



English Curriculum Intent

At all times we aim to extend our children's use of language and use of more advanced vocabulary. Through using quality texts, we inspire our children to write and learn to understand what they read. We encourage our children to become writers from readers and to enjoy the world of books.

English Curriculum Map 2019-2020

	Autumn	Spring	Summer
EYFS	<p><u>Texts: Fiction</u></p> <ol style="list-style-type: none"> 1. Elmer – David Mckee 2. The Elves and the Shoemaker - Grimm 3. The Three Little Pigs - English Fairy tales 4. The Gruffalo - Julia Donaldson 5. Snow White and the Seven Dwarfs - Grimm 6. Hamilton's Hats - Martine Osborne 7. Ten in a Bed - Penny Dale <p>1 – Children talk about Elmer's character, the setting and story events. They share in a discussion about how Elmer is different. Children learn that there are similarities and differences in our world.</p> <p>2 – The children talk about the characters and story events, We consider the way the story begins 'Once upon a time'. They think about the differences between being poor and being rich. They think about alternative thank you presents (instead of clothes) from the Shoemaker.</p> <p>3 – The Three Little Pigs - The children talk about the characters, setting and story events, Children write lists of the materials the pigs used</p>	<p><u>Texts: Fiction</u></p> <ol style="list-style-type: none"> 1. Cops and Robbers - Allan Ahlberg 2. Lost and Found – Oliver Jeffers 3. What the Ladybird Heard -Julia Donaldson 4. The Bad Tempered Ladybird - Eric Carle 5. The Very Busy Spider -Eric Carle 6. The Very Hungry Caterpillar -Eric Carle 7. Rainbow Fish - Marcus Pfitser <p>1 - The children talk about the characters, setting and story events. Children learn new vocabulary e.g. crow bars and skeleton keys. Children chose a robber character and make a WANTED poster, they write descriptions.</p> <p>2 - The children talk about the characters, setting and story events. They talk about how the penguin is lonely and he wants a friend. Talk about Antarctica. Children make a list of items they would pack in a suitcase if they were going on a holiday. Write reports about penguins.</p> <p>3 – The children talk about the characters, setting and story events. They draw and label their own map like the one in the text.</p>	<p><u>Texts: Fiction</u></p> <ol style="list-style-type: none"> 1. Supertato - Sue Hendra 2. Supertato and the Valley of Doom - Sue Hendra 3. No-Bot - Sue Hendra 4. Rumble in the jungle - Giles Andreae 5. Oi Frog - Kes Gray 6. Think Big - Kes Gray 7. Quick Quack Quentin - Kes Gray 8. Pirate stories - variety <p>1 - The children talk about the characters, setting and story events. They invent a new superhero e.g. write about /Supercarrot' or 'Superapple'. They will write a description. Recall of story events and write short captions about the story events.</p> <p>2 - The children talk about the characters, setting and story events. Follow Supertato on another adventure. The children will learn about the author and recall some of story events. They will write short captions about the story events.</p> <p>3 – The children talk about the characters, setting and story events. The will write about which shape they would like to be and why.</p>



	<p>to build their houses.</p> <p>4 - The children talk about the characters, setting and story events in 'The Gruffalo'. They consider how the animals were feeling at different points in the story. Children write character descriptions of the Gruffalo. Children design new meals they think the Gruffalo will enjoy eating.</p> <p>5 - Snow White - The children talk about the characters, setting and story events. The children talk about the characters feelings. They make WANTED posters. They write descriptions about the evil queen.</p> <p>6 - Hamilton's Hats - The children talk about the characters, setting and story events. Discuss the meaning of the word fond. Children design a new hat for Hamilton and write a description of it. Children think of a time when they were like Hamilton e.g brave / patient / kind. They write about an experience in their own life.</p> <p>7 - Ten in a bed - The children talk about the characters, setting and story events. Use the illustrations to make predictions about whether the book is modern or from the past. They will consider all of the words used to describe the sound each toy makes as it falls from the bed to the floor</p> <p>Non - fiction: books about Autumn, Harvest Time, Bonfire Night, Toys, Diwali, Winter, Christmas Author of the term - Julia Donaldson. Books by the author in the autumn / winter themed reading area.</p>	<p>4 - The children talk about the characters, setting and story events. They discuss how each animal / insect increases in size on each page and the text increases in size as well. Children write captions for the ladybird and another animal / insect.</p> <p>5 - The children talk about the characters, setting and story events.</p> <p>6 - The children talk about the characters, setting and story events. Write captions about the stages in the life cycle of a butterfly.</p> <p>7 - The children talk about the characters, setting and story events. They talk about how the Rainbow Fish is selfish and rude but he realises that sharing will help him to make friends. The children talk about the distinctive shiny, foil scales. Write descriptive sentences.</p> <p>Non- Fiction: Chinese New Year, Spring, Toys, Keeping Healthy, Life Cycle of a Butterfly, Life on a Farm, Easter</p> <p>Author of the term - Eric Carle . Books by the author in the winter / spring themed reading area.</p>	<p>4 - The children talk about the characters, setting and story events. As part of these discussions they will talk about the environment, weather, temperature, animals living there, alliteration and rhyme. As a writing task they will write a description of a jungle animal but will not name it - the children have to guess the animal.</p> <p>5- The children talk about the characters, setting and story events. The children write a new line for the story and demonstrate their ability to rhyme e.g. seals sit on wheels.</p> <p>6 - Think Big. The children talk about the characters, setting and story events. They will discuss the unfortunate circumstances for the egg. As a writing task, they will write about what they would like to be when they are older.</p> <p>7- The children talk about how the author plays with the letters in the words. Children consider what happens if they omit a letter from their name. They will hunt in the class / in a book for a replacement letter, what would happen to the word e.g Elliott Elliott. He could 'lend' an 'i' from the 'FIRE EXIT' sign.</p> <p>Non-Fiction: Summer, Pirates, Habitats, The world, Royal Family</p> <p>Author of the term - Sue Hendra . Books by the author in the summer themed reading area.</p>
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	<p>Author of the term - Julia Donaldson . Books by the author in the autumn / winter themed reading area.</p>		
<p>Year 1</p>	<p><u>Fiction Unit Guess What?</u></p> <p>Required texts: Class Two at the Zoo by Julia Jarman. Who's Our New Teacher? by Jeanne Willis Aaaarrgghh, Spider! by Lydia Monks</p> <p>Description: The children predict how the different stories will end, and then retell them in their own words. They focus on characters and ask questions about them, and they link the characters' experiences to their own using drama and role-play. They then decide which story they liked most and give reasons for their choice. The children compose sentences orally, with the teacher modelling correct punctuation, and go on to write their own compositions diary of a dragon. In the main writing task, they plan, storyboard, orally re-tell and write 'My Hedgehog Story' and then review and evaluate it with their peers. Grammar focus: 1. Introducing sentences 2. Sentence structure 3. Introducing punctuation (full stops and capital letters)</p> <p><u>Non-fiction Unit Meerkats</u></p> <p>Required texts:</p>	<p><u>Fiction Unit Big Bad Owl</u></p> <p>Required texts: Big Bad Owl by Steve Smallman</p> <p>Description: Children explore the big question: Is it okay to be grumpy sometimes? They discuss the significance of the title and events. Become very familiar with key stories, retell them, consider their particular characteristics and predict what happens next. They write a character description, setting description, write a play script, edit and evaluate.</p> <p>Grammar focus: 1. Say out loud what they are going to write about. 2. Compose a sentence orally before writing it. 3. Sequence sentences to form short narratives. 4. Re-read what they have written to check that it makes sense.</p> <p><u>Poetry Unit Sensational Senses</u></p> <p>Required texts: Wind Ways by Judith Nicholls When the Wind Blows (1& 2) by John Foster The Mud-pie Makers' Rhyme by Janet Paisley Sounds Good! by Judith Nicholls On the Playground by Wes Magee</p>	<p><u>Fiction Unit Dave's Cave by Frann Preston-Gannon</u></p> <p>Required texts: Dave's Cave</p> <p>Description: Children explore the big question: Does Dave ever find happiness? They discuss the significance of the title and events. They focus on the characters feelings and ask questions on the basis of what they see. They predict using describing words, compare characters feelings, set the scene for a diary entry and begin to write a diary entry.</p> <p>Grammar focus: 1. Sequence sentences to form short narratives. 2. Re-read what they have written to check that it makes sense. 3. Introducing exclamation makes.</p> <p><u>Non-fiction Unit Why Do Elephants Have Big Ears?</u></p> <p>Required texts: Why Do Elephants Have Big Ears? eBook</p> <p>Description: Children explore the big question: Why do elephants have big ears? They read the interactive eBook, finding information and learning how to</p>



Meerkats Usborne Beginners by James Maclaine
Meerkats National Geographic Kids by
Laura Marsh

Description:

Children explore the big question: Why do Meerkats like to snuggle? They read the books, finding information and learning how to write labels, captions and write a report. They answer the big question, planning and writing their own reports based on a model.

Grammar focus:

1. Sequencing sentences and using 'and'
2. Sentence structure

Fiction Unit Peace Lily

Required texts:

Peace Lily: The World War 1 Battlefield Nurse
by Hilary Robinson

Description:

Children explore the book by hot seating the main character Lily. Comparing the characters feelings at the beginning and the end of the story. They also write a thank you letter to Ben (a soldier) to Lily (the main character).

Grammar focus:

1. Sentence structure
2. Punctuation (full stops and capital letters)

Description:

The children use their senses to explore the weather, mud and the playground as they enjoy listening to a range of poetry. They come up with new vocabulary and sound effects and use real and invented words to describe what they feel – linking it all to their own experiences. They construct sentences to describe how things feel and sound. Oral rehearsal is encouraged at each step of the planning and writing process as they create short narratives and poems. They experiment with sound and rhythm to recite a poem as a group.

Grammar focus:

1. Question marks
2. Introducing exclamation marks (Starters)
3. Full stops and capital letters

write labels, captions and write a report. They answer the big question, planning and writing their own reports based on a model.

Grammar focus:

1. Sequencing sentences and using 'and'
2. Using the prefix 'un-'

Fiction Unit Boy who cried ninja

Required texts:

Boy who cried ninja by Alex Latimer

Description:

Children explore the big question: Is it ever okay to tell a lie? Then predict what might happen on the basis of what has been read so far. Discuss the significance of the title and events and write a thank you letter to Tim.

Grammar focus:

1. Say out loud what they are going to write about.
2. Compose a sentence orally before writing it.
3. Sequence sentences to form short narratives.
4. Re-read what they have written to check that it makes sense.

Poetry Unit Growing Up

Required texts:

The End by A. A. Milne
My Brother's Teddy by Marian Swinger
Don't Tell! by Irene Yates
Peasy! by Brian Moses
If I Were a Hawk by Clare Bevan
My Brother's Teddy by Marian Swinger



Year 2	<p>Children will begin the term by writing a recount of their summer holidays.</p> <p><u>Fiction – Traditional Fairy Tales</u></p> <p>Required Texts: Little Red Riding Hood The Wolf's Story Little Red Very Little Red Riding Hood The Good Little Wolf Mixed up fairy tales A range of traditional fairy tales. Fairy tale poem</p> <p>Description: Children will listen to, discuss and express views about a range of traditional fairy tales. They will sequence events and become familiar with the</p>	<p><u>Fiction - The Lion Inside and There's A Lion in My Cornflakes</u></p> <p>Required Texts: There's a Lion in my Cornflakes Wanted – the perfect pet, Fiona Robertson</p> <p>Description: Children explore the book 'The Lion Inside' by defining key vocabulary, sequencing the main events and analysing the spelling, punctuation and grammar within the text. Children will write a comparison of the lion and the mouse. Children will learn about commands and will apply their knowledge when analysing a set of instructions on how to make a lion or a mouse snack. Children will follow a set of instructions and will also make a lion snack and write their own recipe. Children also explore "There's a Lion in</p>	<p>Description: Children explore poems with themes that are engaging and relevant to their own lives and experiences. They enjoy reading a range of poetry and listening to a poem being read by the poet. They respond to the situations described in the poems and consider what they would do and how they might feel. They compare poems, identifying similarities and differences in points of view and feelings. They learn poems by heart, experimenting with sound and movement as they recite and perform their poems. They create a class poem based on a model.</p> <p>Grammar focus: 1. Use 'because' to link two simple sentences</p> <p><u>Fiction – Bee and Me</u></p> <p>Required texts: The Bee and Me by Alison Jay</p> <p>Description: Children will explore this book which has no words allowing them to create the narrative. They will explore 4 types of sentence and experiment with tense. Children write their own extended stories, concluding by performing their writing to a younger child. Children will have the opportunity to write a character description. Persuasive poster Narrative</p> <p>Grammar focus: 1. Compare a variety of forms of questions 2. Explore the difference between questions,</p>
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	<p>structure and characteristics of fairy tale stories. Children will listen to alternative versions of fairy tale stories, both traditional and modern. Writing opportunities will include a retelling of Little Red Riding Hood, a wanted poster for the big bad wolf, a letter from the wolf defending his actions, a setting description and their own story based on the book 'Mixed-up Fairy Tales'.</p> <p>Grammar focus:</p> <ol style="list-style-type: none"> 1. Punctuating sentences using capital letters, full stops, question marks (starters). 2. Use capital letters for names of people, places, the days of the week and the personal pronoun 'I' 3. Sequence sentences to form short narratives 4. Expanded Noun Phrases (adjectives) 5. Exclamatory sentences <p>Home Links: Children will be invited to bring in their favourite traditional tale and puppets or soft toys to share in the class reading area.</p> <p><u>Non - Fiction - Great Fire of London</u></p> <p>Required Texts: primary sources including extracts from Samuel Pepys diary and newspaper clippings.</p> <p>Description: Children will use the sources and the newspaper article to work out what happened on each of the days the fire burnt.</p>	<p>my Cornflakes' discussing any unfamiliar vocabulary and through support show developing comprehension skills. Children will take part in drama activities to support understanding of the text. Children compose their own story based around the text.</p> <p>Grammar focus:</p> <ol style="list-style-type: none"> 1. Autumn Grammar ongoing 2. Expanded noun phrases and adverbs 3. Use full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) <p><u>Fiction - Lizzie and the Birds</u></p> <p>Required Texts: Lizzie and the Birds – Dawn Robertson</p> <p>Description: Children will write different descriptions of their bird of choice. They will experiment with adventurous vocabulary and make choices about effective verbs to use. Children will write a newspaper article about the day the tornado hit, including features of the text and other grammatical features we are working on this term.</p> <p>Grammar focus:</p> <ol style="list-style-type: none"> 1. Use adverbs in own writing 2. The present and past tenses correctly and consistently including the progressive form (starter) 3. Subordination (when, if, that, because) 	<p>statements and commands.</p> <ol style="list-style-type: none"> 3. Use subordination and co-ordination writing sentences with two main clauses or with subordinate clauses. <p><u>Non Fiction - Great Woman who changed the world</u></p> <p>Required text: Great Women Who Changed The World by Kate Pankhurst</p> <p>Description: Children will write about three women of our time choosing from women such as Rosa Parks, Coco Chanel and Florence Nightingale. They will write down the information they find out about each of the women and then construct a Non chronological report about the different women with the title: Great women who changed the world.</p> <p>Grammar focus:</p> <ol style="list-style-type: none"> 1. Understand and begin to use the apostrophe for possession. 2. Identify the different word classes and their use in context (eg nouns, verbs, pronouns, adverbs and adjectives) <p><u>Fiction - Pretty</u></p> <p>Required text: Pretty by Canizales</p> <p>Description: When a witch is invited on a date with troll children listen to how the animals change her appearance on the way. The children can then</p>
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	<p>They will write a diary entry as Samuel Pepys on each of the days to detail their thoughts and feelings and tell their reader what has happened.</p>	<p>and co-ordination (or, and, but)</p> <ol style="list-style-type: none"> 4. Exclamation sentences 5. Prepositions 6. Contractions 	<p>choose whether to write a character description of the witch before or after the transformation. They also write instructions for disgusting sandwiches that could have been eaten on the date. The children have chance to make outside. Children then write instructions. The date doesn't go well as the witch has changed so much. The children then write an email to the troll to explain how and why she has changed.</p> <p>Grammar focus:</p> <ol style="list-style-type: none"> 1. Revisit areas across KS1 ready for transition into KS2
<p>Year 3</p>	<p><u>Fiction - Billion Dollar Boy</u></p> <p>Required texts: Billion Dollar Boy by David Walliams</p> <p>Description: The children will discuss writing similar to that which they are planning to write and learn from structure, grammar and vocabulary. They will discuss and record ideas ready to create settings characters and plots. The main writing opportunities are a recount in the form of a diary, a letter and a narrative piece which takes the form of an extra chapter. After they have written they will learn to proof read writing and do this aloud for the class with correct tone and intonation. The last task will be a book review to suggest why it is a good read for others.</p> <p>Grammar focus:</p> <ol style="list-style-type: none"> 1. Use adjectives for description 2. Use and punctuate direct speech 	<p><u>Non- Fiction - The Rabbit Problem</u></p> <p>Required texts: The Rabbit problem Emily Gravett Battle Bunny</p> <p>Description: Children us The Rabbit Problem as stimulus identifying themes and conventions. Children write a non-chronological report about rabbits entitled 'What is a rabbit's worst nightmare?' And a diary entry from a rabbit's perspective from a selected month. They also learn how to effectively edit their writing using Battle Bunny.</p> <p>Grammar focus:</p> <ol style="list-style-type: none"> 1. understand subject and verb 2. understand 'to be' verbs 3. express time, place and cause using prepositions 4. identify and write prepositions across range of 	<p><u>Fiction - Ottoline and the Yellow Cat</u></p> <p>Required texts: Ottoline and the Yellow Cat Chris Riddell</p> <p>Description: The children start by listening to Ottoline and the Yellow Cat, asking and answering questions and making predictions. They focus on the characters' thoughts and feelings, and on the features of mystery stories. The writing tasks include writing a newspaper report, a postcard to Ottoline's parents and an extract from her notebook. For the final writing task they focus on the structure of mystery stories and create their own mystery stories about Ottoline and Mr. Monroe</p> <p>Grammar focus:</p> <ol style="list-style-type: none"> 1. Different sorts of sentences 2. Punctuating direct speech 3. Clauses 4. Subordinate clauses



<p>3. Use and understand grammatical terminology accurately and appropriately when discussing their writing and reading</p> <p><u>Fiction - Storm</u></p> <p>Required texts: Storm by Kevin Crossley Holland</p> <p>Description: The children listen to the story and predict what may happen at various points. They focus on character, setting and mood, asking questions as the story progresses and locating evidence in the text to answer specific questions. They understand why descriptive sentences are important and how setting affects mood. The writing tasks involve planning and writing a description of setting, and planning and writing a conversation using direct speech and correct punctuation.</p> <p>Grammar focus: 1. Punctuating direct speech 2. Nouns, adjectives 3. Expanded noun phrases.</p> <p><u>Fiction/Poetry - Coming Home</u></p> <p>Required texts: Coming Home by Michael Morpurgo</p> <p>Description: Children listen to the story and make predictions. They will focus on the writing style and how the author captures the point of view of the main character. They will write form the</p>	<p>writing</p> <p><u>Fiction - Journey</u></p> <p>Required texts: Journey by Aaron Becker</p> <p>Description: In this topic children will infer about thoughts, feelings and actions of the main character in the story. They will write speech using it to develop characterisation. The children will then write descriptive pieces of writing using the text as inspiration. They will finish the topic by designing and writing your own porthole story inspired by the text.</p> <p>Grammar focus: 1. Use the perfect form of verbs 2. understand 'to be' verbs 3. express time, place and cause using prepositions 4. identify and write prepositions across range of writing</p>	<p>5. apostrophes</p> <p><u>Non-fiction - The Storm Whale</u></p> <p>Required texts: The Storm Whale by Benji Davies</p> <p>Description: In this topic the children will look at the decisions that each character makes, and why, and summarise what they have read. They will think about the ethics of keeping an animal in captivity and their main writing task is to write a balanced argument using the question 'Should animals be allowed to be kept in captivity?'</p> <p>Grammar focus: 1. understand and use the correct grammatical vocabulary when discussing writing 2. use a wider range of conjunctions</p>
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	<p>character's perspective attempting to emulate the very stylistic style of writing. Children read a range of poems based on abstract nouns and character poems based on birds. Children then use their knowledge of robins from Coming Home to write their own character poem about robins</p> <p>Grammar focus:</p> <ol style="list-style-type: none"> 1. Commas for lists 2. Exclamation marks 3. Short sentences 		
<p>Year 4</p>	<p><u>Non- Fiction Walt Disney</u></p> <p>Required Texts - Walt Disney National Geographic</p> <p>Description: The children will study the text, 'Walt Disney National Geographic' and learn about Walt Disney's history and how he became famous. The children will look at his past and where and how he started his success. They will look into his achievements and learn more about the creator of the Disney empire everyone has come to love. The children will research the historical figure and write a bibliography about him. They will also write a diary entry from Walt's point of view about his work and the children will write a recount about a 'magical trip' they have taken to Walt Disney World. Finally, they will write a newspaper report about the event of Disneyworld's first opening day.</p>	<p><u>Fiction - Fing</u></p> <p>Title and author: Fing – David Walliams</p> <p>Description: The children will read the novel 'Fing' and take a journey with the main character Myrtle. Myrtle's parents would do anything to keep her happy but she always wants more, more and more! Myrtle declares she wants a FING, there's only one problem... WHAT IS A FING? The children will join the quest to see if they can find what Myrtle is looking for! Writing opportunities include a character description of the children own monster, a prediction for the next chapter and a newspaper report.</p> <p>Grammar focus:</p> <ol style="list-style-type: none"> 1. Modify sentences using Year 4 grammar 2. Adverbs 3. Word classes 4. Conjunctions 	<p><u>Fiction - Inside the Villains</u></p> <p>Required texts: Inside the Villains by Clotilde Perrin</p> <p>Description: This term the children will be studying the book 'Inside the Villains.' The extraordinary pop-up book reveals the secrets of the most famous fairytales villains: giants, wolves and witches.</p> <p>Lift the flaps to get right inside each villain and see what's hidden—behind their ears, under their clothes, in their pockets, even the victim of their last meal waiting to be rescued. Read all about each villain on their personality card, which shows strengths and weaknesses, favourite pastimes, physical characteristics, their best meal and—of course—their favourite books.</p> <p>Grammar focus:</p> <ol style="list-style-type: none"> 1. Introducing Possessive Pronouns



Grammar focus:

1. Expanded noun phrases
2. Appropriate use of nouns and pronouns
3. Prepositions
4. Use varied and rich vocabulary.
5. Organise paragraphs around a theme

Fiction – The Day the Crayons Quit

Required Texts

The Day the Crayons Quit – Drew Daywalt Letter writing

Description:

In this unit, the children will read books that are structured in different ways and read for a range of purposes. They will discuss words and phrases that capture the reader's interest and imagination. Children will check that the text makes sense to them, discussing their understanding and explaining the meanings of words in context. They will ask questions to improve their understanding of a text. Children will explore features of informal letters and formal letters. They will plan, draft, write, evaluate and edit examples of both of these types of letters.

Grammar focus:

1. Use of varied and rich vocabulary
2. Conjunctions
3. Formal and Informal vocabulary.

5. Fronted Adverbials

Non- Fiction - Neil Armstrong

Required texts: Who was Neil Armstrong? – Roberta Edwards

Description:

In this unit the children will venture on a journey into space and take a closer look into the world-famous astronaut, Neil Armstrong. The children will start off by learning who Neil was before becoming world famous for landing on the moon. Did he always dream of being an astronaut? What inspired him? Was he really the first astronaut to land on the moon?

Grammar focus:

1. Adverbials of Place and Revising Fronted Adverbials
- 2.. Determiners
- 3.Revising Pronouns

Poetry - Space Poems

Required texts: Who was Neil Armstrong? – Roberta Edwards

Description: In this unit the children will carry on their venture into space and take a look at a range of space poems. The children will look at different styles of poems and have a go at writing their own.

2. Revising Capital Letters

3. Adjectives

4. Determiners

Fiction/Non Fiction - The Islands Of Fandye

Required texts:

Title and author: The Islands Of Fandye by Ollie Locke

Description: a twelve-year-old girl called Antigone was astonished when she spotted a whale in the river Thames outside her house on Cheyne Walk in London. Later that evening the little girl travelled to Cornwall to stay with her aunt in a tiny castle overlooking the sea. While exploring the beach, she found a bronze lantern rolling in the waves, which she took back to her bedroom. That night she was awoken by hundreds of multi-coloured lights, darting around her room, and far off, over the sea, on the horizon. Mesmerised, the little girl headed out into the night where she found a small boat on the rocks below. She set sail for the lights and embarked on an epic adventure that was to be nothing short of extraordinary. For that night, Antigone crossed over the horizon to a land kept secret from the human world; an archipelago of magical islands beyond your wildest dreams, where an unbelievable creature live and wishes can come true... Antigone had entered the Islands of Fandye.

Grammar focus:

1. Adverbials of Place and Revising Fronted Adverbials
- 2.Adverbials of Time - Fronted Adverbials
- 3.Determiners



Year 5	<p><u>Fiction - Oranges in No Man's Land Stories from other cultures</u></p> <p>Required texts: Oranges in No Man's Land, Elizabeth Laird The Boy at the Back of the Class, Onjali Rauf The journey, Francesca Sanna</p> <p>Description: In this unit, the children explore a fictional story set in Lebanon. They continue to develop positive attitudes to reading and comprehension of what they read through discussion with others. The children are taught to identify and discuss themes and conventions and make comparisons within the book and with other books they may have knowledge of. Children are encouraged to show understanding of the text by checking the text makes sense to them, discussing their understanding and exploring the meaning of words in context. In the autumn term, the children pay particular attention to being able to ask and answer literal questions. The children will use discussion and role-play to explore characters and the impact of civil war. They develop editing, proof-reading and peer-review skills. They plan, edit and write a story from a different character's point of view. Paying attention to new vocabulary, its meaning and pronunciation.</p>	<p><u>Poetry - The Highway Man. Own adaptation</u></p> <p>Required texts: The Highway Man By Alfred Noyes</p> <p>Description: In this unit, the children explore the narrative poem, The Highway Man. They give personal responses to the poems and use performance skills to bring the patterns of the poems to life for an audience. They compare poems, clarify unfamiliar vocabulary and identify patterns of poetic language. They plan and write a prose story 'prequel' for a narrative poem, learning how to integrate dialogue.</p> <p>Grammar focus: 1. Relative pronouns including omitted relative pronouns 2. Indicating degrees of possibility using adverbs or modal verbs 3. Word classes 4. Parenthesis (brackets, dashes and commas)</p> <p>Writing Focus: 1. Setting description 2. Internal monologue 3. First person account</p> <p><u>Non - fiction - Persuasive texts on the Rainforest</u></p>	<p>5.Revising Pronouns</p> <p><u>Non Fiction - Traditional Tales – Newspaper Reports Own adaptation</u></p> <p>Required texts: Newspaper nursery rhymes Inside the Villains</p> <p>Description: Children watch a short film based on the traditional tale of the three pigs. Children debate both sides of the story. Journalist writing will be used to explain the events and drama will be used to explore the feelings and reactions of the characters. Children will also look for 2 points of view for an event in the text and use debating techniques to explore this. The children write a newspaper report about Jack and the Beanstalk. Jack has been put into prison for the murder of the giant and the children write reports with bias, presenting him as innocent and interviewing his family and townspeople. They will then write from the giant's family's point of view with bias, using emotive language to describe both Jack and the giant.</p> <p>Grammar focus: 1st, 2nd, 3rd person Fronted adverbials Direct and reported speech Complex sentences Present perfect form of the verb</p>
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<p>Grammar focus:</p> <ol style="list-style-type: none">1. Simple sentence structure2. Four different sentence types3. Main clause and subordinate clause.4. Relative Clauses5. Dialogue <p>Writing Focus: 1. Postcard to convey emotion 2. Recount paragraph (newspaper report) 3. Continue a story in the style of an author 4. Story from a different character's point of view</p> <p><u>Fiction - Historical Texts</u></p> <p>Required texts: A Christmas Carol By Charles Dickens.</p> <p>Description: The children will explore this classic tale looking at the characters and setting used. They will focus on the character of Scrooge and how the author makes the reader dislike him. The children will also use description to describe the setting and make the reader imagine the scene in their head.</p> <p>Grammar:</p> <ol style="list-style-type: none">1. Conjunctions2. Parenthesis (brackets, dashes and commas)3. Word classes <p>Writing Focus:</p> <ol style="list-style-type: none">1. Factual report based on Victorian London2. Character description of Scrooge3. Narrative from Bob Cratchett etc (story paragraphs to contrast)	<p>Required texts:</p> <p>A range of non-fiction texts related to the rainforest The Explorer, Katherine Rundell There's a Rang-tan in My Bedroom, James Sellick and Frnn Preston-Gannon Into the Jungle, Katherine Rundell</p> <p>Description:</p> <p>In this unit the children will learn about the rainforest and the importance this holds to the world. They will read non-fiction texts about the rainforest and its inhabitants. They will answer questions making sure they include enough relevant information. They will use all that they have learnt to write a persuasive letter making sure the rainforest is not cut down and saved for many years to come. Within the letter they will use persuasive techniques and formal language.</p> <p>Grammar focus:</p> <ol style="list-style-type: none">1. Contracted Form2. Apostrophe for possession3. Commas (all uses)4. Formal Language (organisational features, no use of contracted form)5. Persuasive openers <p>Writing Focus:</p> <ol style="list-style-type: none">1. Setting description2. Persuasive letter3. Suspense / Mystery story (opening)4. Non-chronological report based on rainforest <p><u>Fiction - Spooky Suspense</u></p>	<p>Writing focus:</p> <ol style="list-style-type: none">1. Headlines and Lead paragraphs2. Newspaper report based on a traditional tale of choice <p><u>Fiction - Shakespeare</u></p> <p>Required texts: Shakespeare Schools play for next year's performance.</p> <p>Description:</p> <p>Children will gain an understanding of Shakespearian language and become familiar with the play for next year's performance. We will focus on the main story line and the main characters.</p> <p>Grammar focus:</p> <p>Revision of year 5 grammar and punctuation.</p> <p>Writing:</p> <ol style="list-style-type: none">1. Writing connected to main characters (dependent on play chosen)
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<p>Year 6</p>	<p><u>Non Fiction - Titanic</u></p> <p>Required texts: The unsinkable Titanic by Andrew Donkin The unsinkable Titanic by Redvers Brandling Titanic (DK Reader) by Mark Dubowski</p> <p>Description: Children look at the story of the events that took place involving the sinking of the Titanic. Children are given the purpose to write a</p>	<p><u>Fiction - The promise</u></p> <p>Required texts: The Promise by Nicola Davies</p> <p>Description: Children will look at descriptive writing. They will describe the city at the beginning of the story and then again at the end to show the change. The children will also write in the first person about how the character feels after the</p>	<p><u>Non-fiction - Cicada</u></p> <p>Required texts: Cicada – Shaun Tan</p> <p>Description: Children look at the treatment of Cicada by the humans. Children discuss the term profession and job and what is the difference. They write in role as Cicada. The main focus of this unit is to write in a formal manner. They take on the role of the</p>



persuasive piece of writing for a holiday brochure. After looking at real life examples the children write a text to persuade people to board the Titanic. Children also complete 1st person writing in the form of a diary entry conveying the atmosphere when the tragedy first happened. Focus on the vocabulary and atmosphere that is created. Children write Newspaper reports about the tragedy and the full account of the sinking.

Grammar focus:

1. Feedback from end of year 5 assessments.
2. Direct and reported speech and changing from one to the other.
3. Complex sentences.
4. Using commas correctly within sentences.
5. Word classes

Fiction - Should everyone get a standing ovation once in their life?

Required texts:

Wonder by R J Palacio

Description:

Children write a diary entry of August starting school. They write in role as August to show the emotion of this event and his thoughts and feelings. Other writing opportunities include an internal monologue and a detailed piece of writing about realisation

Children complete shorting writing opportunities including writing emails, extending the text in the style of the story and writing the same event from different characters

main event. For poetry writing, the children will use emotive language and prepositions to show how the city changes as a result of the promise being kept.

As part of the reading study children will infer what the author means by some of the quotes within the text.

Grammar focus:

1. Prepositions
2. Complex sentences
3. Progressive tense

Fiction - What would you do to follow something you believe in?

Required texts:

I am Malala

Description:

Children read the autobiography of Malala. They discover what her life was like before, during and after the attack. Children will learn about her family and how her life has changed after being shot by the Taliban. Writing opportunities include letter writing, diary entry, narrative piece to include description and speech, internal monologue, poetry and persuasive speech. Sometimes children will write in role as Malala but in some pieces they will have the freedom to choose.

Grammar focus:

1. Colons, lists and bullet points
2. Chunks of meaning - verbs (to be)

humans in the story and write to Cicada to express the fact they are not happy with his performance (letter of complaint).

Grammar focus:

1. Revision of elements of grammar from the KS2 curriculum.

Fiction - Lost

Required texts:

Kensuke's Kingdom by Michael Morpurgo

Description:

The Children explore the characters emotions as they take their round the whole trip. They try to relate the characters emotions to their own experiences. They use descriptive writing to describe scenes in the book. The main skill they learn is to change the perspective of the story from one characters point of view to another.

Grammar focus:

1. Revision of elements of grammar from the KS2 curriculum.



<p>perspectives. Using the show not tell technique August's emotions will be explained to the reader. The children will write a conversation between 2 characters from the text. Within poetry, the children will explore similes, metaphors and personification in the poems. They write their own poem about the emotions drawing on whole-class work. Children complete the book writing a letter as the main character to give advice to other children in his situation.</p> <p>Grammar focus:</p> <ol style="list-style-type: none">1. Boundaries between clauses2. Using a range of punctuation3. Coordination and subordination (conjunctions)	<ol style="list-style-type: none">3. using semi-colons, colons or dashes to mark boundaries between independent clauses.4. Using expanded noun phrases.5. Type of nouns and word classes6. Active and passive. <p>The Non - fiction writing for this term will be completed with geography and history teaching.</p>	
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