Lighting Fash? Non-Riction: Why Does Lighting Fash? Non-Riction: New Do They Made Silker? Made Silker? Non-Riction: New Do They Made Silker? Non-Ric	Non-Riction (Why Dass Upstrong Flash?) Non-Riction (Why Dass Upstrong Flash?) Non-Riction (Now Do They Made Silker) Non-Riction (Now		W5.3B Write Instructions	W5.6D Use commas to	writing of one or two		formal language is	1		
Non-Fiction: Why Does Lightning Flash? ### S.2.A Recall details of characters, events or pieces of information from pieces of in	Non-fiction: Why Does Lightning Plash? S. A Recal detail enter the Control Search Glant Lightning Plash? S. A Recal detail enter the Control Search Glant Lightning Plash? S. A Recal detail enter the Control Search Glant Lightning Plash? S. A Recal detail enter the Control Search Glant Lightning Plash? S. A Recal detail enter the Control Search Glant Lightning Plash? S. A Recal detail enter the Control Search Glant Lightning Plash? S. A Recal detail enter the Control Search Glant Lightning Plash? S. A Recal detail enter the Control Search Glant Lightning Plash? S. A Recal detail enter the Control Search Glant Lightning Plash? S. A Recal detail enter the Control Search Glant Lightning Plash? S. A Recal detail enter the Control Search Glant Lightning Plash? S. A Recal detail enter the Search Glant Lightning Plash? S. A Recal detail enter the Plash Search Glant Lightning Plash Search Glant Lightning Plash? S. A Recal detail enter the Plash Search Glant Lightning Plash Search Glant Lightning Plash Search Light	Non-Fiction Why Obes Lighting Fash? Non-Fiction	Non-Riction: Namy Does Uptioning Flash? 1.5.2. Reference and review [5.4.4] Exercise	AR 5	WFFK 17	WFFK 18	WFFK 19	WFFK 20	WFFK 21	WFFK 22	WFFK 23	WFFK 24
R5.2A Recal deals of characters, sevents or persecutation on a given infamiliar trace of about an elegation for the state of the sevents and explain how they. W3.3A. Regint to use are linked. 8.5A.4. Use contents pages, for the search of infamiliar trace of about on the features to identify elegations for the search and prepositional patients and other features to identify elegations and other features to identify elegations for the search and prepositional patients and organization of the search that the search and prepositional patients and organization of the search that the search and prepositional patients and patients and patients and patients and prepositional patients and prepositional patients and prepositional patients and patients a	Lighthing Flash? Size Recrification of Committed and an advantage of the Contract pages, of surficing flowers and properties of information from the case of inf	Lighting flash? Lighting flash (1) Lighting flash (2) Lighting	Subjective Flash? Subjective Flash Subjective									
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SS_2.2 Relearlie etails of characters, senters or pieces of information from the contraction on a given to pieces of information from the contraction on a given to pieces of information from the contraction on a given to piece of information from the contraction on a given to piece of information from the contraction on a given to piece of information from the contraction on a given to piece of information from the contraction on a given to piece of information from the contraction on a given to piece of information from the contraction on a given to piece of information from the contraction on a given to piece of information from the contraction on a given to piece of information from the contraction on a given to piece of information from the contraction of the contraction of information from the contraction	SS.2.2 Recommend records processor of information from logic contents pages, polyment of the contents page, polyment of the	SS.2.4 Recall actuals of coloratectris, reserving appropriation on a given information from pages of information from a proposition of a propriation and a proposition of a propriation of a pr	6.3.2. Recall doubts of characters, events or a preventation on a glow or short control from the control of the		Lightning Flash?	Lightning Flash?	Bear: The Giant	Bear: The Giant	Make Bikes?	Make Bikes?	Make Bikes?	
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the acutalisty relative promounts and know that Mey Information. ### SS.D. SUB prepositional phrases to add detail to phrase to add the formal to phrases to add detail to phrase to phrases to add detail to phrase to phrases to add detail to phrase to phrases to phrase to phrases to phrase to phrase to phrases to phrase to phrases to phrase to phrase to phrases to phrase to phrases to phrase to phrase to phrase to phr	and suffises. In the auxiliary werb to be auxiliary werb to werb to be a paragraphs in longer pieces of withing W.3.5 at Witter and how they are indeed or the entire of the auxiliary werb to the proposal or and known that were the periodice relative or an auxiliary of the auxiliary werb to be a paragraphs in longer pieces of withing W.3.5 at Witter as a paragraphs in longer pieces of withing W.3.5 at Witter as a paragraphs in longer pieces of withing W.3.5 at Witter as a paragraphs in longer pieces of withing werbs, as well as adjectives and indicate the tense explain how different text expending and contractions of 'have'. WEEK 25 WEEK 26 WEEK 27 WEEK 28 WEEK 27 WEEK 28 WEEK 29 WEEK 2	form of verb, and look for the audillary web to the "to the "to be "to b	of such tanger of the total control of the search of the s	ē								
the auxiliary web "to be" to WS.50 Use prepositional prizages to add detail read edifinitions of strong (and 300-00) words. S.5.2.C.Ask questions, and make predictions during progressive prefer and assistense forms of all assistense forms of all septembers, and they introduce relative expanded noun phrases. S.5.2.R. Ask questions, and they introduce relative expanded noun phrases. S.5.2.R. Ask questions, and they introduce relative expanded noun phrases. S.5.2.R. Ask questions, and they introduce relative expanded noun phrases. S.5.2.R. Ask questions, and they introduce relative expanded noun phrases. S.5.2.R. Ask questions, and they introduce relative expanded noun phrases. S.5.2.R. Ask questions, and they introduce relative expanded noun phrases. S.5.2.R. Ask questions, and an appear in identified of the sentence. S.5.2.R. Ask questions, and focusing language ask relative discussions. S.5.2.R. Ask questions, and and provided and an ask predictions during the provided of the provided provided and provid	S.5.2 (See imple additionally eyeth to be to lot of the standard the tensor of standard the	the auditary web 10 br for bot for formation indicate the terms of phrases to add default to specific indicates the support of the support of the product of	the auxiliary verb 1/o be for to active the treatment of the southern storage of the comman where the comman	۴.,				-				
midicate the tense 85.50: Identify relative pronouns and know that they introduce relative clauses. \$1.51.81: Identify the main points of an 8-10 minute, well-structured talk on a familiar topic. W 5.67: We sponsor persuasive tenst/Posterj of around 250 words. WEEK 25 WEEK 26 WEEK 26 WEEK 27 WEEK 28 WEEK 27 WEEK 28 WEEK 29 WEEK 30 WEEK 29 WEEK 30 WEEK 29 WEEK 30 WEEK 31 In Their Shoes: My Life as a Tudor Schoolboy as Tudor Schoolboy 85.48: Understand and explain how different test features can convey information. 85.51.80: Decode unfamiliar words unifor a range of startuse; information 85.52. Cak kiquestions, make suggestions and make predictions during structured falk on a familiar topic. W 5.68 Use apostrophes to the splain how different test features can convey information. 85.51.80: Decode unfamiliar dendering sub-headings and suffixes. 85.64. Use contents pages, R 5.64. Six unmarrise a story NEEK 28 WEEK 29 WEEK 29 WEEK 30 WEEK 30 WEEK 31 In Their Shoes: My Life as a Tudor Schoolboy as Tudor Schoo	Information of a makes to add detail to seganded noun phrases. S.S.D: Didentify relative synthous and know that the privation cerising of the privation of the	In Their Shoes: My Life as a Tadder Schoolbowy words. In Their Shoes: My Life as a Tadder Schoolbow of Schoo	Inforcate the tense pronouns and know that the p		form of verb, and look for	in writing.	and suffixes.	paragraphs in longer pieces	definitions of familiar	fiction.	explain how different text	identify relevant parts of
expanded noun phrases, by CS-C Use inverted commas where the clauses. S.S.18: identify the main make suggestions and make predictions during and total contractions of have. W.S.2. Write persuavive texts/Poster) of around 250 words. WEEX 25 WEEX 26 WEEX 26 WEEX 27 WEEX 28 WEEX 28 WEEX 28 WEEX 29 WEEX 29 WEEX 30 WE	SS.52 in Meretand and possession and make suggestions and suggestions	BS.51b. identify the main promouse and known byths, the printeduce relative clauses. Submitted they introduce relative with some preparation. Submitted they introduce relative clauses. Submitted th	S.S.D. Identify relative promous and know that they introduce relative clauses. S.S. 12 is letterify the make suggestions and sinks to the beginning and misk to type feed into surface and explain how different test consistency information. S.2.D. Summarise a suggestions and explain how different test features can convey information. S.S. 20 is week 26 WEK 25 WEK 26 WEK 26 WEK 27 WEK 28 WEK 27 WEK 28 WEK 28 WEK 28 WEK 29 WEK 20 WEK 28 WEK 29 WEK 28 WEK 29 WEK 29 WEK 20 WEK 28 WEK 29 WEK 29 WEK 20 WEK 28 WEK 29 WEK 20 WEK 28 WEK 29 WEK 20 WEK 28 WEK 29 WEK 29 WEK 20 WEK 28 WEK 29 WEK 29 WEK 20		the auxiliary verb 'to be' to	W5.5D Use prepositional	SL5.2B: Give simple	of writing.W5.3B: Write	words.	W5.5C: Use present- and	features can convey	text quickly, to find an
pronouns and know that they introduce relative chauses. S.S.C. S.E. dentified in the make predictions during structured discussions. S.S.S.B. identify the make posterior information in the speaker is identified in the make predictions during structured falls on a familiar topic. W.S.G. We appostrophes to 8, S.B. Be appostrophes to 18, S.B. We appostrophe to 25, S.B. S. Instituted to 18, S.B. S.	Sonours and know that they introduce relatives comman where the clauses. State State of the entence. State State of the entence comman where the clauses is a support to the entence comman where the clauses. State State of the entence comman where the clauses is a support to the entence comman where the clauses is a support to the entence comman where the clauses is a support to the entence comman where the clauses is a support to the entence comman where the clauses is a support to the entence comman where the clauses is a support to the entence comman where the clauses is a support to the entence comman where the clauses is a support to the entence comman where the clauses is a support to the entence comman where the clauses is a support to the entence comman where the clauses is a support to the entence comman where the clauses is a support to the entence comman where the clauses is a support to the entence comman where the clauses is a support to the entence comman where the clauses is a support to the entence comman where the clauses is a support to the entence comman where the clauses is an elaborate of the entence comman where the clauses is a support to the entence comman where the clauses is an elaborate comman where the clauses is a support to the entence comman where the clauses is an elaborate comman where the clauses is an elaborate comman where the clauses is a support to the entence comman where the clauses is a support to the entence comman where the clauses is an elaborate comman where the clauses is a support to the entence comman where the clauses is a support to the entence comman where the clauses is a support to the comman where the clauses is a support to the entence comman where the clauses is a support to the entence comman where the clauses is a support to the entence comman where the clauses is a support to the entence comman where the clauses of the entence comman where the clauses of the entence comman where the clauses is a support to the entence comman where the clauses of the c	promous and know that they introduce relative discusses. 5.5.18: Identify the main points of a legist collection during state elegations of a legist collection during state elegations of a legist collection during state elegations of a legist collection during state elegation of the semence. 5.5.18: Identify the main points of a legist collection during state elegation of the semence of the	pronous and know that the jirrotoxie relative clauses. 15.13.19. Identify the main points of an 8-10 minute, well-structured discussions, poster talk on an implication of the sentence. 15.2.19. Identify the main points of an 8-10 minute, well-structured discussions. 15.2.10. Identify the main points of an 8-10 minute, well-structured discussions. 15.2.10. Identify the main points of an 8-10 minute, well-structured discussions. 15.2.10. Identify the main points of an 8-10 minute, well-structured discussions. 15.2.10. Identify the main points of an 8-10 minute, well-structured discussions. 15.2.10. Identify the main points of an 8-10 minute, well-structured discussions. 15.2.10. Identify the main points of an 8-10 minute, well-structured discussions. 15.2.10. Identify the main points of an 8-10 minute, well-structured discussions. 15.2.10. Identify the main points of an 8-10 minute, well-structured discussions. 15.2.10. Identify the main points of an 8-10 minute, well-structured discussions. 15.2.10. Identify the main points of an 8-10 minute, well-structured discussions. 15.2.10. Identify the main points of an 8-10 minute, well-structured discussions. 15.2.10. Identify the main points of an eligible to-level in the main points of an eligib		indicate the tense	phrases to add detail to	definitions of familiar	short stories (of 300-400	SL5.2C: Ask questions,	past-tense forms of all	information.	answer
pronouns and know that they introduce relative clauses. \$1.5.1.81 identify the main points of an 8-10 minute, well-structured also an affailters. \$2.5.2.8 identified in the main dides. \$3.5.3.81 identified and points of an 8-10 minute, well-structured also an affailter topic. \$3.5.3.81 identified and points of an 8-10 minute, well-structured also an affailter topic. \$3.5.3.81 identified and points of an 8-10 minute, well-structured also an affailter topic. \$3.5.3.81 identified and points of an 8-10 minute, well-structured also an affailter topic. \$3.5.3.82 identified and points of an eight-to-tem familities, well-structured also an affailter topic. \$3.5.3.82 identified and points of an 8-10 minute, well-structured also an affailter topic. \$3.5.3.82 identified and points of an eight-to-tem familities, well-structured also an affailter topic. \$3.5.83 identified by the sealer and points of an eight-to-tem familities, well-structured also an affailter topic. \$3.5.83 identified by the sealer and points of an eight-to-tem familities, well-structured also an affailter topic. \$3.5.83 identified by the sealer and points of an eight-to-tem familities, well-structured also an affailter topic. \$3.5.84 identified and points of an eight-to-tem familities, well-structed also an affailter topic. \$3.5.84 identified and points of an eight-to-tem familities, well-structured also an affailter topic. \$3.5.85 identified in the seaker is information and points of an eight-to-tem familities, well-structured also an affailter topic. \$3.5.85 identified pressurable early information. \$3.5.85 identified pressurable early information. \$3.6.85 identified and points of an eight-to-tem familities, well-structured also on a gener topic. \$3.5.85 identified in the sequent points of an eight-to-tem familities, well-structured also on a gener topic. \$3.5.85 identified in the sequent points of an eight-to-tem familities, well-structured also on a gener topic. \$3.5.85 identified in the sequent points of an eight-to-tem familitie	Sonours and know that they introduce relatives comman where the clauses. 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State State of the entence comman where the clauses is a support to the entence comman where the clauses is a support to the entence comman where the clauses is a support to the entence comman where the clauses is a support to the entence comman where the clauses is a support to the entence comman where the clauses is a support to the entence comman where the clauses is a support to the entence comman where the clauses is a support to the entence comman where the clauses is a support to the entence comman where the clauses is a support to the entence comman where the clauses is a support to the entence comman where the clauses is a support to the entence comman where the clauses is a support to the entence comman where the clauses is a support to the entence comman where the clauses is a support to the entence comman where the clauses is a support to the entence comman where the clauses is an elaborate of the entence comman where the clauses is a support to the entence comman where the clauses is an elaborate comman where the clauses is a support to the entence comman where the clauses is an elaborate comman where the clauses is an elaborate comman where the clauses is a support to the entence comman where the clauses is a support to the entence comman where the clauses is an elaborate comman where the clauses is a support to the entence comman where the clauses is a support to the entence comman where the clauses is a support to the comman where the clauses is a support to the entence comman where the clauses is a support to the entence comman where the clauses is a support to the entence comman where the clauses is a support to the entence comman where the clauses of the entence comman where the clauses of the entence comman where the clauses is a support to the entence comman where the clauses of the c	promous and know that they introduce relative discusses. 5.5.18: Identify the main points of a legist collection during state elegations of a legist collection during state elegations of a legist collection during state elegations of a legist collection during state elegation of the semence. 5.5.18: Identify the main points of a legist collection during state elegation of the semence of the	pronous and know that the jirrotoxie relative clauses. 15.13.19. 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clauses. S.5.18: Identify the main points of an 8-10 minute, well-structured talk on a familiar topic. W.5.2 With persuasive well-structured talk on a familiar topic. W.5.2 With persuasive textification of familiar topic. W.5.2 Week 25 WEEK 26 In Their Shoes: My Life as a Tudor Schoolboy R.5.48: Understand and explain how different text features can convey information. R.5.18: Decode unfamiliar words using a range of strategies, including indentification of prefixes and suffixes. R.5.24: Recall discussions. R.5.26: Explain and the explain how different text features can convey information of strategies, including indentification of prefixes and suffixes. R.5.24: Excell destination from texts and explain how different text features can convey information. R.5.24: Excell destination of prefixes and suffixes. R.5.24: Excell destination from texts and explain how different text features can convey information of prefixes and suffixes. R.5.24: Excell destination from texts and explain how different text features can convey information of prefixes and suffixes. R.5.24: Excell destination from texts and explain how different text features can convey information of prefixes and suffixes. R.5.24: Excell destination from texts and explain how different text features can convey information of prefixes and suffixes. R.5.24: Excell destination from texts and explain how different texts (identifying key text destination of prefixes	they introduce relative clauses. In Their Shoes: My Life as a Tudor Schoolboy In Their Shoes: My Life as Tudor Schoolboy In State Life Life Life Life Life Life Life Lif	they introduce relative clauses. Schape clauses is elastified in the space in territorial discussions. Space in the space	make suggestions and make predictions during structured discussions. S. 15.18. Identify the main points of an 8-10 minute, well-structured talk on a familiar tonic. Wis 25. White possible and the contractions of have contracting to the hardward contractions of have contracting to the hardward contractions of have contracting to the high contractions of have contracting to the high contracting to the hardward contractions of have contracting to the high									
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St.18: Identify the main points of an 9-10 minute, well-structured talk on a familiar topic. W.5.3c Write persuasive texts/Postery of around 250 words. WEEK 25 WEEK 26 WEEK 27 WEEK 28 WEEK 29 WEEK 30 WEEK 30 WEEK 30 WEEK 31. Their Shoes: My Life as a Tudor Schoolboy 8.5.8.2. Examinarise a story information. R.5.18: Decode unfamiliar words using a range of strategies, including identification of prefixes and suffixes. R.5.2. Examinarise a story strategies, including identification of prefixes and suffixes. R.5.3. Examinarise a story strategies, including identification of prefixes and suffixes. R.5.3. Examinarise a story strategies, including identification of prefixes and suffixes. R.5.3. Examinarise a story strategies, including identification of prefixes and suffixes. R.5.3. Examinarise a story strategies, including identification of prefixes and suffixes. R.5.3. Examinarise a story sequence by retelling the main ideas. R.5.3. Examinarise a story sequence by retelling the main ideas. St. S.5.2.C.A.S. questions, make suggestions and make predictions during structured discussions. R.5.3. Examinarise a story or sequence by retelling the main ideas. St.5.2.C.A.S. questions, make suggestions and make predictions during structured discussions. R.5.3. Examinarise a story or sequence by retelling the main ideas. St.5.2.C.A.S. questions, make suggestions and make predictions during structured discussions. R.5.3. Examinarise a story or sequence by retelling the main ideas. St.5.2.C.A.S. questions, make suggestions and make predictions during structured discussions. R.5.3. Examinaries a story or sequence by retelling the main ideas. St.5.2.C.A.S. questions, make suggestions and make predictions during structured discussions. R.5.3. Examinaries a story or sequence by retelling the main ideas. St.5.2.C.A.S. questions, make suggestions and make predictions during structured discussions. R.5.3. Examinaries a story or sequence by retelling the main ideas. St.5.2.C.A.S. questions, make suggestions and make predictions during	Sisting the first tructured allow on a distribution of the sentence, well-structured allow on a brown plural possession and content of the sentence, and correct possible persuasive extractived of account 250 words. WEEK 25 WEEK 26 WEEK 27 WEEK 27 WEEK 27 WEEK 28 WEEK 27 WEEK 28 WEEK 27 WEEK 28 WEEK 29 WEEK 30 WEE	SS.2.B.: Identify the main points of an SLD mituse, well-structured talk on a familiar topic. W.5.S. Unrice persuasive extractors of how plural possession and familiar topic. W.5.S. Unrice persuasive extractors of how plural possession and surfactions of have: WEEK 25 WEEK 25 WEEK 25 WEEK 25 WEEK 27 WEEK 27 WEEK 27 WEEK 27 WEEK 28 WEEK 28 WEEK 28 WEEK 28 WEEK 28 WEEK 29 WEEK 28 WEEK 29 WEEK 29 WEEK 30 WEEK 29 WEEK 30 WEEK 30 WEEK 30 WEEK 31 In Their Shoes: My Life as a Tudor Schoolboy a Tudor Schoolboy information, mornation explain how different text features can convey information, mornation, statistic features can convey information, statistic features can convey information, and suffikes. S.3.A. Excal details of drawn writing to mornation words using a range of statistic features to take the main explain how different text features can convey information, statistic features can convey information, statistic features and distinguishing identification or prefixes and other features to a familiar topic. MES.A. Understand where refixed and only on the statistic features and distinguishing identification or prefixes and distinguishing identifications or prefixes and distinguishing identifications or prefixes and distinguishing identification or prefixes and disti	and start the main middle of the sentence, well-structured talk on a points of an 8 to 10 minute, well-structured talk on a points of an 8 to 10 minute, well-structured talk on a familiar topic. Wis 3C Write persuasive texts(prostep) of around 250 words. WEEK 25 WEEK 25 WEEK 27 WEEK 28 WEEK 29 WEEK 29 WEEK 30 WEEK 30 WEEK 31 WEEK 29 WEEK 30 WEEK 31 WEEK 32 WEEK 30 WEEK 30 WEEK 32 WEEK 30 WEEK			commac whore the	make suggestions and	focusing language	structured discussions	passivo vorbs) Jargoly		
onins of an 9-10 minute, well-structured talk on a familiar topic. W5-3C Write persuasive texts/postsori and contractions of 'have'. WEEK 25 WEEK 25 WEEK 25 WEEK 25 In Their Shoes: My Life as a Tudor Schoolboy Information. R5-2A: Understand and explain how different text features can convey information. R5-18: Decode unfamiliar words using a range of startegies, including identification of prefixes and suffixes. R5-18: Decode unfamiliar words using a range of startegies, including identification of prefixes and suffixes. R5-18: Decode unfamiliar words using a range of startegies, including identification of prefixes and suffixes. R5-18: Decode unfamiliar words using a range of startegies, including identification of prefixes and suffixes. R5-18: Decode unfamiliar words using a range of startegies, including identification of prefixes and suffixes. R5-18: Decode unfamiliar words using a range of startegies, including identification of prefixes and suffixes. R5-18: Decode unfamiliar words using a range of startegies, including identification of prefixes and suffixes. R5-18: Decode unfamiliar words using a range of startegies, including identification of prefixes and suffixes. R5-18: Decode unfamiliar words using a range of startegies, including identification of prefixes and suffixes. R5-18: Decode unfamiliar words using a range of startegies, including identification of prefixes and suffixes. R5-18: Decode unfamiliar words using a range of startegies, including identification of prefixes and suffixes. R5-18: Decode unfamiliar words using a range of startegies, including identification of prefixes and suffixes. R5-18: Decode unfamiliar words using a range of startegies, including identification of prefixes and and write with a various prefixes and suffixes. R5-18: S.B. S.B. words are a various prefixes and suffixes. R5-18: S.B. S.B. words are a various prefixes and adverts. R5-18: Decode unfamiliar words using a range of startegies, including identification of prefixes and other features to	spelling errors. WEEK 25 WEEK 26 WEEK 27 WEEK 28 WEEK 29 WEEK 30 WEEK 29 WEEK 30 WEEK 31 WEEK 31 WEEK 31 WEEK 31 WEEK 32 WEEK 31 WEEK 32 WEEK 31 WEEK 32 WEEK 30 WEEK 31 WEEK 31 WEEK 32 WEEK 31 WEEK 31 WEEK 32 WEEK 31 WEEK 31 WEEK 31 WEEK 32 WEEK 31 WEEK 31 WEEK 32 WEEK 31 WEEK 31 WEEK 32 WEEK 31 WEEK 31 WEEK 31 WEEK 32 WEEK 31 WEEK 31 WEEK 32 WEEK 31 WEEK 31 WEEK 32 WEEK 31 WEEK 32 WEEK 31 WEEK 32 WEEK 30 WEEK 31 WEEK 32 WEE	points of an 8-10 minute, well-structured talk on an familiar topic. WERK 25 WERK 26 WERK 27 In Their Shoes: My Life as a Tudor Schoolsboy Information. St. 8-8. Europerstand and explain how different text features can convey information. Were state of each information words using a range of strategies, including destilication of prefixes and despiha how different text features can convey information. St. 8.10. Eleccede unfamiliar words using a range of strategies, including destilication of prefixes and despiha how different text features can convey information. St. 8.10. Eleccede unfamiliar words using a range of strategies, including destilication of prefixes and destinguishing destilication of prefixes and destilication of prefixes and destinguishing destilication of prefixes and destinguishing desti	well-structured also on a familiar topic. WEEK 25 WEEK 26 WEEK 27 WEEK 26 WEEK 27 WEEK 28 WEEK 27 WEEK 28 WEEK 28 WEEK 29 WEEK 30 WEEK								minute, well-	features can convey
were texts/postery of around 250 words. WEEK 25 WEEK 26 In Their Shoes: My Life as a Tudor Schoolboy R5.48: Understand and explain how different text features can convey information. R5.48: Understand and explain how different text features can convey information. R5.18: Decode unfamiliar words using a range of strategies, including identification of prefixes and suffixes. R5.18: Decode unfamiliar words using a range of strategies, including identification of prefixes and objects in formation texts, identifying key text features can convey information. R5.18: Decode unfamiliar words using a range of strategies, including identification of prefixes and objects. St.18: Identify the main points of an eight-to-tem-sheadings, sub-headings and other features to identify relevant parts of a text quicky to answer questions. R5.28: Summarise information in texts, identifying key text peading sub-headings, sub-headings and other features to identify relevant parts of a text questions, make suggestions and make prefixed and supplian how different text features and object in formation texts, identifying key text peace, search engines, headings, sub-headings and other features to identify relevant parts of a text questions, make suggestions and make prefixed and points. R5.28: Summarise information by retelling the main ideas. S1.52: CAsk questions, make suggestions and make prefixed and points. S2.52: Summarise information by retelling the main ideas. S1.52: CAsk questions, make prefixed and solverbs. S2.52: Summarise as tony S2.	well-structured talk on a familiar topic. Signed and splain how they are services of increasing the structured discussions. Wish greated shown own owns, including features and own evers in dentification of prefixes and suffixes. State geat endings, sub-headings and sufferent store features to dentify relevant pages, search engines, sub-headings and sufferent store features to dentify relevant pages, search engines, state of endings, sub-headings and sufferent store features to dentify relevant pages, search engines, state of endings, sub-headings and other features to dentify relevant pages, search engines, state usegestions on well as adjectives and adverts. Wish 23.8 Regal not use pagargaphs in longer pieces of information by retelling not make usegestions and make preedictions during structured discussions. Wish 24.8 WEEK 29 WEEK 30 WEEK 30 WEEK 31 WEEK 32 WEEK 33 WEEK 32 WEEK 32 WEEK 32 WEEK 33 WEEK 32 WEEK 32 WEEK 32 WEEK 32 WEEK 33 WEEK 32 WEEK 32 WEEK 33 WEEK 32 WEEK 33 WEEK 32 WEEK 3	well-structured talk on a familiar topic. W.5.3E. Write persuassive texts/Postar-jor for around 250 words. WEEK 25 WEEK 25 WEEK 26 WEEK 27 WEEK 27 WEEK 27 WEEK 28 WEEK 28 WEEK 28 WEEK 28 WEEK 28 WEEK 28 WEEK 29 WEEK 30 WEEK 29 WEEK 30 WEEK 30 WEEK 30 WEEK 30 WEEK 31 In Their Shoes: My Life as a Tudor Schoolboy a Tudor Schoolboy a Tudor Schoolboy and Tudor School	well-structured talk on a familiar topic. W.5.2 Write persuasive texts/forebro of around 250 words. WEEX 25 WEEX 25 In Their Shoes: My Life as a Tudor Schoolboy R.5.8 Understand and explain how they finderstand and explain how different text features can convey information. R.5.18: Decode unfamiliar words surfage, including indentification of prefixes and suffices. R.5.28. Summarise a story R.5.6 Understand and splain how they are features can convey information. R.5.18: Decode unfamiliar words surfage arrange of strategies, including indentification of prefixes and suffices. R.5.28. Summarise a story R.5.6 Understand and explain how different text features can convey information of prefixes and stitinguishing and suffixes. R.5.18: Decode unfamiliar words using a range of strategies, including indentification of prefixes and suffixes. R.5.24: Cute contents pages, more features and suffixes and suffixes and suffixes. R.5.24: Extension to representation on a make predictions during with some preparation. R.5.18: Decode unfamiliar words using a range of strategies, including indentification of prefixes and suffixes. R.5.24: Cute contents pages, more features and cute in the content of the content page of nours and power for words. R.5.25: Summarise a story R.5.6 Understand and explain how different text features can convey information. R.5.18: Decode unfamiliar words using a range of strategies, including indentification of prefixes and suffixes. R.5.24: Extension to a regist-to-text pages, more features and suffixes. R.5.25: Extension to a regist-to-text page, more features and suffixes. R.5.26: Extension to a regist-to-text page, suffixed pages to use paragraphs in longer pieces of information from mixture, well-structured discussions. R.5.26: Extension to a mixture discussions. R.5.26: Extension to the main ideas. R.5.26: Exte		clauses.	speaker is identified in the	make predictions during	skillsW5.3D: Evaluate and	W5.1E: With support, proof	maintaining tense	minute, well- structured talk on a	features can convey information.
millar topic. W5.3C Write persuasive texts (poster) of around 250 words. WEEK 25 WEEK 26 WEEK 27 WEEK 27 WEEK 28 WEEK 29 WEEK 30 WEEK 30 Their Shoes: My Life as a Tudor Schoolboy B.5.18: Decode unfamiliar words using a range of strategies, including information. R.5.18: Decode unfamiliar words using a range of strategies, including information of prefixes and distinguishing identification of prefixes and distinguishing information. R.5.18: Decode unfamiliar words using a range of strategies, including identification of prefixes and distinguishing identificati	amiliar topic. MS.3.C.Write persuasive texts/Roster) of around 250 words. MEEK 25 MEEK 26 MEEK 27 MEEK 28 MEEK 29 MEEK 29 MEEK 30 MEEK 30 MEEK 30 MEEK 30 MEEK 30 MEEK 30 MEEK 27 MEEK 28 MEEK 29 MEEK 30 MEEK 30 MEEK 31 In Their Shoes: My Life as a Tudor Schoolboy	familiar topic. WS 3.2 Wire persuasive texts/poster) of around 250 words. WEEK 25 WEEK 25 WEEK 26 WEEK 27 WEEK 28 WEEK 30 WEEK 30 WEEK 31 WEEK 31 WEEK 31 WEEK 32 In Their shoes: My Life as a Tudor Schoolboy RS 48: Understand and explain how different text features can convey information. RS 16: Decode unfamiliar words using a range of stategies, including dentification of prefises and suffixes. RS 4A: Use contents pages, headings, sub-headings, sub-headings and sub-h	with the persuasive texts and explain how they are linked. S. 28: Summarise a story WEEK 25 WEEK 26 WEEK 26 WEEK 27 WEEK 28 WEEK 28 WEEK 29 WEEK 30		clauses. SL5.1B: Identify the main	speaker is identified in the middle of the sentence.	make predictions during structured discussions.	skillsW5.3D: Evaluate and edit own writing to	W5.1E: With support, proof read text and correct	maintaining tense consistency, across a	minute, well- structured talk on a familiar topic.	features can convey information. SL.5.2C: Ask questions,
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WEEK 25 WEEK 26 WEEK 27 WEEK 28 WEEK 29 WEEK 30 WEEK 31 In Their Shoes: My Life as a Tudor Schoolboy R.5.4B: Understand and explain how different text features can convey information. R.5.4B: Decode unfamiliar words using a range of strategies, including identification of prefixes and suffixes. R.5.4B: Decode unfamiliar words using a range of strategies, including identification of prefixes and suffixes. R.5.4B: Use contents pages, headings and suffixes. R.5.4B: Decode unfamiliar topic. R.5.4B: Se contents pages, headings and suffixes. R.5.4B: Use contents pages, headings and suffixes. R.5.4B: Se contents pages, headings and suffixes and suffixes. R.5.4B: Se contents pages, headings and other features to identify relevant parts of a text quickly to answer questions. R.5.2B: Summarise as tory of strategies, including identification of prefixes and suffixes. R.5.2B: Summarise as tory of strategies, including identification of prefixes and suffixes. R.5.2B: Summarise as tory of strategies, including identification of prefixes and suffixes. R.5.2B: Summarise as tory of strategies, including identification of prefixes and suffixes. R.5.2B: Summarise as tory of strategies, including identification of prefixes and suffixes. R.5.2B: Summarise as tory of sequence by retelling the main icleas. R.5.2B: Summarise as tory of sequence by retelling the main icleas. S.5.2C: Ask questions, make suggestions and adderbs. S.5.2C: Ask questions daving as the suggestions and identification of prefixes and suffixes. R.5.3B: Decode unfamiliar words using a range of strategies, including identification of prefixes and suffixes. R.5.3B: Decode unfamiliar words using a range of strategies, including identification of prefixes and suffixes. R.5.3B: Decode unfamiliar words using a range of strategies, including	WEEK 25 WEEK 26 WEEK 27 WEEK 28 WEEK 29 WEEK 30 WEEK 30 WEEK 31 In Their Shoes: My Life as a Tudor Schoolboy The Mint Choc Touch S.3.E. Seed on the Mint Ch	WEEK 25 WEEK 26 WEEK 27 WEEK 28 WEEK 29 WEEK 30 WEEK 31 WEEK 32 In Their Shoes: My Life as a Tudor Schoolboy R5.48: Understand and explain how different test concrowey information. R5.16: Read information words using a range of strategies, including identification of prefixes and suffixes. S.3.18: Decode unfamiliar words using a range of strategies, including identification of prefixes and suffixes. S.3.28: Seal details of how different test, seven is or strategies, including identification of prefixes and suffixes. S.3.48: Life test of around 250 words. REVISION	WEEK 25 WEEK 26 WEEK 27 WEEK 28 WEEK 29 WEEK 30 WEEK 30 WEEK 31 WEEK 32 In Their Shoes: My Life as a Tudor Schoolboy BS. 4B: Understand and evaluin how different text electives can convey information. 85.4B: Understand and evaluin how different text electives can convey information. 85.1B: Decode unfamiliar words using a range of the structegies, including identification of prefixes and suffices. 85.2B. Careal ideals of characters, events or text strategies, including identification of prefixes and suffices. 85.2B. Elementy the main idea of fiction and on-efficial texts; and explain how different text equilibrium to texts, identifying key text be a wider ange of contraction of prefixes and suffices. 85.2B. Summarise a story 85.2B. Summarise as tory 85.2B. Summarise as tor		clauses. SL5.1B: Identify the main points of an 8-10 minute, well-structured talk on a familiar topic.	speaker is identified in the middle of the sentence. W5.6B Use apostrophes to show plural possession and	make predictions during structured discussions. R5.2A: Recall details of characters, events or pieces of information from	skillsW5.3D: Evaluate and edit own writing to improve consistency. W5.3E: Read aloud short sections of own writing	W5.1E: With support, proof read text and correct	maintaining tense consistency, across a piece of writing. W5.5G: Understand where formal language is	minute, well- structured talk on a familiar topic. SL5.2E: Rehearse and revise a presentation on a given topic.	features can convey information. SL.5.2C: Ask questions, make suggestions and make predictions during structured discussions.
In Their Shoes: My Life as a Tudor Schoolboy R5.4B: Understand and explain how different text features can convey information. R5.1B: Decode unfamiliar words using a range of strategies, including identification of prefixes and suffixes. R5.4C: Read information features to explain how fire additions of an eight to tension. R5.4B: Understand and explain how different text features can convey information. R5.1B: Decode unfamiliar words using a range of strategies, including identification of prefixes and suffixes. R5.4C: Read information features to identify relevant parts of a leight to tensions. R5.4B: Use contents pages, headings and other features to identify relevant parts of a text, paid explains to make predictions during structured discussions. R5.4C: Read information from the main and other features to identify relevant parts of explanation for make predictions during structured discussions. 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R5.4C: Read information from make predictions during structured discussions. R5.4C: Read information from make predictions during structured discussions. R5.4C: Read information from make predictions during	In Their Shoes: My Life as a Tudor Schoolboy and Judor Schoolboy and State Life Interest to dentify relevant parts of a dustrates to dentify relevant parts of and other features to dentify relevant parts of a dustres to dentify relevant parts of sequence by retelling the main ideas. St.28: Sead ensurance and other features to dentify relevant parts of a special formation of the st.24. Use contents pages, inclined steep of nouns and powerful overbs, as well as adjectives. St.26: Ask questions, make suggestions and make predictions during structured discussions. Name suggestions and make predictions during the main ideas. St.26: Cask questions, make suggestions and make predictions during structured to discussions. Name suggestions and make predictions during to more own words. 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W5.6B Use apostrophes to show plural possession and	make predictions during structured discussions. R5.2A: Recall details of characters, events or pieces of information from texts and explain how they	skillsW5.3D: Evaluate and edit own writing to improve consistency. W5.3E: Read aloud short sections of own writing	W5.1E: With support, proof read text and correct	maintaining tense consistency, across a piece of writing. W5.5G: Understand where formal language is	minute, well- structured talk on a familiar topic. SL5.2E: Rehearse and revise a presentation on a given topic. W5.3C Write	features can convey information. SL.5.2C: Ask questions, make suggestions and make predictions during structured discussions. W5.6B Use apostrophes t
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WS.1E: With support, proof read text and correct spelling errors.	maintaining tense consistency, across a piece of writing. W5.5G: Understand where formal language is required.	minute, well- structured talk on a familiar topic. SL5.2E: Rehearse and revise a presentation on a given topic. W5.3C Write persuasive/descriptive texts of around 250 words.	features can convey information. SL5.2C: Ask questions, make suggestions and make predictions during structured discussions. W5.6B Use apostrophes t show plural possession ar contractions of 'have'.
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R5.4B: Decode unfamiliar between fact and opinion. R5.1B: Decode unfamiliar words using a range of strategies, including identification of prefixes and suffixes. R5.4B: Decode unfamiliar between fact and opinion. R5.1B: Decode unfamiliar between fact and opinion. R5.4C: Read information in R5.4C: Recall idealis of factors and distinguishing identification of prefixes and suffixes. R5.4B: Use contents pages, beheadings and other features to information by retelling the main leass. S1.5B: Decode unfamiliar words using a range of strategies, including identification of prefixes and other features to information by retelling the main leass. S1.5B: Decode unfamiliar words using a range of strategies, including identification of prefixes and other features to information by retelling the main leass. S1.5B: Decode unfamiliar words using a range of strategies, including identification of prefixes and other features to information by retelling the main leass. 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R5.2B: Summarise a story WEEK 27	skilsW5.3D: Evaluate and edit own writing to improve consistency. W5.3E: Read aloud short sections of own writing with some preparation.	W5.1E: With support, proof read text and correct spelling errors. WEEK 29	maintaining tense consistency, across a piece of writing. W5.5G: Understand where formal language is required.	minute, well- structured talk on a familiar topic. SL5.2E: Rehearse and revise a presentation on a given topic. W5.3C Write persuasive/descriptive texts of around 250 words.	features can convey information. SL.5.2C: Ask questions, make suggestions and make predictions during structured discussions. W5.6B Use apostrophes t show plural possession ar contractions of 'have'.
features can convey information. R5.1B: Decode unfamiliar words using a range of strategies, including identification of prefixes and suffixes. R5.4A: Use contents pages, and suffixes. R5.4A: Use contents pages, and suffixes. R5.4A: Use contents pages, and suffixes and features and distinguishing identification of prefixes and suffixes. R5.4A: Use contents pages, and other features to identify relevant parts of a text quickly to answer questions. R5.5A: Summarise information R5.4A: Use titles, contents pages, pages, pages, pages, pages, pages points. R5.5A: Summarise information form similates, identifying key text text, and explain how they text, and explain how they text, and explain how they are linked. R5.4B: Decode unfamiliar words using a range of characters, events or between fact and opinion. SL5.1B: Identify the main points of an eight-to-ten minute, well-structured talk on a familiar topic. Identify the main ideas of information for similes using context. R5.4B: Use contents pages, including identification of prefixes and suffixes. R5.1B: Decode unfamiliar paragraphs in longer pieces of writing. W5.3B: Begin to use paragraphs in longer pieces of writing. W5.3B: Summarise and offer terms to use pages, page	features can convey information. St. 18: Decode unfamiliar words using a range of strategies, including dentification of prefixes and distinguishing dentification of prefixes and distinguishing textures and distinguishing between fact and opinion. St. 34: Descontents pages, pandings, sub-headings and other features to dentify to answer questions. St. 28: Summarise information by retelling the main ideas. St. 28: Summarise morgestions. St. 28: Summarise meterity in sub-meadings, sub-headings and other features to dentify event parts of a guickly and make notes of fix. 22: Cask questions, make suggestions and make predictions during structured discussions. MS. 28: Summarise morgestions. St. 28: Summarise morgestions. MS. 28: Summarise morgestions. M	features can convey information. R. S. 1.B: Decode unfamiliar words using a range of strategies, including identification of prefixes and suffixes. S. 2.A: Recal information to strategies, including identification of prefixes and suffixes. S. 3.A: Recal information from texts, identifying key text strategies, including identification of prefixes and suffixes. S. 5.B: Is identify in the main indeas. R. 5.B: Decode unfamiliar words using a range of strategies, including identification of prefixes and suffixes. S. 5.B: Is identify in the main indeas. S. 5.B: Summarise and other features to information by retelling the main ideas. S. 5.B: Summarise and other features to information by retelling the main ideas. S. 5.B: S.	features can convey information. R5.18: Decode unfamiliar words using a range of strategies, including identification of prefixes and suffixes. 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M5.25: C2. Ask questions, make suggestions and make predictions during structured discussions. M5.26: Read for a range of purposes; identify and awdrebs. R5.26: Recal idealis of purposes; identify and summarise and and explanations; five verified discussions. R5.26: Decode unfamiliar topic. R5.26: S.20: Summarise a story or sequence by retelling the main revers in order. R5.36: Divide the meaning of similes using context. R5.36: Decode unfamiliar topic. R5.26: S.20: Summarise a story or sequence by retelling the main revers in order. R5.36: Divide the meaning of wirting. R5.26: Recal details of purpose; identify and awdrebs. R5.26: Recal details of driving districtions for fire words using a range of orditing districtions for fire words using a range of orditing districtions for fire words using a range of orditing districtions for fire words using a range of orditing distr		clauses. SLS.18: Identify the main points of an 8-10 minute, well-structured talk on a familiar topic. WS.3C Write persuasive texts(Poster) of around 250 words. WEEK 25 In Their Shoes: My Life as a Tudor Schoolboy	speaker is identified in the middle of the sentence. WS-68 Use apostrophes to show plural possession and contractions of "have". WEEK 26 In Their Shoes: My Life as a Tudor Schoolboy	make predictions during structured discussions. RS_2A: Recall details of characters, events or pieces of information from texts and explain how they are linked. RS_2B: Summarise a story WEEK 27 Fiction: Mixed-up Myths: The Mint Choc Touch	skillsW5.3D: Evaluate and edit own writing to improve consistency. W5.3E: Read aloud short sections of own writing with some preparation. WEEK 28 Fiction: Mixed-up Myths: The Mint Choc Touch	W5.1E: With support, proof read text and correct spelling errors. WEEK 29	maintaining tense consistency, across a piece of writing. W5.5G: Understand where formal language is required. WEEK 30 Infiction: Real Life: Story Te	minute, well- structured talk on a familiar topic. SL5.2E: Rehearse and revise a presentation on a given topic. W5.3C Write persuasive/descriptive texts of around 250 words. WEEK 31 REVISION	features can convey information. SL.5.2C: Ask questions, make suggestions and make predictions during structured discussions. W5.6B Use apostrophes t show plural possession ar contractions of 'have'. WEEK 32 REVISION
information. RS.18: Decode unfamiliar words using a range of strategies, including identification of prefixes and suffixes. RS.4C. Read information texts, identifying key text features and distinguishing between fact and opinion. SL.18: Identify in day the main ideas of information from points of an eight-to-ten-minute, well-structured talk on a familiar topic. Identify relevant parts of a text quickly to answer questions. RS.2S. Summarise a story of wirting. RS.2S. Summarise a story of wirting. RS.2B. Summarise a story of similes using context. beginning. WS.2A: Begin to use paragraphs in longer pieces of writing. RS.2B. Summarise a story of writing. RS.2B. Summarise a story of similes using context. beginning. WS.2A: Use contents pages, search engines, headings, sub-headings and other features to identify relevant parts of a text quickly to answer questions. RS.2B. Summarise and suffixes. RS.2A: Recall details of characters, events or pieces of information from similes using context. SS.3A Begin to use paragraphs in longer pieces of writing. SS.2B. Summarise and suffixes. RS.3B. Infer the meaning of similes using context. SS.3B. Infer the meaning of of writing. SS.3B. Write short stories of of writing. SS.3B. Write short stories of of writing. SS.3B. Regin to use paragraphs in longer pieces of writing. SS.3B. Write short stories of of writing. SS.3B. Regin to use paragraphs in longer pieces of writing. SS.3B. Regin to use paragraphs in longer pieces of writing. SS.3B. Regin to use paragraphs in longer pieces of writing. SS.3B. Summarise astory of wicing. SS.3B. Regin to use paragraphs in longer pieces of writing. SS.3B. Summarise astory of writing. SS.3B. Sum	information. As J.B.: Decode unfamiliar word suring a range of texts, identifying key text dentification of prefixes and suffixes. S.J.B.: Identify the main between fact and opinion. 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R5.1B: Decode unfamiliar words using a range of strategies, including identification of prefixes and suffixes. R5.4B: Use contents pages, headings, sub-headings and other features to identify relevant parts of a text, indentifying key text text quickly to answer questions. R5.2B: Summarise and other features to information by retelling the main ideas. R5.2B: Summarise and other features to information by retelling the main ideas. S5.3B unfamiliar topic. S5.2C: Ask questions, make suggestions and make predictions during structured discussions. W5.3D: Evaluate and edits controlling and suffixes. R5.2B: Summarise and other features to responses to events and other features to information by retelling the main ideas. S5.3B unfamiliar topic. S5.5C: Ask questions, make suggestions and make predictions during structured discussions. W5.2A: Use a vider range of or ours and powerful verbs, as well as adjectives and adverbs. W5.3B: Begin to use paragraphs in longer pieces of writing. S5.5C: Ask questions, make suggestions and make predictions of prefixes and suffixes. S6.5D: Use a vider range of or ours and powerful verbs, as well as adjectives and adverbs. W5.3B: Spell not use paragraphs in longer pieces of writing of writing. S5.5C: Ask questions, make suggestions and and other features to of nours and powerful verbs, with the paragraphs in longer pieces of writing and make predictions during structured discussions. W5.2C: Ask questions, make predictions during structured discussions. W5.3D: Evaluate and edits customs of writing. W5.3D: Evaluate and edits customs of writing. W5.3D: Evaluate and edits customs of writing. W5.3D: Evaluate and edits customs of writing in migrory with provisions of writing. W5.3D: Evaluate and edits customs of writing and unsurfaces. S5.Begin to use paragraphs in longer pieces of writing. W5.3D: Evaluate and edits customs of writing. W5.3D: E	Information. 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W5.3A: Segin to use paragraphs in longer pieces of information of vertice information of withing of some provided in the main index. S5.2C: Ask questions and make predictions during structured discussions. W5.3A: Segin to use paragraphs in longer pieces of information of writing. W5.3A: Segin to use paragraphs in longer pieces of information from torder. S5.2C: Ask questions and adverbs. W5.3A: Segin to use paragraphs in longer pieces of information from the paragraphs in longer pieces of information of writing. W5.3A: Segin to use paragraphs in longer pieces of strategies, including definition of prefixes and discussions. M5.2C: Ask questions and make predi		clauses. SLS.18: Identify the main points of an 8-10 minute, well-structured talk on a familiar topic. WS-3C Write persuasive texts(Poster) of around 250 words. WEEK 25 In Their Shoes: My Life as a Tudor Schoolboy RS.48: Understand and	speaker is identified in the middle of the sentence. W5.68 Use apostrophes to show plural possession and contractions of 'have'. WEEK 26 In Their Shoes: My Life as a Tudor Schoolboy R5.48: Understand and	make predictions during structured discussions. RS.2A: Recall details of characters, events or pieces of information from texts and explain how they are linked. RS.2B: Summarise a story WEEK 27 Fiction: Mixed-up Myths: The Mint Choc Touch RS.1C: Recognise on sight	skillsW5.3D: Evaluate and edit own writing to improve consistency. W5.3E: Read aloud short sections of own writing with some preparation. WEEK 28 Fiction: Mixed-up Myths: The Mint Choc Touch R5.1B Decode unfamiliar	W5.1E: With support, proof read text and correct spelling errors. WEEK 29 -fiction: Real Life: Story Texts.	maintaining tense consistency, across a piece of writing. W5.5G: Understand where formal language is required. WEEK 30 M-fiction: Real Life: Story Te W5.2A: Use a wider range	minute, well- structured talk on a familiar topic. 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R5.18: Decode unfamiliar words using a range of strategies, including identification of prefixes and suffixes. R5.48: Use contents pages, headings, sub-headings and other features to information by retelling the main ideas. R5.28: Summarise a story or sequence by retelling the main ideas. R5.28: Summarise a story or sequence by retelling the main ideas. R5.28: Summarise a story or sequence by retelling the main ideas. R5.28: Summarise a story or sequence by retelling the main ideas. R5.28: Summarise a story or sequence by retelling the main ideas. R5.28: Summarise a story of writing. R5.28: Summarise a story of writing. R5.28: Summarise a story or sequence by retelling the main ideas. R5.28: Summarise a story of writing. R5.28: Summarise a story or sequence by retelling the main events in order. R5.28: Summarise a story of writing. R5.28: Summarise of simile wishing to use pages, search engines, headings, sub-headings and other features to inference of writing. 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R 5.2B: Summarise of strategies, including identification of prefixes and other features to identify how language, the sequence by retelling the main events in order. R 5.2B: Summarise information of the sequence by retelling the main events in order. R 5.2B: Summarise information of the sequence by retelling the main events in order. R 5.2B: Summarise information of the sequence by retelling the sequence by retelling of writing. R 5.2B: Summarise information or sequence by retelling the sequence by retelling the sequence of nouns and powerful verbs, as well as adjectives. R 5.2B: Summarise information or sequence by retelling the sequence by retelling the sequence of nouns and powerful verbs, as well as adjectives and adverbs. R 5.2B: Summarise information or sequence by retelling the sequence or sequence by retelling the s		clauses. SLS.18: Identify the main points of an 8-10 minute, well-structured talk on a familiar topic. W5.3C Write persuasive texts(Poster) of around 250 words. WEEK 25 In Their Shoes: My Life as a Tudor Schoolboy R5.48: Understand and explain how different text	speaker is identified in the middle of the sentence. W5.6B Use apostrophes to show plural possession and contractions of 'have'. WEEK 26 In Their Shoes: My Life as a Tudor Schoolboy R5.4B: Understand and explain how different text	make predictions during structured discussions. RS.2A: Recall details of characters, events or pieces of information from texts and explain how they are linked. RS.2B: Summarise a story WEEK 27 Fiction: Mixed-up Myths: The Mint Choc Touch RS.1C: Recognise on sight common words, including	skilsW5.3D: Evaluate and edit own writing to improve consistency. W5.3E: Read aloud short sections of own writing with some preparation. WEEK 28 Fiction: Mixed-up Myths: The Mint Choc Touch R5.1B Decode unfamiliar words using a range of	W5.1E: With support, proof read text and correct spelling errors. 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words using a range of strategies, including identification of prefixes and suffixes. AS.4A: Use contents pages, and other features to identify relevant parts of a text quickly to answer questions. AS.2B: Summarise information by retelling the main ideas. AS.2B: Summarise information information information information information by retelling the main ideas. AS.2B: Summarise information and other features to identify relevant parts of a S.2B: Summarise information by retelling the main ideas. AS.2B: Summarise information make predictions during a structured discussions. ASS.2B: Summarise information make predictions during a structured discussions. ASS.2B: Summarise information make predictions during a structured discussions. ASS.2B: Summarise information make predictions during a structured discussions. ASS.2B: Summarise information make predictions during a structured discussions. ASS.2B: Summarise information make predictions during a structured discussions. 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ASS.2B: Summarise information make predictions during a pargarphs in longer pieces of writing. ASS.	key of susing a range of strategies, including deutrification of prefixes and distinguishing between fact and opinion. St. 14: Identify the main eleatings, sub-headings and other features to identify relevant parts of a leadings, sub-headings and other features to deadings, sub-headings and other features to identify relevant portion by retelling the main ideas. St. 22: C. Ask questions, make suggestions and make predictions during structured discussions. Make suggestions and make predictions during structured discussions. WS. 2A: Use a wider range of nouns and powerful verbs, as well as addectives and adverbs. WS. 3E: Read addverbs. WS. 3E: Read addverbs. WS. 3E: Read addverbs. WS. 3E: Read and adverbs. WS. 3E: Read addverbs. WS. 3E: Read and adverbs. WS. 3E: Read addverbs. WS. 3E: Read and edit for the main ideas of information from similes using context. WS. 3A: Begin to use paragraphs in longer pieces of information from similes using context. WS. 3A: Begin to use paragraphs in longer pieces of writing. WS. 3A: Begin to use paragraphs in longer pieces of writing. WS. 3B: Infer a character's each end links to the beginning. WS. 2A: Use a wider range of talk on a familiar topic. RS. 3B: Infer a character's responses to events and other features to pages, search engines, including dentification of prefixes of writing. WS. 3A: Begin	texts, identifying key text features and distinguishing bicess of information for minute, well-structured talk on a familiar topic. St.5.18: Identifying key text features and distinguishing bicess of information for similes using context. St.5.18: Identifying key text features and distinguishing bicess of information for similes using context. St.5.18: Identifying key text features and distinguishing bicess of information for similes using context. 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St.5.18: Identifying key text features to relimination of prefixes of an eight-to-ten-minute, well-structed discussions. NS.28: Summarise a story or sequence by retelling the main events in order. St.5.18: Identifying key text features to relimination of responses of a main features to words using a range of strategies, including dentification of prefixes on strategies, including words using a range of strategies, including words using a range of writing. NS.38: Write short stories talk on a familiar topic. St.5.18: Identifying key text features to words using a range of writing. NS.38: Write short stories and suffixes. St.5.18: Identifying key text tere	words using a range of strategies, including identification of prefixes and suffixes. R5.41. Use contents pages, search engines, pleadings, sub-headings and other features to identify relevant parts of a text quickly to answer questions. R5.28. Summarise information by retelling the main ideas. SL5.21. Sea wider range of structured discussions. W5.28. Segin to use paragraphs in longer pieces of information of writing. SL5.21. Sea wider range of similar topic. SL5.21. Sea wider range of nouns and powerful verbs, as well as adjectives and adverbs. W5.32. Sea well as adjecti		clauses. SLS.1B: Identify the main points of an 8-10 minute, well-structured talk on a familiar topic. W5-3C Write persuasive texts(Poster) of around 250 words. WEEK 25 In Their Shoes: My Life as a Tudor Schoolboy R5-4B: Understand and explain how different text features can convey	speaker is identified in the middle of the sentence. WS-68 Use apostrophes to show plural possession and contractions of "have". WEEK 26 In Their Shoes: My Life as a Tudor Schoolboy RS-48: Understand and explain how different text features can convey	make predictions during structured discussions. RS_2A: Recall details of characters, events or pieces of information from texts and explain how they are linked. RS_2B: Summarise a story WEEK 27 Fiction: Mixed-up Myths: The Mint Choc Touch RS_1C: Recognise on sight common words, including those with various prefixes	skillsW5.3D: Evaluate and edit own writing to improve consistency. W5.3E: Read aloud short sections of own writing with some preparation. WEEK 28 Fiction: Mixed-up Myths: The Mint Choc Touch R5.1B Decode unfamiliar words using a range of strategies, including	W5.1E: With support, proof read text and correct spelling errors. WEEK 29 -fiction: Real Life: Story Te SL5.2C:Ask questions, make suggestions and	maintaining tense consistency, across a piece of writing. W5.5G: Understand where formal language is required. WEEK 30 Infiction: Real Life: Story Te W5.2A: Use a wider range of nouns and powerful verbs, as well as adjectives	minute, well- structured talk on a familiar topic. SL5.2E: Rehearse and revise a presentation on a given topic. W5.3C Write persuasive/descriptive texts of around 250 words. WEEK 31 REVISION Read differently-structured texts; Read for a range of	features can convey information. SL.5.2C: Ask questions, make suggestions and make predictions during structured discussions. W5.6B Use apostrophes t show plural possession at contractions of 'have'. WEEK 32 REVISION Retrieve, record and present information from non-fiction;
strategies, including identification of prefixes and suffixes. R5.43: Use contents pages, headings, sub-headings and other features to identify relevant parts of a text quickly to answer questions. R5.24: Use main ideas. R5.25: Summarise information prefixes and other features to good the main ideas. R5.26: Summarise information make predictions during structured discussions, w5.36: Begin to use paragraphs in longer pieces of information from texts, and explain how they W5.3A: Begin to use paragraphs in longer pieces of writing. R5.28: Summarise a story of writing. R5.28: Summarise and other features to identify relevant parts of a text quickly to answer questions. R5.28: Summarise information by retelling the main ideas. R5.28: Summarise information of the main ideas. R5.28: Summarise information where the main ideas. S5.28: Summarise information where information in the main ideas. S5.28: Summarise information where in text, and explain how they W5.3B: Begin to use paragraphs in longer pieces of writing. S5.38: Infer a character's each end links to the beginning. W5.2A: Use a diderrange of nouns and other retarries to retrieve information where information where in the words using a range of of writing. S5.38: Examparise a story of writing. S5.38: Summarise and other features to information where it is dentify how language, the main ideas. S5.28: Summarise and other features to information where it is dentify intended and possible in the context of teacher-led of writing. W5.30: Begin to use paragraphs in longer pieces to tartegies, including identification of prefixes and suffixes. S5.28: Summarise as story of writing. W5.38: Wite short stories of writing. W5.38: Compose texts on other was adjectives and adverbs. W5.48: Compose texts on other with various prefixes and suffixes. W5.48: Compose texts on other with various prefixes and suffixes. 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W5.3B: Spell not use paragraphs in longer pieces of writing to improve indication of prefixes and adv	strategies, including identification of prefixes and suffixes. R5.4x: Use contents pages, possible headings and other features to and suffixes. R5.4x: Use contents pages, possible headings and other features to and suffixes. R5.4x: Use contents pages, possible headings and other features to and suffixes. R5.4x: Use contents pages, possible headings and other features to and suffixes. R5.4x: Use contents pages, possible headings, sub-headings and other features to and there features to a detailed to expanded noun phrases. R5.2B: Summarise astory of sequence by retelling the main events in order. R5.3B: Infer a character's and other features to additions, to the esponses to events and powerful verbs, as well as adjectives and adverbs. R5.2B: Summarise astory of sequence by retelling the main events in order. R5.2B: Summarise astory of sequence by retelling the main events in order. 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WS-68 Use apostrophes to show plural possession and contractions of 'have'. WEEK 26 In Their Shoes: My Life as a Tudor Schoolboy R5.4B: Understand and explain how different text features can convey information.	make predictions during structured discussions. RS-2A: Recall details of characters, events or pieces of information from texts and explain how they are linked. RS-2B: Summarise a story WEEK 27 Fiction: Mixed-up Myths: The Mint Choc Touch RS-1C: Recognise on sight common words, including those with various prefixes and suffixes.	skilsW5.3D: Evaluate and edit own writing to improve consistency. W5.3E: Read aloud short sections of own writing with some preparation. WEEK 28 Fiction: Mixed-up Myths: The Mint Choc Touch R5.1B Decode unfamiliar words using a range of strategies, including identification of prefixes	W5.1E: With support, proof read text and correct spelling errors. 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SL-5.2C: Ask questions, make suggestions and make predictions during structured discussions. W5.6B Use apostrophes I show plural possession at contractions of 'have'. WEEK 32 REVISION Retrieve, record and present information from non-fiction; Give well-structured descriptions and explanations; Reinforcement on: Questions basing on
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W5.2B: Use a wider range W5.3B: Use a wider range R5.3C: Recognise on sight common words, including wides and voca common words, including wides and softer features to powerful verbs, as well as adjectives and adverbs. W5.5D: Use prepositional phrases to add detail to expanded noun phrases. W5.1B Spell another 100 expanded	dentify relevant parts of a gage, search engines, pages, search engines, saw-lhadings, sub-headings and other features to remain ideas. 85.2B: Summarise information by retelling the main ideas. 85.2C: Ask questions, make suggestions and make predictions during structured discussions. 85.2B: Summarise information prefixed in the main ideas. 85.2C: Ask questions, make suggestions and make predictions during structured discussions. 85.2B: Summarise information of the main ideas. 85.3B: Infer a character's responses to events and other features to explanation of responses to explanation of responses structure and presentation of contribute to meaning; including discussions and suffixes. 85.4C: Recognise on sight common words, including with various prefixes and suffixes. 85.1C: Recognise on sight common words, including with various prefixes and suffixes. 85.1C: Recognise on sight common words, including diverrange of nouns and powerful verbs, as well as adjectives and adverbs. 85.1C: Recognise on sight common words, including with various prefixes and suffixes. 85.1C: Recognise on sight common words, including diverrange of nouns and powerful verbs, as well as adjectives and adverbs. 85.1C: Recognise on sight common words, including diverrange of nours and powerful verbs, as well as adjectives. 85.1C: Recognise on sight common words, including diverrange of nours and powerful verbs, as well as adjectives. 85.1C: Recognise on sight common words, including diverrange of nours and powerful verbs, as well as adjectives. 85.1C: Recognise on sight common words, including diverrange of nours and powerful verbs, as well as adjectives. 85.1C: Recognise on sight common words, including diverrange of nours and powerful verbs, as well as adjectives. 85.1C: Recognise on sight common words, including diverrange of nours and powerful verbs, as well as adjectives. 85.1C: Recognise on sight common words, including diverrange of nours and powerful verbs, as well as adjectives. 85.1C: Recognise on sight common wor	identify relevant parts of a text quickly to answer questions. 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Common words, including common words, including common and suffixes. Screen, editing and wire improving when redrafting. (Additional Activity only) W5.4B: Compose texts on structure and presentation and suffixes. Screen, editing and wiring improving when redrafting. (Additional Activity only) W5.4B: Compose texts on suffixes. W5.4B: Use a wide various prefixes adjectives, views; leach end links to the beginning wide adverbs. Screen, editing and wiring improving when redrafting. (Additional Activity only) W5.4B: Compose texts on sude warious prefixes and suffixes. W5.4B: Use a wide various prefixes adjectives, views; leach end links to the beginning improving when redrafting. (Additional Activity on	identify relevant parts of a text quickly to answer questions. R5.2B: Summarise information by retelling the main ideas. SLS.2C: Ask questions, make suggestions and make predictions during structured discussions. 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SLS.18: Identify the main points of an 8-10 minute, well-structured talk on a familiar topic. W5.3C Write persuasive texts(Poster) of around 250 words. WEEK 25 In Their Shoes: My Life as a Tudor Schoolboy R5.4B: Understand and explain how different text features can convey information. R5.1B: Decode unfamiliar words using a range of strategies, including identification of prefixes and suffixes. R5.4A: Use contents pages,	speaker is identified in the middle of the sentence. WS-68 Use apostrophes to show plural possession and contractions of 'have'. WEEK 26 In Their Shoes: My Life as a Tudor Schoolboy R5.4B: Understand and explain how different text features can convey information. R5.4C Read information texts, identifying key text features and distinguishing between fact and opinion. S15.1B: Identify the main points of an eight-to-ten-	make predictions during structured discussions. RS_AZA: Recall details of characters, events or pieces of information from texts and explain how they are linked. RS_2B: Summarise a story WEEK 27 Fiction: Mixed-up Myths: The Mint Choc Touch RS_1C: Recognise on sight common words, including those with various prefixes and suffixes. RS_AZA: Recall details of characters, events or pieces of information from texts, and explain how they are linked. RS_2B: Summarise a story	skillsW5.3D: Evaluate and edit own writing to improve consistency. W5.3E: Read aloud short sections of own writing with some preparation. WEEK 2B Fiction: Mixed-up Myths: The Mint Choc Touch R5.1B Decode unfamiliar words using a range of strategies, including identification of prefixes and suffixes. R5.3A Infer the meaning of similes using context. W5.3A Begin to use paragraphs in longer pieces of writing.	W5.1E: With support, proof read text and correct spelling errors. WEEK 29 -fiction: Real Life: Story Te SL5.2C:Ask questions, make suggestions and make predictions during structured discussions. R5.1B: Decode unfamiliar words using a range of strategies, including identification of prefixes	maintaining tense consistency, across a piece of writing. W5.5G: Understand where formal language is required. WEEK 30 M-fiction: Real Life: Story Te W5.2A: Use a wider range of nouns and powerful verbs, as well as adjectives and adverbs. W5.3A: Begin to use paragraphs in longer pieces of writing. W5.3D: Evaluate and edit	minute, well- structured talk on a familiar topic. SL5.2E: Rehearse and revise a presentation on a given topic. W5.3C Write persuasive/descriptive texts of around 250 words. WEEK 31 REVISION Read differently-structured texts; Read for a range of purposes; identify and summarise main ideas of fiction and non-fiction texts; Draw inferences; Find evidence in a text to support opinions.	features can convey information. SLS.2C: Ask questions, make suggestions and make predictions during structured discussions. W5.6B Use apostrophes I show plural possession at contractions of 'have'. WEEK 32 REVISION Retrieve, record and present information from non-fiction; Give well-structured descriptions and explanations; Reinforcement on: Questions basing on inference, deducing,
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R5.4C Read information texts, identifying key texting between fact and opinion. S15.1B: Identify the main points of an eight-to-ten-minute, well-structured	make predictions during structured discussions. RS-2A: Recall details of characters, events or pieces of information from texts and explain how they are linked. R5-2B: Summarise a story WEEK 27 Fiction: Mixed-up Myths: The Mint Choc Touch R5.1C: Recognise on sight common words, including those with various prefixes and suffixes. R5-2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked. R5-2B: Summarise a story or sequence by retelling	skillsW5.3D: Evaluate and edit own writing to improve consistency, W5.3E: Read aloud short sections of own writing with some preparation. WEEK 28 Fiction: Mixed-up Myths: The Mint Choc Touch R5.1B Decode unfamiliar words using a range of strategies, including identification of prefixes and suffixes. R5.3A Infer the meaning of similes using context. W5.3A Begin to use paragraphs in longer pieces of writing. W5.3B: Write short stories	W5.1E: With support, proof read text and correct spelling errors. WEEK 29 -fiction: Real Life: Story Te SL5.2C:Ask questions, make suggestions and make predictions during structured discussions. R5.1B: Decode unfamiliar words using a range of strategies, including identification of prefixes	maintaining tense consistency, across a piece of writing. W5.5G: Understand where formal language is required. WEEK 30 h-fiction: Real Life: Story Te W5.2A: Use a wider range of nouns and powerful verbs, as well as adjectives and adverbs. W5.3A: Begin to use paragraphs in longer pieces of writing. W5.3D: Evaluate and edit own writing to improve	minute, well- structured talk on a familiar topic. SL5.2E: Rehearse and revise a presentation on a given topic. W5.3C Write persuasive/descriptive texts of around 250 words. WEEK 31 REVISION Read differently-structured texts; Read for a range of purposes; Identify and summarise main ideas of fiction and non-fiction texts; Draw inferences; Find evidence in a text to support opinions. Discuss impact of authors'	features can convey information. SLS.2C: Ask questions, make suggestions and make predictions during structured discussions. W5.6B Use apostrophes t show plural possession at contractions of 'have'. WEEK 32 REVISION Retrieve, record and present information from non-fiction; Give well-structured descriptions and explanations; Reinforcement on: Questions basing on inference, deducing, personal opinon, usage o
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Stepin to use paragraphs in longer pieces of nouns and powerful verbs, as well as adjectives and adverbs. WS.38. Read ad	questions. R5.2B: Summarise information by retelling the main ideas. S1.5.2C: Ask questions, make suggestions and make predictions during structured discussions. MS.2B: Summarise information by retelling the main ideas. S1.5.2C: Ask questions, make suggestions and make predictions during structured discussions. W5.5D: Use prepositional phrases to add detail to expanded noun phrases to add detail to graphs in longer pieces of onuns and powerful verbs, as well as adjectives and adverbs. W5.2A: Use a wider range of nouns and powerful verbs, as well as adjectives and adverbs. W5.3B: Grammar Topics: W5.5D: Use prepositional phrases to add detail to expanded noun phrases. W5.5D: Use prepositional phrases to add detail to expanded noun phrases. W5.5A: Use a wider range of nouns and powerful verbs, as well as adjectives and adverbs. 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WEEK 25 In Their Shoes: My Life as a Tudor Schoolboy R5.48: Understand and explain how different text features can convey information. R5.18: Decode unfamiliar words using a range of strategies, including identification of prefixes and suffixes. R5.48: Use contents pages, headings, sub-headings, sub-headings and other features to	speaker is identified in the middle of the sentence. WS-68 Use apostrophes to show plural possession and contractions of "have". WEEK 26 In Their Shoes: My Life as a Tudor Schoolboy RS-48: Understand and explain how different text features can convey information. RS-4C Read information texts, identifying key text features and distinguishing between fact and opinion. SLS-18: Identify the main points of an eight-to-tenminute, well-structured talk on a familiar topic.	make predictions during structured discussions. RS.2A: Recall details of characters, events or pieces of information from texts and explain how they are linked. RS.2B: Summarise a story WEEK 27 Fiction: Mixed-up Myths: The Mint Choc Touch RS.1C: Recognise on sight common words, including those with various prefixes and suffixes. RS.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked. RS.2B: Summarise a story or sequence by retelling the main events in order.	skillsW5.3D: Evaluate and edit own writing to improve consistency. W5.3E: Read aloud short sections of own writing with some preparation. WEEK 28 Fiction: Mixed-up Myths: The Mint Choc Touch R5.1B Decode unfamiliar words using a range of strategies, including identification of prefixes and suffixes. R5.3A Infer the meaning of similes using context. W5.3A Begin to use paragraphs in longer pieces of writing. W5.3B: Write short stories (of 300–400 words) where	W5.1E: With support, proof read text and correct spelling errors. WEEK 29 1-fiction: Real Life: Story Te SL5.2C:Ask questions, make suggestions and make predictions during structured discussions. R5.1B: Decode unfamiliar words using a range of strategies, including identification of prefixes and suffixes.	maintaining tense consistency, across a piece of writing. W5.5G: Understand where formal language is required. WEEK 30 h-fiction: Real Life: Story Te W5.2A: Use a wider range of nouns and powerful verbs, as well as adjectives and adverbs. W5.3A: Begin to use paragraphs in longer pieces of writing. W5.3D: Evaluate and edit own writing to improve	minute, well- structured talk on a familiar topic. SL5.2E: Rehearse and revise a presentation on a given topic. W5.3C Write persuasive/descriptive texts of around 250 words. WEEK 31 REVISION Read differently-structured texts; Read for a range of purposes; identify and summarise main ideas of fiction and non-fiction texts; Draw inferences; Find evidence in a text to support opinions. Discuss impact of authors' use of language on reader;	features can convey information. SL-5.2C: Ask questions, make suggestions and make predictions during structured discussions. W5.6B Use apostrophes I show plural possession at contractions of 'have'. WEEK 32 REVISION Retrieve, record and present information from non-fiction; Give well-structured descriptions and explanations; Reinforcement on: Questions basing on inference, deducing, personal opinon, usage o language, justification of language,
R5.2B: Summarise and other features to information by retelling the main ideas. SL5.2C: Ask questions, make suggestions and make notes of make predictions during structured discussions. M8.3A: Begin to use make predictions during make predictions during structured discussions. M8.3A: Begin to use make predictions during structured discussions. M8.3A: Begin to niger pieces of teacher-led context of teacher-led dictation. M9.3B: Wite a Non- SL5.2C: Ask questions, powerful verbs, as well as adverbs. M9.3B: Summarise information powerful verbs, as well as adverbs. M9.3A: Use contents pages, headings, sub-headings and other features to expanded noun phrases. M9.3B: Summarise information pretrieve information make predictions during structured discussions. M9.3A: Begin to use veryday words in the context of feacher-led dictation. M9.3B: Summarise information in proving when redrafting. 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W5.3A: Begin to use paragraphs in longer pieces of writing of mounts and powerful verbs, as well as addeverbs. W5.3B. Begin to use of writing of writing of mounts and powerful verbs, as well as addeverbs. W5.3B. Begin to use of writing and write using appropriate form; Revision of key grammatical vocabulary; present and past tense verbs with the main ideas. W5.3A: Use contents pages, headings, sub-headings and other features to identify relevant parts of a text quickly, to find an and suffixes. W5.3A: Use a wider range of writing and write using appropriate form; Revision of key grammatical vocabulary; present and past tense verbs werbs.	R5.2B: Summarise information by retelling the main ideas. SL5.2C: Ask questions, make suggestions and make notes of well used in the main ideas. SL5.2C: Ask questions, make suggestions and make notes of well used in the main ideas. SL5.2C: Ask questions, make suggestions and make predictions during structured discussions. 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Use inverted commas where the speaker is identified in the middle of the sentence. WS 3.9. Evaluate and edit own writing to improve consistency. YEAR 6 ENGLISH LANGUAGE LONG TERM PLAN with CURRICULUM STANDARDS 2024 - 2025 WEEK 1 WEEK 2 WEEK 3 WEEK 4 WEEK 5 WEEK 6 WEEK 7 WEEK 8 WEEK 6 WEEK 7 WEEK 8 WEIL 2 WEIL 2 WEIL 2 WEEK 8 WEEK 9 WEEK 8 WEEK 9 WEEK 9 WA 3.2 Use ontents pages, headings, sheadings, sheading	Term 2	clauses. SLS.18: Identify the main points of an 8-10 minute, well-structured talk on a familiar topic. WES 3C Write persuasive texts(Poster) of around 250 words. WEEK 25 In Their Shoes: My Life as a Tudor Schoolboy R5.4B: Understand and explain how different text features can convey information. R5.1B: Decode unfamiliar words using a range of strategies, including identification of prefixes and suffixes. R5.4A: Use contents pages, headings, sub-headings and other features to identify relevant parts of a identify relevant parts of a	speaker is identified in the middle of the sentence. WS-68 Use apostrophes to show plural possession and contractions of 'have'. WEEK 26 In Their Shoes: My Life as a Tudor Schoolboy R5.4B: Understand and explain how different text features can convey information. R5.4C Read information texts, identifying key text features and distinguishing between fact and opinion. S15.1B: Identify the main points of an eight-to-tenminute, well-structured talk on a familiar topic. R5.4A: Use titles, contents	make predictions during structured discussions. RS_AZA. Recall details of characters, events or pieces of information from texts and explain how they are linked. RS_2B: Summarise a story WEEK 27 Fiction: Mixed-up Myths: The Mint Choc Touch RS_1C: Recognise on sight common words, including those with various prefixes and suffixes. RS_AZA: Recall details of characters, events or pieces of information from texts, and explain how they are linked. RS_2B: Summarise a story or sequence by retelling the main events in order. RS_3B: Infer a character's	skillsW5.3D: Evaluate and edit own writing to improve consistency. W5.3E: Read aloud short sections of own writing with some preparation. WEEK 2B Fiction: Mixed-up Myths: The Mint Choc Touch R5.1B Decode unfamiliar words using a range of strategies, including identification of prefixes and suffixes. R5.3A Infer the meaning of similes using context. W5.3A Begin to use paragraphs in longer pieces of writing. W5.3B: Write short stories (of 300–400 words) where each end links to the	W5.1E: With support, proof read text and correct spelling errors. WEEK 29 -fiction: Real Life: Story Te SL5.2C:Ask questions, make suggestions and make predictions during structured discussions. 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Information by retelling the main ideas. quickly and make notes of S.S.S.C: Ask questions, make suggestions and make predictions during structured discussions. WS.3A: Begin to use paragraphs in longer pieces of writing structured discussions. WS.2A: Use a wider range WS.3B Write a Non- make suggestions and adjectives and adverbs. WS.4A: Use contents pages, headings, sub-headings, sub-headings and other features to identify relevant parts of a text quickly, to find an appropriate form; commas, where the speaker is identified in the answer. WS.2B Spell another 100 writing and write using appropriate form; commas, where the speaker is identified in the answer.	Information by retelling the main ideas. Is. 2.C: Ask questions, make suggestions and upday make notes of state of weight in the main ideas. Is. 2.C: Ask questions, make predictions during make suggestions and make predictions during brace to add detail to the works, as well as adjectives and adverbs. 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W5.2.B: Use a wider range of nouns and powerful verbs, as well as adjectives of writing and write using appropriate form; Revision of key grammatical vocabulary; present and past tense verbs W5.2.B: Use a wider range of nouns and powerful verbs, as well as adjectives.	Information by retelling the main ideas. St.S.C.12 Ask questions, make suggestions and make notes of key points. MS.3.EV ask questions, make suggestions and make redictions during structured discussions. WS.3.B segin to use paragraphs in longer pieces of writing of nouns and powerful verbs, as well as adjective and adverbs. WS.3.B well as adjective and adverbs. WS.3.E Read aloud short sections of WEEK 1 WEEK 2 WEEK 2 Week 3 Week 4 WEEK 5 Waritional Activity only) Justifications for their views; Additional Activity only) Justifications for their views, Additional Activity only) Justifications for their views, Conjunctions, Pronouns and powers, Word class: Adjectives, Conjunctions, Pronouns and other features to identify relevant parts of a context of teacher-led	Information by retelling the main ideas. SL5_CC: Ask questions, make suggestions and make predictions during structured discussions. W5_3A: Begin to use paragraphs in longer pieces of nouns and powerful verbs, as well as adjectives and adverbs. W5_3A: Use a wider range of nouns and powerful verbs, as well as adjectives and adverbs. W5_3B: Read aloud short sections of WEEK 1 WEEK 1 Was a wider range of Negroing and ownerful verbs, as well as adjectives and adverbs. W5_3B: Read aloud short sections of Fiction-Review Fiction-R	Term 2	clauses. SLS.18: Identify the main points of an 8-10 minute, well-structured talk on a familiar topic. WES.2C Write persuasive texts(Poster) of around 250 words. WEEK 25 In Their Shoes: My Life as a Tudor Schoolboy R5.48: Understand and explain how different text features can convey information. R5.18: Decode unfamiliar words using a range of strategies, including identification of prefixes and suffixes. R5.4A: Use contents pages, headings, sub-headings and other features to identify relevant parts of a text quickly to answer	speaker is identified in the middle of the sentence. W5.68 Use apostrophes to show plural possession and contractions of 'have'. WEEK 26 In Their Shoes: My Life as a Tudor Schoolboy R5.48: Understand and explain how different text features can convey information. R5.4C Read information texts, identifying key text features and distinguishing between fact and opinion. SL5.18: Identify the main points of an eight-to-ten-iniute, well-structured talk on a familiar topic. 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the main ideas. quickly and make notes of SL5.2C: Ask questions, key points. structured discussions. Mes predictions during after tructured discussions. W5.3A: Begin to use witting and write using appropriate form; w5.3B Write a Non- w5.3B Write a Non- with make predictions during successful and the predictions during structured discussions. W5.3B write a Non- w5.3B write a Non- w6.3B was predictions during structured discussions. W5.3B write a Non- w6.3B was predictions during w6.5D: Use prepositional phrases to add detail to headings, sub-headings and often features to identify relevant parts of a writing and write using apostrop commas where the text quickly, to find an appropriate form; comma, we were the speaker is identified in the answer.	the main ideas. St.S.2.C. Sk questions, key points. W5.3A: Begin to use make predictions during structured discussions. W5.3A: Begin to use paragraphs in longer pieces of nouns and powerful verbs, as well as adjectives and adverbs. 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W5_A: E: Read aloud short sections of **TEAR 6 ENGLISH LANGUAGE LONG TERM PLAN with CURRICULUM STANDARDS 2024 - 2025** **WEEK 1** W6_A: Use contents pages, headings, sub-headings and other features to identify relevant parts of a text quickly, to find an another long. The sentence. W5.3D: Evaluate and edit verbs, as well as adjectives and adverbs. W5_A: Use a wider range of nouns and powerful verbs, as well as adjectives and adverbs. W5_A: Use a wider range of nouns and powerful verbs, as well as adjectives and adverbs. W5_A: Use a wider range of nouns and powerful verbs, as well as adjectives and adverbs. W5_A: Use a wider range of identify relevant parts of a text quickly, to find an answer. W5_A: Use a wider range of nouns and powerful verbs, as well as adjectives and adverbs. W5_A: Use a wider range of nouns and powerful verbs, as well as adjectives and adverbs. W5_A: Use a wider range of identify relevant parts of a text quickly, to find an answer. 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W.S.3.E: Read aloud short sections of WEEK 1 WEEK 2 WEEK 3 WEEK 4 WEEK 3 WEEK 4 WS.5.D: Use prepositional phrases. Name predictions during structured discussions. W.S.2.A: Use contents pages, headings, sub-headings and other features to identify intended audience/purpose of writing and write using appropriate form; speaker is identified in the middle of the sentence. WS.3.D: Evaluate and edit vom writing to improve consistency. WEEK 1 WEEK 2 WEEK 3 WEEK 4 WEEK 5 WEEK 6 WEEK 6 WEEK 6 WEEK 7 WEEK 6 WEEK 7 WEEK 6 WEEK 7 WEEK 8 Views; Conjunctions, Pronouns and Possessive pronouns and other features to identify relevant parts of a text quickly, to find an answer. 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W5.6B Use apostrophes I show plural possession at contractions of 'have'. WEEK 32 REVISION Retrieve, record and present information from non-fiction; Give well-structured descriptions and explanations; Reinforcement on: Questions basing on inference, deducing, personal opinon, usage o language, justification of explanation of responses and vocabulary.
SL5.2C: Ask questions, make suggestions and make predictions during make predictions during structured discussions. W5.2A: Use a wider range w5.3A: Begin to use w5.1B Spell another 100 expanded noun phrases. and other features to audience/purpose of writing and write using a pargraphs in longer pieces everyday words in the context of teacher-led discussions. W5.2A: Use a wider range w5.3B Write a Non- w6.3B	SLS_2C: Ask questions, make suggestions and make predictions during and personal paragraphs in longer pieces everyday words in the context of teacher-led formus and powerful verbs, as well as adjectives and adverbs. WS.3E: Read size of words and service of some structured discussions. SEQ. 2C: Ask questions, we yo points. WS.3B. Segil not use WS.3B. Segil another 100 expanded noun phrases. WS.3B. Segil nother 100 expanded noun phrases. WS.3B. Segil another 100 expanded noun phrases. WS.3B. Write a Non- Commas where the speaker is identified in the middle of the sentence. WS.3B. 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WS.Ac: Use inverted commas where the speaker is identified in the middle of the sentence. of nouns and powerful verbs, as well as adjectives and adverbs. WS.3E: Read aloud short sections of well and adverbs. WEAR 6 ENGLISH LANGUAGE LONG TERM PLAN with CURRICULUM STANDARDS 2024 - 2025 WEEK 1 WEEK 1 WEEK 1 WEEK 1 WEEK 5 WEEK 6 WEEK 7 WEEK 8 WS.As: Begin to use by opints. Structured discussions. WS.As: begin to use beyonded on purpases to add detail to expanded noun phrases to add detail to wexpanded noun phrases to add detail to wexpanded noun phrases. The add other features to identify relevant parts of a text quickly, to find an appropriate form; Revision of key grammatical vocabulary; Revise Spelling rules werbs withing and write using appropriate form; Revision of key grammatical vocabulary; Revise Spelling rules werbs werbs withing to improve consistency. YEAR 6 ENGLISH LANGUAGE LONG TERM PLAN with CURRICULUM STANDARDS 2024 - 2025	SL5.2C: Ask questions, make suggestions and make predictions during and writing parturetured discussions. W5.2A: Use a wider range of nouns and powerful verbs, as well as adjectives and adverbs. W5.3E: Read aloud short sections of WEEK 1 WEEK 1 WEEK 2 WEEK 3 WEEK 4 Week 6 Week 6 Week 6 Week 1 Week 8 Wounds in the context of teacher-led dictation. W5.3E: Spelling rules Wish. Begin to use wish. Begin to use wb.5.1B spell another 100 expanded noun phrases to add detail to wm. W5.2A: Use a wider reage of nouns and powerful verbs, as well as adjectives and adverbs. W5.3E: Read aloud short sections of withing and wirth using appropriate form; comma, irregular verbs, subordinate clauses, present and past tense verbs where and adverbs. Wish. Bspell another 100 expanded noun phrases to add detail to wm. 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make suggestions and w5.3A: Begin to use make predictions during a paragraphs in longer pieces of writing around discussions. W5.1B Spell another 100 expanded noun phrases. and other features to determine a paragraphs in longer pieces of writing and write using appropriate form; commas where the text quickly, to find an appropriate form; wull appropriate form; subserved in the discussion of key subording the propose of the propose of paragraphs in longer pieces of writing and write using appropriate form; commas where the text quickly, to find an appropriate form; subording the propose of paragraphs in longer pieces of writing and write using appropriate form; commas where the answer.	make suggestions and make predictions during of writing and write using wrotes, as well as adjectives and adverbs. W5.3E. Read words in the ord adverbs. W5.3E. Read wide range and adverbs. W5.3E. Read words where and adverbs. W5.3E. Read words where and adverbs. W5.3E. Read words with an adverbs. W5.3E. 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	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, extructure and presentation contribute to meaning; Provide reasoned justifications for their views; Revision of key grammatical vocabulary, Revise spelling nuise. Use a range of punctuation to enhance effects and clarify meaning. Write a short story.	Read poems independently and use strategies to decode and comprehend. Understand poetic devices: Identify and understand the language and structure of poems. Identify 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.	R6.1A Read aloud an unfamiliar text of 500–600 words, observing all punctuation including commas. R6.24 identify words and phrases from more than one place in the totals, contents pages, search engines, headings, subheadings 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 pronours and know they introduce relative clauses W5.5E: Use relative pronours in throduce relative clauses in writing.	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: Poish and present a memorised performance to an audience.	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. Meintain tense consistency throughout a tense consistency throughout and when using all verbs tenses (including turue-tense and modal verbs) W6.3D: Evaluate and edit own writing to enhance effect and clarify meaning, using a thesaurus if desired. W6.1E: Proof-read atta da correct spelling errors. W6.3E: Read aloud own writing with growing confidence.	Research & Presentation of their own choice of any creature in danger SLS_C: 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 Morey Sand and Informal language, and maritatin formal language, and maritatin formal language where necessary. SLS_D: Rehearse and revise a presentation on a given topic, SLS_SE_Rehearse and give a presentation to an audience	identification of prefixes and suffixes and knowledge of	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
	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	
w. T	and page features in a variety of contexts R6.3D: Siscuss preferences with others, expressing reasons and giving recommendations: W6.4A.Use a fast and fluent handwriting style that is legble and at least partially joined. W6.3C: Write a play review, using appropriate structural and language fleatures and considering their audienceW6.2A.Select the best world from a range of synonyms.	Drama -Find a Way Out! R6.38: Infers a character's intentions from their actions and dialogue.W6.5G: Understand the difference between formal and informal language and maintain formal language experies of the difference of the displayed of the displayed in the	A Famous Castaway R6.4C: Read discussion, biographical and auto- biographical texts, distinguishing between fact and opinion S16.2C: Give an opinion in a Structured discussion or debate, invited discussion or debate, invited 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.	A Famous Castaway R6.38: Infers a character's intentions from their actions and dialogue.R6.5A: Recognise a range of conjunctions, adverbs and prepositions used to link ideas and to aid cohesion within a text.R6.58: Explain how adverbs and adverbials impact on the verb in a sentence.	A Famous Castaway SL6.2A: Give well-structured descriptions and explanations for different purposes, including for expressing feelings and giving opinions. R6.1A Read aloud an unfamiliar text of 500-800 words, observing all punctuation including commass 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 clarify meaning, using a thesaurus if desired.	Jess and Layla's Astronomical Assignment Assignment Ref.1A: Read aloud an unfamiliar test of 500-600 words, observing all punctuation including commas. R6. 1B: Decode any unfamiliar votes 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 test, so support answers. SLE. 2A: Give well-structured descriptions and explanations for different purposes, including for expressing feelings and giving opinions. R6. 3B: Infers a character's intentions from their actions and dialogue. SLE. 2D: Polish and present a memorised performance to an audience. R6.5D: Identify all pronous and explain how they avoid nour repetition and aid cohesion in a text. R6.5D: Explain how adverbs and explain how adverbs and adverbilas impact on the verb in a sentence.	Jess and Layla's Astronomical Assignment Assignment assignment of the Committee of discussion or debate, inviting and responding to others' opinions. Red. At Use titles, contents pages, search engines, headings, subheadings, subheadings and other features to retrieve information quickly and make notes of key points. Red. At linet the meaning of idiomatic language using context. Wel. 68: Use apostrophes correctly in all contractions and to show possession. Wel. 38: Write short stories (of around 500 words or more), using dialogue to develop character and giving additional detail to interest the reader. Wel. 5D: Use a range of aljectives, adverbs and prepositional phrases to enrich their writing. Wel. 3A: Generally use paragraphs in longer pieces of writing. Wel. 3A: Generally use paragraphs in longer pieces of writing. Wel. 3D: Evaluate and edit own writing use haracter and chirp, using a thesaurus as desired.	REVISION Identify and understand the language and organisation features of fiction & non-fiction text types. Identify the purpose of a text and evaluate its success; Express personal responses supported by reference to the text. Develop techniques for answering questions; Distinguish between fact and opinion; Practise notermaking 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.
YEAR 6	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Torm 2	Y6/U7/PL Fiction 6.7 Play – Curious Cases	Y6/U7/PL Fiction 6.7 Play – Curious Cases	Y6/U4/NF3 Non-Fiction 6.6 When Will the Sun Go Out?	Y6/U4/NF3 Non-Fiction 6.6 When Will the Sun Go Out?	Y6/U8/F2 Fiction 6.8 Petronas	Y6/U8/F2 Fiction 6.8 Petronas	Y6/U9/NF3 Non-fiction 6.9 Globe Challenge: Rainforests at Risk	Y6/U9/NF3 Non-fiction 6.9 Globe Challenge: Rainforests at Risk
	SL6.2K. Give well-structured descriptions and explanations for different purposes, including for expressing feelings and giving opinions. R6. 18: Decode any unfamiliar words using a range of strategies, including identification of preferes and surfless and knowledge of word families. R6. IC. Recognise on sight high-frequency words, including homophones and near-homophones. R6. 38: Infers a character's intentions from their actions and dialogue. R6.5C: Recognise all verb tenses, including future-tense and modal verbs indicating degrees of possibility.	clues in the text.R6.3A: Infert 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 genericecount), 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, adverbielas nations.	commas.R6.18: Decode any unfamiliar words using a range of strategies, including identification of prefuses and suffuses and knowledge of word samiles, R6.24. Identify, words and phrases from more than one place in the texts, to support answers.S16.2A. Get well-structured descriptions and explanations for different purposes, including for expressing feelings and giving opinions.R6.4A. Use titles, contents pages, search	SLE 2C. Give an opinion in a structured discussion or debate, inviting and responding to others' opinions Re 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, sole, headings and other features to retrieve information quickly and make notes of key points. SLE 2B: Paraphrase simply, to express a forgotten word or expression. W6.5G: Understand the difference between formal and informal language where necessary. W6.3G: Write around 400 words in a range of non-fiction genres(newspaper article), using appropriate structural and language 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	punctuation including commas.R6.1B: Decode any unfamiliar words using a range of strategies, including identification of prefixes and suffixes and knowledge of word families. SL6.2C: Give an opinion in a structured	make predictions by interpreting a sequence of clues in a text. W6.5A: Use a range of conjunctions,	R6 4A: Use titles, contents pages, search engines, headings, sub-headings and other features to entireve information quickly and make notes of key points. SL6.2A: SL6.2C: Give an opinion in a structured discussion of debate, inviting and responding to others' opinions. SL6.2E: Rehearse and give a presentation to an audience.R6.3D: Discuss preferences with others, expressing reasons and giving recommendations. R6.5E: Identify all determiners and explain how they add accuracy to and aid cohesion in a text. W6.3C: Write around 400 words in a range of non-fiction genres (balanced argument), using appropriate structural and language features and considering their audience. W6.2A: Select the best word from a range of synonyms to convey more subte differences in meaning W6.5E: 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.	R6.4C: Read discussion, biographical and autobiographical texts, distinguishing between fact and opinion R6.2B: Distinguish between the order in which events are written and the order in which they were the order in which they will be well and the order in which they courred. 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 wfl. growing confidence.

	t F	W6.3D: Evaluate and edit own writing to enhance effect and clarify meaning, using a hesaurus 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 clarify meaning, using a thesaurus as desired.SL6.2E: Rehearse and give a presentation to an audience		
WEE	K 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
Y6/U11/NF4 Not	n-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 alou unfamiliar text of 1 words, observing punctuation includ commas. SL6.2A: structured descrip explanations for d purposes, includir expressing feeling opinions. R6.4A: L contents pages, sengines, headings and oth retrieve informatic make notes of ke points. SL6.1B: Idi main points of an minute talk or aux presentation, and opinions. W6.5F: grammatical agree between nounspip verbs to aid coher text. W6.5G: Undo difference betwee informal language maintain formal la where necessary, identify words and from more than o texts, to support a	500-600 s all did all did fing t Give well- pitions and g idifferent a g ig for g iy g in g iy g in g iy g ix	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	non-fiction genres(handbook), using appropriate structural and language features and considering their audisince, W6.4A: Use a fast and fluent handwriting skipe that is legble and at least partially joined. W6.4B: Compose texts onscreen, editing and improving throughout the process. W6.1E: Proofread text and correct spelling errors. W6.3E: Evaluate and edit own writing to enhance effect and clarify meaning, using a thesaurus as desired. SLE.2D: Polish and present a memorised performance to an audience.	punctuation including commas SL6.2A: Give well-structured descriptions and explanations for different purposes, including for expressing feelings and giving opinions.R6.2A: Identify	expressing feelings and giving opinions.R6.3C: With some guidance, make predictions by interpreting a sequence of clues in a text.R6.3C: Discuss preferences with others, expressing reasons and giving recommendations. R6.3B: Infers a character's intentions from their actions and dialogue, W6.3A: Generally use paragraphs in longer	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 bast 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 clarify meaning, using a thesausuus as desired. W6.1E: Proof-read text and correct spelling errors. W6.3E: Read aloud own writing with growing with growing or officience.	Read differently-structured texts; (Jentify and summarise main ideas of fiction texts; Draw inferences; Find evidence in a text to support opinions. Discuss impact of authors use of fanguage 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 W	ITH CURRICULUM STANDARDS 2	024-2025		
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
	To understand the terms biography and autobiography	To identify and to note down key points.	To decide where you might find relevant information	What makes the news, the different forms it takes, and		How writer's express a point of view, developing your	How to write to argue	To inspire and engage students in the world of
	Sharpen skills : Noun and verbs	Sharpen your skills : sequencing and sumarising	and then select what you need	how we choose to get it.	How newspaper stories are chosen to suit their readers	understanding can imply an opinion	Sharpen your skills: Apostrophes of possession	poetry.
		To distinguish between fact and opinion.	Sharpen your skills : The past tense	-Sharpen your skills :noun and verb phrases	and how different newspapers tell the same stories in	Sharpen your skills: Exclamations marks	Explore the arguments made by the	Through creative exploration, develop their
	To find information you need	Evaluation	To sequence text logically and use topic sentences	To explore the layout of a newspaper front page and	different ways. 7a	How writer's choose language and content to influence		writing skills, expand their vocabulary, and
			Sharpen your skills : Adverbs	to write an effective headline.		reader's opinion	Analyse the persuasive devices	express their emotions through the power of
	Sharpen skills : Capital letters and full stops READING QUESTION - AO1.AO2 BASELINE	READING QUESTION - AO1.AO2,AO4	ACCECCATALL MADITING Discountry ACT ACC	How the information in a newspaper article is organized	Sharpen your skills : sentence types	Sharpen your skills: Brackets	used by the writer to put forward	words.
-	ASSESSMENT	Denter Desired Mark	ASSESSMENT –WRITING-Biography- AO5,AO6 Page No:16-21	by exploring the structure of an article and planning on	How to retrieve information by scanning for facts,	READING QUESTION - A01.A02 WRITING-Formal Letter-A05. A06	his arguments. READING QUESTION - AO1.AO2(7a)	
E	Page No:6-11	Poetry Project Work Page No:12-15	Page NO:16-21	your own. READING QUESTION - AO1.AO2	identifying opinions and reading between the lines. To explore a television news report and practice your	Page No:46-51	WRITING- News article-AO5.AO6	ASSESSMENT TASK: Spoken Language
Ĕ	Page No:6-11	Page NO:12-15		Page No:32-37	recount skills WRITING-Report-AO5, AO6	Page N0:46-51	Page No:52-56	Speaking and presenting
				Fage NO.52-37	READING ASSESSMENT - AO1.AO2, AO4		Fage NO.32-30	Speaking and presenting
					Page No: 38-43			
YEAR 7		WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	19th Century Fiction UNIT 3 GOTHIC TALES	19th Century Fiction UNIT 3 GOTHIC TALES	19th Century Fiction UNIT 3 GOTHIC TALES	19th Century Fiction UNIT 3 GOTHIC TALES	19th Century Fiction UNIT 3 GOTHIC TALES	19th Century Fiction UNIT 3 GOTHIC TALES	Revision	Revision
-	Learning Objectives	Learning Objectives					Non Fiction - Reading and Transactional Writing	Fiction - Reading and Imaginative Writing
	Learning Objectives			Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives
	To understand the main features of gothic stories	• •	Learning Objectives	Learning Objectives To use a range of parrative devices to involve the	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives Writing a story using image/s To organize
	To understand the main features of gothic stories	To learn make the ending of a story relate to its	How a writer creates suspense.	To use a range of narrative devices to involve the	To involve a reader by using a lot of imaginative detail.	To organize and develop a story using a	Explain writer's use of fact and opinion to engage the	Writing a story using image/s. To organize
	To understand how a writer structure a story to try	To learn make the ending of a story relate to its beginning	How a writer creates suspense. how dialogue can make a story more vivid	To use a range of narrative devices to involve the reader, and to recognize how writer's convey setting,		To organize and develop a story using a range of relevant information and ideas, use of	Explain writer's use of fact and opinion to engage the reader.	Writing a story using image/s. To organize and develop a story using a
	To understand how a writer structure a story to try involve the reader	To learn make the ending of a story relate to its beginning How to create an effective setting and atmosphere	How a writer creates suspense.	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	To involve a reader by using a lot of imaginative detail. How publicity is written to suit its audience.	To organize and develop a story using a range of relevant information and ideas, use of appropriate vocabulary organization of ideas in	Explain writer's use of fact and opinion to engage the reader. Explore similarities between two texts and support with	Writing a story using image/s. To organize and develop a story using a range of relevant information and ideas, use of
	To understand how a writer structure a story to try	To learn make the ending of a story relate to its beginning	How a writer creates suspense. how dialogue can make a story more vivid Sharpen your skills: speech Punctuation	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.	To involve a reader by using a lot of imaginative detail. How publicity is written to suit its audience. READING QUESTION - AO1.AO2	To organize and develop a story using a range of relevant information and ideas, use of	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	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
	To understand how a writer structure a story to try involve the reader	To learn make the ending of a story relate to its beginning How to create an effective setting and atmosphere	How a writer creates suspense. how dialogue can make a story more vivid	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	To involve a reader by using a lot of imaginative detail. How publicity is written to suit its audience.	To organize and develop a story using a range of relevant information and ideas, use of appropriate vocabulary organization of ideas in paragraphs; coherent organization of ideas to suit the form.	Explain writer's use of fact and opinion to engage the reader. Explore similarities between two texts and support with	Writing a story using image/s. To organize and develop a story using a range of relevant information and ideas, use of
1	To understand how a writer structure a story to try involve the reader Sharpen your skills: Suffixes READING QUESTION - AO1.AO2	To learn make the ending of a story relate to its beginning How to create an effective setting and atmosphere Sharpen your skills :adjectives READING QUESTION - A01.A02	How a writer creates suspense. how dialogue can make a story more vivid Sharpen your skills: speech Punctuation READING QUESTION - AO1.AO2,AO4(Evaluation)	To use a range of narrative devices to involve the reader, and to recognize how writer's convey setting, character and mood through word choice and sentence structure. Sharpen your skills: Simple, complex and compound sentences	To involve a reader by using a lot of imaginative detail. How publicity is written to suit its audience. READING QUESTION - A01.A02 READING ASSESSMENT - A01.A02, A04	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	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	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.
erm 1	To understand how a writer structure a story to try involve the reader Sharpen your skills: Suffixes	To learn make the ending of a story relate to its beginning How to create an effective setting and atmosphere Sharpen your skills :adjectives	How a writer creates suspense. how dialogue can make a story more vivid Sharpen your skills: speech Punctuation READING QUESTION - AO1.AO2,AO4(Evaluation)	To use a range of narrative devices to involve the reader, and to recognize how writer's convey settling, character and mood through word choice and sentence structure. Sharpen your skills: Simple, complex and compound sentences To appreciate how a writer creates expectations in a	To involve a reader by using a lot of imaginative detail. How publicity is written to suit its audience. READING QUESTION - A01.A02 READING ASSESSMENT - A01.A02, A04	To organize and develop a story using a range of relevant information and ideas, use of appropriate vocabulary organization of ideas in paragraphs; coherent organization of ideas to suit the form.	Explain writer's use of fact and opinion to engage the reader. Explore similarities between two texts and support with relevant evidence. Understand how to write using a	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,
Term 1	To understand how a writer structure a story to try involve the reader Sharpen your skills: Suffixes READING QUESTION - AO1.AO2	To learn make the ending of a story relate to its beginning How to create an effective setting and atmosphere Sharpen your skills :adjectives READING QUESTION - AO1.AO2 WRITING-Imaginative Task-AO5,AO6	How a writer creates suspense. how dialogue can make a story more vivid Sharpen your skills: speech Punctuation READING QUESTION - AO1.AO2,AO4(Evaluation)	To use a range of narrative devices to involve the reader, and to recognize how writer's convey setting, character and mood through word choice and sentence structure. Sharpen your skills: Simple, complex and compound sentences To appreciate how a writer creates expectations in a reader and gets readers interested in characters.	To involve a reader by using a lot of imaginative detail. How publicity is written to suit its audience. READING QUESTION - A01.A02 READING ASSESSMENT - A01.A02, A04	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	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	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.
Term 1	To understand how a writer structure a story to try involve the reader Sharpen your skills: Suffixes READING QUESTION - AO1.AO2	To learn make the ending of a story relate to its beginning How to create an effective setting and atmosphere Sharpen your skills :adjectives READING QUESTION - AO1.AO2 WRITING-Imaginative Task-AO5,AO6	How a writer creates suspense. how dialogue can make a story more vivid Sharpen your skills: speech Punctuation READING QUESTION - AO1.AO2,AO4(Evaluation)	To use a range of narrative devices to involve the reader, and to recognize how writer's convey settling, character and mood through word choice and sentence structure. Sharpen your skills: Simple, complex and compound sentences To appreciate how a writer creates expectations in a	To involve a reader by using a lot of imaginative detail. How publicity is written to suit its audience. READING QUESTION - A01.A02 READING ASSESSMENT - A01.A02, A04	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	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	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,
Term 1	To understand how a writer structure a story to try involve the reader Sharpen your skills: Suffixes READING QUESTION - AO1.AO2	To learn make the ending of a story relate to its beginning How to create an effective setting and atmosphere Sharpen your skills :adjectives READING QUESTION - AO1.AO2 WRITING-Imaginative Task-AO5,AO6	How a writer creates suspense. how dialogue can make a story more vivid Sharpen your skills: speech Punctuation READING QUESTION - AO1.AO2,AO4(Evaluation)	To use a range of narrative devices to involve the reader, and to recognize how writer's convey setting, character and mood through word choice and sentence structure. Sharpen your skills: Simple, complex and compound sentences To appreciate how a writer creates expectations in a reader and gets readers interested in characters. Sharpen your skills: commas	To involve a reader by using a lot of imaginative detail. How publicity is written to suit its audience. READING QUESTION - A01.A02 READING ASSESSMENT - A01.A02, A04	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 WRITING ASSESSMENT- Imaginative Task-AO5, AO6	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	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,
Term 1	To understand how a writer structure a story to try involve the reader Sharpen your skills: Suffixes READING QUESTION - AO1.AO2	To learn make the ending of a story relate to its beginning How to create an effective setting and atmosphere Sharpen your skills :adjectives READING QUESTION - AO1.AO2 WRITING-Imaginative Task-AO5,AO6	How a writer creates suspense. how dialogue can make a story more vivid Sharpen your skills: speech Punctuation READING QUESTION - AO1.AO2,AO4(Evaluation)	To use a range of narrative devices to involve the reader, and to recognize how writer's convey settling, character and mood through word choice and sentence structure. Sharpen your skills: Simple, complex and compound sentences To appreciate how a writer creates expectations in a reader and gets readers interested in characters. Sharpen your skills: commas READING QUESTION - AO1.AO2	To involve a reader by using a lot of imaginative detail. How publicity is written to suit its audience. READING QUESTION - A01.A02 READING ASSESSMENT - A01.A02, A04	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 WRITING ASSESSMENT- Imaginative Task-AO5, AO6	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	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,
Term 1	To understand how a writer structure a story to try involve the reader Sharpen your skills: Suffixes READING QUESTION - AO1.AO2	To learn make the ending of a story relate to its beginning How to create an effective setting and atmosphere Sharpen your skills :adjectives READING QUESTION - AO1.AO2 WRITING-Imaginative Task-AO5,AO6	How a writer creates suspense. how dialogue can make a story more vivid Sharpen your skills: speech Punctuation READING QUESTION - AO1.AO2,AO4(Evaluation)	To use a range of narrative devices to involve the reader, and to recognize how writer's convey settling, character and mood through word choice and sentence structure. Sharpen your skills: Simple, complex and compound sentences To appreciate how a writer creates expectations in a reader and gets readers interested in characters. Sharpen your skills: commas READING QUESTION - AO1.AO2	To involve a reader by using a lot of imaginative detail. How publicity is written to suit its audience. READING QUESTION - A01.A02 READING ASSESSMENT - A01.A02, A04	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 WRITING ASSESSMENT- Imaginative Task-AO5, AO6	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	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,
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YEAR 7	To understand how a writer structure a story to try involve the reader Sharpen your skills: Suffixes 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 Sharpen your skills :adjectives READING QUESTION - AO1.AO2 WRITING-Imaginative Task-AO5,AO6 Page No:62-65	How a writer creates suspense. how dialogue can make a story more vivid Sharpen your skills: speech Punctuation READING QUESTION - AO1.AO2,AO4(Evaluation) Page No:66-69 WEEK 3	To use a range of narrative devices to involve the reader, and to recognize how writer's convey settling, character and mood through word choice and sentence structure. Sharpen your skills: Simple, complex and compound sentences To appreciate how a writer creates expectations in a reader and gets readers interested in characters. Sharpen your skills: commas READING QUESTION - AO1.AO2 Page No:70-73 WEEK 4	To involve a reader by using a lot of imaginative detail. How publicity is written to suit its audience. READING QUESTION - AO1.AO2 READING ASSESSMENT - AO1.AO2, AO4 Page No:74-77 WEEK 5	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 WRITING ASSESSMENT- Imaginative Task-AO5, AO6 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. WEEK 7	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	To understand how a writer structure a story to try involve the reader Sharpen your skills: Suffixes READING QUESTION - A01.A02 Page No:58-61 WEEK 1	To learn make the ending of a story relate to its beginning How to create an effective setting and atmosphere Sharpen your skills :adjectives READING QUESTION - AO1.AO2 WRITING-Imaginative Task-AO5,AO6 Page No:62-65 WEEK 2 Non Fiction	How a writer creates suspense. how dialogue can make a story more vivid Sharpen your skills: speech Punctuation READING QUESTION - AO1.AO2,AO4(Evaluation) Page No:66-69 WEEK 3 19th Century Fiction	To use a range of narrative devices to involve the reader, and to recognize how writer's convey settling, character and mood through word choice and sentence structure. Sharpen your skills: Simple, complex and compound sentences To appreciate how a writer creates expectations in a reader and gets readers interested in characters. Sharpen your skills: commas READING QUESTION - AO1.AO2 Page No:70-73 WEEK 4 19th Century Fiction	To involve a reader by using a lot of imaginative detail. How publicity is written to suit its audience. READING QUESTION - AO1.AO2 READING ASSESSMENT - AO1.AO2, AO4 Page No:74-77 WEEK 5	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 WRITING ASSESSMENT- Imaginative Task-AO5, AO6 Page No:80-82 WEEK 6	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. WEEK 7	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 WEEK 8 Non Fiction
YEAR 7	To understand how a writer structure a story to try involve the reader Sharpen your skills: Suffixes READING QUESTION - AO1AO2 Page No:58-61 WEEK 1 Non Fiction OUR WORLD	To learn make the ending of a story relate to its beginning How to create an effective setting and atmosphere Sharpen your skills :adjectives READING QUESTION - AO1.AO2 WRITING-Imaginative Task-AO5,AO6 Page No:62-65 WEEK 2 Non Fiction OUR WORLD	How a writer creates suspense. how dialogue can make a story more vivid Sharpen your skills: speech Punctuation READING QUESTION - AO1.AO2,AO4(Evaluation) Page No:66-69 WEEK 3 19th Century Fiction Alice's Adventures in Wonderland by Lewis	To use a range of narrative devices to involve the reader, and to recognize how writer's convey setting, character and mood through word choice and sentence structure. Sharpen your skills: Simple, complex and compound sentences To appreciate how a writer creates expectations in a reader and gets readers interested in characters. Sharpen your skills: commas READING QUESTION - AO1.AO2 Page No:70-73 WEEK 4 19th Century Fiction 'Little Women' by Louisa May Alcott	To involve a reader by using a lot of imaginative detail. How publicity is written to suit its audience. READING QUESTION - AO1.AO2 READING ASSESSMENT - AO1.AO2, AO4 Page No:74-77 WEEK 5 Non Fiction OUR WORLD	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 WRITING ASSESSMENT- Imaginative Task-AO5, AO6 Page No:80-82 WEEK 6 Non Fiction OUR WORLD	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. WEEK 7 Non Fiction SPOKEN LANGUAGE	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 WEEK 8 Non Fiction TAKE ACTION
YEAR 7	To understand how a writer structure a story to try involve the reader Sharpen your skills: Suffixes READING QUESTION - AO1.AO2 Page No:58-61 WEEK 1 Non Fiction OUR WORLD Learning Objectives	To learn make the ending of a story relate to its beginning How to create an effective setting and atmosphere Sharpen your skills :adjectives READING QUESTION - AO1.AO2 WRITING-Imaginative Task-AO5,AO6 Page No:62-65 WEEK 2 Non Fiction	How a writer creates suspense. how dialogue can make a story more vivid Sharpen your skills: speech Punctuation READING QUESTION - AO1.AO2,AO4(Evaluation) Page No:66-69 WEEK 3 19th Century Fiction Alice's Adventures in Wonderland by Lewis Learning Objectives	To use a range of narrative devices to involve the reader, and to recognize how writer's convey settling, character and mood through word choice and sentence structure. Sharpen your skills: Simple, complex and compound sentences To appreciate how a writer creates expectations in a reader and gets readers interested in characters. Sharpen your skills: commas READING QUESTION - AO1.AO2 Page No:70-73 WEEK 4 19th Century Fiction 'Little Women' by Louisa May Alcott Learning Objectives	To involve a reader by using a lot of imaginative detail. How publicity is written to suit its audience. READING QUESTION - AO1.AO2 READING ASSESSMENT - AO1.AO2, AO4 Page No:74-77 WEEK 5 Non Fiction OUR WORLD Learning Objectives	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 WRITING ASSESSMENT- Imaginative Task-AO5, AO6 Page No:80-82 WEEK 6	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. WEEK 7 Non Fiction SPOKEN LANGUAGE Learning Objectives	Writing a story using image/s. To organ and develop a story using a range of relevant information and ideas, use appropriate vocabulary organization of ideas paragraphs; coherent organization of ideas to suit the form. Accurate use of sentence structure, spelling grammar and punctuation

	cultures. To select relevant evidence from a text	person narrative and why authors choose a narrative point of view.	questions. Infer key ideas from the text	questions. Infer key ideas from the text	To decide on your own point of view giving reasons for that viewpoint.	Sharpen your skills: Connectives To use a variety of connectives to convey a personal	effectively. To make notes for a speech; review rhetorical devices;	To understand how information can be presented and find the information you need.
	Sharpen your skills: Parts of a sentence	Sharpen your skills: Auxiliary verbs	Identify specific words and phrases which are effective	Identify specific words and phrases which are effective	Sharpen your skills: the subject complement	viewpoint.	review types of sentences.	Sharpen your skills: Colons and semi-colons
	READING QUESTION - AO1.AO2,AO4	To understand how writer's use language to describe	in a text and explain	in a text and explain	READING ASSESSMENT-AO1, AO2, AO4	Sharpen your skills: Paragraphs	Deliver a speech effectively.	To direct your writing and presentation to appear
12	Page No:84-87	setting and character. Sharpen your skills: Subject – verb agreement	why they are effective. Comment on language use of features	why they are effective. Comment on language use of features	Sharpen your skills: Pronouns - personal and possessive	ASSESSMENT –WRITING-Balanced Argument -AO5, AO6	SPOKEN LANGUAGE-AO7, AO8	to a specific audience Sharpen your skills: Active and passive voice
Term		Sharpen your skins. Subject verb agreement	Evaluate a text. Writing a story -	Evaluate a text .	Writing-Argument AO5,AO6	Page No:102-108		Sharpen your skins. Active and passive voice
		READING QUESTION - AO1.AO2,AO4	To organize and develop a story using a	organization of ideas in paragraphs; coherent	Page No:94-101			READING QUESTION - A01.A02,A04
		Page No:88-93	range of relevant information and ideas, use of appropriate vocabulary	organization of ideas to suit the form.				Page No:136-141
			READING QUESTION - AO1.AO2,AO4 Writing-Story	READING QUESTION - AO1.AO2,AO4				
			AO5,AO6					
YEAR 7	WEEK 9 Non Fiction	WEEK 10 Non Fiction	WEEK 11 Non Fiction	WEEK 12 Revision	WEEK 13 Revision	WEEK 14 PROJECT WORK	WEEK 15 PROJECT WORK	WEEK 16 PROJECT WORK
	TAKE ACTION Identifying the	TAKE ACTION	TAKE ACTION Developing your	Fiction - Reading and Imaginative Writing	Non Fiction - Reading and Transactional Writing	A Documentary on the natural world	A Documentary on the natural world	Presentation of Project work
	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives
	To follow an argument by identifying the key points Sharpen your skills: Prefixes	To make notes to summarise information and help you understanding	 To develop your writing to argue by including connectives, a counter-argument and rhetorical 	To read and understand the purpose of the text To infer key ideas from words and phrases in the text	To read and understand the purpose of the text To infer key ideas from words and phrases in the text	To develop ideas, evaluate and decide on what each member of the group will contribute to the Group	To understand role and responsibilities To understand assessment criteria	To provide opportunity to synthesize knowledge from various areas of learning, and critically and
	Sharpen your shinst treames	To plan and sequence your ideas for extended writing		To explore language and structural features used by the	To explore language and structural features used by the		Write a report about the Project work	creatively
	To identify persuasive language to deliver a speech	Sharpen your skills: Paragraphs	Sharpen your skills: First and Third Person	writer	writer	To interpret the task and plan relevant research	MaintainDocumentsry Project work using 21st century	
	effectively. Sharpen your skills: Homophones and words often	READING QUESTION - AO1.AO2 Page No:150-153	To turn your plan into a successful piece of writing to argue.	To organize and develop a story using a range of relevant information and ideas, use of appropriate	Explore similarities between two texts and support with relevant evidence. Understand how to write	activities and questions Developing strategies to find the information.	ICT skills. Spoken -AO7 and AO8	and listening actively. Spoken -AO7 and AO8
m 2	confused	Fage No.130-133	argue.	vocabulary organization of ideas in paragraphs;	using a range of features to convey information.	Reading Questions. AO 1, AO 2,AO4	Writing -AO-5 and AO-6	Spoken 407 and 408
Teri	Sharpen your skills :Prepositions		Sharpen your skills: Simple, Compound and Complex	coherent organization of ideas to suit the form.				
	READING QUESTION - AO1.AO2		sentences.	Accurate use of sentence structure, spelling, grammar				
	Page No:142-146		Page No:154-159	and punctuation				
				LANGUAGE LONG TERM PLAN W				
YEAR 8	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	NON-TICTION		NON-FICTION	NON-TICTION	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
	<u> </u>	1. What is advertising? 6-9 To recognize the	4. Visual Language 16-17	6.Developing an argument 24-25 To respond to the	conting objectives	3. Character 62-65 To investigate	Learning Objectives	Poetry Project :Unleash Your Imagination: Poetry
	autobiography and biography and the effect it has on		To understand the effect of advertising images on the	opinions of others and develop an argument.	1. Features of the detective genre 58-59	the character of the detective	6. Openings 70-71 To grab the	Voyage
	the target audience.	target audience. 2. Persuasive language- 10-13 To identify	audience. Pgs 6-9 & 10-17	7.Formal and informal language 26-27 To tell the difference between informal and formal	To identify the key features of the detective genre 2. Solving a mystery 60-61	Creating tension 66-67 To identify techniques for building tension in the	readers attention from the beginning of a story. 7. Building description 76-77 To develop a	To inspire and engage students in the the world of poetry.
	Resource file: Extract from autobiography WINGS OF	examples of persuasive language in advertisements and	Reading Questions - AO1, AO2	language and understand when each is appropriate.	To read between the lines of a murder mystery and	detective story.	description when writing a detective story	Through creative exploration, develop their
	FIRE by APJ Abul Kalam;	to understand their effect on the audience	Grammar:Clauses 5. Target	8.Planning a letter 28-29	investigate the rules of detective fiction.	Pgs62-67 5. 5. Plot	8. Providing the clues 78-79 To give clues in	writing skills,expand their vocabulary,and
	Biography from Helen Keller.	3 Colourful copy 14-15 To	audience 18=21 To understand how	Planning and writing a Formal Letter.	Pgs58-61	68-69 To understand	a detective story to engage the reader	express their emotions through the power of
1	Reading Questions - AO1, AO2	identify examples of persuasive language and use of	an advertisement is made to appeal to his target	Pgs24-30	Reading Questions- AO1, AO2, AO4 Grammar: Modal	how a writer plots and effective detective story.	9. Planning a story 80-81 To plan and	words.
	Baseline Assessment					, , , , , , , , , , , , , , , , , , , ,		7.77
Term	Baseline Assessment	images in advertisements and to understand their effect on the audience.	audience. Presenting a Product with awareness of audience and	Reading Questions - AO1, AO2 Grammar: Connectives,Commas	verbs	ASSESSMENT 2 Reading Assessment- AO1, AO2,AO4	write a detective story featuring all key elements of the genre.	Assessment Task:Spoken Language Speaking and Presenting AO7, AO8
Term	Baseline Assessment	images in advertisements and to understand their effect on the audience. Writing task-Descriptive writing -AO5,AO6 Introduction	audience. Presenting a Product with awareness of audience and persuasive language.	Reading Questions - AO1, AO2			write a detective story featuring all key elements of the genre.	Assessment Task:Spoken Language
Term	Baseline Assessment	images in advertisements and to understand their effect on the audience.	audience. Presenting a Product with awareness of audience and	Reading Questions - AO1, AO2 Grammar: Connectives,Commas		ASSESSMENT 2 Reading Assessment- AO1, AO2,AO4	write a detective story featuring all key elements of the genre. Pgs68-81	Assessment Task:Spoken Language
Term	Baseline Assessment	images in advertisements and to understand their effect on the audience. Writing task-Descriptive writing -AO5,AO6 Introduction	audience. Presenting a Product with awareness of audience and persuasive language. Resource file-Summer in The Alps. Pgs 18-23	Reading Questions - AO1, AO2 Grammar: Connectives,Commas		ASSESSMENT 2 Reading Assessment- AO1, AO2,AO4	write a detective story featuring all key elements of the genre.	Assessment Task:Spoken Language
Term	Baseline Assessment	images in advertisements and to understand their effect on the audience. Writing task-Descriptive writing -AO5,AO6 Introduction	audience. Presenting a Product with awareness of audience and persuasive language. Resource file-Summer in The Alps. Pgs 18-23 Reading Questions - AO1, AO2	Reading Questions - AO1, AO2 Grammar: Connectives,Commas		ASSESSMENT 2 Reading Assessment- AO1, AO2,AO4	write a detective story featuring all key elements of the genre. Pgs68-81 Reading Questions- AO4 Grammar: Articles,Question marks,Conditionals	Assessment Task:Spoken Language
Term	Baseline Assessment	images in advertisements and to understand their effect on the audience. Writing task-Descriptive writing -AO5,AO6 Introduction	audience. Presenting a Product with awareness of audience and persuasive language. Resource file-Summer in The Alps. Pgs 18-23	Reading Questions - AO1, AO2 Grammar: Connectives,Commas		ASSESSMENT 2 Reading Assessment- AO1, AO2,AO4	write a detective story featuring all key elements of the genre. Pgs68-81 Reading Questions- AO4	Assessment Task:Spoken Language
Term	Baseline Assessment	images in advertisements and to understand their effect on the audience. Writing task-Descriptive writing -AO5,AO6 Introduction	audience. Presenting a Product with awareness of audience and persuasive language. Resource file-Summer in The Alps. Pgs 18-23 Reading Questions - AO1, AO2	Reading Questions - AO1, AO2 Grammar: Connectives,Commas		ASSESSMENT 2 Reading Assessment- AO1, AO2,AO4	write a detective story featuring all key elements of the genre. Pgs68-81 Reading Questions- AO4 Grammar: Articles,Question marks,Conditionals	Assessment Task:Spoken Language
Term	Baseline Assessment	images in advertisements and to understand their effect on the audience. Writing task-Descriptive writing -AO5,AO6 Introduction	audience. Presenting a Product with awareness of audience and persuasive language. Resource file-Summer in The Alps. Pgs 18-23 Reading Questions - AO1, AO2 Grammar :Compound and Complex Sentences	Reading Questions - AO1, AO2 Grammar: Connectives,Commas		ASSESSMENT 2 Reading Assessment- AO1, AO2,AO4	write a detective story featuring all key elements of the genre. Pgs68-81 Reading Questions- AO4 Grammar: Articles,Question marks,Conditionals	Assessment Task:Spoken Language
Term		images in advertisements and to understand their effect on the audience. Writing task-Descriptive writing -AO5,AO6 Introduction of Poetry Project	audience. Presenting a Product with awareness of audience and persuasive language. Resource file-Summer in The Alps. Pgs 18-23 Reading Questions - AO1, AO2 Grammar :Compound and Complex Sentences Assessment 1 Writing task-AO5,AO6	Reading Questions - AO1, AO2 Grammar: Connectives,Commas Writing task-formal letter-AO 5, AO 6	verbs	ASSESSMENT 2 Reading Assessment- AO1, AO2,AO4 Grammar:Full stops and Capital letters	write a detective story featuring all key elements of the genre. Pgs68-81 Reading Questions- AO4 Grammar: Articles,Question marks,Conditionals Writing Assessment- Imaginative - AO5, AO6	Assessment Task:Spoken Language Speaking and Presenting AO7, AO8
TEAR 8	Baseline Assessment WEEK 9 19th CENTURY FICTION	images in advertisements and to understand their effect on the audience. Writing task-Descriptive writing -AO5,AO6 Introduction	audience. Presenting a Product with awareness of audience and persuasive language. Resource file-Summer in The Alps. Pgs 18-23 Reading Questions - AO1, AO2 Grammar :Compound and Complex Sentences	Reading Questions - AO1, AO2 Grammar: Connectives,Commas Writing task-formal letter-AO 5, AO 6 WEEK 12 NON-FICTION	verbs WEEK 13 NON-FICTION	ASSESSMENT 2 Reading Assessment- AO1, AO2, AO4 Grammar: Full stops and Capital letters WEEK 14 NON-FICTION	write a detective story featuring all key elements of the genre. Pgs68-81 Reading Questions- AO4 Grammar: Articles, Question marks, Conditionals Writing Assessment- Imaginative - AO5, AO6	Assessment Task:Spoken Language Speaking and Presenting AO7, AO8 WEEK 16 20 and 21st century NON-FICTION
YEAR 8	WEEK 9 19th CENTURY FICTION Dracula	images in advertisements and to understand their effect on the audience. Writing task-Descriptive writing -AO5,AO6 Introduction of Poetry Project WEEK 10 20 and 21st century NON-FICTION Autobiography - explorer Ranulph Fiennes	audience. Presenting a Product with awareness of audience and persuasive language. Resource file-Summer in The Alps. Pgs 18-23 Reading Questions - AO1, AO2 Grammar :Compound and Complex Sentences Assessment 1 Writing task-AO5,AO6 WEEK 11 NON-FICTION Autobiography - explorer Ranulph Fiennes	Reading Questions - AO1, AO2 Grammar: Connectives, Commas Writing task-formal letter-AO 5, AO 6 WEEK 12 NON-FICTION UNIT 4 COMMUNICATION	verbs WEEK 13 NON-FICTION UNIT 4 COMMUNICATION	ASSESSMENT 2 Reading Assessment- AO1, AO2, AO4 Grammar: Full stops and Capital letters WEEK 14 NON-FICTION UNIT 4 COMMUNICATION	write a detective story featuring all key elements of the genre. Pgs68-81 Reading Questions- AO4 Grammar: Articles, Question marks, Conditionals Writing Assessment- Imaginative - AO5, AO6 WEEK 15 19th CENTURY FICTION REVISION- FICTION	Assessment Task:Spoken Language Speaking and Presenting AO7, AO8 WEEK 16 20 and 21st century NON-FICTION REVISION- NON FICTION
YEAR 8	WEEK 9 19th CENTURY FICTION	images in advertisements and to understand their effect on the audience. Writing task-Descriptive writing -AO5,AO6 Introduction of Poetry Project WEEK 10 20 and 21st century NON-FICTION Autobiography - explorer Ranulph Fiennes Learning Objectives	audience. Presenting a Product with awareness of audience and persuasive language. Resource file-Summer in The Alps. Pgs 18-23 Reading Questions - AO1, AO2 Grammar :Compound and Complex Sentences Assessment 1 Writing task-AO5,AO6 WEEK 11 NON-FICTION	Reading Questions - AO1, AO2 Grammar: Connectives,Commas Writing task-formal letter-AO 5, AO 6 WEEK 12 NON-FICTION	verbs WEEK 13 NON-FICTION	ASSESSMENT 2 Reading Assessment- AO1, AO2, AO4 Grammar: Full stops and Capital letters WEEK 14 NON-FICTION	write a detective story featuring all key elements of the genre. Pgs68-81 Reading Questions- AO4 Grammar: Articles, Question marks, Conditionals Writing Assessment- Imaginative - AO5, AO6	Assessment Task:Spoken Language Speaking and Presenting AO7, AO8 WEEK 16 20 and 21st century NON-FICTION
YEAR 8	WEEK 9 19th CENTURY FICTION Dracula Learning Objectives To identify how key events in a narrative are structured and sequenced.	images in advertisements and to understand their effect on the audience. Writing task-Descriptive writing -AO5,AO6 Introduction of Poetry Project WEEK 10 20 and 21st century NON-FICTION Autobiography - explorer Ranulph Fiennes Learning Objectives To identify and explain writer's use of language and structure and the effect created.	audience. Presenting a Product with awareness of audience and persuasive language. Resource file-Summer in The Alps. Pgs 18-23 Reading Questions - AO1, AO2 Grammar :Compound and Complex Sentences Assessment 1 Writing task-AO5,AO6 WEEK 11 NON-FICTION Autobiography - explorer Ranulph Fiennes Learning Objectives To identify and explore range of specific similarities in two texts, supported with a range of evidence	Reading Questions - AO1, AO2 Grammar: Connectives, Commas Writing task-formal letter-AO 5, AO 6 WEEK 12 NON-FICTION UNIT 4 COMMUNICATION Learning Objectives 1. Communication forms 84-85 To recognise how different types of communication are organised	WEEK 13 NON-PICTION UNIT 4 COMMUNICATION Learning Objectives 3. Privacy and communication 88-91 To recognise how writers organise features of a text.	ASSESSMENT 2 Reading Assessment-AO1, AO2,AO4 Grammar:Full stops and Capital letters WEEK 14 NON-FICTION UNIT 4 COMMUNICATION Learning Objectives	write a detective story featuring all key elements of the genre. Pgs68-81 Reading Questions- AO4 Grammar: Articles, Question marks, Conditionals Writing Assessment- Imaginative - AO5, AO6 WEEK 15 19th CENTURY FICTION REVISION- FICTION Learning Objectives Guidance on interpreting questions, mind mapping key points, timing answers .	Assessment Task:Spoken Language Speaking and Presenting AO7, AO8 WEEK 16 20 and 21st century NON-FICTION REVISION- NON FICTION Learning Objectives Guidance on interpreting questions, mind mapping key points, timing answers .
YEAR 8	WEEK 9 19th CENTURY FICTION Dracula Learning Objectives To identify how key events in a narrative are structured and sequenced. Understand how character and perspective can be	images in advertisements and to understand their effect on the audience. Writing task-Descriptive writing -AO5,AO6 Introduction of Poetry Project WEEK 10 20 and 21st century NON-FICTION Autobiography - explorer Ranulph Fiennes Learning Objectives To identify and explain writer's use of language and structure and the effect created. Evaluate texts critically and support this with	audience. Presenting a Product with awareness of audience and persuasive language. Resource file-Summer in The Alps. Pgs 18-23 Reading Questions - AO1, AO2 Grammar :Compound and Complex Sentences Assessment 1 Writing task-AO5,AO6 WEEK 11 NON-FICTION Autobiography - explorer Ranulph Fiennes Learning Objectives To identify and explore range of specific similarities in two texts, supported with a range of evidence synthesised from both.	Reading Questions - AO1, AO2 Grammar: Connectives, Commas Writing task-formal letter-AO 5, AO 6 WEEK 12 NON-FICTION UNIT 4 COMMUNICATION Learning Objectives 1. Communication forms 84-85 To recognise how different types of communication are organised and understand how ICT has influenced the style of	WEEK 13 NON-FICTION UNIT 4 COMMUNICATION Learning Objectives 3. Privacy and communication 88-91. To recognise how writers organise features of a text. 4. Formal and Informal communications 92-94	ASSESSMENT 2 Reading Assessment- AO1, AO2, AO4 Grammar: Full stops and Capital letters WEEK 14 NON-FICTION UNIT 4 COMMUNICATION Learning Objectives Fornal and informal texts: Similarty and	write a detective story featuring all key elements of the genre. Pgs68-81 Reading Questions- AO4 Grammar: Articles, Question marks, Conditionals Writing Assessment- Imaginative - AO5, AO6 WEEK 15 19th CENTURY FICTION REVISION- FICTION Learning Objectives Guidance on interpreting questions, mind mapping key points, timing answers. Revise exam style questions on unseen extractss -	Assessment Task: Spoken Language Speaking and Presenting AO7, AO8 WEEK 16 20 and 21st century NON-FICTION REVISION - NON FICTION Learning Objectives Guidance on interpreting questions, mind mapping key points, timing answers . Revise exam style questions on unseen extractss
YEAR 8	WEEK 9 19th CENTURY FICTION Dracula Learning Objectives To identify how key events in a narrative are structured and sequenced.	images in advertisements and to understand their effect on the audience. Writing task-Descriptive writing -AO5,AO6 Introduction of Poetry Project WEEK 10 20 and 21st century NON-FICTION Autobiography - explorer Ranulph Fiennes Learning Objectives To identify and explain writer's use of language and structure and the effect created.	audience. Presenting a Product with awareness of audience and persuasive language. Resource file-Summer in The Alps. Pgs 18-23 Reading Questions - AO1, AO2 Grammar :Compound and Complex Sentences Assessment 1 Writing task-AO5,AO6 WEEK 11 NON-HICTION Autobiography - explorer Ranulph Fiennes Learning Objectives To identify and explore range of specific similarities in two texts, supported with a range of evidence synthesised from both. To identify and explore range of specific similarities	Reading Questions - AO1, AO2 Grammar: Connectives, Commas Writing task-formal letter-AO 5, AO 6 WEEK 12 NON-FICTION UNIT 4 COMMUNICATION Learning Objectives 1. Communication forms 84-85 To recognise how different types of communication are organised and understand how ICT has influenced the style of language.	WEEK 13 NON-FICTION UNIT 4 COMMUNICATION Learning Objectives 3. Privacy and communication 88-91 To recognise how writers organise features of a text. 4. Formal and Informal communications 92-94 To identify the features of formal and informal texts.	ASSESSMENT 2 Reading Assessment- AO1, AO2,AO4 Grammar:Full stops and Capital letters WEEK 14 NON-FICTION UNIT 4 COMMUNICATION Learning Objectives Fornal and informal texts: Similarty and comparison.	write a detective story featuring all key elements of the genre. Pgs68-81 Reading Questions- AO4 Grammar: Articles, Question marks, Conditionals Writing Assessment- Imaginative - AO5, AO6 WEEK 15 19th CENTURY FICTION REVISION- FICTION Learning Objectives Guidance on interpreting questions, mind mapping key points, Itiming answers. Revise exam style questions on unseen extractss-retrieval, Critical analysis of language and structure,	Assessment Task:Spoken Language Speaking and Presenting AO7, AO8 WEEK 16 20 and 21st century NON-FICTION REVISION-NON FICTION Learning Objectives Guidance on interpreting questions, mind mapping key points,timing answers . Revise exam style questions on unseen extractss - retrieval, Critical analysis of language and
YEAR 8	WEEK 9 19th CENTURY FICTION Dracula Learning Objectives To identify how key events in a narrative are structured and sequenced. Understand how character and perspective can be	images in advertisements and to understand their effect on the audience. Writing task-Descriptive writing -AO5,AO6 Introduction of Poetry Project WEEK 10 20 and 21st century NON-FICTION Autobiography - explorer Ranulph Fiennes Learning Objectives To identify and explain writer's use of language and structure and the effect created. Evaluate texts critically and support this with appropriate textual references. Resource File- Extract from Autobiography - explorer	audience. Presenting a Product with awareness of audience and persuasive language. Resource file-Summer in The Alps. Pgs 18-23 Reading Questions - AO1, AO2 Grammar :Compound and Complex Sentences Assessment 1 Writing task-AO5,AO6 WEEK 11 NON-FICTION Autobiography - explorer Ranulph Fiennes Learning Objectives To identify and explore range of specific similarities in two texts, supported with a range of evidence synthesised from both.	Reading Questions - AO1, AO2 Grammar: Connectives, Commas Writing task-formal letter-AO 5, AO 6 WEEK 12 NON-FICTION UNIT 4 COMMUNICATION Learning Objectives 1. Communication forms 84-85 To recognise how different types of communication are organised and understand how ICT has influenced the style of	WEEK 13 NON-FICTION UNIT 4 COMMUNICATION Learning Objectives 3. Privacy and communication 88-91. To recognise how writers organise features of a text. 4. Formal and Informal communications 92-94	ASSESSMENT 2 Reading Assessment- AO1, AO2,AO4 Grammar:Full stops and Capital letters WEEK 14 NON-FICTION UNIT 4 COMMUNICATION Learning Objectives Fornal and informal texts: Similarty and comparison. Pgs 95-99 (7 a, &7b) Reading Questions. AO1, AO2,AO3	write a detective story featuring all key elements of the genre. Pgs68-81 Reading Questions-AO4 Grammar: Articles, Question marks, Conditionals Writing Assessment- Imaginative - AO5, AO6 WEEK 15 19th CENTURY FICTION REVISION-FICTION Learning Objectives Guidance on interpreting questions, mind mapping key points, timing answers. Revise exam style questions on unseen extractss-retrieval, Critical analysis of language and structure, Evaluation of ideas, events, settings, themes. Revise exam style questions on Imaginative writing-	Assessment Task:Spoken Language Speaking and Presenting AO7, AO8 WEEK 16 20 and 21st century NON-FICTION REVISION- NON FICTION Learning Objectives Guidance on interpreting questions, mind mapping key points, timing answers . Revise exam style questions on unseen extractss
YEAR 8	WEEK 9 19th CENTURY FICTION Dracula Learning Objectives To identify how key events in a narrative are structured and sequenced. Understand how character and perspective can be conveyed through events and dialogues. Resource File- Exract from Dracula	images in advertisements and to understand their effect on the audience. Writing task-Descriptive writing -AO5,AO6 Introduction of Poetry Project WEEK 10 20 and 21st century NON-FICTION Autobiography - explorer Ranulph Fiennes Learning Objectives To identify and explain writer's use of language and structure and the effect created. Evaluate texts critically and support this with appropriate textual references.	audience. Presenting a Product with awareness of audience and persuasive language. Resource file-Summer in The Alps. Pgs 18-23 Reading Questions - AO1, AO2 Grammar : Compound and Complex Sentences Assessment 1 Writing task-AO5,AO6 WEEK 11 NON-FICTION Autobiography - explorer Ranulph Fiennes Learning Objectives To identify and explore range of specific similarities in two texts, supported with a range of evidence 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 - AO1, AO2 Grammar: Connectives, Commas Writing task-formal letter-AO 5, AO 6 WEEK 12 NON-FICTION UNIT 4 COMMUNICATION Learning Objectives 1. Communication forms 84-85 To recognise how different types of communication are organised and understand how ICT has influenced the style of language. 2. Safety and communication 86-87 To select key points from reading. Pgs84-87	WEEK 13 NON-FICTION UNIT 4 COMMUNICATION Learning Objectives 3. Privacy and communication 88-91. To recognise how writers organise features of a text. 4. Formal and Informal communications 92-94 To identify the features of formal and informal texts. Pgs88-94 Reading Questions. AO 1, AO 2,AO4 Grammar:Active and Passive Voice;Exclamations	ASSESSMENT 2 Reading Assessment-AO1, AO2,AO4 Grammar:Full stops and Capital letters WEEK 14 NON-FICTION UNIT 4 COMMUNICATION Learning Objectives Fornal and informal texts: Similarty and comparison. Pgs 95-99(7a,&7b)	write a detective story featuring all key elements of the genre. Pgs68-81 Reading Questions- AO4 Grammar: Articles, Question marks, Conditionals Writing Assessment- Imaginative - AO5, AO6 WEEK 15 19th CENTURY FICTION REVISION- FICTION Learning Objectives 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.	WEEK 16 20 and 21st century NON-FICTION REVISION-NON FICTION Learning Objectives Guidance on interpreting questions, mind mapping key points, timing answers . Revise exam style questions on unseen extractss - retrieval, Critical analysis of language and structure, Evaluation of ideas, events, settings, themes; similarity and comparion of ideas, events; language techniques and structure,
B S S S S S S S S S S S S S S S S S S S	WEEK 9 19th CENTURY FICTION Dracula Learning Objectives To identify how key events in a narrative are structured and sequenced. Understand how character and perspective can be conveyed through events and dialogues.	images in advertisements and to understand their effect on the audience. Writing task-Descriptive writing -AO5,AO6 Introduction of Poetry Project WEEK 10 20 and 21st century NON-FICTION Autobiography - explorer Ranulph Fiennes Learning Objectives To identify and explain writer's use of language and structure and the effect created. Evaluate texts critically and support this with appropriate textual references. Resource File- Extract from Autobiography - explorer Ranulph Fiennes and a newspaper article.	audience. Presenting a Product with awareness of audience and persuasive language. Resource file-Summer in The Alps. Pgs 18-23 Reading Questions - AO1, AO2 Grammar :Compound and Complex Sentences Assessment 1 Writing task-AO5,AO6 WEEK 11 NON-FICTION Autobiography - explorer Ranulph Fiennes Learning Objectives To identify and explore range of specific similarities in two texts, supported with a range of evidence 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. Resource File- Extract from Autobiography - explorer	Reading Questions - AO1, AO2 Grammar: Connectives, Commas Writing task-formal letter-AO 5, AO 6 WEEK 12 NON-FICTION UNIT 4 COMMUNICATION Learning Objectives 1. Communication forms 84-85 To recognise how different types of communication are organised and understand how ICT has influenced the style of language. 2. Safety and communication 86-87 To select key points from reading. Pgs84-87 Reading Questions. AO 1, AO 2 and	WEEK 13 NON-FICTION UNIT 4 COMMUNICATION Learning Objectives 3. Privacy and communication 88-91. To recognise how writers organise features of a text. 4. Formal and Informal communications 92-94 To identify the features of formal and informal texts. Pgs88-94 Reading Questions. AO 1, AO 2, AO4 Grammar: Active and Passive Voice; Exclamations To recognise how writers organise features of a text.	ASSESSMENT 2 Reading Assessment- AO1, AO2,AO4 Grammar:Full stops and Capital letters WEEK 14 NON-FICTION UNIT 4 COMMUNICATION Learning Objectives Fornal and informal texts: Similarty and comparison. Pgs 95-99 (7 a, &7b) Reading Questions. AO1, AO2,AO3	write a detective story featuring all key elements of the genre. Pgs68-81 Reading Questions- AO4 Grammar: Articles, Questions and AVI	WEEK 16 20 and 21st century NON-FICTION REVISION- NON FICTION Learning Objectives Guidance on interpreting questions, mind mapping key points, timing answers . Revise exam style questions on unseen extractss - retrieval, Critical analysis of language and structure, Evaluation of ideas, events; language techniques and structure, viewpoints and perspectives from across texts.
Term 1 8 8 8 8 1 Term	WEEK 9 19th CENTURY FICTION Dracula Learning Objectives To identify how key events in a narrative are structured and sequenced. Understand how character and perspective can be conveyed through events and dialogues. Resource File- Exract from Dracula	images in advertisements and to understand their effect on the audience. Writing task-Descriptive writing -AO5,AO6 Introduction of Poetry Project WEEK 10 20 and 21st century NON-FICTION Autobiography - explorer Ranulph Fiennes Learning Objectives To identify and explain writer's use of language and structure and the effect created. Evaluate texts critically and support this with appropriate textual references. Resource File- Extract from Autobiography - explorer	audience. Presenting a Product with awareness of audience and persuasive language. Resource file-Summer in The Alps. Pgs 18-23 Reading Questions - AO1, AO2 Grammar : Compound and Complex Sentences Assessment 1 Writing task-AO5,AO6 WEEK 11 NON-FICTION Autobiography - explorer Ranulph Fiennes Learning Objectives To identify and explore range of specific similarities in two texts, supported with a range of evidence 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 - AO1, AO2 Grammar: Connectives, Commas Writing task-formal letter-AO 5, AO 6 WEEK 12 NON-FICTION UNIT 4 COMMUNICATION Learning Objectives 1. Communication forms 84-85 To recognise how different types of communication are organised and understand how ICT has influenced the style of language. 2. Safety and communication 86-87 To select key points from reading. Pgs84-87	WEEK 13 NON-FICTION UNIT 4 COMMUNICATION Learning Objectives 3. Privacy and communication 88-91. To recognise how writers organise features of a text. 4. Formal and Informal communications 92-94 To identify the features of formal and informal texts. Pgs88-94 Reading Questions. AO 1, AO 2,AO4 Grammar:Active and Passive Voice;Exclamations	ASSESSMENT 2 Reading Assessment- AO1, AO2,AO4 Grammar:Full stops and Capital letters WEEK 14 NON-FICTION UNIT 4 COMMUNICATION Learning Objectives Fornal and informal texts: Similarty and comparison. Pgs 95-99 (7 a, &7b) Reading Questions. AO1, AO2,AO3	write a detective story featuring all key elements of the genre. Pgs68-81 Reading Questions-AO4 Grammar: Articles, Question marks, Conditionals Writing Assessment- Imaginative - AO5, AO6 WEEK 15 19th CENTURY FICTION REVISION-FICTION Learning Objectives Guidance on interpreting questions, mind mapping key points, timing answers. Revise exam style questions on unseen extractss-retrieval, Critical analysis of language and structure, Evaluation of ideas, events, settings, themes. Revise exam style questions on Imaginative writing-	WEEK 16 20 and 21st century NON-FICTION REVISION- NON FICTION Learning Objectives Guidance on interpreting questions, mind mapping key points, timing answers. Revise exam style questions on unseen extractss - retrieval, Critical analysis of language and structure, Evaluation of ideas, events; language techniques and structure, viewpoints and perspectives from across texts.
Term 1	WEEK 9 19th CENTURY FICTION Dracula Learning Objectives To identify how key events in a narrative are structured and sequenced. Understand how character and perspective can be conveyed through events and dialogues. Resource File- Exract from Dracula	images in advertisements and to understand their effect on the audience. Writing task-Descriptive writing -AO5,AO6 Introduction of Poetry Project WEEK 10 20 and 21st century NON-FICTION Autobiography - explorer Ranulph Fiennes Learning Objectives To identify and explain writer's use of language and structure and the effect created. Evaluate texts critically and support this with appropriate textual references. Resource File- Extract from Autobiography - explorer Ranulph Fiennes and a newspaper article.	audience. Presenting a Product with awareness of audience and persuasive language. Resource file-Summer in The Alps. Pgs 18-23 Reading Questions - AO1, AO2 Grammar :Compound and Complex Sentences Assessment 1 Writing task-AO5,AO6 WEEK 11 NON-FICTION Autobiography - explorer Ranulph Fiennes Learning Objectives To identify and explore range of specific similarities in two texts, supported with a range of evidence 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. Resource File- Extract from Autobiography - explorer	Reading Questions - AO1, AO2 Grammar: Connectives, Commas Writing task-formal letter-AO 5, AO 6 WEEK 12 NON-FICTION UNIT 4 COMMUNICATION Learning Objectives 1. Communication forms 84-85 To recognise how different types of communication are organised and understand how ICT has influenced the style of language. 2. Safety and communication 86-87 To select key points from reading. Pgs84-87 Reading Questions. AO 1, AO 2 and Grammar:First and third person Write a	WEEK 13 NON-FICTION UNIT 4 COMMUNICATION Learning Objectives 3. Privacy and communication 88-91 To recognise how writers organise features of a text. 4. Formal and Informal communications 92-94 To identify the features of formal and informal texts. Pgs88-94 Reading Questions. AO 1, AO 2,AO4 Grammar:Active and Passive Voice;Exclamations To recognise how writers organise features of a text. To identify the features of formal and informal texts.	ASSESSMENT 2 Reading Assessment- AO1, AO2,AO4 Grammar:Full stops and Capital letters WEEK 14 NON-FICTION UNIT 4 COMMUNICATION Learning Objectives Fornal and informal texts: Similarty and comparison. Pgs 95-99 (7 a, &7b) Reading Questions. AO1, AO2,AO3	write a detective story featuring all key elements of the genre. Pgs68-81 Reading Questions- AO4 Grammar: Articles, Question marks, Conditionals Writing Assessment- Imaginative - AO5, AO6 WEEK 15 19th CENTURY FICTION REVISION- FICTION Learning Objectives Guidance on interpreting questions, mind mapping key points, timing answers. Revise exam style questions on unseen extractss-retrieval, Critical analysis of language and structure, Evaluation of ideas, events, settings, themes. Revise exam style questions on Imaginative writing-focusing on experiences, using images as stimulus. Resource file -extract from 'The Engineer's Thumb', by Arthur Conan Doyle	Assessment Task:Spoken Language Speaking and Presenting AO7, AO8 WEEK 16 20 and 21st century NON-FICTION REVISION-NON FICTION Learning Objectives Guidance on interpretting questions, mind mapping key points, timing answers . Revise exam style questions on unseen extractss - retrieval, Critical analysis of language and structure, Evaluation of ideas, events, settings, themes;similarity and comparion of ideas, events; language techniques and structure, viewpoints and perspectives from across texts. Revise exam style questions on Transactional
Term 1 Term	WEEK 9 19th CENTURY FICTION Dracula Learning Objectives To identify how key events in a narrative are structured and sequenced. Understand how character and perspective can be conveyed through events and dialogues. Resource File- Exract from Dracula	images in advertisements and to understand their effect on the audience. Writing task-Descriptive writing -AO5,AO6 Introduction of Poetry Project WEEK 10 20 and 21st century NON-FICTION Autobiography - explorer Ranulph Fiennes Learning Objectives To identify and explain writer's use of language and structure and the effect created. Evaluate texts critically and support this with appropriate textual references. Resource File- Extract from Autobiography - explorer Ranulph Fiennes and a newspaper article.	audience. Presenting a Product with awareness of audience and persuasive language. Resource file-Summer in The Alps. Pgs 18-23 Reading Questions - AO1, AO2 Grammar :Compound and Complex Sentences Assessment 1 Writing task-AO5,AO6 WEEK 11 NON-HICTION Autobiography - explorer Ranulph Fiennes Learning Objectives To identify and explore range of specific similarities in two texts, supported with a range of evidence synthesised from both. To identify and explore range of specific similarities and differences in two texts, supported with a range of evidence synthesised from both. Resource File- Extract from Autobiography - explorer Ranulph Fiennes and a newspaper article.	Reading Questions - AO1, AO2 Grammar: Connectives, Commas Writing task-formal letter-AO 5, AO 6 WEEK 12 NON-FICTION UNIT 4 COMMUNICATION Learning Objectives 1. Communication forms 84-85 To recognise how different types of communication are organised and understand how ICT has influenced the style of language. 2. Safety and communication 86-87 To select key points from reading. Pgs84-87 Reading Questions. AO 1, AO 2 and Grammar: First and third person Write a paragraph for school news letter giving three pieces of advice about home Internet use.	WEEK 13 NON-FICTION UNIT 4 COMMUNICATION Learning Objectives 3. Privacy and communication 88-91 To recognise how writers organise features of a text. 4. Formal and Informal communations 92-94 To identify the features of formal and informal texts. Pgs88-94 Reading Questions. AO 1, AO 2,AO4 Grammar:Active and Passive Voice;Exclamations To recognise how writers organise features of a text. To identify the features of formal and informal texts. Pgs 95-98	ASSESSMENT 2 Reading Assessment- AO1, AO2,AO4 Grammar:Full stops and Capital letters WEEK 14 NON-FICTION UNIT 4 COMMUNICATION Learning Objectives Fornal and informal texts: Similarty and comparison. Pgs 95-99 (7 a, &7b) Reading Questions. AO1, AO2,AO3	write a detective story featuring all key elements of the genre. Pgs68-81 Reading Questions-AO4 Grammar: Articles, Question marks, Conditionals Writing Assessment- Imaginative - AO5, AO6 WEEK 15 19th CENTURY FICTION REVISION-FICTION Learning Objectives Guidance on interpreting questions, mind mapping key points, timing answers. Revise exam style questions on unseen extractss-retrieval, Critical analysis of language and structure, Evaluation of ideas, events, settings, themes. Revise exam style questions on Imaginative writing focusing on experiences, using images as stimulus. Resource file -extract from 'The Engineer's Thumb', by Arthur Conan Doyle Revision for First Term Exam - Reading and Writing -	Assessment Task:Spoken Language Speaking and Presenting AO7, AO8 WEEK 16 20 and 21st century NON-FICTION REVISION- NON FICTION Learning Objectives Guidance on interpreting questions, mind mapping key points, timing answers. Revise exam style questions on unseen extractss - retrieval, Critical analysis of language and structure, Evaluation of ideas, events; language techniques and structure, viewpoints and perspectives from across texts. Revise exam style questions on Transactional writing - focusing on writing to inform, explain, describe, and writing to argue, persuade, advise.
Term 1 Term	WEEK 9 19th CENTURY FICTION Dracula Learning Objectives To identify how key events in a narrative are structured and sequenced. Understand how character and perspective can be conveyed through events and dialogues. Resource File- Exract from Dracula	images in advertisements and to understand their effect on the audience. Writing task-Descriptive writing -AO5,AO6 Introduction of Poetry Project WEEK 10 20 and 21st century NON-FICTION Autobiography - explorer Ranulph Fiennes Learning Objectives To identify and explain writer's use of language and structure and the effect created. Evaluate texts critically and support this with appropriate textual references. Resource File- Extract from Autobiography - explorer Ranulph Fiennes and a newspaper article.	audience. Presenting a Product with awareness of audience and persuasive language. Resource file-Summer in The Alps. Pgs 18-23 Reading Questions - AO1, AO2 Grammar :Compound and Complex Sentences Assessment 1 Writing task-AO5,AO6 WEEK 11 NON-HICTION Autobiography - explorer Ranulph Fiennes Learning Objectives To identify and explore range of specific similarities in two texts, supported with a range of evidence synthesised from both. To identify and explore range of specific similarities and differences in two texts, supported with a range of evidence synthesised from both. Resource File- Extract from Autobiography - explorer Ranulph Fiennes and a newspaper article.	Reading Questions - AO1, AO2 Grammar: Connectives, Commas Writing task-formal letter-AO 5, AO 6 WEEK 12 NON-FICTION UNIT 4 COMMUNICATION Learning Objectives 1. Communication forms 84-85 To recognise how different types of communication are organised and understand how ICT has influenced the style of language. 2. Safety and communication 86-87 To select key points from reading. Pgs84-87 Reading Questions. AO 1, AO 2 and Grammar:First and third person Write a paragraph for school news letter giving three pieces of	WEEK 13 NON-FICTION UNIT 4 COMMUNICATION Learning Objectives 3. Privacy and communication 88-91 To recognise how writers organise features of a text. 4. Formal and Informal communations 92-94 To identify the features of formal and informal texts. Pgs88-94 Reading Questions. AO 1, AO 2,AO4 Grammar:Active and Passive Voice;Exclamations To recognise how writers organise features of a text. To identify the features of formal and informal texts. Pgs 95-98	ASSESSMENT 2 Reading Assessment- AO1, AO2,AO4 Grammar:Full stops and Capital letters WEEK 14 NON-FICTION UNIT 4 COMMUNICATION Learning Objectives Fornal and informal texts: Similarty and comparison. Pgs 95-99 (7 a, &7b) Reading Questions. AO1, AO2,AO3	write a detective story featuring all key elements of the genre. Pgs68-81 Reading Questions- AO4 Grammar: Articles, Question marks, Conditionals Writing Assessment- Imaginative - AO5, AO6 WEEK 15 19th CENTURY FICTION REVISION- FICTION Learning Objectives Guidance on interpreting questions, mind mapping key points, timing answers. Revise exam style questions on unseen extractss-retrieval, Critical analysis of language and structure, Evaluation of ideas, events, settings, themes. Revise exam style questions on Imaginative writing-focusing on experiences, using images as stimulus. Resource file -extract from 'The Engineer's Thumb', by Arthur Conan Doyle	WEEK 16 20 and 21st century NON-FICTION REVISION-NON FICTION Learning Objectives Guidance on interpreting questions, mind mapping key points, timing answers . Revise exam style questions on unseen extractss - retrieval, Critical analysis of language and structure, Evaluation of ideas, events, settings, themes, similarity and comparion of ideas, events; language techniques and structure, viewpoints and perspectives from across texts. Revise exam style questions on Transactional writing - focusing on writing to inform, explain, writing - focusing on writing to inform, explain,
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Term 1	WEEK 9 19th CENTURY FICTION Dracula Learning Objectives To identify how key events in a narrative are structured and sequenced. Understand how character and perspective can be conveyed through events and dialogues. Resource File- Exract from Dracula Reading Questions -AO1,AO2,AO4 WEEK 1 NON-FICTION UNIT 4 COMMUNICATION	images in advertisements and to understand their effect on the audience. Writing task-Descriptive writing -AO5,AO6 Introduction of Poetry Project WEEK 10 20 and 21st century NON-FICTION Autobiography - explorer Ranulph Fiennes Learning Objectives To identify and explain writer's use of language and structure and the effect created. Evaluate texts critically and support this with appropriate textual references. Resource File- Extract from Autobiography - explorer Ranulph Fiennes and a newspaper article. Reading Questions. AO 1, AO 2,AO3,AO4 WEEK 2 NON-FICTION UNIT 4 COMMUNICATION	audience. Presenting a Product with awareness of audience and persuasive language. Resource file-Summer in The Alps. Pgs 18-23 Reading Questions - AO1, AO2 Grammar :Compound and Complex Sentences Assessment 1 Writing task-AO5,AO6 WEEK 11 NON-FICTION Autobiography - explorer Ranulph Fiennes Learning Objectives To identify and explore range of specific similarities in two texts, supported with a range of evidence 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. Resource File- Extract from Autobiography - explorer Ranulph Fiennes and a newspaper article. Reading Questions. AO 1, AO2, WEEK 3 NON FICTION UNIT 4 COMMUNICATION	Reading Questions - AO1, AO2 Grammar: Connectives, Commas Writing task-formal letter-AO 5, AO 6 WEEK 12 NON-FICTION UNIT 4 COMMUNICATION Learning Objectives 1. Communication forms 84-85 To recognise how different types of communication are organised and understand how ICT has influenced the style of language. 2. Safety and communication 86-87 To select key points from reading. Pgs84-87 Reading Questions. AO 1, AO 2 and Grammar:First and third person Write a paragraph for school news letter giving three pieces of advice about home Internet use. Writing - AO5,AO6 WEEK 4 NON-FICTION UNIT 6 PLACES AND PERSPECTIVES	WEEK 13 NON-FICTION UNIT 4 COMMUNICATION Learning Objectives 3. Privacy and communication 88-91. To recognise how writers organise features of a text. 4. Formal and Informal communcations 92-94 To identify the features of formal and informal texts. Pgs88-94 Reading Questions. A0 1, A0 2,A04 Grammar: Active and Passive Voice; Exclamations To recognise how writers organise features of a text. To identify the features of formal and informal texts. Pgs 95-98 Reading Questions. A0 1, A0 2,A04 WEEK 5 NON-FICTION UNIT 6 PLACES AND PERSPECTIVES	ASSESSMENT 2 Reading Assessment- AO1, AO2, AO4 Grammar: Full stops and Capital letters WEEK 14 NON-FICTION UNIT 4 COMMUNICATION Learning Objectives Fornal and informal texts: Similarty and comparison. Pgs 95-99 (7a, &7b) Reading Questions, AO1, AO2, AO3 Writing- Recount WEEK 6 NON-FICTION UNIT 6 PLACES AND PERSPECTIVES	write a detective story featuring all key elements of the genre. Pgs68-81 Reading Questions- AO4 Grammar: Articles, Question marks, Conditionals Writing Assessment- Imaginative - AO5, AO6 WEEK 15 19th CENTURY FICTION REVISION- FICTION Learning Objectives Guidance on interpreting questions, mind mapping key points, timing answers . Revise exam style questions on unseen extractss-retrieval, Critical analysis of language and structure, Evaluation of ideas, events, settings, themes. Revise exam style questions on Imaginative writing - focusing on experiences, using images as stimulus. Resource file -extract from 'The Engineer's Thumb', by Arthur Conan Doyle Revision for First Term Exam - Reading and Writing - AO1-AO6 WEEK 7 NON-FICTION SPOKEN LANGUAGE	Assessment Task: Spoken Language Speaking and Presenting AO7, AO8 WEEK 16 20 and 21st century NON-FICTION REVISION- NON FICTION Learning Objectives Guidance on interpreting questions, mind mapping key points, timing answers. Revise exam style questions on unseen extractss - retrieval, Critical analysis of language and structure, Evaluation of ideas, events; language techniques and structure, viewpoints and perspectives from across texts. Revise exam style questions on Transactional writing - focusing on writing to inform, explain, describe, and writing to argue, persuade, advise. Resource file - extract fromCIDER WITH ROSIE by Laurie Lee and web article . Revision of Non-fiction for First Term Exam - Reading and Writing- AO1- AO6 WEEK 8 FICTION 19th Fiction
Term 1	WEEK 9 19th CENTURY FICTION Dracula Learning Objectives To identify how key events in a narrative are structured and sequenced. Understand how character and perspective can be conveyed through events and dialogues. Resource File- Exract from Dracula Reading Questions -AO1,AO2,AO4 WEEK 1 NON-FICTION UNIT 4 COMMUNICATION Learning Objectives	images in advertisements and to understand their effect on the audience. Writing task-Descriptive writing -AO5,AO6 Introduction of Poetry Project WEEK 10 20 and 21st century NON-FICTION Autobiography - explorer Ranulph Fiennes Learning Objectives To identify and explain writer's use of language and structure and the effect created. Evaluate texts critically and support this with appropriate textual references. Resource File- Extract from Autobiography - explorer Ranulph Fiennes and a newspaper article. Reading Questions. AO 1, AO 2,AO3,AO4 WEEK 2 NON-FICTION UNIT 4 COMMUNICATION Learning Objectives	audience. Presenting a Product with awareness of audience and persuasive language. Resource file-Summer in The Alps. Pgs 18-23 Reading Questions - AO1, AO2 Grammar :Compound and Complex Sentences Assessment 1 Writing task-AO5,AO6 WEEK 11 NON-FICTION Autobiography - explorer Ranulph Fiennes Learning Objectives To identify and explore range of specific similarities in two texts, supported with a range of evidence 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. Resource File- Extract from Autobiography - explorer Ranulph Fiennes and a newspaper article. Reading Questions. AO 1, AO2, WEEK 3 NON FICTION UNIT 4 COMMUNICATION Learning Objectives	Reading Questions - AO1, AO2 Grammar: Connectives, Commas Writing task-formal letter-AO 5, AO 6 WEEK 12 NON-FICTION UNIT 4 COMMUNICATION Learning Objectives 1. Communication forms 84-85 To recognise how different types of communication are organised and understand how ICT has influenced the style of language. 2. Safety and communication 86-87 To select key points from reading. Pgs84-87 Reading Questions. AO 1, AO 2 and Grammar: First and third person Write a paragraph for school news letter giving three pieces of advice about home Internet use. Writing - AO5, AO6 WEEK 4 NON-FICTION UNIT 6 PLACES AND PERSPECTIVES Learning Objectives	WEEK 13 NON-FICTION UNIT 4 COMMUNICATION Learning Objectives 3. Privacy and communication 88-91 To recognise how writers organise features of a text. 4. Formal and Informal communcations 92-94 To identify the features of formal and informal texts. Pgs88-94 Reading Questions. AO 1, AO 2,AO4 Grammar:Active and Passive Voice;Exclamations To recognise how writers organise features of a text. To identify the features of formal and informal texts. Pgs 95-98 Reading Questions. AO 1, AO 2,AO4 WEEK 5 NON-FICTION UNIT 6 PLACES AND PERSPECTIVES Learning Objectives	ASSESSMENT 2 Reading Assessment- AO1, AO2, AO4 Grammar: Full stops and Capital letters WEEK 14 NON-FICTION UNIT 4 COMMUNICATION Learning Objectives Fornal and informal texts: Similarty and comparison. Pgs 95-99 (7a, &7b) Reading Questions. AO1, AO2, AO3 Writing- Recount WEEK 6 NON-FICTION UNIT 6 PLACES AND PERSPECTIVES Learning Objectives	write a detective story featuring all key elements of the genre. Pgs68-81 Reading Questions-AO4 Grammar: Articles, Question marks, Conditionals Writing Assessment- Imaginative - AO5, AO6 WEEK 15 19th CENTURY FICTION REVISION-FICTION Learning Objectives 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 'The Engineer's Thumb', by Arthur Conan Doyle Revision for First Term Exam - Reading and Writing - AO1-AO6 WEEK 7 NON-FICTION SPOKEN LANGUAGE Learning Objectives	Assessment Task: Spoken Language Speaking and Presenting AO7, AO8 WEEK 16 20 and 21st century NON-FICTION REVISION- NON FICTION Learning Objectives Guidance on interpreting questions, mind mapping key points, timing answers . Revise exam style questions on unseen extractss - retrieval, Critical analysis of language and structure, Evaluation of ideas, events; language techniques and structure, eviewpoints and perspectives from across texts. Revise exam style questions on Transactional writing - focusing on writing to inform, explain, describe, and writing to argue, persuade, advise. Resource file - extract fromCIDER WITH ROSIE by Laurie Lee and web article . Revision of Non-fiction for First Term Exam - Reading and Writing- AO1- AO6 WEEK 8 FICTION 19th Fiction Learning Objectives
Term 1	WEEK 9 19th CENTURY FICTION Dracula Learning Objectives To identify how key events in a narrative are structured and sequenced. Understand how character and perspective can be conveyed through events and dialogues. Resource File- Exract from Dracula Reading Questions -AO1,AO2,AO4 WEEK 1 NON-FICTION UNIT 4 COMMUNICATION	images in advertisements and to understand their effect on the audience. Writing task-Descriptive writing -AO5,AO6 Introduction of Poetry Project WEEK 10 20 and 21st century NON-FICTION Autobiography - explorer Ranulph Fiennes Learning Objectives To identify and explain writer's use of language and structure and the effect created. Evaluate texts critically and support this with appropriate textual references. Resource File- Extract from Autobiography - explorer Ranulph Fiennes and a newspaper article. Reading Questions. AO 1, AO 2,AO3,AO4 WEEK 2 NON-FICTION UNIT 4 COMMUNICATION	audience. Presenting a Product with awareness of audience and persuasive language. Resource file-Summer in The Alps. Pgs 18-23 Reading Questions - AO1, AO2 Grammar :Compound and Complex Sentences Assessment 1 Writing task-AO5,AO6 WEEK 11 NON-FICTION Autobiography - explorer Ranulph Fiennes Learning Objectives To identify and explore range of specific similarities in two texts, supported with a range of evidence 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. Resource File- Extract from Autobiography - explorer Ranulph Fiennes and a newspaper article. Reading Questions. AO 1, AO2, WEEK 3 NON FICTION UNIT 4 COMMUNICATION	Reading Questions - AO1, AO2 Grammar: Connectives, Commas Writing task-formal letter-AO 5, AO 6 WEEK 12 NON-FICTION UNIT 4 COMMUNICATION Learning Objectives 1. Communication forms 84-85 To recognise how different types of communication are organised and understand how ICT has influenced the style of language. 2. Safety and communication 86-87 To select key points from reading. Pgs84-87 Reading Questions. AO 1, AO 2 and Grammar:First and third person Write a paragraph for school news letter giving three pieces of advice about home Internet use. Writing - AO5,AO6 WEEK 4 NON-FICTION UNIT 6 PLACES AND PERSPECTIVES	WEEK 13 NON-FICTION UNIT 4 COMMUNICATION Learning Objectives 3. Privacy and communication 88-91 To recognise how writers organise features of a text. 4. Formal and Informal communcations 92-94 To identify the features of formal and informal texts. Pgs88-94 Reading Questions. AO 1, AO 2,AO4 Grammar:Active and Passive Voice;Exclamations To recognise how writers organise features of a text. To identify the features of formal and informal texts. Pgs 95-98 Reading Questions. AO 1, AO 2,AO4 WEEK 5 NON-FICTION UNIT 6 PLACES AND PERSPECTIVES Learning Objectives	ASSESSMENT 2 Reading Assessment- AO1, AO2, AO4 Grammar: Full stops and Capital letters WEEK 14 NON-FICTION UNIT 4 COMMUNICATION Learning Objectives Fornal and informal texts: Similarty and comparison. Pgs 95-99 (7a, &7b) Reading Questions, AO1, AO2, AO3 Writing- Recount WEEK 6 NON-FICTION UNIT 6 PLACES AND PERSPECTIVES	write a detective story featuring all key elements of the genre. Pgs68-81 Reading Questions- AO4 Grammar: Articles, Question marks, Conditionals Writing Assessment- Imaginative - AO5, AO6 WEEK 15 19th CENTURY FICTION REVISION- FICTION Learning Objectives Guidance on interpreting questions, mind mapping key points, timing answers . Revise exam style questions on unseen extractss-retrieval, Critical analysis of language and structure, Evaluation of ideas, events, settings, themes. Revise exam style questions on Imaginative writing - focusing on experiences, using images as stimulus. Resource file -extract from 'The Engineer's Thumb', by Arthur Conan Doyle Revision for First Term Exam - Reading and Writing - AO1-AO6 WEEK 7 NON-FICTION SPOKEN LANGUAGE	Assessment Task:Spoken Language Speaking and Presenting AO7, AO8 WEEK 16 20 and 21st century NON-FICTION REVISION- NON FICTION Learning Objectives Guidance on interpreting questions, mind mapping key points, timing answers. Revise exam style questions on unseen extractss - retrieval, Critical analysis of language and structure, Evaluation of ideas, events; language techniques and structure, viewpoints and perspectives from across texts. Revise exam style questions on Transactional writing - focusing on writing to inform, explain, describe, and writing to argue, persuade, advise. Resource file - extract fromCIDER WITH ROSIE by Laurie Lee and web article . Revision of Non-fiction for First Term Exam - Reading and Writing- AO1- AO6 WEEK 8 FICTION 19th Fiction
Term 1	WEEK 9 19th CENTURY FICTION Dracula Learning Objectives To identify how key events in a narrative are structured and sequenced. Understand how character and perspective can be conveyed through events and dialogues. Resource File- Exract from Dracula Reading Questions-AO1,AO2,AO4 WEEK 1 NON-FICTION UNIT 4 COMMUNICATION Learning Objectives 5. Subject-specific langauge 100-101 To plan writing and develop ideas to suit a specific audience.	images in advertisements and to understand their effect on the audience. Writing task-Descriptive writing -AO5,AO6 Introduction of Poetry Project WEEK 10 20 and 21st century NON-FICTION Autobiography - explorer Ranulph Fiennes Learning Objectives To identify and explain writer's use of language and structure and the effect created. Evaluate texts critically and support this with appropriate textual references. Resource File- Extract from Autobiography - explorer Ranulph Fiennes and a newspaper article. Reading Questions. AO 1, AO 2,AO3,AO4 WEEK 2 NON-FICTION UNIT 4 COMMUNICATION Learning Objectives 6. Carrying out research 102-105 To consider different formats- Present Research information in different formats- Present	audience. Presenting a Product with awareness of audience and persuasive language. Resource file-Summer in The Alps. Pgs 18-23 Reading Questions - AO1, AO2 Grammar :Compound and Complex Sentences Assessment 1 Writing task-AO5,AO6 WEEK 11 NON-FICTION Autobiography - explorer Ranulph Fiennes Learning Objectives To identify and explore range of specific similarities in two texts, supported with a range of evidence 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. Resource File-Extract from Autobiography - explorer Ranulph Fiennes and a newspaper article. Reading Questions. AO 1, AO2, WEEK 3 NON FICTION UNIT 4 COMMUNICATION Learning Objectives 7. Presenting a balanced analysis 106-108 To present a balanced analysis of an event or issue.	Reading Questions - AO1, AO2 Grammar: Connectives, Commas Writing task-formal letter-AO 5, AO 6 WEEK 12 NON-FICTION UNIT 4 COMMUNICATION Learning Objectives 1. Communication forms 84-85 To recognise how different types of communication are organised and understand how ICT has influenced the style of language. 2. Safety and communication 86-87 To select key points from reading. Pgs84-87 Reading Questions. AO 1, AO 2 and Grammar:First and third person Write a paragraph for school news letter giving three pieces of advice about home Internet use. Writing - AO5,AO6 WEEK 4 NON-FICTION UNIT 6 PLACES AND PERSPECTIVES Learning Objectives 1. What makes travel writing special? 136-137 To understand the main features of Travel Writing- 2. Writing to inform and guide 138-139	WEEK 13 NON-FICTION UNIT 4 COMMUNICATION Learning Objectives 3. Privacy and communication 88-91. To recognise how writers organise features of a text. 4. Formal and Informal communcations 92-94 To identify the features of formal and informal texts. Pgs88-94 Reading Questions. AO 1, AO 2,AO4 Grammar:Active and Passive Voice;Exclamations To recognise how writers organise features of a text. To identify the features of formal and informal texts. Pgs 95-98 Reading Questions. AO 1, AO 2,AO4 WEEK 5 NON-FICTION UNIT 6 PLACES AND PERSPECTIVES Learning Objectives 5. Author's point of view 146-149 To analyse how	WEEK 14 NON-FICTION UNIT 4 COMMUNICATION Learning Objectives Fornal and informal texts: Similarty and comparison. Pgs 95-99 (7a, &7b) Reading Questions. AO1, AO2,AO3 Writing-Recount WEEK 6 NON-FICTION UNIT 6 PLACES AND PERSPECTIVES Learning Objectives 6. Creating two different views of the same place 150- 151 To compare the writing of two different authors.	write a detective story featuring all key elements of the genre. Pgs68-81 Reading Questions-AO4 Grammar: Articles, Question marks, Conditionals Writing Assessment- Imaginative - AO5, AO6 WEEK 15 19th CENTURY FICTION REVISION-FICTION Learning Objectives Guidance on interpreting questions, mind mapping key points, timing answers. Revise exam style questions on unseen extractss-retrieval, Critical analysis of language and structure, Evaluation of ideas, events, settings, themes. Revise exam style questions on Imaginative writing - focusing on experiences, using images as stimulus. Resource file -extract from 'The Engineer's Thumb', by Arthur Conan Doyle Revision for First Term Exam - Reading and Writing - AO1-AO6 WEEK 7 NON-FICTION SPOKEN LANGUAGE Learning Objectives To identify persuasive language to deliver a speech effectively. To make notes for a speech; review rhetorical devices;	WEEK 16 20 and 21st century NON-FICTION REVISION- NON FICTION Learning Objectives Guidance on interpreting questions, mind mapping key points, timing answers. Revise exam style questions on unseen extractss - retrieval, Critical analysis of language and structure, Evaluation of ideas, events; language techniques and structure, eviewpoints and perspectives from across texts. Revise exam style questions on Transactional writing - focusing on writing to inform, explain, describe, and writing to argue, persuade, advise. Resource file - extract fromCIDER WITH ROSIE by Laurie Lee and web article. Revision of Non-fiction for First Term Exam - Reading and Writing- AO1- AO6 WEEK 8 FICTION 19th Fiction Learning Objectives To identify how key events in a narrative are structured and sequenced. Understand how character and perspective can
Term 1	WEEK 9 19th CENTURY FICTION Dracula Learning Objectives To identify how key events in a narrative are structured and sequenced. Understand how character and perspective can be conveyed through events and dialogues. Resource File- Exract from Dracula Reading Questions -AO1,AO2,AO4 WEEK 1 NON-FICTION UNIT 4 COMMUNICATION Learning Objectives 5. Subject-specific langauge 100-101 To plan writing and develop ideas to suit a specific	images in advertisements and to understand their effect on the audience. Writing task-Descriptive writing -AO5,AO6 Introduction of Poetry Project WEEK 10 20 and 21st century NON-FICTION Autobiography - explorer Ranulph Fiennes Learning Objectives To identify and explain writer's use of language and structure and the effect created. Evaluate texts critically and support this with appropriate textual references. Resource File- Extract from Autobiography - explorer Ranulph Fiennes and a newspaper article. Reading Questions. AO 1, AO 2,AO3,AO4 WEEK 2 NON-FICTION UNIT 4 COMMUNICATION Learning Objectives 6. Carrying out research 102-105 To consider different view points on a topic.	audience. Presenting a Product with awareness of audience and persuasive language. Resource file-Summer in The Alps. Pgs 18-23 Reading Questions - AO1, AO2 Grammar : Compound and Complex Sentences Assessment 1 Writing task-AO5,AO6 WEEK 11 NON-FICTION Autobiography - explorer Ranulph Fiennes Learning Objectives To identify and explore range of specific similarities in two texts, supported with a range of evidence 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. Resource File- Extract from Autobiography - explorer Ranulph Fiennes and a newspaper article. Reading Questions. AO 1, AO2, WEEK 3 NON FICTION UNIT 4 COMMUNICATION Learning Objectives 7. Presenting a balanced analysis 106-108	Reading Questions - AO1, AO2 Grammar: Connectives, Commas Writing task-formal letter-AO 5, AO 6 WEEK 12 NON-FICTION UNIT 4 COMMUNICATION Learning Objectives 1. Communication forms 84-85 To recognise how different types of communication are organised and understand how ICT has influenced the style of language. 2. Safety and communication 86-87 To select key points from reading. Pgs84-87 Reading Questions. AO 1, AO 2 and Grammar:First and third person Write a paragraph for school news letter giving three pieces of advice about home Internet use. Writing - AO5, AO6 WEEK 4 NON-FICTION UNIT 6 PLACES AND PERSPECTIVES Learning Objectives 1. What makes travel writing special? 136-137 To understand the main features of Travel Writing.	WEEK 13 NON-FICTION UNIT 4 COMMUNICATION Learning Objectives 3. Privacy and communication 88-91. To recognise how writers organise features of a text. 4. Formal and Informal communcations 92-94 To identify the features of formal and informal texts. Pgs88-94 Reading Questions. A0 1, A0 2,A04 Grammar:Active and Passive Voice;Exclamations To recognise how writers organise features of a text. To identify the features of formal and informal texts. Pgs 95-98 Reading Questions. A0 1, A0 2,A04 WEEK 5 NON-FICTION UNIT 6 PLACES AND PERSPECTIVES Learning Objectives 5. Author's point of view 146-149 To analyse how writer's use language to express a viewpoint, their	WEEK 14 NON-FICTION UNIT 4 COMMUNICATION Learning Objectives Fornal and informal texts: Similarty and comparison. Pgs 95-99(7a ,87b) Reading Questions. AO1, AO2,AO3 Writing- Recount WEEK 6 NON-FICTION UNIT 6 PLACES AND PERSPECTIVES Learning Objectives 6. Creating two different views of the same place 150- 151 To compare the writing of two	write a detective story featuring all key elements of the genre. Pgs68-81 Reading Questions- AO4 Grammar: Articles, Questions- AO4 Grammar: Articles, Question marks, Conditionals Writing Assessment- Imaginative - AO5, AO6 WEEK 15 19th CENTURY FICTION REVISION- FICTION Learning Objectives Guidance on interpreting questions, mind mapping key points, timing answers. Revise exam style questions on unseen extractss-retrieval, Critical analysis of language and structure, Evaluation of ideas, events, settings, themes. Revise exam style questions on Imaginative writing-focusing on experiences, using images as stimulus. Resource file -extract from 'The Engineer's Thumb', by Arthur Conan Doyle Revision for First Term Exam - Reading and Writing-AO1-AO6 WEEK 7 NON-FICTION SPOKEN LANGUAGE Learning Objectives To identify persuasive language to deliver a speech effectively.	WEEK 16 20 and 21st century NON-FICTION REVISION- NON FICTION Learning Objectives Guidance on interpreting questions, mind mapping key points, timing answers. Revise exam style questions on unseen extractss - retrieval, Critical analysis of language and structure, Evaluation of ideas, events; language techniques and structure, viewpoints and perspectives from across texts. Revise exam style questions on Transactional writing - focusing on writing to inform, explain, describe, and writing to argue, persuade, advise. Resource file - extract fromCIDER WITH ROSIE by Laurie Lee and web article . Revision of Non-fiction for First Term Exam - Reading and Writing-AO1-AO6 WEEK 8 FICTION 19th Fiction Learning Objectives To identify how key events in a narrative are structured and sequenced.

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 -A01,A02,A03,A04 Grammar:Suffixes;Homophones Writing Assessment- Writing a travel article. AO-5 and AO-6	Deliver a speech effectively. Reading Questions -A01,A02 Writing and Speaking-A0-5 , A0-6,A07 and A08	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
	Reading for meaning	Guidance on interpreting questions, mind mapping key	Guidance on interpreting questions, mind mapping key	To identify how key events in a narrative are structured	Evaluate texts critically and support this with	To develop ideas, evaluate and decide on what each	To understand role and responsibilities	To provide opportunity to synthesize knowledge
		points,timing answers . Revise	points,timing answers . Revise	and sequenced.	appropriate textul references.	member of the group will contribute to the Group	To understand assessment criteria	from various areas of learning, and critically and
	Retreive details from texts.	exam style questions on unseen extractss - retrieval,	exam style questions on Imaginative writing - focusing	Understand how character and perspective can be	To identify and explore range of specific similarities in	Project Work.	Write a report about the Project work	creatively
		Critical analysis of language and structure, Evaluation of	on experiences, using images as stimulus.	conveyed through events and dialogues.	two texts, supported with a range of evidence	To interpret the task and plan relevant research	Maintain Digital Project work file using 21st century ICT	Conveying ideas effectively, observing critically,
	Explore writer's use of language and structure.	ideas, events, settings, themes.		Reading Questions -AO1,AO2,AO4	synthesised from both.	activities and questions	skills.	and listening actively.
		Revise exam style questions on Imaginative writing -	Resource fileNewspaper article about a Trip to a			Developing strategies to find the information.	Spoken -AO7 and AO8	Spoken -AO7 and AO8
	Synthesise information from across texts with evidence.	focusing on experiences, using images as stimulus.	theme park and article from the New York Daily News		To identify and explore range of specific similarities	Reading Questions. AO 1, AO 2,AO4	Writing -AO-5 and AO-6	
2								
	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \		on the opening of the first Disneyland Theme Park.		and differences in two texts, supported with a range of			
erm	Compare viewpoints and perspectives from a range of	Resource file -extract from 'Villette' by Charlotte						
Term	texts	Resource file -extract from 'Villette' by Charlotte Bronte.	Revision for Final Term Exam - Reading and Writing -		and differences in two texts, supported with a range of evidence synthesised from both.			
Term	Compare viewpoints and perspectives from a range of texts Reading Questions -AO1, AO 2, AO3, AO4	Bronte.			and differences in two texts, supported with a range of			
Term	texts	Bronte. Revision for Final Term Exam - Reading and Writing -	Revision for Final Term Exam - Reading and Writing -		and differences in two texts, supported with a range of evidence synthesised from both.			
Term	texts	Bronte.	Revision for Final Term Exam - Reading and Writing -		and differences in two texts, supported with a range of evidence synthesised from both.			
Term	texts	Bronte. Revision for Final Term Exam - Reading and Writing -	Revision for Final Term Exam - Reading and Writing -		and differences in two texts, supported with a range of evidence synthesised from both.			
Term	texts	Bronte. Revision for Final Term Exam - Reading and Writing -	Revision for Final Term Exam - Reading and Writing -		and differences in two texts, supported with a range of evidence synthesised from both.			
Term	texts	Bronte. Revision for Final Term Exam - Reading and Writing -	Revision for Final Term Exam - Reading and Writing -		and differences in two texts, supported with a range of evidence synthesised from both.			
Term	texts	Bronte. Revision for Final Term Exam - Reading and Writing -	Revision for Final Term Exam - Reading and Writing -		and differences in two texts, supported with a range of evidence synthesised from both.			
Term	texts	Bronte. Revision for Final Term Exam - Reading and Writing -	Revision for Final Term Exam - Reading and Writing -		and differences in two texts, supported with a range of evidence synthesised from both.			

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

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	and 21st CENTURY NON-FICT	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 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 AOI-AO6 READING-Questions 1,2,3 [AOI,AO2] introduction of Poetry Project	using punctuation. Understand how writers select ideas and events to manipulate the reader's empathy for a character READING-Questions 1,2,4 [A01,A04] WRITING ASSESSMENT-IMAGINATIVE TASK [A05, A06]	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 IV 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)	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	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 To select words carefully from	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)

	To explore the writer's craft. Explore writers' ideas and	To explore the writer's possible intention and	To develop and explore arguments To	How print and images combine in texts to	To read with insight and engagement,	How magazine articles are structured and written to suit	Understand how characterisation can be	To analyse and interpret the
	viewpoints.	comment on how language	structure and link paragraphs cohesively To	emphasise the witer's point of	understanding the writer's use of linguistic and structural	their purpose and audience.	developed through dialogue	non-fiction and fiction
-	Evalute texts critically and support this with appropriate	choice contributes to it.	cohesively To include a range of varied and	view and influence the reader.	devices.	article	using informal or formal register	extracts ; communicate clearly and
Term	textual references.	READING-Question [AO1,	accurate sentence structures	How text and images are used		Grammar-Sentence	Be able to use formal	write using linguistic devices
Ĕ	READING-Question (AO1,	AO2] WRITING-Information Guide	To include a range of interesting ideas To plan,	on the front covers of magazines to attract their	READING Questions-AO1, AO2	Punctuation	register in critical writing Writing an account	Paper 2 Reading Questions 1-
	AO4)	Page No48	structure and write an	target audience.		WRITING -Magazine Article	Fiction/non-fiction writing	7b [AO1,AO2,AO4]
	Page No18		argument	READING-Questions AO1,	and Complex Sentences Page No: 44-49	AO5, AO6 Page No: 50-56	Be able to create character through careful choice and	Writing Questions 8 and 9 [AO5, AO6]
			READING NON-FICTION -AO1 AO2	AO2,AO4			review of vocabulary and	
			WRITING -Formal Letter	Page No: 32-41			sentence structures Paper 1 Reading Questions 1-	
			[AO5, AO6]				4 [AO1,AO2,AO4] Writing Questions -5 and 6	
			Grammar-Sequencing Paragraphs				[AO5,AO6]	
			Page No: 24-29					
	WEEK 1 FICTION	WEEK 2 FICTION	WEEK 3 FICTION	WEEK 4 19th CENTURY FICTION	WEEK 5 20th and 21st CENTURY NON-	WEEK 6 20th & 21st CENTURY NON-	WEEK 7 SPOKEN LANGUAGE	WEEK 8 20th and 21st CENTURY NON-
	Пеном	TICHON	Пеном	15th CENTON TICTION	FICTION	FICTION	SFOREIT EARGOAGE	FICTION
	SHORT STORIES	SHORT STORIES	SHORT STORIES	A Christmas Carol: Charles	DESCRIPING A WAR /WAR	IOUN E VENNEDV'S DEACE		WEB ARTICLE ON
	STRUCTURE/OPENINGS/STO RIES FROM OTHER CULTURES	CONFLICT AND CLIMAX/ENDINGS/UNIVERSA	PLANNING YOUR OWN SHORT STORY	A Christmas Carol: Charles Dickens	DESCRIBING A WAR/WAR SPEECHES	JOHN F. KENNEDY'S PEACE SPEECH	SPOKEN ENDORSEMENT	NIDDERDALE (TRAVEL WRITING)
	RIES PROWI OTHER COLTORES	L THEMES	SHOKE STOKE					WKITING
	How to structure short stories		To plan and write your own	To analyse, explore and	To understand how choice of	To explore the writer's	Speaking and listening skills:	To read with insight and
	To identify some of the ways in which writers begin short	develop their stories To understand how writers	short story and present to an audience.	evaluate the author's craft. To analyse and evaluate	language influences meaning and effect.	intention and analyse how key ideas are presented	demonstrate presentation skills in a formal setting	engagement, understanding the writer's
	stories	create an effective ending for	Listen and respond	language and structure.	To analyse, and explore	To analyse in some depth	listen and respond	use of linguistic and structural
	To explore the opening of an entire short story	a short story To understand how stories	appropriately , including to questions and feedback to	To understand how choice of language influences meaning	persuasive techniques used in speech-writing	how the writer's choice of whole text structure,	appropriately to spoken language, including to	devices. Express critical response to
	Understand how	from different cultures and	presentations	and effect.		sentence structure and	questions and feedback to	writer's use of ideas, events ,
	characterisation can be developed through dialogue.	traditions often explore the same themes.	WRITING -Short Story [AO5,	READING Questions- AO4	READING Questions-AO1, AO2	vocabulary supports the writer's intention	use spoken Standard English	themes and setting Explore links and
7.5	Understand ideas, events, themes and	READING Questions- AO1,	AO6] Grammar- Subject-verb	PAPER-1 -READING ASSESSMENT- A01,A02, A04	Page No: 100-103	To explore the writer's intention and analyse how	effectively in speeches and presentations	connections.between writers' ideas and viewpoints.
Term 2	writers'viewpoints	AO2,A04 WRITING -Writing	Agreement	A33233WEW- A01,A02, A04		key ideas are presented	specties and presentations	
	READING Questions-AO1,	the climax and ending of a short story [AO5, AO6]	Page No: 80-82 WRITING ASSESSMENT-			To write accurately and fluently, choosing content and		READING AO1, AO2, AO3 Practice Question 7a and 7b
	A02 WRITING -Opening	Grammar- Prepositions	FICTION/ NON FICTION TASK			adapting style		rideace question /a and /a
	of a short story [AO5, AO6] Grammar-Tense, Paragraphs	Page No: 64-73	[AO5, AO6]			and language to a wide range of forms, media, contexts,		
	Page No: 58-63					audiences		
						and purposes.		
						READING Questions -AO1,		
						AO2 Writing Questions -		
						[AO5,AO6]		
	WEEK 9 20th and 21st CENTURY NON-	WEEK10	WEEK 11	WEEK 12 20th and 21st CENTURY NON-	WEEK 13 20th and 21st CENTURY NON-	WEEK 14 20th and 21st CENTURY NON-	WEEK 15 20th and 21st CENTURY NON-	WEEK 16
	FICTION	NON-FICTION	FICTION	FICTION	FICTION	FICTION	FICTION	FICTION
	TRAVEL WRITING	REVIEW NON FICTION (5)	REVIEW FICTION(5)	GATHERING INFORMATION/DEVELOPING	DESCRIBING A PRODUCT/ PLANNING A PRESENTATION	PLANNING A PRESENTATION	PRESENTATION	PRESENTATION
	To communicate clearly and	To analyse and interpret the	To analyse and interpret the	A PRODUCT To make notes and gather	To explore and write	To read and analyse extracts	To present an informative	To present an informative
	imaginatively, using and	non-fiction extracts and	fiction extracts and review	information from a variety of	informative and persuasive	of presentation;	and persuasive description of	and persuasive description of
	adapting forms for different readers and purposes.	review exam style questions in Reading and Writing;	exam style questions in Reading and Writing;	sources. To brainstorm ideas, evaluate	description of a product. To use verbal and non-verbal	To structure and write a	a product. To use verbal and non-verbal	a product. To use verbal and non-verbal
				and decide on what each	techniques to make their presentation as effective as	presentation.	techniques to make their	techniques to make their
	To write a Travelogue using the appropriate form,			member of the group will contribute to the Group	possible.	To plan and create a successful presentation	presentation as effective as possible.	presentation as effective as possible.
	structure and language.	Paper 2 Questions 1- 7 [AO1,	Paper 1 Questions 1- 4 [AO1,	Project work. To interpret the task and plan	To define the problem and its variables.	Conveying ideas effectively, observing critically, and	PRESENTING AND	PRESENTING AND
12	WRITING- AO5, AO6	AO2, AO3, AO4]; and	AO2, AO3, AO4]; and	relevant research activities	To use multiple sources for	listening actively.	RESPONDING TO QUESTIONS	
Term 2		Question 8, 9 (AO5, AO6)	Question 5, 6 (AO5, AO6)	and questions To develop strategies to find	information, determine credibility, reliability,	To understand roles and responsibilities	(AO7, AO8)	(AO7, AO8)
				the information	relevance and accuracy.	To understand assessment	,	, ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
				(AO1, AO2, AO3)	To synthese information, classifying the points,	criteria		
					prioritizing the information to	(AO1, AO2, AO3)		
					achieve the purpose.			
					(AO1, AO2, AO3)			
	V	EAR 10 LANGU	AGE LONG TER	M PLAN with C	I URRICULUM ST	ANDARDS VFA	R 2024 - 25	
YEAR 10	WEEK 1	WEEK 2	WEEK3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	19th CENTURY FICTION-REVIEW	lst CENTURY NON-FICTION-REVIE	20th CENTURY NON-FICTION	19th CENTURY FICTION	19th CENTURY FICTION	20th AND 21st CEN	I ITURY NON-FICTION	21st CENTURY NON-FICTION
	THE MAYOR OF	LOVE IS NOT ALL YOU NEED IN A MARRIAGE		THE HANDMAID'S TALE	PRIDE AND PREJUDICE		REVIEW) & LETTERS OF NOTE:	LOVELY PROM DRESS, ANGEL. YOUR CARRIAGE TO
	CASTERBRIDGE (EXTRACT OF A NOVEL) (5)	(NEWSPAPER REPORT /	AN EVIL CRADLING (5)	(EXTRACT OF A NOVEL) (5) (ACCOUNT / PROJECT: BLOG)	(EXTRACT OF A NOVEL) (5)	IN THE EVENT OF A MOON LETTER - FORMAI	I DISASTER (OPEN LETTER /	ANGEL YOUR CARRIAGE TO ABSURDITY AWAITS
		ARTICLE) (5)		(ACCOUNT / TROJECT: BEOG)		ELTER TORRING	ed in Onthice (5)	(MAGAZINE ARTICLE) (5)

	 Identify how key events in a narrative are structured and 	Identify how key points in an article are selected and	Be able to identify and comment on how a writer	Be able to identify key narrative clues and	Understand how the writer's perspective can be	 Understand how implied me extended metaphor 	aning is established through	Identify and explain how the writer conveys an opinion
	sequenced	sequenced to express a	selects ideas to convey a vivid	understand how to make	conveyed through irony and	 Understand that using noun 		by using facts
	a Hadania dha — 20 m	personal point of view	picture of personal	inferences about setting from		first noun to provide greater d		Understand and explain
	 Understand how writers structure events in a narrative 	 Understand how writers select and sequence points to 	experience	them Understand that writers	 Understand how character and perspective can be 	 Understand how implied me the choice of concrete and abs 		how opinion is emphasised through use of the colon and
	for dramatic impact	make opinions clear and	builds detail about their	consciously make a choice of	conveyed through dialogue	abstract nouns		short statement sentences
-	Explain, comment on and	convincing	experience through shifts in	tense and viewpoint •	 Evaluate texts critically and 		aning is intensified through the	Be able to express critical
Term 1	analyse how writers use	Be able to sequence and	tense	Evaluate texts critically and	support this with appropriate	use of parallel structures in se	ntences which can contrast	perspectives on text through
-	language and structure to achieve effects	connect key points clearly WRITING- Newspaper Report	Be able to comment on the writer's possible intention	support this with appropriate textual references	textual references Paper 1, Questions 1, 2 and 4	ideas Be able to use parallel struct	ures in sentences which can	the use of the colon and short statement sentences
	Questions 1, 2, 3 [AO1,AO2]	/ Article [AO5, AO6]		WRITING- Account [AO5,	[A01,A02,A04]	contrast ideas to comment or		WRITING- Magazine
	Reading for Pleasure- 1984 -	READING-Questions	it has been achieved	AO6]			nd 9 [AO1,AO2,AO3, AO5,AO6]	
	Orwell	1,2,3[AO1,AO2]	READING-Evaluation [AO1,	(PAPER I READING		ASSESSMENT - PAPER 2 WRITI		
			AO4] PROJECT WORK- Poetry	ASSESSMENT) AO1-AO4		WRITING: Open Letter / Lette	er- Formal and Informal	
			I HOSECT WORK TOCKLY					
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	SPOKEN LANGUAGE ENDORSEMENT	SPOKEN LANGUAGE ENDORSEMENT	20th AND 21st CEN	ITURY NON-FICTION	21st CENTURY NON-FICTION	19th CENTURY FICTION	20th AND 21st CE	NTURY NON-FICTION
			A LETTER FROM JOHN STEIN	BECK TO HIS SON (LETTER) &	SANE NEW WORLD	JANE EYRE (EXTRACT FROM A	A YEAR IN PROVENCE (PERSO	ONAL ACCOUNT) & MY FAMILY
			WHEN YOU SHOULD LEAVE YOUR FIRST LOVE (NEWSPAPER ARTICLE) (5)		(PERSONAL ACCOUNT/	NOVEL) (5) IMAGINATIVE	MOVED FROM PAKISTAN TO THE UK 40 YEARS AGO FAR WE'VE COME (5)	
					STORY WRITING) (5)	WRITING - IMAGE BASED)	REVIEW NON-FICTION	
	Speaking and listening skills:	Speaking and listening skills:		ons and comment on how they		Be able to use a range of	Be able to identify the writer	
	 demonstrate presentation skills in a formal setting 	 demonstrate presentation skills in a formal setting 	convey the writer's opinion • Understand how writers creaters	ate emphasis through the	writer's perspective can be conveyed through irony and	reading for meaning skills explored in previous topics	key ideas that support it, and of • Be able to explore how the v	
	listen and respond	 listen and respond 	positioning of clauses within se		short statement sentences	Understand how to express	structure, sentence structure	
	appropriately to spoken	appropriately to spoken	Express ideas with clarity and emphasis through careful		 Understand how character 	ideas concisely and precisely writer's intention		
	language, including to questions and feedback to presentations • use spoken Standard English effectively in language, including to questions and feedback to presentations • use spoken Standard English effectively in		choice of sentence structure Paper 2- Questions 7 (a) , 7 (b) - Assessment WRITING: Newspaper Article AO5, AO6]		and perspective can be	through careful choice of Be able to identify and explo		
					conveyed through dialogue • Evaluate texts critically and	nouns through careful choice of	similarities and differences in two texts, supported wit	
			Tilled. Newspaper Article	, A00j	support this with appropriate	nouns and verbs without	range of evidence synthesised from both	
Ε -			effectively in		textual references	modification Fiction/non-fiction writing		
Term 1	speeches and presentations	speeches and presentations			WRITING- Story Writing	Be able to explore the	Paper 2, Question 7a AND 7b	[AO1,AO2,AO3,AO4]
	WRITING-Speech [AO7, AO8, AO9]				[AO5 AND AO6]	writer's possible intention and comment on how		
	AOJ					language choice contributes		
						to it		
						Paper 1, Questions 3, 5 and 6		
						[AO1, AO2, AO5 AO6] WRITING- IMAGINATIVE		
						WRITING - image based		
YEAR 10	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7 SPOKEN LANGUAGE	WEEK 8 SPOKEN LANGUAGE
YEAR 10		WEEK 2	WEEK 3 21st CENTURY NON-FICTION	WEEK 4 19th CENTURY FICTION	WEEK 5 21st CENTURY NON-FICTION	WEEK 6 19th CENTURY FICTION	WEEK 7 SPOKEN LANGUAGE ENDORSEMENT	WEEK 8 SPOKEN LANGUAGE ENDORSEMENT
YEAR 10	20th AND 21st CEM	NTURY NON-FICTION A HISTORY OF A FASCINATION	21st CENTURY NON-FICTION REAL LIFE ALWAYS INTRUDES	19th CENTURY FICTION THREE MEN IN A BOAT (TO	21st CENTURY NON-FICTION	19th CENTURY FICTION		
YEAR 10	20th AND 21st CEM MOUNTAINS OF THE MIND: A (TRAVELOGUE) & THE L	A HISTORY OF A FASCINATION AST ASCENT OF ALISON	21st CENTURY NON-FICTION REAL LIFE ALWAYS INTRUDES ON HOLIDAYS. THEAT'S HOW	19th CENTURY FICTION THREE MEN IN A BOAT (TO SAY NOTHING OF THE DOG)	21st CENTURY NON-FICTION THE GHOST STORY COMES	19th CENTURY FICTION LOST HEARTS (EXTRACT OF A NOVEL) (5)		
YEAR 10	20th AND 21st CEM MOUNTAINS OF THE MIND: A (TRAVELOGUE) & THE L HARGREAVES. WHY DID THE	A HISTORY OF A FASCINATION LAST ASCENT OF ALISON WORLD'S FAMOUS ALPINIST	21st CENTURY NON-FICTION REAL LIFE ALWAYS INTRUDES	19th CENTURY FICTION THREE MEN IN A BOAT (TO SAY NOTHING OF THE DOG) (EXTRACT OF A NOVEL) (5)	21st CENTURY NON-FICTION	19th CENTURY FICTION LOST HEARTS (EXTRACT OF A		
YEAR 10	20th AND 21st CEN MOUNTAINS OF THE MIND: / (TRAVELOGUE) & THE L HARGREAVES. WHY DID THE NEVER CAME OFF K2? (F	A HISTORY OF A FASCINATION AST ASCENT OF ALISON WORLD'S FAMOUS ALPINIST NEWSPAPER ARTICLE) (5)	21st CENTURY NON-FICTION REAL LIFE ALWAYS INTRUDES ON HOLIDAYS. THEAT'S HOW IT SHOULD BE (5)	19th CENTURY FICTION THREE MEN IN A BOAT (TO SAY NOTHING OF THE DOG) (EXTRACT OF A NOVEL) (5) TRAVELLOGUE	THE GHOST STORY COMES BACK TO HAUNT US (5)	19th CENTURY FICTION LOST HEARTS (EXTRACT OF A NOVEL) (5) (IMAGINATIVE WRITING)	SPOKEN LANGUAGE ENDORSEMENT	SPOKEN LANGUAGE ENDORSEMENT
YEAR 10	20th AND 21st CEM MOUNTAINS OF THE MIND: (TRAVELOGUE) & THE I HARGREAVES. WHY DID THE NEVER CAME OFF K2? (I' • Be able to summarise and sy	A HISTORY OF A FASCINATION A HISTORY OF A FASCINATION LAST ASCENT OF ALISON WORLD'S FAMOUS ALPINIST NEWSPAPER ARTICLE) (5) Inthesise key points	21st CENTURY NON-FICTION REAL LIFE ALWAYS INTRUDES ON HOLIDAYS. THEAT'S HOW IT SHOULD BE (5) Be able to select,	19th CENTURY FICTION THREE MEN IN A BOAT (TO SAY NOTHING OF THE DOG) (EXTRACT OF A NOVEL) (5) TRAVELLOGUE Be able to select,	21st CENTURY NON-FICTION THE GHOST STORY COMES BACK TO HAUNT US (5) Be able to identify and	19th CENTURY FICTION LOST HEARTS (EXTRACT OF A NOVEL) (5) (IMAGINATIVE WRITING) Be able to identify and	SPOKEN LANGUAGE ENDORSEMENT Speaking and listening skills:	SPOKEN LANGUAGE ENDORSEMENT Speaking and listening skills:
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	20th AND 21st CEB MOUNTAINS OF THE MIND: (TRAVELOGUE) & THE LINE HARGREAVES. WHY DID THE NEVER CAME OF 12c? Be able to summarise and sy Know what is meant by chro chronological order Understand how writers can chronological structure Be able to summarise and sy Understand how writers can their sentences, selection and Be able to evaluate how a we excitement and dangers of mo vocabulary and structural choi Paper 2, Questions 8 and 9 WRITING-Newspaper Article Reading for Pleasure-A Child C	ATURY NON-FICTION A HISTORY OF A FASCINATION AST ASCENT OF A FASCINATION AST ASCENT OF A FASCINATION AST ASCENT OF A FASCINATION WORDLO'S FAMOUS ALPINIST VEWSPAPER ARTICLE) (5) Inthesise key points nological and non- engage readers using a non- mithesise key points engage the reader through sequencing of ideas riter emphasises the untaineering through ces [AOS.AO6] Lalled 'It'. by Dave Petzer WEEK10 21st CENTURY NON-FICTION GENETICALLY ENGINEERING	21st CENTURY NON-FICTION REAL LIFE ALWAYS INTRUDES ON HOUDAYS. THEAT'S HOW IT SHOULD BE (5) Be able to select, summarise and synthesise the key ideas in a text Understand how a humorous and conversational tone can be intensified by using minor sentences Exam=t2yle questions 1, 2 and 4,5 [AO1, AO2] WEEK 11 19th CENTURY FICTION	19th CENTURY FICTION THREE MEN IN A BOAT (TO SAY NOTHING OF THE DOG) (EXTRACT OF A NOTE) (S) TRAVELLOGUE Be able to select, summarise and synthesise the key events in a text and explain how connections between these create humour Understand how a humorous tone can be intensified through deliberate use of coordination Be able to link ideas using coordination, subordination and non-finite clauses Understand that minor sentences create an informal tone Fiction/non-fiction writing WRITING-Travellogue [AOS, AOG] WRITING-Travellogue [AOS, AOG] WEEK 12	21st CENTURY NON-FICTION THE GHOST STORY COMES BACK TO HAUNT US [5] Be able to identify and explore the implications and connotations of the writer's choices of vocabulary Be able to explore layers of meaning at word level Understand how word choices signal the writer's purpose and tone Paper 2, Question 3 or 6 [AO2, AO4] WEEK 13	19th CENTURY FICTION LOST HEARTS (EXTRACT OF A NOVEL) (5) (IMAGINATIVE WRITING) Be able to identify and explore the implications and connotations of the writer's choices of vocabulary Be able to explore layers of meaning at word level Be able to explore layers of word level of the supporter the writer's choices of vocabulary and how those signal the conventions of the ghost story gentle of vocabulary and how those signal the conventions of the ghost story expense to a text through careful selection of vocabulary underful selection of vocabulary (IMAGINATIVE WRITING-[AOS, AO6] WEEK 14	SPOKEN LANGUAGE ENDORSEMENT Speaking and listening skills: • demonstrate presentation skills in a formal setting • listen and respond appropriately to spoken language, including to questions and feedback to presentations • use spoken Standard English effectively in speeches and presentations WRITING-Speech [AOS, AO6, AO7, AO8, AO9] WEEK 15	SPOKEN LANGUAGE ENDORSEMENT 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
	20th AND 21st CEB MOUNTAINS OF THE MIND: (TRAVELOGUE) & THE LINE HARGREAVES. WHY DID THE NEVER CAME OF 12c? Be able to summarise and sy Know what is meant by chro chronological order Understand how writers can chronological structure Be able to summarise and sy Understand how writers can their sentences, selection and Be able to evaluate how a we excitement and dangers of mo vocabulary and structural choi Paper 2, Questions 8 and 9 WRITING-Newspaper Article Reading for Pleasure-A Child C	ATURY NON-FICTION A HISTORY OF A FASCINATION LAST ASCENT OF A FASCINATION WORDL'S FAMOUS ALPINIST VEWSPAPER ARTICLE] [5] Inthesise key points engage readers using a non- mithesise key points engage the reader through sequencing of ideas riter emphasises the untaineering through ces [AOS.AO6] Jailed 'It'. by Dave Pelzer WEEK10 21st CENTURY NON-FICTION GENETICALLY ENGINEERING ETHICAL' BABIES IS A MORAL	21st CENTURY NON-FICTION REAL LIFE ALWAYS INTRUDES ON HOUDAYS. THEAT'S HOW IT SHOULD BE (5) Be able to select, summarise and synthesise the key ideas in a text Understand how a humorous and conversational tone can be intensified by using minor sentences Exam-style questions Paper 2, Questions 1, 2 and 4,5 [AO1, AO2] WEEK 11 19th CENTURY FICTION	19th CENTURY FICTION THREE MEN IN A BOAT (TO SAY NOTHING OF THE DOG) (EXTRACT OF A NOVEL) (S) TRAVELLOGUE Be able to select, summarise and synthesise the key events in a text and explain how connections between these create humour Understand how a humorous tone can be intensified through deliberate use of coordination Be able to link ideas using coordination, subordination and non-finite clauses Understand that minor sentences create an informal tone Fiction/non-fiction writing WRITING-Travellogue [AOS, AOS] (PAPER II ASSESSMENT) [AO1 AO4] WEEK 12 20th CENTURY NON-FICTION	21st CENTURY NON-FICTION THE GHOST STORY COMES BACK TO HAUNT US (5) 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 ustone Paper 2, Question 3 or 6 [AO2, AO4] WEEK 13 20th AND 21st CEN	19th CENTURY FICTION LOST HEARTS (EXTRACT OF A NOVEL) (5) (IMAGINATIVE WRITING) Be able to identify and explore the implications and connotations of the writer's choices of vocabulary and explore the writer's choices of vocabulary and how these signal the control of vocabulary and how these signal the companies of the ghost story genre Be able to express a precise response to a text through careful selection of vocabulary and how these signal the companies of the ghost story genre Be able to express a precise response to a text through careful selection of vocabulary and through careful selection of vocabulary in MAGINATIVE WRITING-[AOS, AO6] WEEK 14 TURY NON-FICTION	SPOKEN LANGUAGE ENDORSEMENT Speaking and listening skills: • demonstrate presentation skills in a formal setting • listen and respond appropriately to spoken language, including to questions and feedback to presentations • use spoken Standard English effectively in speeches and presentations WRITING-Speech [AOS, AO6, AO7, AO8, AO9]	SPOKEN LANGUAGE ENDORSEMENT 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
	20th AND 21st CEN MOUNTAINS OF THE MIND: (TRAVELOGUE) & THE I HARGREAVES. WHY DID THE NEVER CAME OF K2? (I Be able to summarise and sy Know what is meant by chro chronological order Understand how writers can chronological structure Be able to summarise and sy Understand how writers can their sentences, selection and Be able to evaluate how a we excitement and dangers of mo vocabulary and structural choir Paper 2, Questions 8 and 9 WRITING- Newspaper Article Reading for Pleasure-A Child C	ATURY NON-FICTION A HISTORY OF A FASCINATION AST ASCENT OF A FASCINATION AST ASCENT OF ALISON WORDLO'S FAMOUS ALPINIST VEWSPAPER ARTICLE) (5) Inthesise key points nological and non- engage readers using a non- mithesise key points engage the reader through sequencing of ideas riter emphasises the untainering through ces [AOS.AO6] Called 'It'. by Dave Pelzer WEEK10 21st CENTURY NON-FICTION GENETICALLY ENGINEERING ETHICAL BABLES IS A MORAL OBLIGATION, SAYS ONFORD	21st CENTURY NON-FICTION REAL LIFE ALWAYS INTRUDES ON HOUDAYS. THEAT'S HOW IT SHOULD BE (5) Be able to select, summarise and synthesise the key ideas in a text • Understand how and tone can be intensified by using minor sentences Exametyle Questions 1, 2 and 4,5 [AO1, AO2] WEEK 11 19th CENTURY FICTION THE TIME MACHINE [EXTRACT OF A NOVEL]	19th CENTURY FICTION THREE MEN IN A BOAT (TO SAY NOTHING OF THE DOG) (EXTACT OF A NOVEL) (5) TRAVELLOGUE Be able to select, summarise and synthesise the key events in ext and explain how connections between these create humour Understand how a humorous tone can be intensified through deliberate use of coordination Be able to link ideas using coordination, subordination and non-finite clauses Understand that minor sentences create an informal tone Fiction/non-fiction writing WRITING-Travellogue [AOS, AOS] (PAPER II ASSESSMENT) [AO1 AO4] WEEK 12 20th CENTURY NON-FICTION	21st CENTURY NON-FICTION THE GHOST STORY COMES BACK TO HAUNT US [5] Be able to identify and explore the implications and connotations of the writer's choices of vocabulary Be able to explore layers of meaning at word level Understand how word choices signal the writer's purpose and tone Paper 2, Question 3 or 6 [AO2, AO4] WEEK 13 20th AND 21st CEN MY FIRST VISIT TO THE MOY WHY ALL THIS SELPES OBSES	19th CENTURY FICTION LOST HEARTS (EXTRACT OF A NOVEL) (5) (IMAGINATIVE WRITING) Be able to identify and explore the implications and connotations of the writer's choices of vocabulary Be able to explore layers of meaning at word level Be able to explore layers of word level of the supporter the writer's choices of vocabulary and how those signal the conventions of the ghost story gentle of vocabulary and how those signal the conventions of the ghost story expense to a text through careful selection of vocabulary underful selection of vocabulary (IMAGINATIVE WRITING-[AOS, AO6] WEEK 14	SPOKEN LANGUAGE ENDORSEMENT Speaking and listening skills: - demonstrate presentation skills in a formal setting - listen and respond appropriately to spoken language, including to questions and feedback to presentations - use spoken Standard English effectively in speeches and presentations WRITING-Speech [AOS, AO6, AO7, AO8, AO9] WEEK 15 21st CENTURY NON-PICTION NOTES FROM AN AUTHOR: PAUL ROSOLIE [MAGAZINE ARTICLE / JOURNAL WRITING	SPOKEN LANGUAGE ENDORSEMENT Speaking and listening skills:
	20th AND 21st CEB MOUNTAINS OF THE MIND: (TRAVELOGUE) & THE LINE (TRAVELOGUE) & THE LINE HARGREAVES. WHY DID THE NEVER CAME OF 12s? Be able to summarise and sy Know what is meant by chro chronological order Understand how writers can chronological structure Be able to summarise and sy Understand how writers can their sentences, selection and Be able to evaluate how a we excitement and dangers of mo vocabulary and structural choi Paper 2, Questions 8 and 9 WRITING- Newspaper Article Reading for Pleasure-A Child C	ATURY NON-FICTION A HISTORY OF A FASCINATION LAST ASCENT OF A FASCINATION WORDL'S FAMOUS ALPINIST VEWSPAPER ARTICLE] [5] Inthesise key points engage readers using a non- mithesise key points engage the reader through sequencing of ideas riter emphasises the untaineering through ces [AOS.AO6] Jailed 'It'. by Dave Pelzer WEEK10 21st CENTURY NON-FICTION GENETICALLY ENGINEERING ETHICAL' BABIES IS A MORAL	21st CENTURY NON-FICTION REAL LIFE ALWAYS INTRUDES ON HOUDAYS. THEAT'S HOW IT SHOULD BE (5) Be able to select, summarise and synthesise the key ideas in a text Understand how a humorous and conversational tone can be intensified by using minor sentences Exam-style questions Paper 2, Questions 1, 2 and 4,5 [AO1, AO2] WEEK 11 19th CENTURY FICTION	19th CENTURY FICTION THREE MEN IN A BOAT (TO SAY NOTHING OF THE DOG) (EXTRACT OF A NOVEL) (S) TRAVELLOGUE Be able to select, summarise and synthesise the key events in a text and explain how connections between these create humour Understand how a humorous tone can be intensified through deliberate use of coordination Be able to link ideas using coordination, subordination and non-finite clauses Understand that minor sentences create an informal tone Fiction/non-fiction writing WRITING-Travellogue [AOS, AOS] (PAPER II ASSESSMENT) [AO1 AO4] WEEK 12 20th CENTURY NON-FICTION	21st CENTURY NON-FICTION THE GHOST STORY COMES BACK TO HAUNT US [5] Be able to identify and explore the implications and connotations of the writer's choices of vocabulary Be able to explore layers of meaning at word level Understand how word choices signal the writer's purpose and tone Paper 2, Question 3 or 6 [AO2, AO4] WEEK 13 20th AND 21st CEN MY FIRST VISIT TO THE MOY WHY ALL THIS SELPES OBSES	19th CENTURY FICTION LOST HEARTS (EXTRACT OF A NOVEL) (5) (IMAGINATIVE WRITING) Be able to identify and explore the implication onnotations of the writer's choices of vocabulary Be able to explore layers of meaning at word level Be able to identify and explore the writer's choices of vocabulary and how these signal the control of the signal of	SPOKEN LANGUAGE ENDORSEMENT 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 Speeche Sand presentations WRITING-Speech [AOS, AO6, AO7, AO8, AO9] WEEK 15 21st CENTURY NON-FICTION NOTES FROM AN AUTHOR: PAUL ROSOLIE (MAGAZINE	SPOKEN LANGUAGE ENDORSEMENT Speaking and listening skills: • demonstrate presentation skills in a formal setting • listen and respond appropriately to spoken language, including to questions and feedback to presentations • use spoken Standard English effectively in speeches and presentations

	 Be able to identify and 	Be able to explore the writer's intention and analyse how	 Understand how language 	Understand how language			
	explore patterns of	explore patterns of	explain connotations in a text	explain connotations in a text	key ideas are presented	choice can convey thoughts	choice can convey tone and
	vocabulary and imagery	vocabulary	 Understand how 	 Understand how 	 Be able to analyse in some depth how the writer's choice of 	and feelings	atmosphere
	 Understand how writers 	Be able to identify how	characterisation can be	characterisation can be	whole text structure, sentence structure and vocabulary	 Understand how the writer 	 Understand how writers use
	build description of characters	persuasive emphasis is	developed through dialogue	developed through dialogue	supports the writer's intention	uses figurative language to	figurative language to explore
	and setting through careful	conveyed by choice of noun	using informal register	using informal register	Be able to explore the writer's intention and analyse how	explore unexpected and	unexpected and unusual
	choice of noun phrases and	phrases and verbs	Be able to use formal	Be able to use formal	key ideas are presented	unusual	experiences
7	verbs	Be able to express a precise	register in critical writing	register in critical writing	Be able to analyse in some depth how the writer's choice of	experiences	 Understand how writers
٤	Exam-style question	response to a text through	Writing an account	Writing an account	whole text structure, sentence structure and vocabulary	 Understand how the writer 	introduce a striking and
Te		careful selection of	Fiction/non-fiction writing	Fiction/non-fiction writing	supports the writer's intention	creates an impression of	unusual character by using
	Paper 1, Questions 4, 5 and 6	vocabulary	 Understand how 	 Understand how 	Be able to identify points of comparison in the writers'	danger, threat or suffering	figurative language
	[AO1, AO4]		characterisation can be	characterisation can be	ideas and perspectives, exploring how they are presented at	using figurative language	Be able to analyse how
	WRITING: PICTURE WRITING	Non-fiction writing	developed through dialogue	developed through dialogue	word, sentence and text level, and their impact on the reader		writers use language to bring
		WRITING- Review:	using formal register	using formal register		Non-fiction writing	alive for the reader unusual
		Letter/Travelogue [AO5,	Be able to create character	Be able to create character	Non-fiction writing	WRITING: Article/Jounral	experiences and encounters
		AO6]	through careful choice and	through careful choice and	Paper 2, Question 7a and 7b [AO1,AO2,AO3,AO4]	writing/ Diary entry [AO5,	Paper 1, Questions 3 & 4
			review of vocabulary and	review of vocabulary and	WRITING- NEWSPAPER ARTICLE/ REPORT	AO6]	[AO4]
			sentence structures	sentence structures	Project- Digital Blog		
			Paper 1 Questions 1-4	Paper 2 Questions 1-6 [AO1,			
			[AO1,AO2,AO4]	AO2, AO3, AO4]			

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			YEAR 11 - LONG	TERM PLAN with CURR	RICULUM STANDARDS 2	024-2025		
11	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	21st CENTURY NON-FICTION	20th CENTURY NON-FICTION	19th CENTURY FICTION	19th CENTURY FICTION	20th CENTURY NON-FICTION	SPOKEN LANGUAGE ENDORSEMENT	SPOKEN LANGUAGE ENDORSEMENT	21st CENTURY NON-FICTION
		CLINGING TO THE WRECKAGE (AUTOBIOGRAPHY) (4)		OLIVER TWIST (EXTRACT OF A NOVEL) (4)	THE LADY IN THE VAN (RECOUNT) (4)	ARGUMENTATIVE/ DISCURSIVE SPEECH (4)	ARGUMENTATIVE/ DISCURSIVE SPEECH (4)	Be able to summarise, synthesise and conf
	plore the writer's intention and analyse is are presented	Be able to explore the writer's intention and analyse how key ideas are presented	Explore how the writer has selected narrative events to manipulate the reader's response	Be able to explore patterns of inference and their impact on the reader	Be able to summarise, synthesise and connect key ideas in the narrative.	demonstrate presentation skills in a formal setting	Speaking and listening skills: • demonstrate presentation skills in a formal setting	key points in the text
	*	Be able to analyse in some depth how the writer's	Understand how writers use tense and viewpoint to	Understand how writers can create emphasis and	Understand how writers structure a text to	listen and respond appropriately to spoken language,	listen and respond appropriately to spoken language,	Understand how writers structure a text t
		choice of whole text structure, sentence structure and	The state of the s	manage tone through sentence structure	achieve their intention: to develop character and create		including to questions and feedback to presentations	achieve their intention: to persuade the r
vocabulary su	upports the writer's intention	vocabulary supports the writer's intention	REVIEW AOS 1-6	Be able to express a precise critical response through	humour.	use spoken Standard English effectively in speeches	use spoken Standard English effectively in speeches	Be able to identify the writer's possible in
	t to the second	Be able to explore the writer's intention and analyse		careful choice of sentence structure		and presentations	and presentations	and analyse closely some of the writer's
	*	how key ideas are presented	Exam Style Question	REVIEW AOS 1-6	Exam Style Question			that contribute to achieving it.
		Be able to analyse in some depth how the writer's choice of whole text structure, sentence structure and	Paper 1 Questions 1&2 TERM I ASSESSMENT 1 (PAPER 1 WRITING 40 MARKS)	Exam Style Question Paper 1	Paper 2- Q6 (The writer attempts to engage the reader through the descrtiption of Miss Shepherd. Evaluate	WRITING SPEECH		Be able to gather, reject, select, sequence shape texts to achieve purpose and inter
		vocabulary supports the writer's intention	TERM TASSESSMENT I (TAI ER I WATTING 40 MAINS)	Question 4	how successfully this is achieved. 15 Marks)			shape texts to achieve purpose and inter
	7.7	Be able to identify points of comparison in the writers'		TERM I ASSESSMENT 2 (PAPER 2 READING 56 MARKS)				Exam Style Question
		ideas and perspectives, exploring how they are						Paper 2 Question 8 & 9
Exam Style Q		presented at word, sentence and text level, and their						WRITING-Writing a leaflet (40 Marks)
Paper 2 Ques		impact on the reader						
	5 2-4, identify one detail that shows the f the writer's daughter and her friend.	REVIEW AOS 1-6						
	10-13, identify two phrases that describe	Exam-style question:						
	attitude to raising children.	Paper 2 Q 7a and 7b 7a.						
	_	The two texts revolve around childhood experiences.						
engage and ir	interest the reader? 18 Marks)	How is the article of 3rd October 2013 and John						
	,	Mortimer's text similar?						
"Between a R		7b. Comapre how the writers of Text 1 and Text 2						
		present the ideas and opinions about growing up? (20 Marks)						
_	WEEK 9	WEEK 10	WEFK II	WFFK 12	WEEK 13	WFFK 14	WEFK 15	WEEK 16
	WEEK 9 19th CENTURY FICTION	WEEK 10 21st CENTURY NON-FICTION	WEEK 11 20th CENTURY NON-FICTION	WEEK 12 20th CENTURY NON-FICTION	WEEK 13 19th CENTURY FICTION	WEEK 14 21st CENTURY NON-FICTION	WEEK 15 19th CENTURY FICTION	WEEK 16 20th AND 21st CENTURY NON-FICTI
THE DIARY (19th CENTURY FICTION		20th CENTURY NON-FICTION					
	19th CENTURY FICTION OF A NOBODY (EXTRACT OF A DIARY) (4)	21st CENTURY NON-FICTION THE NAKED JAPE: UNCOVERING THE HIDDEN WORLD	20th CENTURY NON-FICTION NEITHER HERE NOR THERE (TRAVELOGUE) (4) Be able to explore the writer's intention and analyse	20th CENTURY NON-FICTION THE PLOWDEN REPORT (REPORT) (4) Be able to use a range of reading for meaning skills	19th CENTURY FICTION THE WOMAN IN WHITE (EXTRACT OF A NOVEL) Be able to summarise and synthesise key ideas in the	21st CENTURY NON-FICTION YOU CAN FORCE A TEENAGER TO TALK TO YOU Be able to summarise and synthesise key ideas in the	19th CENTURY FICTION HEART OF DARKNESS (EXTRACT OF A NOVEL) (4) Be able to use a range of reading for meaning skills	20th AND 21st CENTURY NON-FICT FUKUSHIMA HORSE BREEDER BRAVES To explore the writer's intention and ana
To summarise	19th CENTURY FICTION OF A NOBODY (EXTRACT OF A DIARY) (4) e and synthesise key ideas in the text,	21st CENTURY NON-FICTION THE NAKED JAPE: UNCOVERING THE HIDDEN WORLD Be able to summarize and synthesize key ideas in the	20th CENTURY NON-FICTION NEITHER HERE NOR THERE (TRAVELOGUE) (4) Be able to explore the writer's intention and analyse how key ideas are presented	20th CENTURY NON-FICTION THE PLOWDEN REPORT (REPORT) (4) Be able to use a range of reading for meaning skills explored in previous topics	19th CENTURY FICTION THE WOMAN IN WHITE (EXTRACT OF A NOVEL) Be able to summarise and synthesise key ideas in the narrative, exploring connections and their likely impact	21st CENTURY NON-FICTION YOU CAN FORCE A TEENAGER TO TALK TO YOU Be able to summarise and synthesise key ideas in the narrative, exploring connections and their likely impact	19th CENTURY FICTION HEART OF DARKNESS (EXTRACT OF A NOVEL) (4) Be able to use a range of reading for meaning skills explored in previous topics	20th AND 21st CENTURY NON-FICT FUKUSHIMA HORSE BREEDER BRAVES To explore the writer's intention and ana how key ideas are connected and presen
To summarise exploring con	19th CENTURY FICTION OF A NOBODY (EXTRACT OF A DIARY) (4) e and synthesise key ideas in the text,	21st CENTURY NON-FICTION THE NAKED JAPE: UNCOVERING THE HIDDEN WORLD Be able to summarize and synthesize key ideas in the narrative, exploring connections and their likely impact	20th CENTURY NON-FICTION NEITHER HERE NOR THERE (TRAVELOGUE) (4) Be able to explore the writer's intention and analyse how key ideas are presented Be able to analyse in some depth how the writer's	20th CENTURY NON-FICTION THE PLOWDEN REPORT (REPORT) (4) Be able to use a range of reading for meaning skills explored in previous topics Understand how writers select modification to achieve	19th CENTURY FICTION THE WOMAN IN WHITE (EXTRACT OF A NOVEL) Be able to summarise and synthesise key ideas in the narrative, exploring connections and their likely impact on the reader.	21st CENTURY NON-FICTION YOU CAN FORCE A TEENAGER TO TALK TO YOU Be able to summarise and synthesise key ideas in the narrative, exploring connections and their likely impact on the reader.	19th CENTURY FICTION HEART OF DARKNESS (EXTRACT OF A NOVEL) (4) Be able to use a range of reading for meaning skills explored in previous topics Understand how writers select modification to achieve	20th AND 21st CENTURY NON-FICT FUKUSHIMA HORSE BREEDER BRAVES To explore the writer's intention and ana how key ideas are connected and presen To analyse with increasing depth and sel
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To summarise exploring con reader Understand h response thro To analyse soi impact on the Exam-style qu Paper 1-Q4 (It the life of Chabow successf impression 1! WRITING:Dia Narrative (44 (Reading for I"The Alchemia	19th CENTURY FICTION OF A NOBODY (EXTRACT OF A DIARY) (4) e and synthesise key ideas in the text, nnections and their likely impact on the now writers manipulate the reader's ough paragraph structure ome of the writer's choices and their e reader in some detail uestion: In this extract the writer tries to portray arles Pooter and his wife Carrie. Evaluate fully the writer has created this 55Marks) say Entry/ Imaginative Writing- Personal O Marks) Pleasure- Book 2 Fiction	21st CENTURY NON-FICTION THE NAKED JAPE: UNCOVERING THE HIDDEN WORLD Be able to summarize and synthesize key ideas in the narrative, exploring connections and their likely impact on the reader Be able to analyse some of the writer's choices and their impact on the reader in some detail Be able to review paragraph structure for clarity and likely reader response after writing Exam-style question Paper 2, Question 8 and 9. (Write an article for a newspaper, exploring how television entertains us. 40	NEITHER HERE NOR THERE (TRAVELOGUE) (4) Be able to explore the writer's intention and analyse how key ideas are presented Be able to analyse in some depth how the writer's choice of whole text structure, sentence structure and vocabulary supports the writer's intention Be able to explore the writer's intention and analyse how key ideas are presented Be able to analyse in some depth how the writer's choice of whole text structure, sentence structure and vocabulary supports the writer's intention Exam Style Question Paper 2 Question 4-6 4. From lines 1-3, identify one problem faced by the writer. 5. From lines 5-7, identify two phrases that describe the place. 6. Bill Bryson attempts to describe the place and the people. Evaluate how successfully this is achieved. Support your views with detailed reference to the text. 18Marks) WRITING: Writing a travelogue. (40 Marks)	20th CENTURY NON-FICTION THE PLOWDEN REPORT (REPORT) (4) Be able to use a range of reading for meaning skills explored in previous topics Understand how writers select modification to achieve precision and connotation to support their intention. Exam Style Question Paper 2 Questions 8 & 9 Writing- Informative Report Writing & Guide (40 Marks)	19th CENTURY FICTION THE WOMAN IN WHITE (EXTRACT OF A NOVEL) Be able to summarise and synthesise key ideas in the narrative, exploring connections and their likely impact on the reader. Understand how writers structure a text to manage the reader's response to a character and achieve their intention. Exam Style Question Paper 1- Question 3 (In lines 9-21, how does the writer use language and structure to show the relationship between Sir Percival and his pets? WRITING-Imaginative Writing-Short Story (40	YOU CAN FORCE A TEENAGER TO TALK TO YOU YOU CAN FORCE A TEENAGER TO TALK TO YOU Be able to summarise and synthesise key ideas in the narrative, exploring connections and their likely impact on the reader. Understand how writers structure an argument to manage the reader's response and achieve their intention. Exam Style Question Paper 2- Question 8 & 9 Writing: Writing a speech/ Magazine Article (40 Marks) WEEK 6	19th CENTURY FICTION HEART OF DARNNESS (EXTRACT OF A NOVEL) (4) Be able to use a range of reading for meaning skills explored in previous topics Understand how writers select modification to achieve precision and connotation to support their intention. Be able to identify the writer's possible intention and analyse closely some of the writer's choices which contribute to achieving it. Exam-style questions: Paper 1, Questions 5 and 6. S. Write about a time when you, or someone you know, felt unfairly treated. 40 Marks) Writing an account Paper 1, Qusetion 1 (The writer attempts to create a sense of hardship and misery. evaluate how	20th AND 21st CENTURY NON-FICE FUKUSHIMA HORSE BREEDER BRAVE To explore the writer's intention and an how key ideas are connected and preser To analyse with increasing depth and se details how the writer's choice of whole structure, paragraph and sentence struc vocabulary supports the writer's intentic To identify and explore in some detail a specific similarities and differences in tw supported with a range of evidence synt from bothTo communicate clearly and imaginatively, using and adapting forms different readers and purposes. Exam-style question: Paper 2 Question 3 Analyse how the writer uses language a structure to interest and engage reader Support your views with detailed refer the text.15 Marks) Paper 2 Questions 7a and 7b 7a. The two texts each describe a disas What similarities do the disaster share extracts? Comapre how the writers of Text 1 and present the idea and opinions about th of disaster? (20 Marks) WEEK 8
To summarise exploring con reader Understand h response thro To analyse soi impact on the Exam-style quaper 1-Q4 (in the life of Chahow successf impression 1! WRITING:Dia Narrative (4 (Reading for in "The Alchemia")	19th CENTURY FICTION OF A NOBODY (EXTRACT OF A DIARY) (4) e and synthesise key ideas in the text, nections and their likely impact on the how writers manipulate the reader's ough paragraph structure ome of the writer's choices and their e reader in some detail usestion: In this extract the writer tries to portray arles Pooter and his wife Carrie. Evaluate fully the writer has created this 5.5Marks) Syny Entry/ Imaginative Writing- Personal O Marks) Pleasure- Book 2 Fiction ist" by Paulo Coelho) WEEK 1 and 21st CENTURY NON-FICTION	21st CENTURY NON-FICTION THE NAKED JAPE: UNCOVERING THE HIDDEN WORLD Be able to summarize and synthesize key ideas in the narrative, exploring connections and their likely impact on the reader Be able to analyse some of the writer's choices and their impact on the reader in some detail Be able to review paragraph structure for clarity and likely reader response after writing Exam-style question Paper 2, Question 8 and 9. (Write an article for a newspaper, exploring how television entertains us. 40 Marks) WEEK 2 SPOKEN LANGUAGE ENDORSEMENT (FINAL)	20th CENTURY NON-FICTION NEITHER HERE NOR THERE (TRAVELOGUE) (4) Be able to explore the writer's intention and analyse how key ideas are presented Be able to analyse in some depth how the writer's choice of whole text structure, sentence structure and vocabulary supports the writer's intention Be able to explore the writer's intention and analyse how key ideas are presented Be able to analyse in some depth how the writer's choice of whole text structure, sentence structure and vocabulary supports the writer's intention Exam Style Question Paper 2 Question 4-6 4. From lines 1-3, identify one problem faced by the writer. 5. From lines 5-7, identify two phrases that describe the place. 6. Bill Bryson attempts to describe the place. 6. Bill Bryson attempts to describe the place. 7. From lines 5-8, with detailed reference to the text. 8. Bill Bryson attempts to describe the place. 8. WEEK 3 WEEK 3 SPOKEN LANGUAGE ENDORSEMENT (FINAL)	20th CENTURY NON-FICTION THE PLOWDEN REPORT (REPORT) (4) Be able to use a range of reading for meaning skills explored in previous topics Understand how writers select modification to achieve precision and connotation to support their intention. Exam Style Question Paper 2 Questions 8 & 9 Writing-Informative Report Writing & Guide (40 Marks) WEEK 4 19th CENTURY FICTION	19th CENTURY FICTION THE WOMAN IN WHITE (EXTRACT OF A NOVEL) Be able to summarise and synthesise key ideas in the narrative, exploring connections and their likely impact on the reader. Understand how writers structure a text to manage the reader's response to a character and achieve their intention. Exam Style Question Paper 1- Question 3 (In lines 9-21, how does the writer use language and structure to show the relationship between Sir Percival and his pets? WRITING- Imaginative Writing- Short Story (40 Marks) WEEK 5 21st CENTURY NON-FICTION	YOU CAN FORCE A TEENAGER TO TALK TO YOU Be able to summarise and synthesise key ideas in the narrative, exploring connections and their likely impact on the reader. Understand how writers structure an argument to manage the reader's response and achieve their intention. Exam Style Question Paper 2- Question 8 & 9 Writing- Writing a speech/ Magazine Article (40 Marks) WEEK 6 20th CENTURY NON-FICTION	19th CENTURY FICTION HEART OF DARNNESS (EXTRACT OF A NOVEL) (4) Be able to use a range of reading for meaning skills explored in previous topics Understand how writers select modification to achieve precision and connotation to support their intention. Be able to identify the writer's possible intention and analyse closely some of the writer's choices which contribute to achieving it. Exam-style question: Paper 1, Questions 5 and 6. 5. Write about a time when you, or someone you know, felt unfairly treated. 40 Marks) Writing an account Paper 1, Qusetion 4 (The writer attempts to create a sense of hardship and misery. evaluate how successfully this is achieved 15 Marks)	20th AND 21st CENTURY NON-FIC FUKUSHIMA HORSE BREEDER BRAVE To explore the writer's intention and an how key ideas are connected and preser To analyse with increasing depth and sel details how the writer's choice of whole structure, paragraph and sentence struc vocabulary supports the writer's intentic To identify and explore in some detail a specific similarities and differences in tw supported with a range of evidence synt from bothTo communicate clearly and imaginatively, using and adapting forms different readers and purposes. Exam-style question: Paper 2 Question 3 Analyse how the writer uses language a structure to interest and engage reader Support your views with detailed refer the text.15 Marks) Paper 2 Questions 7a and 7b 7a. 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To summarise exploring con reader Understand h response thro To analyse soi impact on the Exam-style qu Paper 1-Q4 (I the life of Chaow successf impression 1! WRITING:Dia Narrative (44 (Reading for i "The Alchemi"	19th CENTURY FICTION OF A NOBODY (EXTRACT OF A DIARY) (4) e and synthesise key ideas in the text, nections and their likely impact on the now writers manipulate the reader's ough paragraph structure ome of the writer's choices and their e reader in some detail usestion: In this extract the writer tries to portray narles Pooter and his wife Carrie. Evaluate fully the writer has created this 15Marks) Sary Entry/ Imaginative Writing- Personal O Marks) Pleasure- Book 2 Fiction ist" by Paulo Coelho) WEEK 1 and 21st CENTURY NON-FICTION OW WHY THE CAGED BIRD SINGS	21st CENTURY NON-FICTION THE NAKED JAPE: UNCOVERING THE HIDDEN WORLD Be able to summarize and synthesize key ideas in the narrative, exploring connections and their likely impact on the reader Be able to analyse some of the writer's choices and their impact on the reader in some detail Be able to review paragraph structure for clarity and likely reader response after writing Exam-style question Paper 2, Question 8 and 9. (Write an article for a newspaper, exploring how television entertains us. 40 Marks) WEEK 2 SPOKEN LANGUAGE ENDORSEMENT (FINAL) ARGUMENTATIVE/ DISCURSIVE SPEECH (4)	20th CENTURY NON-FICTION NEITHER HERE NOR THERE (TRAVELOGUE) (4) Be able to explore the writer's intention and analyse how key ideas are presented Be able to analyse in some depth how the writer's choice of whole text structure, sentence structure and vocabulary supports the writer's intention Be able to explore the writer's intention and analyse how key ideas are presented Be able to analyse in some depth how the writer's choice of whole text structure, sentence structure and vocabulary supports the writer's intention Exam Style Question Paper 2 Question Paper 2 Question 4-6 4. From lines 1-3, identify one problem faced by the writer. 5. From lines 5-7, identify two phrases that describe the place. 6. Bill Bryson attempts to describe the place and the people. Evaluate how successfully this is achieved. Support your views with detailed reference to the text. 18Marks) WRITING: Writing a travelogue. (40 Marks) WEEK 3 SPOKEN LANGUAGE ENDORSEMENT (FINAL) ARGUMENTATIVE/ DISCURSIVE SPEECH (4)	20th CENTURY NON-FICTION THE PLOWDEN REPORT (REPORT) (4) Be able to use a range of reading for meaning skills explored in previous topics Understand how writers select modification to achieve precision and connotation to support their intention. Exam Style Question Paper 2 Questions 8 & 9 Writing-Informative Report Writing & Guide (40 Marks) WEEK 4 19th CENTURY FICTION THE YELLOW WALLPAPER (SHORT STORY) (4)	19th CENTURY FICTION THE WOMAN IN WHITE (EXTRACT OF A NOVEL) Be able to summarise and synthesise key ideas in the narrative, exploring connections and their likely impact on the reader. Understand how writers structure a text to manage the reader's response to a character and achieve their intention. Exam Style Question Paper 1- Question 3 (In lines 9-21, how does the writer use language and structure to show the relationship between Sir Percival and his pets? WRITING- Imaginative Writing- Short Story (40 Marks) WEEK 5 21st CENTURY NON-FICTION THE MEN WHO STARE AT GOATS (LITERARY NON-	21st CENTURY NON-FICTION YOU CAN FORCE A TEENAGER TO TALK TO YOU Be able to summarise and synthesise key ideas in the narrative, exploring connections and their likely impact on the reader. Understand how writers structure an argument to manage the reader's response and achieve their intention. Exam Style Question Paper 2- Question 8 & 9 Writing- Writing a speech/ Magazine Article (40 Marks) WEEK 6 20th CENTURY NON-FICTION OPENING THE TOMB OF TUTANKHAMUN (LITERARY)	19th CENTURY FICTION HEART OF DARNNESS (EXTRACT OF A NOVEL) (4) Be able to use a range of reading for meaning skills explored in previous topics Understand how writers select modification to achieve precision and connotation to support their intention. Be able to identify the writer's possible intention and analyse closely some of the writer's choices which contribute to achieving it. Exam-style question: Paper 1, Questions 5 and 6. S. Write about a time when you, or someone you know, felt unfairly treated. 40 Marks) Writing an account Paper 1, Question 4 (The writer attempts to create a sense of hardship and misery. evaluate how successfully this is achieved 15 Marks) WEEK7 19th CENTURY FICTION SILAS MARNER (EXTRACT OF A NOVEL) (4)	20th AND 21st CENTURY NON-FICTURUSHIMA HORSE BREEDER BRAVE To explore the writer's intention and an how key ideas are connected and preser To analyse with increasing depth and sel details how the writer's choice of whole structure, paragraph and sentence structure, paragraph and sentence structure, paragraph and sentence structure, paragraph and sentence structure, by supports the writer's intentic To identify and explore in some detail a specific similarities and differences in tw supported with a range of evidence synt from bothTo communicate clearly and imaginatively, using and adapting forms different readers and purposes. 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To summarise exploring con reader Understand h response thro To analyse so impact on the Exam-style quality of the life of Chahow successf impression 12 WRITING-Dia Narrative (40 (Reading for In "The Alchemia") of the life	19th CENTURY FICTION OF A NOBODY (EXTRACT OF A DIARY) (4) e and synthesise key ideas in the text, nections and their likely impact on the now writers manipulate the reader's ough paragraph structure me of the writer's choices and their e reader in some detail usestion: In this extract the writer tries to portray larles Pooter and his wife Carrie. Evaluate fully the writer has created this ISMarks) Bry Entry/ Imaginative Writing- Personal O Marks) Pleasure- Book 2 Fiction ist" by Paulo Coelho) WEEK 1 and 21st CENTURY NON-FICTION OW WHY THE CAGED BIRD SINGS plore patterns of inference and their	21st CENTURY NON-FICTION THE NAKED JAPE: UNCOVERING THE HIDDEN WORLD Be able to summarize and synthesize key ideas in the narrative, exploring connections and their likely impact on the reader Be able to analyse some of the writer's choices and their impact on the reader in some detail Be able to review paragraph structure for clarity and likely reader response after writing Exam-style question Paper 2, Question 8 and 9. (Write an article for a newspaper, exploring how television entertains us. 40 Marks) WEEK 2 SPOKEN LANGUAGE ENDORSEMENT (FINAL) ARGUMENTATIVE/ DISCURSIVE SPEECH (4) Speaking and listening skills:	20th CENTURY NON-FICTION NEITHER HERE NOR THERE (TRAVELOGUE) (4) Be able to explore the writer's intention and analyse how key ideas are presented Be able to analyse in some depth how the writer's choice of whole text structure, sentence structure and vocabulary supports the writer's intention Be able to explore the writer's intention and analyse how key ideas are presented Be able to analyse in some depth how the writer's choice of whole text structure, sentence structure and vocabulary supports the writer's intention Exam Style Question Paper 2 Question 4-6 4. From lines 1-3, identify one problem faced by the writer. 5. From lines 5-7, identify two phrases that describe the place. 6. Bill Bryson attempts to describe the place and the people. Evaluate how successfully this is achieved. Support your views with detailed reference to the text. 18Marks) WRITING: Writing a travelogue. (40 Marks) WEEK 3 SPOKEN LANGUAGE ENDORSEMENT (FINAL) ARGUMENTATIVE/ DISCURSIVE SPEECH (4) Speaking and listening skills:	20th CENTURY NON-FICTION THE PLOWDEN REPORT (REPORT) (4) Be able to use a range of reading for meaning skills explored in previous topics Understand how writers select modification to achieve precision and connotation to support their intention. Exam Style Question Paper 2 Questions & 9 Writing-Informative Report Writing & Guide (40 Marks) WEEK 4 19th CENTURY FICTION THE YELLOW WALLPAPER (SHORT STORY) (4) Be able to summarise and synthesise key ideas in the	19th CENTURY FICTION THE WOMAN IN WHITE (EXTRACT OF A NOVEL) Be able to summarise and synthesise key ideas in the narrative, exploring connections and their likely impact on the reader. Understand how writers structure a text to manage the reader's response to a character and achieve their intention. 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Exam Style Question Paper 2- Question 8 & 9 Writing: Writing a speech/ Magazine Article (40 Marks) WEEK 6 20th CENTURY NON-FICTION OPENING THE TOMB OF TUTANKHAMUN (LITERARY Be able to analyse patterns of vocabulary and layers of	19th CENTURY FICTION HEART OF DARNNESS (EXTRACT OF A NOVEL) (4) Be able to use a range of reading for meaning skills explored in previous topics Understand how writers select modification to achieve precision and connotation to support their intention. Be able to identify the writer's possible intention and analyse closely some of the writer's choices which contribute to achieving it. Exam-style question: Paper 1, Questions 5 and 6. S. 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To summarise exploring con reader Understand h response thro To analyse soi impact on the Exam-style quaper 1-Q4 (In the life of Chahow successf impression 1! WRITING:Dia Narrative (44 (Reading for In The Alchemia In The Alchemia In	19th CENTURY FICTION OF A NOBODY (EXTRACT OF A DIARY) (4) e and synthesise key ideas in the text, nections and their likely impact on the now writers manipulate the reader's ough paragraph structure me of the writer's choices and their e reader in some detail usestion: In this extract the writer tries to portray arles Pooter and his wife Carrie. 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(Write an article for a newspaper, exploring how television entertains us. 40 Marks) WEEK 2 SPOKEN LANGUAGE ENDORSEMENT (FINAL) ARGUMENTATIVE/ DISCURSIVE SPEECH (4) SPAGKING and listening skills: • demonstrate presentation skills in a formal setting	20th CENTURY NON-FICTION NEITHER HERE NOR THERE (TRAVELOGUE) (4) Be able to explore the writer's intention and analyse how key ideas are presented Be able to analyse in some depth how the writer's choice of whole text structure, sentence structure and vocabulary supports the writer's intention Be able to explore the writer's intention and analyse how key ideas are presented Be able to analyse in some depth how the writer's choice of whole text structure, sentence structure and vocabulary supports the writer's intention Exam Style Question Paper 2 Question 4-6 4. From lines 1-3, identify one problem faced by the writer. 5. From lines 1-3, identify two phrases that describe the place. 6. Bill Bryson attempts to describe the place and the people. Evaluate how successfully this is achieved. Support your views with detailed reference to the text. 18Marks) WRITING: Writing a travelogue. (40 Marks) WEEK 3 SPOKEN LANGUAGE ENDORSEMENT (FINAL) ARGUMENTATIVE/ DISCURSIVE SPEECH (4) Speaking and listening skills: demonstrate presentation skills in a formal setting	20th CENTURY NON-FICTION THE PLOWDEN REPORT (REPORT) (4) Be able to use a range of reading for meaning skills explored in previous topics Understand how writers select modification to achieve precision and connotation to support their intention. Exam Style Question Paper 2 Questions 8 & 9 Writing-Informative Report Writing & Guide (40 Marks) WEEK 4 19th CENTURY FICTION THE YELLOW WALLPAPER (SHORT STORY) (4) Be able to summarise and synthesise key ideas in the narrative, exploring connections and a range of	19th CENTURY FICTION THE WOMAN IN WHITE (EXTRACT OF A NOVEL) Be able to summarise and synthesise key ideas in the narrative, exploring connections and their likely impact on the reader. Understand how writers structure a text to manage the reader's response to a character and achieve their intention. Exam Style Question Paper 1- Question 3 (In lines 9-21, how does the writer use language and structure to show the relationship between Sir Percival and his pets? WRITING- Imaginative Writing- Short Story (40 Marks) WEEK 5 21st CENTURY NON-FICTION THE MEN WHO STARE AT GOATS (LITERARY NON-Be able to summarise and synthesise key ideas in the narrative, exploring connections and a range of	21st CENTURY NON-FICTION YOU CAN FORCE A TEENAGER TO TALK TO YOU Be able to summarise and synthesise key ideas in the narrative, exploring connections and their likely impact on the reader. Understand how writers structure an argument to manage the reader's response and achieve their intention. Exam Style Question Paper 2- Question 8 & 9 Writing- Writing a speech/ Magazine Article (40 Marks) WEEK 6 20th CENTURY NON-FICTION OPENING THE TOMB OF TUTANKHAMUN (LITERARY Be able to analyse patterns of vocabulary and layers of meaning and explore possible multiple responses	19th CENTURY FICTION HEART OF DARNNESS (EXTRACT OF A NOVEL) (4) Be able to use a range of reading for meaning skills explored in previous topics Understand how writers select modification to achieve precision and connotation to support their intention. Be able to identify the writer's possible intention and analyse closely some of the writer's choices which contribute to achieving it. Exam-style question: Exam-style question: Paper 1, Questions 5 and 6. 5. Write about a time when you, or someone you know, felt unfairly treated. 40 Marks) Writing an account Paper 1, Qusetion 4 (The writer attempts to create a sense of hardship and misery. evaluate how successfully this is achieved 15 Marks) WEEK7 19th CENTURY FICTION SILAS MARNER (EXTRACT OF A NOVEL) (4) Be able to use a range of reading for meaning skills explored in previous topics.	20th AND 21st CENTURY NON-FIC FUKUSHIMA HORSE BREEDER BRAVE To explore the writer's intention and an how key ideas are connected and preser To analyse with increasing depth and sel details how the writer's choice of whole structure, paragraph and sentence struc vocabulary supports the writer's intentic To identify and explore in some detail a specific similarities and differences in tw supported with a range of evidence synt from bothTo communicate clearly and imaginatively, using and adapting forms different readers and purposes. Exam-style question: Paper 2 Question 3 Analyse how the writer uses language a structure to interest and engage reader Support your views with detailed refer the text.15 Marks) Paper 2 Questions 7a and 7b 7a. The two texts each describe a disast What similarities do the disaster share extracts? Comapre how the writers of Text 1 and present the idea and opinions about th of disaster? (20 Marks) WRITING- TRANSACTIONAL AND NON- WEEK 8 19th CENTURY FICTION HARD TIMES (REVISION- READINIG) Be able to explore possible impace.
To summarise exploring con reader Understand h response thro To analyse soi impact on the Exam-style quarter 1-Q4 (in the life of Chahow successf impression 1! WRITING:Dia Narrative (44 (Reading for in "The Alchemia") and the life of	19th CENTURY FICTION OF A NOBODY (EXTRACT OF A DIARY) (4) e and synthesise key ideas in the text, nections and their likely impact on the now writers manipulate the reader's ough paragraph structure me of the writer's choices and their e reader in some detail usestion: In this extract the writer tries to portray larles Pooter and his wife Carrie. Evaluate fully the writer has created this ISMarks) Bry Entry/ Imaginative Writing- Personal O Marks) Pleasure- Book 2 Fiction ist" by Paulo Coelho) WEEK 1 and 21st CENTURY NON-FICTION OW WHY THE CAGED BIRD SINGS plore patterns of inference and their	21st CENTURY NON-FICTION THE NAKED JAPE: UNCOVERING THE HIDDEN WORLD Be able to summarize and synthesize key ideas in the narrative, exploring connections and their likely impact on the reader Be able to analyse some of the writer's choices and their impact on the reader in some detail Be able to review paragraph structure for clarity and likely reader response after writing Exam-style question Paper 2, Question 8 and 9. (Write an article for a newspaper, exploring how television entertains us. 40 Marks) WEEK 2 SPOKEN LANGUAGE ENDORSEMENT (FINAL) ARGUMENTATIVE/ DISCURSIVE SPEECH (4) Speaking and listening skills:	20th CENTURY NON-FICTION NEITHER HERE NOR THERE (TRAVELOGUE) (4) Be able to explore the writer's intention and analyse how key ideas are presented Be able to analyse in some depth how the writer's choice of whole text structure, sentence structure and vocabulary supports the writer's intention Be able to explore the writer's intention and analyse how key ideas are presented Be able to analyse in some depth how the writer's choice of whole text structure, sentence structure and vocabulary supports the writer's intention Exam Style Question Paper 2 Question 4-6 4. From lines 1-3, identify one problem faced by the writer. 5. From lines 5-7, identify two phrases that describe the place. 6. Bill Bryson attempts to describe the place and the people. Evaluate how successfully this is achieved. Support your views with detailed reference to the text. 18Marks) WRITING: Writing a travelogue. (40 Marks) WEEK 3 SPOKEN LANGUAGE ENDORSEMENT (FINAL) ARGUMENTATIVE/ DISCURSIVE SPEECH (4) Speaking and listening skills:	20th CENTURY NON-FICTION THE PLOWDEN REPORT (REPORT) (4) Be able to use a range of reading for meaning skills explored in previous topics Understand how writers select modification to achieve precision and connotation to support their intention. Exam Style Question Paper 2 Questions 8 & 9 Writing-Informative Report Writing & Guide (40 Marks) WEEK 4 19th CENTURY FICTION THE YELLOW WALLPAPER (SHORT STORY) (4) Be able to summarise and synthesise key ideas in the narrative, exploring connections and a range of alternative impacts on the reader.	19th CENTURY FICTION THE WOMAN IN WHITE (EXTRACT OF A NOVEL) Be able to summarise and synthesise key ideas in the narrative, exploring connections and their likely impact on the reader. Understand how writers structure a text to manage the reader's response to a character and achieve their intention. Exam Style Question Paper 1- Question 3 (In lines 9-21, how does the writer use language and structure to show the relationship between Sir Percival and his pets? WRITING- Imaginative Writing- Short Story (40 Marks) WEEK 5 21st CENTURY NON-FICTION THE MEN WHO STARE AT GOATS (LITERARY NON-Be able to summarise and synthesise key ideas in the	VEEK 6 20th CENTURY NON-FICTION WEEK 6 20th CENTURY NON-FICTION WEEK 6 20th CENTURY NON-FICTION WEEK 6 20th CENTURY NON-FICTION OPENING THE TOMB OF TUTANKHAMUN (LITERARY) Be able to analyse patterns of vocabulary and layers of meaning and explore possible multiple responses Be able to identify and analyse the writer's use of Be able to identify and analyse the writer's use of Be able to identify and analyse the writer's use of	19th CENTURY FICTION HEART OF DARNNESS (EXTRACT OF A NOVEL) (4) Be able to use a range of reading for meaning skills explored in previous topics Understand how writers select modification to achieve precision and connotation to support their intention. Be able to identify the writer's possible intention and analyse closely some of the writer's choices which contribute to achieving it. Exam-style question: Paper 1, Questions 5 and 6. S. Write about a time when you, or someone you know, felt unfairly treated. 40 Marks) Writing an account Paper 1, Question 4 (The writer attempts to create a sense of hardship and misery. evaluate how successfully this is achieved 15 Marks) WEEK7 19th CENTURY FICTION SILAS MARNER (EXTRACT OF A NOVEL) (4) Be able to use a range of reading for meaning skills explored in previous topics	20th AND 21st CENTURY NON-FICI FUKUSHIMA HORSE BREEDER BRAVE: To explore the writer's intention and and how key ideas are connected and preser To analyse with increasing depth and sel details how the writer's choice of whole structure, paragraph and sentence structure wocabulary supports the writer's intentic To identify and explore in some detail a respecific similarities and differences in tw supported with a range of evidence synt from bothTo communicate clearly and imaginatively, using and adapting forms different readers and purposes. Exam-style question: Paper 2 Question 3 Analyse how the writer uses language a structure to interest and engage reader Support your views with detailed refers the text.15 Marks) Paper 2 Questions 7a and 7b 7a. The two texts each describe a disast What similarities do the disaster share extracts? Comapre how the writers of Text 1 and present the idea and opinions about the of disaster? (20 Marks) WRITING-TRANSACTIONAL AND NON-WEEK 8 19th CENTURY FICTION HARD TIMES (REVISION-READING.

impact on the whole text and reader.	use spoken Standard English effectively in speeches	use spoken Standard English effectively in speeches	pace and tone.		Be able to synthesise, summarise and embed relevant	analyse closely a range of the writer's choices which	intention.
	and presentations	and presentations	Be able to develop, sequence and link ideas effectively	Fram-style question:	evidence and textual reference from the whole text	contribute to achieving it	
information clearly and achieve an even, factual tone	presentations	one presentations	within a paragraph of critical writing.	Paper 2 Q 3	Constitution of the control of the c	ŭ .	Exam-style question:
using sentences beginning with the subject-verb			within a paragraph of critical writing.	(Analyse how the writer uses language and structure	Exam-style question:		Paper 1, Question 4
construction.			Exam-style question:	to interest and engage readers. Support your views	Paper 2, Question 6		(In this extract Oliver is being taken through
Be able to express and develop a precise critical			Paper 1, Questions 5 and 6	with detailed reference to the text.)			Streets of London by Bill Sikes exposing him
			(Look at the images provided. Write about an	TERM II ASSESSMENT 1			the reality of the streets. Evaluate how
response through careful choice of sentence structure.				(PAPER 1 READING 24 MARKS)	achieved)		
e i i i				(PAPER 1 READING 24 MARKS)			successfully this is portrayed.)
Exam-style question:			conclusion. 40 Marks)		Paper 2, Questions 8 & 9		Paper 1, Questions 5 and 6
Paper 2 Questions 7a&7b					(Newspaper Report/ Letter. 40 Marks)		(Write about an experience in which someon
7a. The two texts describe a sense of committment to					TERM II ASSESSMENT 2 (PAPER 2 WRITING 40 Marks)		jumped to the wrong conclusion)
achieve. How are Maya Anglou and The NCS report						Marks) WRITING- Imaginative Writing-	
similar? 7b. Comapre how						Internal Monologue (40 Marks)	
the writers of Text 1 and Text 2 present the ideas and							
opinions about ambition? (20 Marks)							
(Reading for Pleasure- Book 3 Literary Non-Fiction							
"I Know Why the Caged Bird Sings" by Maya Angelou)							
WEEK 9	WEEK 10						
20th and 21st CENTURY NON-FICTION (4)	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
THE GREAT RAILWAY BAZAAR/ I DISCOVERED A NEW							
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.							
				1	1		I
Exam-style question:							
Exam-style question: Paper 2. Question 7b							
Paper 2, Question 7b							
Paper 2, Question 7b 7b. Compare how the writers of the two texts present							
Paper 2, Question 7b 7b. Compare how the writers of the two texts present their ideas and perspectives about other countries							
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, 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							
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