

Long Term Plan 2021/22 – English

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Topic: All About me People Who Help Us	Topic: Light and Dark Celebrations	Topic: Winter Wonderland	Topic: Living things	Topic: Traditional Tales	Topic: Seaside
	Book: Zog Zog and the Flying Doctors Room on the Broom	Book: Rama And Sita Gunpowder Plot Owl Babies Kipper's Birthday The First Christmas The Nativity Story	Book: Percy the Park Keeper One Snowy Night Lost and Found	Book: What the Ladybird Heard I Don't Want to be a Frog We're Going on an Egg Hunt The Easter Story	Book: Jack and the Beanstalk Jasper's Beanstalk The Three Little Pigs The Three Little Wolves and the Big Bad Pig The Three Billy Goats Gruff The Troll	Book: The Lighthouse Keeper's Lunch What the Ladybird Heard at the Seaside The Rainbow Fish Commotion in the Ocean
	Writing	Writing	Writing	Writing	Writing	Writing
EYFS	Pupils will use their phonic knowledge to attempt to write simple words through labelling a variety of people who work for the emergency services and their equipment/uniform. They will use descriptive words to describe themselves and their family members, as well as writing descriptions about different emergency services. Pupils will create a poster and/or a leaflet to suggest ways that people can try to stay healthy.	Pupils will use their phonic knowledge to attempt to write simple words through writing character descriptions and labelling the different characters from the texts. Pupils will write about the features of Autumn and make a list of what they see on an Autumn walk. They will then write invitations to a birthday party and create a shopping list of the food that needs to be bought for the party. Pupils will write a letter to Father Christmas listing what they would like for Christmas, introducing the structure of a letter. They will also write Christmas cards.	Pupils will use their phonic knowledge to attempt to write captions and labels through the labelling of characters from the texts and writing character descriptions. They will write a thank you letter to Percy the Park Keeper. Pupils will write a list of clothes we wear in winter, alongside the creation of an advert for a park keeper job. Pupils will be given the opportunity to write cards, party invites and menus to support their Chinese New Year topic. Pupils will create a lost poster for a penguin and write a description about a polar animal. They will also create a penguin fact file.	Pupils will use their phonic knowledge to attempt to write a simple sentence through writing a description of a character from the texts and labelling these characters. They will write a description of an animal that they would like to be and tell us why. Pupils will write about The Easter Story. They will also create a set of clues for a friend to follow. Pupils will make Mother's Day and Easter cards.	Pupils will use their phonic knowledge to write a sentence, focusing on the use of capital letters, finger spaces and full stops through writing a description of a character from the texts and labelling these characters. They will describe what they would like to find at the top of the beanstalk. Pupils will label the different parts of a plant and write a set of instructions on how to plant a seed. They will describe the school week: On Monday we ..., On Tuesday we ... Pupils will also write an apology letter from the wolf, create speech bubbles for a range of characters, write a wanted poster for the wolf and a 'sorry letter' from the troll.	Pupils will use their phonic knowledge to write a sentence, focusing on the use of capital letters, finger spaces and full stops through creating a wanted poster for Hefty Hugh and Lanky Len. They will write a description of a mermaid by using a range of descriptive language, and write a list of food that might go into Mr Grinling's lunchbox. Pupils will write a list of clothes they would need to take on holiday to the seaside and create a set of instructions on how to make a sandwich. Pupils will write a diary entry from the viewpoint of Mr Grinling and a description of the Rainbow Fish and other sea creatures. Pupils will create Father's Day cards.

	Reading	Reading	Reading	Reading	Reading	Reading
	<p>Pupils will begin to recognise and read RWI set 1 sounds, orally blend sounds into words and begin to read cvc words blending sounds to read.</p> <p>Pupils will listen attentively to a range of texts, both fiction and non-fiction texts, and answer a variety of questions related to these texts. They will retell familiar texts in the correct sequence and use descriptive language to describe a range of characters.</p>	<p>Pupils will read RWI set 1 sounds, begin to recognise and read RWI set 2 sounds. They will read words containing 3 sounds by blending accurately and begin to read simple sentences. They will also begin read common exception words.</p> <p>Pupils will listen attentively to a range of texts, both fiction and non-fiction texts, answering a variety of questions related to these texts. They will retell familiar texts in the correct sequence, explore rhyming words and texts and be able to continue a rhyming string. Pupils will read character descriptions from familiar texts.</p>	<p>Pupils will recognise and read RWI set 1 and 2 sounds. They will read words containing 3 sounds by blending, including those containing digraphs and trigraphs. Pupils will read simple sentences and continue to read a wider range of common exception words.</p> <p>Pupils will listen attentively to a range of texts, both fiction and non-fiction texts, answering a variety of questions related to these texts. They will retell familiar texts in the correct sequence and use the internet and books to retrieve facts. They will read descriptions of various polar animals and match to the correct animal.</p>	<p>Pupils will recognise and read RWI set 1 and 2 sounds with speed. They will begin to read words containing 4/5 sounds including those containing digraphs, trigraphs and adjacent consonants. Pupils will read sentences with increasing fluency and continue to read a wider range of common exception words.</p> <p>Pupils will listen attentively to a range of texts, both fiction and non-fiction texts, answering a variety of questions related to these texts. They will retell familiar texts in the correct sequence and read a set of clues for a treasure hunt.</p>	<p>Pupils will, if appropriate, recognise and read RWI set 3 sounds and continue to practice previously taught phonic knowledge. They will develop the ability to blend sounds without reading them aloud. Pupils will read longer pieces of text with increasing fluency and continue to read a wider range of common exception words.</p> <p>Pupils will listen attentively to a range of texts, both fiction and non-fiction texts, answering a variety of questions related to these texts. They will retell familiar texts in the correct sequence. Pupils will read a set of instructions on how to plant a seed, along with speech bubbles and a monster description.</p>	<p>Pupils will use all previous phonic knowledge to recognise and read an increasing range of graphemes. They will decode texts using phonic strategies and begin to develop semantic and syntactic strategies. Pupils will continue to develop the ability to blend sounds without reading them aloud. They will read longer pieces of text with increasing fluency and begin to develop intonation and expression. Pupils will continue to read a wider range of common exception words.</p> <p>Pupils will listen attentively to a range of texts, both fiction and non-fiction texts, answering a variety of questions related to these texts. They will retell familiar texts in the correct sequence and read a set of instructions on how to make a sandwich. Pupils will retell a familiar story from a different viewpoint, read a description of a mermaid and speech bubbles.</p>

Year 1

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Topic: The World Around Us	Topic: Healthy Bodies, Healthy Minds	Topic: Modern Britain	Topic: Technology in Action	Topic: Culture	Topic: The World Beyond Us
	Book: But Why Can't I?	Book: The Tiger Who Came to Tea	Book: The Gruffalo	Book: Rosie Revere, Engineer	Book: The Hunter	Book: Rainforest Adventure
	Sentence Writing	Instructions	Explanation Text	Character Description	Diary	Non-Chronological Report
	Pupils will reinforce basic sentence writing skills such as spelling using phonics alongside the use of capital letters and full stops. They will practise leaving appropriate finger spaces and further develop handwriting skills. Pupils will dictate sentences to reinforce basic skills, using capital letters for proper nouns and other writing rules and sentences based on the text 'But Why Can't I?'. Pupils will explore the text 'The Highway Rat', retelling it and making links to the canon text. They will learn alphabetical order, and learn to write capital letters.	Pupils will learn command sentences and statement sentences and apply all of these into instructions on how to make a healthy snack. They will use time conjunctions to order ideas and use phonics carefully to spell words.	Pupils will embed learning about capital letters and full stops to write an explanation of the lifecycle of one of the creatures studied in science, and add more detail using the conjunction 'and'.	Pupils will describe the character of Rosie Revere, using capital letters for names.	Pupils will write a diary from the point of view of Sir David Attenborough, using tense correctly and applying the ed suffix. They will apply spelling rules when adding suffixes.	Pupils will create a non-chronological report regarding the layers of the rainforest and the animals that can be found there. Pupils will punctuate effectively using capital letters and full stops. Write questions using a question mark. Gain information from a range of sources and re-write this information into their own words. They will make additions and re-draft their work with the teacher.
				Persuasive text		
				Pupils will write a persuasive poster for the cheese-copter invention from the canon text. Pupils will write sentences using an exclamation mark.		
	Narrative	Newspaper Reports	Non – Chronological Report	Narrative	Narrative	Narrative
	Pupils will continue to reinforce sentence structure and key grammatical features. They will learn to write sentences with a question and exclamation mark. Pupils will learn the story of Little Red Riding Hood and retell in the past tense, using the ed suffix. They will write plurals using the s and es suffixes.	Pupils will recap a newspaper report about the tiger's visit. Pupils will write in the past tense, using the suffix ed. They will reinforce previously taught sentence types and applying them to a new context. Pupils will explore the present tense in a verbal report of the tiger's visit, like on a television news show, and compare this to the past tense written form.	Pupils will recap and apply all known sentence types in a non-chronological report of woodland animals. They will use correct tense throughout and learn and apply the -er and -est suffixes to compare.	Pupils will write an extension of the canon story, learning to effectively plan, edit and redraft, and use previously taught sentence types and grammatical features such as conjunctions.	Pupils will write a rescue story based on the canon text using Year 1 skills taught so far. They will plan carefully, edit and review their work with the teacher.	Pupils will write an adventure or journey story in a rainforest or jungle setting, paying particular attention to the planning and editing cycle. They will draw upon all key grammatical features taught in Year 1, sentence types, conjunctions and suffixes. They will write in constant past tense.

Reading	Recounts	Narrative	Poetry	Poetry	Setting Description
<p>Pupils will reinforce key reading skills such as applying phonics to decode words and reading words with suffixes. They will answer simple retrieval, vocabulary and inference questions based on a variety of texts. Pupils will practice and reinforce reading the Year 1 Common Exception Words and discuss and compare a range of stories.</p>	<p>Pupils will write about a real event – the tea party – and recounting details using simple time conjunctions. They will build upon previous learning about the past tense and use this in their recount.</p>	<p>Pupils will write a narrative based on the adventures of woodland creatures. They will write a character description of their own made-up creature and build this into the narrative. Pupils will consistently use the past tense and the prefix un- to create adjectives to describe the Gruffalo.</p>	<p>Pupils will write their own versions of 'The Flying Machine' by Hilda Offen. They will learn and perform poetry – both their own, and poems by others.</p>	<p>Pupils will write kenning poems based on the canon text. They will learn and apply spelling rules when writing suffixes. Pupils will then move on to writing calligram poems.</p>	<p>Pupils will describe the rainforest/jungle setting using correctly punctuated sentences.</p>
	Letter	Reading	Reading	Reading	Reading
	<p>Pupils will write an apology letter from the tiger to Sophie, building upon prior learning about sentence types. They will use tense correctly. Pupils will learn the suffixes -ful and -less and apply these to the letter, especially in the context of discussing feelings.</p>	<p>Pupils will explore common suffixes and identify these, and their root words, within a text. They will explore non-fiction texts to link with the non-chronological report writing and gain ideas for their work. Pupils will answer questions based on inference, as well as other key reading skills.</p>	<p>Pupils will continue to answer a range of comprehension questions on a range of texts, building on prior knowledge.</p>	<p>Pupils will continue to answer a range of comprehension questions on a range of texts, building on prior knowledge.</p>	<p>Pupils will continue to answer a range of comprehension questions on a range of texts and text types.</p>
	Reading				
<p>Pupils will explore alternate sounds for graphemes and find these in a text. They will read compound words and words with more than one syllable in a range of more complex texts. Pupils will continue to build on knowledge of the Year 1 Common Exception Words and answer a range of questions on a variety of texts, including questions on prediction and summarising, and sequencing.</p>					

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Topic: The World Around Us	Topic: Healthy Bodies, Healthy Minds	Topic: Modern Britain	Topic: Technology in Action	Topic: Culture	Topic: The World Beyond Us
	Book: But Why Can't I?	Book: The Tiger Who Came to Tea	Book: The Gruffalo	Book: Rosie Revere, Engineer	Book: The Hunter	Book: Rainforest Adventure
	Sentence Writing	Instructions	Explanation Text	Character Description	Diary	Non-Chronological Report
	<p>Pupils will reinforce basic sentence writing skills such as spelling using phonics and using capital letters and full stops. They will practise leaving appropriate finger spaces and develop handwriting skills.</p> <p>They will write dictated sentences to reinforce basic skills and the Common Exception Words learnt in Year 1.</p> <p>Pupils will learn the terminology 'noun' and use capital letters for proper nouns along with other writing rules. They will write sentences based on the text 'But Why Can't I?' and explore the text 'The Highway Rat', retelling it and making links to the canon text.</p>	<p>Pupils will build upon previous knowledge of sentence types – reinforcing and practicing exclamation sentences and question sentences. They will learn command sentences and statement sentences and apply all of these into instructions on how to make a healthy snack.</p> <p>Pupils will use time conjunctions to order ideas, and imperative verbs to add impact. They will explore the use of commas when writing a list of required equipment.</p>	<p>Pupils will apply known sentence types to write an explanation of the lifecycle of one of the creatures studied in science, and add more detail using subordinating and coordinating conjunctions.</p>	<p>Pupils will describe the character of Rosie Revere using apostrophes for possession, building upon knowledge of the suffixes -ful and -ness.</p>	<p>Pupils will write a diary from the point of view of Sir David Attenborough, using tense correctly and displaying a range of previously taught sentence types. They will apply spelling rules when adding suffixes, and include expanded noun phrases. Pupils will write words in the contracted form.</p>	<p>Pupils will apply all previously taught sentence types to create a non-chronological report regarding the layers of the rainforest and the animals that can be found there. They will use the ly suffix to create adverbs to add detail. Pupils will gain information from a range of sources and re-write this information into their own words, making additions and re-drafting their work with peers or the teacher. They will use commas when writing a list.</p>
			Persuasive text			
			<p>Pupils will write a persuasive leaflet for the cheese-copter invention from the canon text, drawing upon previously learned sentence types to add variety to their work.</p>			
	Narrative	Newspaper Reports	Non – Chronological Report	Narrative	Narrative	Narrative
	<p>Pupils will continue to reinforce sentence structure and key grammatical features. They will learn to write question and exclamation sentences.</p> <p>Pupils will learn the story of Little Red Riding Hood and write a retelling in the past tense, using the ed</p>	<p>Pupils will write expanded noun phrases using one adjective in a newspaper report about the tiger's visit. They will write in the past tense, using the suffix ed. Pupils will understand the terminology of noun, verb and adjective to help them write expanded</p>	<p>Pupils will recap and apply all known sentence types in a non-chronological report of woodland animals. They will use correct tense throughout and apply previously taught adverbs and expanded noun phrases.</p>	<p>Pupils will write an extension of the canon story, learning to effectively plan, edit and redraft, and use previously taught sentence types and grammatical features such as conjunctions and expanded noun phrases.</p>	<p>Pupils will write a rescue story based on the canon text using Year 2 skills taught so far. They will carefully plan, edit and review their work.</p>	<p>Pupils will write an adventure or journey story in a rainforest or jungle setting, paying particular attention to the planning and editing cycle. They will draw upon all key grammatical features taught in Year 2, such as sentence types, conjunctions and suffixes.</p>

	<p>suffix. They will write plurals using the s and es suffixes and apply spelling rule to root words ending in y.</p>	<p>noun phrases. Pupils will reinforce previously taught sentence types and apply them to a new context. They will explore the present tense in a verbal report of the tiger's visit, like on a television news show, and compare this to the past tense written form. They will learn to use the suffix 'ly' to create adverbs that can be used in the newspaper report to add detail. Pupils will explore silent letter blends such as the kn in knock.</p>				
	Reading	Recounts	Narrative	Poetry	Poetry	Setting Description
	<p>Pupils will reinforce key reading skills such as applying phonics to decode words and reading words with suffixes. They will answer retrieval, vocabulary and inference questions based on a variety of texts. Pupils will practise and reinforce reading the Year 1 and 2 Common Exception Words and discuss and compare a range of stories.</p>	<p>Pupils will write about a real event – the tea party – and recount details using time conjunctions. They will build upon previous learning about the past tense and use this consistently in their recount.</p>	<p>Building upon prior knowledge of expanded noun phrases, pupils will write expanded noun phrases with more than one adjective. They will use expanded noun phrases in a narrative based on the adventures of woodland creatures. Pupils will write a character description of their own made-up creature and build this into the narrative, consistently using the past tense.</p>	<p>Pupils will write their own versions of 'The Flying Machine' by Hilda Offen. They will learn and perform poetry – both their own, and poems by others.</p>	<p>Writing kenning poems based on the canon text, pupils will learn and apply spelling rules when writing suffixes. Pupils will then move on to write calligram poems.</p>	<p>Pupils will describe the rainforest/jungle setting using expanded noun phrases and a range of adjectives and adverbs.</p>
	Letter	Reading	Reading	Reading	Reading	Reading

	<p>Writing an apology letter from the tiger to Sophie, pupils will build upon prior learning about sentence types, such as using tense correctly. They will learn how to use the suffixes -ful and -less, applying these to the letter, especially in the context of discussing feelings.</p>		<p>Pupils will explore common suffixes and identify these, and their root words, within a text. They will explore non-fiction texts to link with the non-chronological report writing and to gain ideas for their work. Pupils will answer questions based on inference, as well as other key reading skills.</p>	<p>Pupils will continue to answer a range of comprehension questions on a range of texts, building on prior knowledge and adapting to suit the question stems found in formal assessments.</p>	<p>Pupils will continue to answer a range of comprehension questions on a range of texts, building on prior knowledge and adapting to suit the question stems found in formal assessments.</p>	<p>Pupils will continue to answer a range of comprehension questions on a range of texts and text types, building on prior knowledge and adapting to suit the question stems found in formal assessments.</p>
	<p>Reading</p>					
	<p>Pupils will explore alternate sounds for graphemes and find these in a text. They will read compound words and words with more than one syllable, continuing to build on knowledge of the Year 2 Common Exception Words. Pupils will answer a range of questions on a variety of texts, including questions on prediction and summarising, and sequencing.</p>					

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Topic: Healthy Bodies, Healthy Minds	Topic: Technology in Action	Topic: The World Beyond Us	Topic: Culture	Topic: Healthy Bodies Healthy Minds	Topic: The World Around Us
	Book: George's Marvellous Medicine	Book: Operation Gadgetman	Book: Homework on Pluto	Book: The Chocolate Tree	Book: Secrets of a Sun King	Book: The Explorer
	Character Description	Mystery Narrative	Informal Letter	Folktale	Persuasive Letter	Adventure Narrative
	Taking inspiration from descriptions of George and some of the other characters in George's Marvellous Medicine, pupils will build on their knowledge of expanded noun phrases from Year 2 to create a detailed description of George, split into personality and appearance and emphasising basic punctuation and exploring possessive apostrophes and prepositions.	Based upon the narrative devices to build mystery and suspense within Operation Gadgetman, pupils will develop over a four-week cycle, an understanding of how to describe settings and – building on their Autumn 1 work – characters, whilst building a sense of mystery through plot devices and sentence structure. Producing, at the culmination of the unit, a mystery narrative containing inverted commas.	Using some immersive experiences of life on Pluto, pupils will write a letter as Jon, to his class at home on Earth including all the wonderful sights, emphasising adverbs and prepositions.	Following the story of Kukulcan's fall from grace, pupils will write a narrative extract – including the use of direct speech – to explore the themes and conventions of folklore.	As Lil, pupils will write a persuasive letter to try to persuade the Egyptologists (such as Howard Carter) to return the artefacts to the Egyptian people using formal grammar structures, a range of persuasive features and formal conjunctions to expand on simple sentences.	Taking on Fred's persona, pupils will write an adventure narrative – encompassing all the fiction writing features of the year - about crash landing in an unfamiliar setting exploring and explaining the steps to survive. They will use prepositions and a range of adverbs to start sentences with variety to avoid repetition.
	Instructions	Limerick / Riddle	Newspaper Article	Information Text	Trip Advisor-style Recount	Play script
	Securing their understanding of different conjunctions and implementing varied imperative verbs and rhetorical questions, pupils write a set of instructions on making a marvellous medicine.	To conclude the half-term, pupils will explore different thematic limericks, riddles and other poems, to produce a limerick or riddle, which is to be performed to the rest of the class or year, with an emphasis on speaking & listening.	Pupils will write a newspaper report about the first astronaut landing on the surface of Pluto selecting formal grammar structures and vocabulary and incorporating reported speech.	Reflecting on their acquired knowledge of the Mayan civilisation, pupils will write an information text, ensuring they include subheadings and select vocabulary that fits the purpose with increasing confidence.	Drawing inspiration from Lil's adventures by train and into Cairo, pupils write a recount (as if for a TripAdvisor review) of a real-life experience, such as a train journey. Using appropriate tense and informal structures to ensure the writing is fit for purpose, supported by appropriate choice of vocabulary.	Exploring the themes of safety, trust, friendship and survival, pupils will write a playscript – which focuses on how characters interact – about four friends who crash land in an unknown location.
	Diary Entry				Free-verse Poem (Egyptian)	
	Developing their use of time connectives and adverbials, write a diary entry, including varied sentence structures, from the perspective of George				To resolve the half-term, write a poem about an Egyptian god which should emphasise design and shape, as well as careful vocabulary choices and	

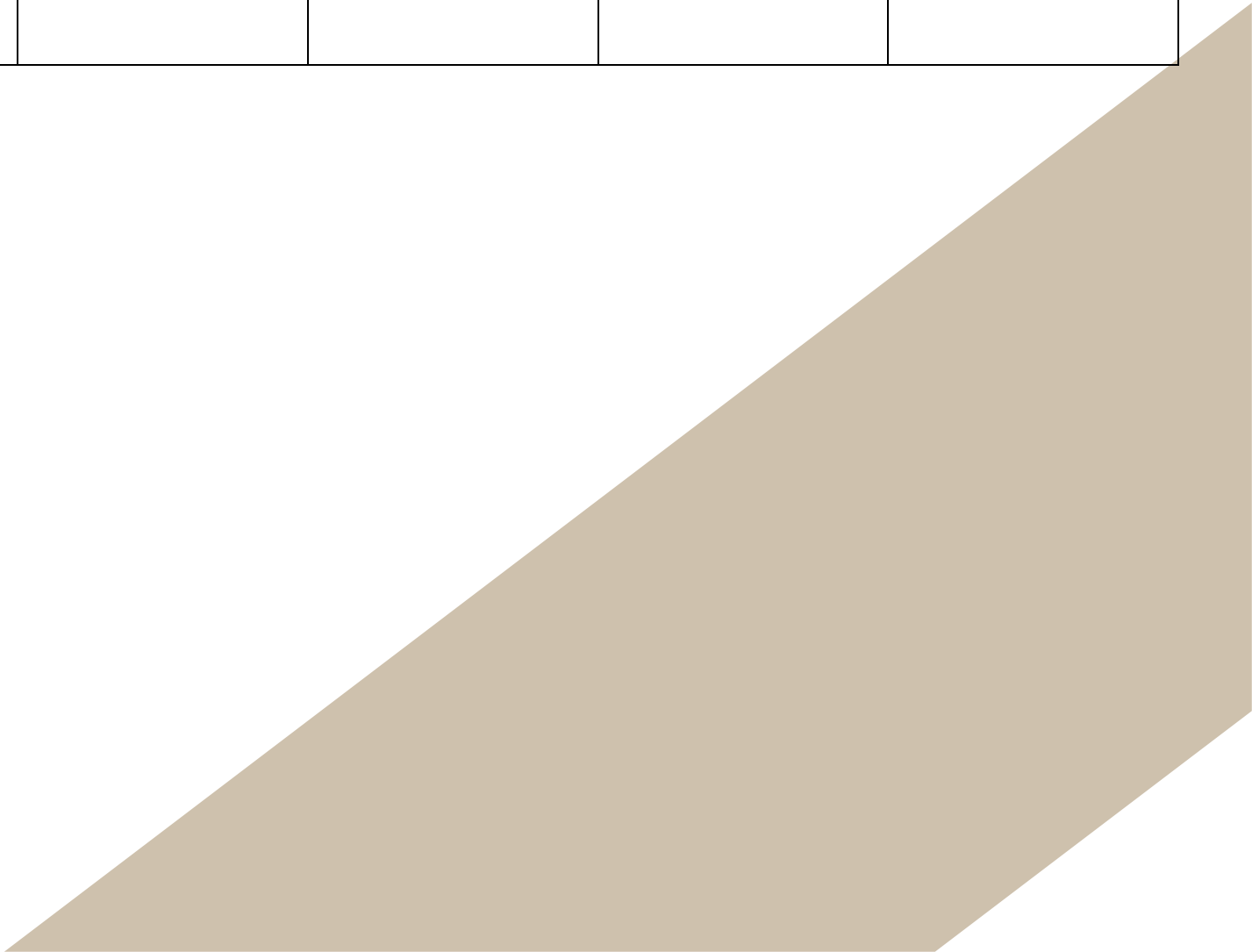
	in consistent tense.				beginning to include some figurative language.	
	Reading	Reading	Reading	Reading	Reading	Reading
	<p>Draw inferences around characters' thoughts, feelings and actions, and justify with evidence from the text, pupils will ask questions which improve understanding of a text. Pupils will make predictions based on details stated - giving reasons.</p>	<p>Pupils will Identify unfamiliar words and begin to explore meaning by using the context, and start to use dictionaries to check the meaning of words. Pupils will Identify themes and conventions in mystery narratives, e.g. good over evil, weak and strong and begin to recognise some different forms of poetry. Pupils will explore the techniques of effective performance poetry and prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action. Pupils will identify how language and presentation contribute to the understanding an audience has.</p>	<p>Pupils will develop an understanding of the text to retrieve, sequence and discuss the main events. Pupils will apply being able to identify and discuss words and phrases that capture the reader's interest and imagination. Pupils will begin to identify how language, structure and presentation contribute to meaning, within both informal and formal language structures.</p>	<p>Pupils will embed the skill of identifying key information from the text by using retrieval skills. They will use a dictionary to check the meaning of words and explore drawing inferences around a character's thoughts, feelings and actions.</p>	<p>Pupils will explore texts to identify and discuss words and phrases which capture the reader's interest and imagination. They will develop an increasing understanding on the meaning of words in context and retrieve and record information from a text.</p>	<p>Pupils will explore and identify how language and presentation contribute to meaning, checking that the text makes sense to them. They will discuss their understanding and explaining the meaning of words in context and prepare play scripts to read aloud. Pupils will perform, showing understanding through intonation and volume. They will read aloud their own writing, to a group or the whole class. Identify and discuss themes e.g. good over evil, weak and strong, wise and foolish, mean and generous, rich and poor.</p>

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Topic: Healthy Bodies, Healthy Minds	Topic: Technology in Action	Topic: The World Beyond Us	Topic: Culture	Topic: Healthy Bodies Healthy Minds	Topic: The World Around Us
	Book: George's Marvellous Medicine	Book: Operation Gadgetman	Book: Homework on Pluto	Book: The Chocolate Tree	Book: Secrets of a Sun King	Book: The Explorer
	Character Description	Mystery Narrative	Informal Letter	Folktale	Persuasive Letter	Adventure Narrative
	Taking inspiration from descriptions of George and some of the other characters in George's Marvellous Medicine, pupils will further develop their knowledge of expanded noun phrases, include aspirational vocabulary to create a detailed description of George, split into personality and appearance, securing basic punctuation and implementing possessive apostrophes and varying the location of propositions in a sentence.	Based upon the narrative devices to build mystery and suspense within Operation Gadgetman, pupils will develop over a four-week cycle, a secure understanding of how to describe settings and – building on their Autumn 1 work – characters, whilst building a sense of mystery through plot devices and sentence structure. Producing, at the culmination of the unit, a lengthy mystery narrative containing correctly punctuated speech and a variety of sentence structures.	Using some immersive experiences of life on Pluto, pupils will write a letter as Jon, to his class at home on Earth including all the wonderful sights, emphasising adverbs and prepositions / prepositional phrases. Including the deliberate use of contractions to write in an informal tone.	Following the story of Kukulkan's fall from grace, pupils will write a narrative extract – including the use of direct speech punctuated correctly – demonstrating a secure understanding of the themes and conventions of Mayan folklore.	As Lil, pupils will write a persuasive letter to try to persuade the Egyptologists (such as Howard Carter) to return the artefacts to the Egyptian people using formal grammar structures coherently and applying a range of persuasive features and formal conjunctions to expand on varied sentence structures.	Taking on Fred's persona, pupils will write an adventure narrative – encompassing all the fiction writing features of the year with a high level of accuracy- about crash landing in an unfamiliar setting exploring and explaining the steps to survive. Using a range of fronted adverbials and prepositional phrases, punctuated correctly, and chosen to develop the context of sentences.
	Instructions	Limerick / Riddle	Newspaper Article	Information Text	Trip Advisor-style Recount	Play script
	Securing their understanding of different conjunctions and implementing varied imperative verbs and rhetorical questions, pupils will write a set of instructions on making a marvellous medicine, ensuring the instructions have an in-depth introduction and conclusion.	To conclude the half-term, pupils will explore different thematic limericks, riddles and other poems, to produce a limerick or riddle, which is to be performed to the rest of the class or year, with an emphasis on speaking & listening and a rehearsed performance containing expression and intonation.	Pupils will write a newspaper report about the first astronaut landing on the surface of Pluto selecting formal grammar structures and vocabulary appropriate to the genre which aid coherence and effectiveness, also incorporating reported speech with increasingly accurate punctuation.	Reflecting on their acquired knowledge of the Mayan civilisation, pupils will write an information text, ensuring they include appropriate organisational devices and select vocabulary and grammar that fits the purpose with increasing confidence.	Drawing inspiration from Lil's adventures by train and into Cairo, pupils will write a recount (as if for a TripAdvisor review) of a real-life experience, such as a train journey. Including the use of informal language through appropriate choices of vocabulary (extended through use of a thesaurus) and sentence structures.	Exploring the themes of safety, trust, friendship and survival, pupils will write a play script – which focuses on individual character development throughout the script – about four friends who crash land in an unknown location.
	Diary Entry				Free-verse Poem (Egyptian)	
	Developing use of time connectives and adverbials write a diary entry, pupils will including varied				To resolve the half-term, pupils will write a poem about an Egyptian god which should emphasise	

	sentence structures, from the perspective of George including a secure control of tense throughout.				design and shape, as well as careful vocabulary choices and include a range of figurative language.	
	Reading	Reading	Reading	Reading	Reading	Reading
	Pupils will draw inferences around characters' thoughts, feelings and motives, and justify with evidence from the text. They will develop the ability to ask questions which improve understanding of a text. Pupils will make predictions based on details stated (obvious) and implied (less obvious), giving reasons.	By explaining the meaning of unfamiliar words, pupils will use the context of the text and use dictionaries to check the meaning of words. Pupils will identify themes and conventions in mystery narratives, comparing these with other genres, e.g. good over evil, just and unjust. Pupils will recognise some different forms of poetry and explore the techniques of effective performance poetry and prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action. Identify how language, structure, and presentation contribute to the understanding an audience has.	Pupils will develop an understanding of the text to retrieve, sequence and discuss the main events. Pupils will start to identify how language, structure and presentation contribute to meaning, in both informal and formal language structures. Pupils will analyse and evaluate how specific information is organised within a non-fiction text.	Pupils will prepare for research by identifying what is already known about the subject and key questions to structure the task. They will then use skimming and scanning to locate main ideas in a text. Pupils will then record this information from a range of non-fiction texts - understand the purpose of the text type and embed using a dictionary to check the meaning of words.	Pupils will explore texts to identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. metaphors, similes. They will develop an increasing understanding on the meaning of words in context. Pupils will continue to retrieve and record information from a text. Pupils will build upon their prior knowledge of different forms of poetry from the autumn term (limericks and riddles) and continue to recognise some different forms of poetry such as free verse poems.	Pupils will explore and identify how language, structure, and presentation contribute to meaning. They will check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Pupils will prepare play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action, following directions appropriately. Read aloud their own writing, to a group or the whole class. Pupils will analyse the text to identify and discuss themes e.g. safe and dangerous, just and unjust, origins of the earth, its people and animals.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Topic: The World Beyond Us		Topic: Culture		Topic: Healthy Bodies Healthy Minds	
	Book: Cosmic		Book: Boy at the Back of the Class		Book: Cogheart	
	Letter of complaint	Character description	Information text	Short Narrative	Short Suspense Narrative	Shakespeare (Macbeth)
	<p>Pupils will write a letter from the headteacher to Liam’s parents, complaining about his behaviour in assembly and how he impersonated a member of staff.</p> <p>Pupils will learn to recognise and use formal vocabulary and sentence structures when writing a letter of complaint. Pupils will be introduced to Relative pronouns and relative clauses. Pupils will start to apply these in their writing.</p>	<p>Pupils will create a new character to be incorporated into a chapter in ‘Cosmic’.</p> <p>Pupils will write for different purposes and audiences across school, carefully selecting and choosing vocabulary and language that will engage the reader. Pupils will use paragraphs to help organise and structure their texts.</p>	<p>Pupils will create an information text for people who are new to the area of Pontefract.</p> <p>They will choose suitable devices such as sub-headings and bullet points to organise information texts. Pupils will continue to use formal vocabulary structures when creating their information texts.</p>	<p>Pupils will write a short narrative based on ‘The Island’ by Armin Greder.</p> <p>Building on the emotive and descriptive language developed in previous units, pupils will apply these in their short narrative. Pupils will continue to use paragraphs effectively to structure their texts.</p>	<p>Throughout this unit, pupils will write a short story opening that builds tension and suspense.</p> <p>They will use different sentence lengths and structures to create tension, which will have an impact on the reader.</p>	<p>After studying Macbeth, pupils will create a narrative version of Act 4 Scene 1 (the ‘Witches’ scene).</p> <p>Pupils will consider and compare how characters are developed through a range of texts and use this to help them develop their own characters (the witches).</p>
	Persuasive leaflet	Setting description	Diary entry	Newspaper report	Biography	Play script
	<p>Pupils will write a persuasive leaflet to attract tourists to a new theme park.</p> <p>Using a range of organisation devices, pupils will structure the information in their leaflet. They will use modal verbs and choose appropriate vocabulary and sentence structures to persuade the reader.</p>	<p>Pupils will use their existing knowledge from Year 3 and 4 to write a setting description based on a short story.</p> <p>Pupils will write for a range of purposes and audiences, selecting language that shows good awareness of the reader.</p>	<p>Building upon their prior knowledge from Year 3 and 4, pupils will write a diary entry from the perspective of one of the characters in ‘Boy at the Back of the Class’.</p> <p>They will various use drama techniques to explore a character’s thoughts and feelings. Pupils will further develop emotive language and informal structures to write this piece.</p>	<p>Pupils will write a newspaper report about Ahmet’s visit to the Queen.</p> <p>Using formal and informal language structures in their newspaper report, pupils will start to include direct and indirect speech ensuring punctuation is used correctly throughout.</p>	<p>Pupils will organise their research notes into an effective paragraph structure.</p> <p>Pupils will carefully select and research a famous Victorian and use this information to write a biography.</p>	<p>Pupils will use the correct layout conventions and punctuation for a play script, including effective use of stage directions.</p> <p>Pupils will select a chapter from ‘Cogheart’ and use this to create and perform as a play script.</p>
	Poetry (Space themed)	Reading	Reading	Reading	Reading	Reading
	<p>Building upon their previous knowledge of free verse poetry, pupils will write and perform a free verse poem on the theme of Space.</p>	<p>Through close reading of a variety of fiction, pupils will locate clues to support understanding. They will Infer characters’ feelings, thoughts and motives from their actions.</p>	<p>Building upon the knowledge from Autumn 1, pupils will retrieve and record information from non-fiction texts. They will discuss the structure and the presentation of non-fiction.</p>	<p>Continuing to draw inferences from the texts that they read, pupils will be able to empathise with characters, consider how different characters feel and understand why they act the way</p>	<p>Through their ever-developing comprehension skills, pupils will compare different biographies from scientists to footballers and explain the similar themes that continue throughout them.</p>	<p>Continuing to draw inferences from the texts that they read, pupils will empathise with characters, consider how different characters feel and understand why they act the way that they do.</p>

	Reading					
	<p>Explore and make comparisons across different types of leaflets. Building upon knowledge from Year 4, retrieve and record information from non-fiction texts. Recognise the difference between facts and opinions.</p> <p>Explore, recognise and use the terms metaphor, simile and imagery. Explain the effect on the reader of the author's choice of language.</p>			<p>that they do. Pupils will use skimming and scanning to locate information efficiently.</p>	<p>Pupils will use prediction skills to anticipate what will happen next in suspense stories. Summarise main ideas, events and information drawn from more than one paragraph.</p>	<p>After reading 'Macbeth', pupils will prepare their own plays based on the canon text 'Cogheart' to read aloud and perform. They will use their existing knowledge of intonation, tone and volume to ensure that the meaning is clear to the audience.</p>



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Topic: The World Beyond Us		Topic: Culture		Topic: Healthy Bodies Healthy Minds	
	Book: Cosmic		Book: Boy at the Back of the Class		Book: Cogheart	
	Letter of complaint	Character description	Information text	Short Narrative	Short Suspense Narrative	Shakespeare (Macbeth)
	<p>Pupils will write a letter from the headteacher to Liam's parents, complaining about his behaviour in assembly and how he impersonated a member of staff.</p> <p>Pupils will select the most appropriate formal vocabulary and sentence structures when writing their persuasive letters. They will use complex sentences to enhance the level of detail and formality in their letter.</p>	<p>Pupils will create a new character to be incorporated into a chapter in 'Cosmic'.</p> <p>Pupils will select the most appropriate vocabulary and language features that will engage the reader, building on the Year 4 knowledge of how to use expanded noun phrases and simple figurative language devices.</p>	<p>Pupils will create an information text for people who are new to the area of Pontefract.</p> <p>Pupils will choose suitable devices such as sub-headings and bullet points to organise information texts. Pupils will choose specific vocabulary for the text and use formal vocabulary structures. Pupils will ensure that it is written in third person and in the present tense. This will remain consistent throughout.</p>	<p>Pupils will write a short narrative based on 'The Island' by Armin Greder.</p> <p>Pupils will use their existing knowledge of how to use emotive and descriptive language and apply this to the short narrative. Pupils will further develop their use of cohesive devices throughout their sentences and paragraphs and use speech punctuation to move the action on within the story.</p>	<p>Pupils will write a short story opening that builds tension and suspense.</p> <p>Pupils will use dashes and ellipses to create suspense. They will vary their sentence lengths and structure to create tension making sure this has an impact on the reader. Pupils will make appropriate vocabulary choices to create atmosphere and demonstrate a range of figurative language devices. Pupils will use 'empty words' such as something and someone to build tension.</p>	<p>Pupils will create a narrative version of Act 4 Scene 1 (the 'Witches' scene).</p> <p>Pupils will consider and compare how characters are developed through a range of texts and use a range of techniques that allow a reader to infer a character's personality. Pupils will integrate dialogue to convey character and advance the action. They will securely use the correct verb tenses throughout.</p>
	Persuasive leaflet	Setting description	Diary entry	Newspaper report	Biography	Play script
	<p>Pupils will write a persuasive leaflet to attract tourists to a new theme park.</p> <p>Pupils will use a range of organisation devices to structure the information in their leaflet. Pupils will use carefully selected modal verbs; choose appropriate vocabulary and sentence structures to persuade the reader. Pupils will use repeated words and phrases throughout and rhetorical devices will be evident.</p> <p>Pupils will use a thesaurus to improve vocabulary</p>	<p>Pupils will write a setting description based on a short story.</p> <p>Pupils will use paragraphs to help organise and structure their setting description, ensuring that they use a range of devices to build cohesion.</p> <p>Pupils will use the 5 senses to describe the setting. They will use their existing knowledge of figurative language from Year 3 and 4 to help create atmosphere, mood and effect. Pupils will start to use a range of punctuation previously taught in Year 5 and carefully</p>	<p>Pupils will write a diary entry from the perspective of one of the characters in 'Boy at the Back of the Class'.</p> <p>Pupils will use drama to explore a character's thoughts and feelings. They will use emotive language and informal structures to write this piece. Pupils will consistently write in the first person and the present tense throughout.</p>	<p>Pupils will write a newspaper report about Ahmet's visit to the Queen.</p> <p>Pupils will use a consistent formal tone throughout their newspaper report and demonstrate an ability to shift to informal structures for the inclusion of direct and indirect speech. Pupils will use semi-colons to replace conjunctions and use the past perfect tense.</p>	<p>Pupils will select and research a famous Victorian and use this information to write a biography.</p> <p>Pupils will organise research notes into an effective paragraph structure and ensure paragraphs and sentences are linked cohesively. Pupils will ensure they are writing in the past tense and using passive voice throughout. Pupils will use hyphens to avoid ambiguity.</p>	<p>Select a chapter from 'Cogheart' and use this to create and perform as a play script.</p> <p>Use the correct layout conventions and punctuation for a play script, including effective use of stage directions to effectively move the action of the scene along.</p>

	choices.	select the appropriate piece to use.				
	Poetry (Space themed)	Reading	Reading	Reading	Reading	Reading
	Building upon their previous knowledge of free verse poetry, pupils will write and perform a free verse poem on the theme of Space. Pupils will include line breaks, metaphors, personification, imagery and alliteration.	From reading a variety of fiction, re-reading and reading ahead, pupils will locate clues to support inference about viewpoints and themes. They will use existing knowledge on how to use evidence from the text to support their ideas and provide reasoned justifications for their views.	Building upon the knowledge from Term 1 and 2, pupils will retrieve and record information from non-fiction texts. They will discuss the structure and the presentation of non-fiction and explain why this is effective for an information leaflet. Pupils will explore the meaning of unfamiliar words in context and discuss their understanding of what they have read.	Continuing to predict what might happen from information stated and implied, pupils will base on their wider understanding of context and themes. They will explore alternative texts on the theme of refugees ('The Boy at the Back of the Class', 'The Arrival' and 'The Island') and make comparisons between the texts, including looking at events, themes, and justifying opinions and preferences. Pupils will continue to build on their skimming and scanning skills, allowing pupils to locate information quickly and precisely and understand the 'gist' of the text.	Pupils will summarise ideas from different short suspense stories. Pupils will analyse dialogue throughout the stories and explain how characters, relationships and atmosphere are developed throughout.	Pupils will explain and discuss their understanding of what they have read from reading Act 4 Scene 1 and compare this to different play scripts. Pupils will discuss the plays and perform sections of them out loud (using skills from year groups). They will share ideas and challenge others courteously.
	Reading					
	Use dictionaries and a thesaurus to understand new vocabulary within the context of non-fiction texts. Successfully, evaluate how and why authors use language, shades of meaning and the impact this has on the reader. Building upon previous knowledge of poetic devices, including figurative language, explain why authors use these devices and why they use a range of figurative devices.					