



TERM		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Anchor Text:	Brown Bear ,Brown Bear, What Do You See? (E Carle)	Owl Babies (M Waddell)	Goldilocks and the Three Bears (Traditional)	The Very Hungry Caterpillar (E Carle)	Handa’s Surprise (E Browne)	The Three Billy Goats Gruff
	Other Texts: Non-Fiction Fiction Poetry Play Film	I like the rain (C Belanger) Where’s Spot (E Hill) Walking Through the Jungle (J Lacom)	Day and Night Animals NF Dear Zoo R Campbell Farm 1 2 3 R Campbell The Diwali Story The Christmas Story The Little Red Hen Nursery Rhyme Big Book	This is the Bear S. Hayes The Numbers 1-5 NF Pelican Maths This is the Bear and the Picnic Lunch S Hayes	Time for Bed Fred Y Ismail Babies Longman Slowly, Slowly said the Sloth E Carle Whose Baby J Amber The Three Little Pigs Times and Rhymes A Davidson	Handa’s Hen E Browne I fell out of Bed Ginn The Gingerbread Man Ten Tired Tigers (Rhyme Book)	Can’t you sleep little bear? (M Waddell) The Train Ride (J Crebbin) You Choose (P Goodhart) (Rhyme Book)
	Children’s interests are followed as appropriate and books will be linked to these interests. The above books will be included to cover a range of genres, well known children’s authors and traditional tales. Some books may be repeated in Reception with a different teaching focus. Books are also selected to introduce and reinforce new vocabulary which may link to other curricular areas, e.g. animal names, types of weather, positional language, action words, rhyming words, number, size and so on.						
	Communication and Language Listening, Attention and Understanding Speaking	Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult.	Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”. Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”	Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.	Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. Develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’.	Use longer sentences of four to six words. Start a conversation with an adult or a friend and continue it for many turns.	Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”



	Observational Check Point	Around the age of 3 Can the child shift from one task to another if you get their attention, using the child’s name can help. Can the child use descriptive language? Is the child linking up to 5 words together? Is the child using pronouns (me, him, she), plurals and prepositions (in, on, under)? Can the child follow instructions with three key words? Can the child show that they understand action words by pointing to the right picture in a book? Can the child shift from one task to another if you fully obtain their attention, for example, by using their name? Around the age of 4					
		Is the child using sentences of four to six words – “I want to play with cars” or “What’s that thing called?”? Can the child use sentences joined up with words like ‘because’, ‘or’, ‘and’? For example: “I like ice cream because it makes my tongue shiver”. Is the child using the future and past tense: “I am going to the park” and “I went to the shop”? Can the child answer simple ‘why’ questions?					
	Literacy Comprehension Reading Writing	<i>Enjoy and join in with songs and rhymes.</i> <i>Have favourite books, repeating words and phrases from familiar stories.</i> <i>Ask questions about the book, making comments and sharing their own ideas.</i> <i>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</i> <i>Enjoy drawing freely.</i> <i>Add some marks to their drawings, which they give meaning to.</i> <i>Add marks to their picture to stand for their name.</i> (Above taken from earlier section DM)	Understand the five key concepts about print: • print has meaning • print can have different purposes we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing	Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in a word	Engage in extended conversations about stories, learning new vocabulary. Develop their phonological awareness, so that they can recognise words with the same initial sound, such as money and mother	Use some of their print and letter knowledge in their early writing for example writing a pretend shopping list that starts at the top of the page. Read Write Inc Programme begins.	Use some of their print and letter knowledge in their early writing for example writing ‘m’ for mummy. Write some or all of their name. Write some letters accurately.
Reception	Anchor Text:	The Gingerbread Man Fiction	We’re Going on a Bear Hunt (Michael Rosen) Fiction	Mr Gumpy’s Outing (John Burningham)	Day and Night Animals Non-Fiction	Jasper’s Beanstalk (Nick Butterworth)	Times and Rhymes (Avelyn Davidson) Poetry
	Other Texts: Non-Fiction Fiction Poetry Play Film	Jack and the Beanstalk Goldilocks and the Three Bears The Three Little Pigs The Enormous Turnip	Where’s My Teddy / It’s the Bear Alboroug Divali / Divali Story Christmas / Christmas Story We’re Going on an Elf Chase Martha Mumford We’re Going on a Treasure Hunt	Get off our Train John Burningham Brown bear, Brown Bear, What Do You See? Bill Martin, Jr. Blown Away Rob Biddulph	The Honey Bee A Butterfly’s Life Cycle First Facts Bugs The Very Hungry Caterpillar Eric Carle Easter / Easter Story The Very Hungry Caterpillar	From Seed to Sunflower Oliver’s Vegetables Vivian French Supertato Paul Linnet and Sue Hendra Superworm Paul Linnet and Sue Hendra	Stanley’s Stick Neal Layton Whatever Next Jill Murphy Sam’s Sandwich Davud Pelham Dinosaur who pooped a planet Tom Fletcher



St. Anne (Stanley) C of E Primary School – English Whole School Curriculum Map



	Communication and Language Listening, Attention and Understanding Speaking	Understand how to listen carefully and why listening is important. Develop social phrases. Engage in storytimes. Learn rhymes, poems and songs.	Learn new vocabulary. Listen to and talk about stories to build familiarity and understanding.	Use new vocabulary through the day. Describe events in some detail. Listen carefully to rhymes and songs, paying attention to how they sound.	Connect one idea or action to another using a range of connectives. Ask questions to find out more and to check they understand what has been said to them. Engage in non-fiction books.	Use new vocabulary in different contexts. Use talk to help work out problems and organise thinking and activities. and how things wok and why they might happen.	Articulate their ideas and thoughts in well-formed sentences. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
	Observational Check Point	Around the age of 4, is the child using sentences of four to six words – “I want to play with cars” or “What’s that thing called?”? Can the child use sentences joined up with words like ‘because’, ‘or’, ‘and’? For example: “I like ice cream because it makes my tongue shiver”. Is the child using the future and past tense: “I am going to the park” and “I went to the shop”? Can the child answer simple ‘why’ questions?					
	Early Learning Goals	Listening, Attention and Understanding- children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding. - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Speaking- children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.					
	Literacy Comprehension Reading Writing	Read individual letters by saying the sounds for them.	Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read some letter groups that each represent one sound and say sounds for them.	Read a few common exception words matched to the school’s phonic programme. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.	Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Spell words by identifying the sounds and then writing the sound with letter/s.	Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. Form lower-case and capital letters correctly.	



Year 1	Early Learning Goals	Comprehension- children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. - Anticipate – where appropriate – key events in stories. - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Word Reading- children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs. - Read words consistent with their phonic knowledge by sound-blending. - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Writing- children at the expected level of development will: - Write recognisable letters, most of which are correctly formed. - Spell words by identifying sounds in them and representing the sounds with a letter or letters. - Write simple phrases and sentences that can be read by others.					
	Anchor Text:	Class Two at the Zoo (Julia Jarman)	Poetry: Poems about the weather	Little Red Riding Hood (Ed Byrne)	DK Findout: Big Cats (Clare Lloyd)	The Way Back Home (Oliver Jeffers)	Grandad’s Island (Benjii Davies)
	Other Texts: Non-Fiction Fiction Poetry Play Film	Aaarrgggh Spider! (Lydia Monks)	The Christmas Star (BBC Video)	Mary and the Twelve Months (Sean Taylor)	Wombat Goes Walkabout (Michael Morpurgo)	The Jolly Postman (Janet and Allan Ahlberg)	DK findout: Pirates
Text Level Study / Writing		☐ Descriptive sentences application of phonics and vocabulary	☐ List poem ☐ Narrative: retell	☐ Narrative: Innovated retell traditional tale	• Non chronological report • Narrative: innovated retell	• Narrative: Retell • Story structure • Letter writing	• Narrative: Retell • Non-chronological report



	Vocabulary, Punctuation and Grammar	- Regular plural nouns with ‘er’. - Third person, first person singular verbs. - Endings added to verbs where there is no change to the root word. - simple past tense ‘ed’. - add ‘er’ and ‘est’ to adjectives where there is no change to the root word. - join words and sentences using and/then. - spaces to separate words. - full stops. - exclamation marks. - capital letters for the start of sentences, names and personal pronouns.	- Regular plural nouns with ‘er’. - Third person, first person singular verbs. - Endings added to verbs where there is no change to the root word. - simple past tense ‘ed’. - add ‘er’ and ‘est’ to adjectives where there is no change to the root word. - join words and sentences using and/then. - spaces to separate words. - full stops. - exclamation marks. - capital letters for the start of sentences, names and personal pronouns.	- Regular plural nouns with ‘er’. - Third person, first person singular verbs. - Endings added to verbs where there is no change to the root word. - simple past tense ‘ed’. - add ‘er’ and ‘est’ to adjectives where there is no change to the root word. - join words and sentences using and/then. - spaces to separate words. - full stops. - exclamation marks. - capital letters for the start of sentences, names and personal pronouns.	- Regular plural nouns with ‘er’. - Third person, first person singular verbs. - Endings added to verbs where there is no change to the root word. - simple past tense ‘ed’. - add ‘er’ and ‘est’ to adjectives where there is no change to the root word. - join words and sentences using and/then. - spaces to separate words. - full stops. - exclamation marks. - capital letters for the start of sentences, names and personal pronouns.	- Regular plural nouns with ‘er’. - Third person, first person singular verbs. - Endings added to verbs where there is no change to the root word. - simple past tense ‘ed’. - add ‘er’ and ‘est’ to adjectives where there is no change to the root word. - join words and sentences using and/then. - spaces to separate words. - full stops. - exclamation marks. - capital letters for the start of sentences, names and personal pronouns.	- Regular plural nouns with ‘er’. - Third person, first person singular verbs. - Endings added to verbs where there is no change to the root word. - simple past tense ‘ed’. - add ‘er’ and ‘est’ to adjectives where there is no change to the root word. - join words and sentences using and/then. - spaces to separate words. - full stops. - exclamation marks. - capital letters for the start of sentences, names and personal pronouns.
	<i>Spelling- See RWInc progression.</i>						
Year 2	Anchor Text:	Silly Billy (Anthony Browne) Narrative	Room on the broom (Julia Donaldson) Narrative	Tree: Seasons Come, Seasons Go (Patricia Heggarty) Narrative Wriggle and Roar (Julia Donaldson) Poetry	The Day the Crayons Quit (Drew Daywalt) Narrative Explorers (Nellie Huang) Non-Fiction	Little Red Reading Hood (Lucy Rowland) Narrative	The Old Who Was Afraid of the Dark (Jill Tomlinson) Narrative
	Other Texts: Non-Fiction Fiction Poetry Play Film	Everybody Worries (Jon Burgerman) Voices in the Park (Anthony Browne) Lucy’s Blue Day (Christopher Duke) The Silence Seeker (Ben Morley)	Stickman / Zog / Charlie Cook’s Favouirte Book / Squash and a Squeeze (Julia Donaldson) Other Julia Donaldson Texts – author focus Julia Donaldson Films (BBC)	Ten Seeds (Ruth Brown) I am the seed that grew the tree (National Trust) The Tiny Seed (Eric Carle) Poems to Perform (Julia Donaldson)	The Sea Saw (Tom Percival) A first book of the Sea (Nicola Davies) Little People, Big Dreams: Ernest Shackleton (Maria Isabel Sanchez Vegara) The Runaway Icebreg (EBook) The Day the Crayons Quit Film	Little Red (Beth Woolvin) The Last Wolf / The Adventures of the Dish and the Spoon (Mini Grey) The True Story of the Three Little Pigs (Jon Scieszka)	Who’s habitat is that? (Lucile Piketty) Fantastic Mr Fox (Roald Dahl) The Enormous Crocodile Film



	Text Level Study / Writing	• Informal Letter • Character Profile • Formal Letter • Retelling	• Story Narrative • Instructions • Recount • Informal Letter	• Setting Description □ Non - Fiction • Persuasive Argument • Diary Entry • 1st Person Recount • Poetry	• Narrative: Innovated Retelling • Riddle poems • Fact-file Biography • Informal Letter • Diary Entry • Captions • Non-Fiction Postcard	• Narrative: Twisted Traditional Tale • Character Description • Newspaper Article • Comparisons (Twisted Tale to Orignal)	• Non-Chronological Report • Predictions • Speech Writing • Notebook Extract
	Vocabulary, Grammar and Punctuation:	• Full stops and Capital Letters • Exclamations, statements, exclamations, questions. □ Commas for lists. • Apostrophes for contraction. • Possessive Apostrophes (singular) • Sentences with different forms	• Expanded Noun Phrases • Present and Past Tenses • Subordination and Coordination • Standard English • Suffixes	• Statements, questions, exclamations and commands • Subordination • Coordination • Using capital letters, full stops and exclamation marks to demarcate sentences. • Using simple past and present tenses.	• Suffixes • Expanded Noun Phrases • Using simple past and present tenses. • Progressive form of verbs • Apostrophes for possession.	• Full stops and Capital Letters • Exclamations, questions. □ Commas for lists. • Apostrophes for contraction. • Possessive Apostrophes (singular) • Sentences with different forms	• Expanded Noun Phrases • Present and Past Tenses • Subordination and Coordination • Standard English • Suffixes
	<i>Spelling- See RWInc progression.</i>						
Year 3	Anchor Text:	So You Think You’ve Got it Bad? A Kid’s Life in Ancient Egypt (Chae Strathie) Non-Fiction	Fantastic Mr Fox (Roald Dahl) Narrative		The Iron Man (Ted Hughes) Narrative	Ottoline and the Yellow Cat (Chris Riddell) Mystery Story	The Butterfly Lion (Michael Morpurgo) Flashback Narrative
	Other Texts: Non-Fiction Fiction Poetry Play Film	How to be a Sports Star Step Inside a Story Damien Drooth and the Case of the Missing Pop-Star	Charlotte’s Web (E.B. White) Fantastic Mr Fox Flash the Dog The BFG (Dahl) Revolting Rhymes (Dahl)		Collected Poems for Children (T. Hughes) The Iron Man	How do They Make Costumes Ottoline At Sea (C. Riddell)	Carnival of the Animals (M. Morpurgo) Africa Amaxing Africa (Atinuke) War Horse – Picture Book (M. Morpurgo)



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	Text Level Study / Writing	• Instructions • Non-chronological report	• Character description • Diary writing - recount • Non-chronological report		• Character description • Persuasive writing	• Persuasive argument • Diary writing - recount • Wanted posters • Recount (E mail)	• Explanation text • Narrative – writing a chapter
	Vocabulary, Grammar and Punctuation:	• Nouns, pronouns (review) • Verbs (review) • Single clause sentences (review) • Coordinating conjunctions • Adverbs • Adverbials of manner and time • Extending sentences using conjunctions	• Adjectives • Using commas after fronted adverbials • Using and punctuating direct speech • Formation of nouns using prefixes	• Present perfect tense • Headings and subheadings • Nouns • Verbs • Single clause sentences • Coordinating conjunctions • Commas	• Prepositions • Paragraphs • Headings and subheadings • Subordinate clauses • Apostrophes for contraction • Suffixes	• Extending sentences using conjunctions • Nouns and pronouns • Conjunctions to express time, place and cause	• Apostrophes for possession (singular and plural) • Using and punctuating direct speech • Formation of nouns using prefixes

		• Noun phrases / expanded noun phrases / clauses • Verbs for effect • Simple conjunctions • Alliteration / personification • Similes / metaphors					
	Spelling	• Y2 Revision • Suffixes -ly • ie words • words with ei	• Suffixes ending in vowel letters • Prefixes (un-, dis-, mis-, re-)	• I sound spelt y • Greek ch • French ch • Latin sc	• Consolidation of rules	• -tion/ -sion endings • Possessive Apostrophes	• Year 3/4 statutory word list.
Year 4	Anchor Text:	Christophe’s Story (Nicki Cornwell) Narrative	Paper World: Planet Earth (Bomboland) Non-Fiction	The Spiderwick Chronicles (Holly Black and Tony DiTerlizzi)	Sam Wu is not Afraid of Ghosts (Katie and Kevin Tsang) Narrative	Fact Planet Earthquakes (Izzi Howell) Non-Fiction	Invasion (June Crebbin) Narrative



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	Other Texts: Non-Fiction Fiction Poetry Play Film	Life in a Rwandan Village (You Tube / BBc Bitesize Film Clips)	Range of Non-Fiction Books (School Central Library)	Spiderwick Chronicles Compare Penguin Book of Speeches King George V Speech (BBC Film clip)	The voyage of the Arctic Tern (Hugh Montgomery)	Range of Non-Fiction Books (School Central Library) Volcanoes and Earthquakes (Susie Brooks)	Life as a Roman Slave (Bug Club – Nick Hunter)
	Text Level Study / Writing	- Descriptive Writing - Diary Entry - Letter - Newspaper Article - Playscript - Narrative (Alternative Ending)	- Non- Chronological Report - Explanation - Poetry - Information Poster - Instructional Writing - Produce a Fact Book	- Setting Description - Speech Writing - Debate - Riddles and Poems - Write a Field Guide - Narrative (Next Chapter)	- Descriptive Writing - Diary Entry - Letter - Newspaper Article - Playscript - Narrative (Alternative Ending)	- Non- Chronological Report - Explanation - Poetry - Information Poster - Instructional Writing - Recount	- Setting Description - Descriptive Writing - Diary Entry - Letter - Playscript - Newspaper Article
	Vocabulary, Grammar and Punctuation:	- Extending sentences using a wide range of conjunctions - Present perfect form - Nouns and Pronouns - Plural and possessive - Fronted Adverbials - Direct Speech	- Standard English forms for verb inflections - Prepositional phrases - Noun phrases with modifying adjectives - Paragraphs - Apostrophes for plural possession - Determiners	- Expanded Noun Phrases - Pronouns - Determiners - Themed paragraphs - Headings and Subheadings - Fronted adverbials - Direct Speech	- Extending sentences using a wide range of conjunctions - Present perfect form - Nouns and Pronouns - Plural and possessive - Fronted Adverbials - Direct Speech	- Standard English forms for verb inflections - Prepositional phrases - Noun phrases with modifying adjectives - Paragraphs - Apostrophes for plural possession - Determiners	- Extending sentences using a wide range of conjunctions - Present perfect form - Nouns and Pronouns - Plural and possessive - Fronted Adverbials - Direct Speech
	Spelling	- Spelling test to diagnose current position -cian endings -sion endings -ssion endings	-tion - Revision and consolidation of endings - Homophones	- ou words -ous endings - Prefixes im=/in-	- Prefixes ir-/il- - Endings that sound like -sure - Suffix -ation	- Other prefixes anti-, inter- - Possessive Apostrophes with plurals	- gue/que endings - Y3/Y4 statutory word list.

Year 5	Anchor Text:	Alex Rider: Stormbreaker (Anthony Horowitz) Narrative	A Christmas Carol (Charles Dickens) Classic Fiction	Dr Maggie's Grand Tour of the Solar System (Dr Maggie Aderin-Pocock) Non-Fiction	Oranges in No Man's Land (Elizabeth Laird) Narrative	The Explorer (Katherine Rundell) Narrative	Poetry from a range of authors.
	Other Texts: Non-Fiction Fiction Poetry Play Film	Property listings Range of Haiku Poetry Stormbreaker	A Christmas Carol A Muppet's Christmas Carol A Christmas Carol (Advent calendar Mini books)	The Skies Above My Eyes (Charlotte Guillain & Yuval Zommer) Man On The Moon (a day in the life of Bob) (Simon Bartram)	My name is not refugee (Kate Milner) Azzi in Between (Sarah Garland) The Day War Came (Nicola Davis) The Island (Armin Greder)	Survival International.org (website) BBC News articles 'Once its gone its gone' / The lungs of our planet / uncontacted amazon National Geographic articles Twinkl ppt. – Amazon Tribes	



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	Text Level Study/ Writing	- Chronological report (Police report) - Haiku poetry - Instruction (How to use a gadget) - Descriptive writing (Job Description) - Persuasive writing (property description) - Narrative Writing	- Playscript - Character description - Narrative	- Travel report - Shape poetry - Non Chronological report	- Description of a setting - Playscript - Diary Entry - Imagery poetry - News report - Book review (non-chronological report) - Letter writing in a role	- Free writing task - Information leaflet - Journal entry - Radio Broadcast - Persuasive letter - Narrative	Poetry presented in a range of forms.
	Vocabulary, Grammar and Punctuation:	- Vocabulary and Structures for formal speech and writing - Subjunctive Form - Passive Verbs - Perfect Form of Verbs □ Expanded Noun Phrases to convey complicated information concisely	- Modal Verbs or adverbs to indicate degrees of possibility - Relative Clauses - Commas for clarity - Hyphens to avoid ambiguity	- Adverbials of time - Commas - Paragraphs - Headings and Subheadings - Bullet Points - Cohesive Devices - Adverbial phrases - Verb inflections - Relative Clauses	- Singular, plural and possessive/ - Adverbials and Conjunctions - Layout Devices - Linking ideas across paragraphs to express time - Formality - Perfect form of the verb	- Brackets, dashes or commas to indicate parenthesis - Semi-colons - Colons - Dashes - Bullet points - Verb prefixes	- Cohesive Devices - Converting nouns or adjectives into verbs using suffixes - Ambiguity
	Spelling	- Adding suffixes beginning with vowel letters to words of more than one syllable - The /l/ sound spelt y elsewhere than at the end of words - The /^/ sound spelt ou -sion	-ous - Common exception words -tious/-cious -ant/-ent	-ance/ancy, -ent/ency - ible/able - ibly/ ably	- common exception words - ough words - homophones	- silent letters - homophones	common exception words
Year 6	Anchor Text:	Holes (Louis Sachar) Narrative	On the Origin of the Species (Sabina Radeva) Non-Fiction	Cosmic (Frank Cottrell Boyce) Narrative	Who Let the Gods Out (Maz Evans) Narrative	Eye of the Wolf (Daniel Pennac) Flashback Narrative	Poetry (various selected poets) and Playscripts (Shakespeare)
	Other Texts: Non-Fiction Fiction Poetry Play Film	Collected Poems (John Agard) Poetry	Story of the Titanic (DK History / Steve Noon - non fiction) The Big Book of UK History (Williams / Seed - non fiction)	Collected Poems (Benjamin Zephaniah) (Poetry)	Collected Poems (Ted Hughes) Poetry	The Boy in the Stripped Pyjamas (John Boyne) Fiction	



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			Impossible Inventions That Shouldn't Work (Magorzata - non fiction)				
	Text Level Study/ Writing	• Narrative text features • First person narrative • Persuasive leaflet • Diary entry • Newspaper article • Discussion • Analysing narrative compared to film • Analysing poetry / rhyme / imagery	• First person narrative • Mini book about Galapagos Islands • Poetry • Non-chronological poster-adaption study • Mini non chronological report	• Setting the scene • Information leaflet • Features of a play script • Argument • Persuasive Speech within a TV script) - Grammatical and punctuation features of a narrative.	• Descriptive writing • Advice leaflet • Script writing • Biography and autobiography • Interview • Instructions • Podcast	• Formal letter writing • Story setting • Editing a play script • Report writing • Explanation text • Recount	• Independent writing focus and rehearsal of collective writing skills across a range of genres.
	Vocabulary, Grammar and Punctuation:	□ Formal Speech □ Subjunctive Form □ Active and Passive Verbs □ Perfect form of verbs Expanded Noun phrases □ Modal verbs and adverbs to indicate degrees of possibility □ Relative Clauses	• Formal Speech • Subjunctive Form • Active and Passive Verbs • Perfect form of verbs • Expanded Noun phrases • Modal verbs and adverbs to indicate degrees of possibility Relative Clauses	• Prepositional Phrases • Adverbials • Subordinate Clauses • Layout devices for non-fiction • Standard and Non-Standard • Formality • Parenthesis • Tenses • Personal Pronouns • Short and Long Sentences • Colons, semi-colons and commas for lists. □ Imperative verbs. • Complex sentences and clauses. • Techniques for building tension.	• Tenses • Ambiguity • Inverted Commas and Punctuation for Speech • Active and Passive Voice • Parenthesis • Commas foe Clarity • Subjunctive Form • Poetic Devices • Cohesive Devices • Pronouns	• Commas for clarity • Hyphens to avoid ambiguity • Brackets, dashes or commas to indicate parenthesis • Semi-colons • Colons • Dashes • Colons for lists • Bullet points • Synonyms and antonyms • Cohesive Devices • Layout Devices Ellipsis	• Commas for clarity • Hyphens to avoid ambiguity • Brackets, dashes or commas to indicate parenthesis • Semi-colons • Colons • Dashes • Colons for lists • Bullet points • Synonyms and antonyms • Cohesive Devices • Layout Devices • Ellipsis
	Spelling	□ • synonyms □ • homophones □ • ant/ance/ancy □ • ent/ence/ency □ • Prefixes – hyphens • Compound adjectives	• able/ible/ably • temper/var • light/gest • Prefixes – mini/micro	• Vowel suffixes • Fer endings • ie / ei • long ‘e’ and exceptions • mit / inter • revision of statutory spelling words	• Words ending in -cial / tial • Soft c / ce / ac • Double consonants • ‘sign’ as a prefix and suffix • revision of statutory spelling words	• ‘gram’ suffix • Words that can be a noun or a verb • Long o / ou / or / ow • ible / ibly suffixes	• Revision, consolidation and transition preparation.



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