Derwent & Southill Federation Curriculum Map
English

Resources used:

Key	Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Early Years	Early Learning Goals	ELG: 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.	ELG: 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.	ELG: 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.	ELG: Fine Motor Skills Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.	ELG: 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.	ELG: 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.
Early Years - Year A	Comprehension	Story Time – children join in and answer questions. Use storyboards – Beginning, Middle and End. Exploring different characters/settings	Daily story time. Children can use vocabulary they have picked up through books and reading. Children are exposed to and enjoy a range of different books.	Daily story time. Children are able to discuss the weekly story in small groups, they can explain their favourite parts and listen to their classmates ideas.	Daily story time. Children read for pleasure- use indoor and outdoor reading areas independently. Children grow in confidence with tricky words.	Daily story time. Using the story boards – Beginning, Middle and End. Looking at the different characters and settings from the story.	Daily story time. Children are able to describe and discuss the main events in simple stories they have read.
	Word Reading	Phase 1/2 RhymeTimes. Alliterative word games during snack time. 'Banana, ball, bat…' Initial sound activities daily/blending activities daily Reading area – children hold the books the correct way up and are able to independently turn the pages. Labelling activities Children are confident in Phase 1 Phonics. Children are introduced to Phase 2 sounds and tricky words.	Phase 2/3 RhymeTimes. Children can segment the sounds in simple words and blend them together. Children know which letters represent some sounds Children link sounds to letters, naming and sounding the letters of the alphabet. Children are beginning to read words and simple sentences. Children consolidate Phase 2 sounds and are introduced to Phase 3 digraphs.	Phase 3 RhymeTimes. Children can confidently read and understand simple sentences. Children continue with Phase 3 sounds and digraphs. Children are able to blend digraphs to read words and captions.	Phase 3 RhymeTimes. Children continue with Phase 3 Phonics focusing on consonant and vowel digraphs. Children can read some common irregular words. Children are able to read phonetically regular words aloud accurately by decoding. Phase 3 completed and embedded.	Phase 4 RhymeTimes. Children are introduced to Phase 4: the main aim of this phase is to consolidate the children's knowledge and to help them learn to read and spell words which have adjacent consonants, such as trap, string and milk. Children are able to read phonetically regular words with more than one syllable. Continuous recap on tri-graphs.	Phase 4 RhymeTimes. Children are able to use their phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. Children continue to recap on Phase 4 phonics. Phonics Gap filling and revision of Phase 1-4 sounds
	Writing	Writing my own name. Writing in role play –copying the names of the other children. Children give meaning to marks as they draw, write and paint. Letter formation activities daily First CVC words. First tricky words.	Children continue rhyming strings. Children confidently write their own name. Children attempt to write labels and captions. Children attempt to write short sentences in meaningful contexts – linked to weekly books. Tricky words learnt so far. Children recognise lowercase and uppercase letters of the alphabet and can form most letters correctly.	Children use their current phonic knowledge to write words in ways which match their spoken sounds. Children can write the common irregular words they have learnt to read.	Children write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.	Children can spell many irregular high frequency words. Children begin to write in the narrative, using key features – children write key phrases from common stories.	Children can spell phonetically regular words of more than one syllable. Children become more familiar in writing in the narrative – writing their own story
	Fine Motor Skills	Answering how and why questions – show and tell and story time will be the main questioning areas. Following instructions and learning school routines. Prepositions. Focussing on story time. Remaining seated for snack time. Able to remain focussed and engaged in a small sharing group. Learns and understands the fire drill and lockdown alarm protocol. Children learn to log in to laptops.	Dough Disco. Children are able to use a paintbrush and glue spreader. Children carry scissors safely. Children can form letters that they recognise correctly. Children thread different shapes (link to 2D Shapes). Children can do the zip on their coat independently. Cutting fruit and vegetables for snack.	Dough Disco. Children continue to accurately write more letters and numbers, holding a pencil confidently. See Writing for further fine motor skills.	Dough Disco. Children can use different mark making utensils. See Writing for further fine motor skills.	Dough Disco. Children have the correct pencil grip and good control. Children learn to fasten and unfasten buttons. See Writing for further fine motor skills.	Dough Disco. Children can hold paper in position and use their preferred hand for writing. Children are beginning to write on the lines and control letter size. Children learn to tie shoe laces. See Writing for further fine motor skills.

	Listening, Attention and Understanding	Answering how and why questions – show and tell and story time will be the main questioning areas. Following instructions and learning school routines. Prepositions. Focussing on story time. Remaining seated for snack time. Able to remain focussed and engaged in a small sharing group.	Able to follow 2 part instructions 'Get your coat and line up at the door/Put your pencil away and push your chair in' Able to answer how and why questions with more confidence. Look at stories with repeated refrains, dances and action songs involving looking and pointing. Songs with turn taking e.g. Tommy	Children are able to hold a two-way conversation. Retelling a story in a small group, taking it in turns to remember different parts of the story. Two-channel attention – children can listen and do for a short span.	Children follow instructions involving several instructions and actions – Simon Says. Children can answer 'how and why' questions about their own experiences – show and tell. Children listen to stories, accurately anticipating key events and respond to what they hear with relevant comments,	Children follow instructions involving several instructions and actions – mini-beast hunt. After listening to stories, children can express views about events or characters in the story and answer questions about why things happened. Children listen to instructions carefully and follow accurately,	Children can follow sequence instructions. Children are able to ask and answer 'how and why' questions to other children and adults. Children listen attentively to a story with sustained concentration without the use of props or pictures.
	Speaking	Using 'and/because' to explore new ideas. Looking at different tenses through time of the day for example 'after break we will be…/yesterday we…' (Past, present and future). Develop vocabulary surrounding	Rhyming words, looking at real and nonsense words. Role play area will represent different celebrations, looking at talking in the narrative as a storyteller. Planning activities and talking	Rhyming and repeating familiar rhymes. Retelling a story, creating puppets for the different characters and retelling main parts or favourite parts of traditional tales. Children use future form when	Story time discussion – children are able to join in whole class discussions about the book of the week. In small groups children can retell familiar stories – focus on the Easter story.	Children are able to express themselves effectively, showing awareness of the listeners needs – during sharing assemblies/show and tell. Children develop their own narratives and explanations by connecting ideas and/or events –	Children make changes to their language and non-verbal features showing awareness of the listeners needs – sharing assemblies/show and tell. Children recount experiences and imagine possibilities – what if you were a …?
Early Years - Year B	Comprehension	Listen to and join in with nursery rhymes and phrases from familiar stories Experience and use new vocabulary Understand print carries meaning and how to handle and read books Discuss books we have read and talk about our ideas (including wordless books)	Listen to a story and make predictions. Talk about features of a story – characters, setting, events and make links to own life experiences Respond to 'who, where, what and when' questions linked to text Learn about story sequencing – beginning, middle, end	Discuss key events and characters in a story and make predictions using text, illustrations and title. Retell a story Use story mapping Use adjectives to describe a character or setting Begin to introduce elements of VIPERS Understand the structure	Talk about our ideas Describe events, characters, settings in a story Retell stories in the correct sequence Say how we feel about stories and poems, what parts of the story we liked or disliked; identify favourite characters, events, or settings and say why. Independently access the	Correctly sequence a story or event using pictures and/or captions. Predict or respond to questions about 'how' and 'why' something is happening in a text. Begin to understand the difference between different types of texts (fiction, nonfiction, poetry) Continue to develop VIPERS skills	Retell the main events of a text in the correct sequence, using own words and include new vocabulary Use developing VIPERS skills to answer questions about a text Identify features of a book and their purpose: front cover, title, back cover, blurb, illustration, illustrator, author. Listen to stories,
	Word Reading	Level 1 and 2 sounds Shared reading Individual reading (when ready) Hear general sound discrimination and be able to orally blend and segment Hear and say the initial sounds in words Begin to decode VC and CVC	Level 2/3 sounds Shared reading individual reading (when ready) Blending phase 2 sounds to read simple words, captions and sentences Tracking words with reading finger Using sound buttons to support blending skills	Level 3 sounds Shared reading Individual reading Begin to identify and understand some punctuation marks Using a reading finger to track Decode phase 2 and 3 words to read simple captions and sentences Read HFW and CEW (Level 3)	Level 3 sounds Shared Reading Individual Reading Using a reading finger to track Decode words made up of known letter-sound correspondences to read simple captions and sentences Read HFW and CEW (Level 3) Read multi-syllabic words Read	Level 4 sounds Shared Reading Individual Reading Using a reading finger to track Decode words made up of known letter-sound correspondences to read simple captions and sentences Read HFW and CEW (Level 3 and 4)	Level 4 sounds Shared Reading Individual Reading Using a reading finger to track Decode words made up of known letter-sound correspondences to read simple captions and sentences independently Read some HFW fluently Introduce Level 5 for transition
	Writing	Give meaning to marks Understand that thoughts and stories can be written down. Name writing, Writing initial sounds Letter formation for sounds covered Writing lists, labels and captions	Understand phoneme/grapheme relationship. Use some recognisable letters and own symbols when writing independently Write letters and strings, sometimes in clusters like words. Orally compose a sentence and hold it in memory before	Write from left to right and top to bottom. Continue to form recognisable letters Write VC and CVC words independently using Level 2 and some Level 3 graphemes Write labels, captions and sentences linked to focus texts Create story maps	Spell to write VC, CVC and CVCC words independently using Level 2 and Level 3 graphemes. Use capital letters, finger spaces, writing on the line, full stop, read back to check for sense Improve sentences with adjectives Introduce writing different text forms for different purposes	Spell words using knowledge of known GPCs Make phonetically plausible attempts when writing more complex unknown words. Writing sentences and stories linked to focus books Use capital letters, finger spaces, writing on the line, full stop, read	Independently write sentences and stories linked to focus books Write a simple narrative in short sentences with known GPCs Write different text forms for different purposes (e.g., lists, stories, instructions. Begin to discuss features of their own writing e.g., what kind of story
	Fine Motor Skills	Getting to know you activities Practise good sitting and listening skills using STARs Listen to a range of stories Circle time - sharing familiar experiences Understand and answer why questions Sing songs and nursery rhymes Speak in full sentences	Funky fingers weekly activities for fine motor skills (threading, cutting, weaving, playdough. Lego, mobilo etc.) Mark making Show preference for dominant hand Develop small motor skills: beginning to apply more pressure	Funky fingers weekly activities for fine motor skills (threading, cutting, weaving, playdough, Lego, mobilo etc.) Mark making Handle tools, objects, construction and malleable materials with increasing control Use scissors	Funky fingers weekly activities for fine motor skills (threading, cutting, weaving, playdough, Lego. mobilo etc.) Mark making Hold a pencil effectively with a comfortable grip and form recognisable letters and numbers (most correctly formed)	Funky fingers weekly activities for fine motor skills (threading, cutting, weaving, playdough, Lego, mobilo etc.) Mark making Continue to develop pencil grip and letter formation Increased accuracy when drawing Cut along a straight line with	Funky fingers weekly activities for fine motor skills (threading, cutting, weaving, playdough, Lego, mobilo etc.) Form letters correctly (lower case and capital letters) Draw pictures that are recognisable Colour inside the lines of a picture with confidence
	Listening, Attention and Understanding	Getting to know you activities Practise good sitting and listening skills using STARs Listen to a range of stories Circle time - sharing familiar experiences Understand and answer why questions Sing songs and nursery rhymes Speak in full sentences	Settling in activities Listening more carefully Carpet time: sit for longer periods of time Learn and use new vocabulary Story time: listen and respond Speak in full sentences Understand and respond to questions Learn songs and nursery	Listen to and follow instructions with growing confidence Ask 'how' and 'why' questions to find out more and check they understand what has been said to them Learn and use new vocabulary Retell stories Describe events in detail	Listen to stories without props or pictures Listen to a range of non-fiction books Retell an event using time connectives Use talk to explain thinking and make predictions Learn and use new vocabulary Use different tenses Daily Talk Partners	Follow complex instructions Listen to and comment on non-fiction books Continue to learn and use new vocabulary Form and express opinions based on what has been read to them – relating it to their own lives Daily Talk Partners Take part in Sharing Assemblies	Articulate ideas and thoughts in well-formed sentences Offer explanations for why things might happen, using recently introduced vocabulary Use new vocabulary in different contexts Daily Talk Partners Take part in Sharing Assemblies
	Speaking	Getting to know you activities Practise good sitting and listening skills using STARs Listen to a range of stories Circle time - sharing familiar experiences Understand and answer why questions Sing songs and nursery rhymes Speak in full sentences	Settling in activities Listening more carefully Carpet time: sit for longer periods of time Learn and use new vocabulary Story time: listen and respond Speak in full sentences Understand and respond to questions Learn songs and nursery	Listen to and follow instructions with growing confidence Ask 'how' and 'why' questions to find out more and check they understand what has been said to them Learn and use new vocabulary Retell stories Describe events in detail	Listen to stories without props or pictures Listen to a range of non-fiction books Retell an event using time connectives Use talk to explain thinking and make predictions Learn and use new vocabulary Use different tenses Daily Talk Partners	Follow complex instructions Listen to and comment on non-fiction books Continue to learn and use new vocabulary Form and express opinions based on what has been read to them – relating it to their own lives Daily Talk Partners Take part in Sharing Assemblies	Articulate ideas and thoughts in well-formed sentences Offer explanations for why things might happen, using recently introduced vocabulary Use new vocabulary in different contexts Daily Talk Partners Take part in Sharing Assemblies

Key Stage One	Year 1 Southill Year A	**Class Texts - Alan's Big Scary teeth, Tell Me a Dragon, Mrs Mole I'm Home, My First Dinosaur Encyclopaedia, Dinosaur Forever (poems and rhyme**s **Reading:** VIPERS style questions **Phonics:** Twinkl Scheme **Writing:** story sequencing, story maps (f) information book - create pages/fact files (nf) Wanted Poster (nf) **Grammar Focus:** Punctuation - capital letters, full stops, sentence structure Weekly Spelling Rule	**Class Texts - Firework senses poems, Mog's Christmas, The Jolly Christmas Postman, The Crayon's Christmas, Exciteable Edgar (Christmas Advert TV) -** **alternative versions so as to not have too much of a Christmas focus: Fergal is fuming (3 weeks)** **Reading:** VIPERS style questions **Phonics:** Twinkl Scheme **Writing:** Diary entry Writing their own adventure story like Mog stories with repeating patterns, characters in a story(f) letters to Santa (nf) Instructions (nf) Poetry - senses poems, rhymes-Twinkl - firework poems - Firework Night by Enid Blyton **Grammar Focus:** Punctuation - question marks, exclamation marks, sentence structure using 'and' and 'because', adjectives. Weekly Spelling Rule	**Class Texts - What The Ladybird Heard, Wanted: The Perfect Pet, Caterpillar Shoes - video unit-https://www.youtube.com/watch?v=tYa6OLQHrEc&list=PLQcXqHozyJEps13FCbQmR5YTTGlOCIFGF&index=37** **Reading: VIPERS style questions** **Phonics:** Twinkl Scheme **Writing:** description(f) reccount - diary or newspaper (nf) Non-chronological report - fact sheet(nf) **Grammar Focus:** Punctuation, forming short narratives, suffix and prefix Weekly spelling rule	**Class Texts - The Storm Whale, The Storm Whale in Winter, Seaside poems** **Reading:** VIPERS style questions **Phonics:** Twinkl scheme **Writing:** Story Map, Sequencing the story -Imitate,innovate and invention (f) factfiles on whales (nf) Recount - beach days, diary writing (nf) Poetry - writing poems - seaside theme, Grammarsaurus Seaside and beach poems **Grammar Focus:** Punctuation, spelling, sentence structure to form short narratives, contractions Weekly Spelling rule	**Class Texts- Jack and the Beanstalk, Jim and the Beanstalk, Little Red Riding Hood, Little Red Rapunzel, Prince Cinders- Twinkl for plans for traditional tales and alternative versions if needed** **Reading:** VIPERS style questions **Phonics:** Twinkl Scheme **Writing:** Fairy Tales and alternative versions - character studies, re-writing their own version changing an aspect from the original (f) Poetry - The Perfect Porridge poem by Goldilocks (Grammarsaurus) **Grammar Focus:** Punctuation, spelling, singular, plural, suffixes and prefixes, contractions, adjectives and verbs Weekly Spelling Rule	**Class Texts - Pumpkin soup, Stanley's Stick, Hibernation Hotel** **Reading:** VIPERS style questions **Phonics:** Twinkl Scheme **Writing:** short narratives (f) instructions (nf) Missing posters and advertising posters (nf) Poetry - writing poems **Grammar Focus:** Punctuation, spelling, singular, plural, suffixes and prefixes, contractions, adjectives and verbs and nouns - gap filling Weekly spelling rule
	Year 2 Southill Year B	**Class Texts - The Day the Crayons Quit, The Magic Paintbrush, The dragon starts school, The leaf thief.** **Reading:** VIPERS style questions **Phonics:** Twinkl Scheme **Writing:** Persuasive writing (nf) Retell stories (f) Character Descriptions (f) Poetry - List Poems, rhyming poems, repeating poems **Grammar Focus:** Punctuation - capital letters, full stops, sentence types, word classes Weekly Spelling Rule	**Class Texts - Dread Cat, The Longest Journey - Christmas Advert Literacy Shed-https://www.youtube.com/watch?v=UriR8FCI52E, The Christmas eve tree.** **Reading:** VIPERS style questions **Phonics:** Twinkl Scheme **Writing:** Story from the viewpoibnt of the colour monster (f) Poetry - based on the theme of the text and Haiku poems. Explanation texts Character descriptions **Grammar Focus:** present and past tenses, noun phrases and expanaded noun phrases Weekly Spelling Rule	**Class Texts -MeerkatMail, The Disgusting Sandwich, poetry - Free Verse** **Reading:** VIPERS style questions **Phonics:** Twinkl Scheme **Writing:** Story sequencing (f) Fact files / information texts (nf) Advertising a sandwich (nf) Instructional writing (nf) Poetry from folder on the drive **Grammar Focus:** subordinating conjunctions (when, if, because),co-ordinating conjunctions (or, and , but) Weekly Spelling Rule	**Class texts - Catch It - Literacy Shed film unit https://www.youtube.com/watch?v=c88QE6yGhfM, Flat Stanley, Lila and the Secret of Rain** **Reading:** VIPERS style questions **Phonics:** Twinkl scheme **Writing:** Character description (f) Exclamation sentences writing a commentary to a film (nf) Letter/postcard writing (nf) Information texts (nf) Alternative story version (f) **Grammar Focus:** Revision of all KS 1 - SATs preparation Weekly spelling rule	**Class Text-Be More Bernard, Literacy Shed Poetry - Shape and Diamante Poems** **Reading:** VIPERS style questions **Phonics:** Twinkl Scheme **Writing:** writing a short story from beginning to end(f) diary writing (nf) Factual writing (nf) **Grammar Focus:** Revision of all KS 1 - SATs preparation Weekly Spelling Rule	**Class Text - The Queen's Nose, The Dot** **Reading:** VIPERS style questions **Phonics:** Twinkl Scheme **Writing:** Letter writing (nf) Poetry Narrative (f) Character studies , create a new character for the story- descriptive writing (f) **Grammar Focus:** Gap filling - prep for LKS 2 Weekly Spelling Rule
Lower Key Stage Two	Year 3 Southill Year A	**Class text-Stig of the Dump (as a class reader with VIPERS questions), Stone Age Boy,How to Wash a Wooly Mammouth, selection of non-fiction texts for History topic** **Reading:** VIPERS questions both verbal and written. **Writing:** Story writing - create settings, characters and plots in narrative writing (f) Instructional writing (nf) Non-chronological report (nf) **Grammar Focus:** extend the range of sentences with more than one clause by using a wider range of conjunctions, including 'when, if, because, although' Use the present perfect form of verbs in contrast to the past tense Weekly Spelling rule	**Class text - Varjak Paw, The Egyptian Cinderella, variety of non-fiction texts for History topic - If I were a Kid in Ancient Engypt, Aldi Christmas Advert 2022 - Kevin The Carrot https://www.youtube.com/watch?v=VqNG1nEqI2E** **Reading:** VIPERS questions both verbal and written. **Writing:** Building on story writing skills -character descriptions, story writing, settings and plots (f) diary entry, instruction writing on mummification (nf) **Chpts 1-13 5 week planning for Varjak Paw then move on To Egyptian Cinderella and Varjak Paw can become the class read in order to finish it.** **Grammar Focus:** use co-ordinating conjunctions, persuasive language adverbs and prepositions to express time and cause Weekly spelling rule, comaprative conjunctions, possessive apostrophes, Understanding sentence types and construction.	**Anglo- Saxon Boy (as a class reader - skip some of the more gory bits)and Beowulf - Michael Morpurgo and online cartoon version planning, poetry unit - Free Verse** **Reading:** VIPERS questions both verbal and written **Writing:** Story writing focus on action - linked to Beowulf (f) Balanced argument - Where should we settle?(nf) Formal letter - job application (nf) **Grammar Focus:** speech punctuation Weekly spelling rule fronted adverbials	**Class text -Flotsam and Iron Man** **Reading:** VIPERS questions both verbal and written. **Writing:** script conversations(f) Persuasive letter (nf) non-chronological report (nf) Write a story opener - Iron Man (f) Descriptive writing - Iron Man (f) Poetry - reading aloud, performance poetry **Grammar Focus:** rhetorical questions, sentence types, word class retrieval Weekly spelling rule	**Class text - The Firework Maker's Daughter** **Reading:** VIPERS questions both verbal and written. Using the text for evidence. **Writing:** Letter from one character to another (f) Descriptive writing (f) Writing a missing chapter (f) continuing story writing skills - creating setting, characters and plots in narrative writing (f) Non-fiction texts in Geography for fact file (nf) **Poetry - Limericks and Clerihews** **Grammar Focus:** fronted adverbials, extending sentences to include more than one clause, vocabulary improvement through use of dictionaries and thesaurus Weekly spelling rule	**Class text - complete any work that has carried over from the previous terms and 2 week unit from Literacy Shed on Viking Village - film unit, poetry kennings and quatrains** **Reading:** VIPERS questions both verbal and written. Using the texts for evidence. **Writing:** continuing story writing skills - creating setting, characters and plots in narrative writing (f) instructional writing (nf) explanation text (Viking Village)(nf) character study (Viking Village) (f) Poetry - Reading their own poems and performance of other poems **Grammar Focus:** Weekly spelling rule

Upper Key Stage Two	Year 4 Southill Year B	**Class text -Krindlekrax** **Reading:** VIPERS questions both verbal and written. Back up answers with evidence. **Writing:** Describing character - Krindlekrax(f) Letter writing - Krindlekrax (f) Instructions on how to catch a Krindlekrax (nf) Poetry - Figurative Language **Grammar Focus:** expanded noun phrases, prepositional phrases, Speech punctuation, word classes weekly spelling rule	**Class Text - Krindlekrax.** **- Marshmallows (Literacy shed film unit -** **https://www.youtube.com/watch?v=GwXFVqKuH-w)** **Reading:** VIPERS questions both verbal and written. Back up answers with evidence. **Writing:** Newspaper report (nf) Non-chronological report - Greek Gods (nf) Poetry - Creating images - similes and metaphors - Grammarsaurus unit on Ancient Greece **Grammar Focus:** Fronted adverbials, word classes, possesive apostrophes, formal and informal language Weekly spelling rule	**Class text - Who Let The Gods out** **Reading:** VIPERS questions both verbal and written. Back up answers with evidence. **Writing:** Descriptive writing - create your own Elysium (f) Diary Entry - Write in the style of a character Explanation text - How to keep a prisoner (nf) Poetry - Haikus, Tankas and Cinquains **Grammar Focus :** Sentence types, punctuation, punctuating speech, using commas to organise writing Weekly Spelling Rule	**Class text - Who Let the Gods Out** **Reading:** VIPERS questions both verbal and written. **Writing:** Persuasive advert (nf) Descriptive writing - Character description about a god (f) Retell a Greek Myth (f) Poetry - Narrative Poetry **Grammar Focus:** speech punctuation, sentence structure, co-ordinating and subordinating conjunctions, adverbials Weekly spelling rule	**Class text - Vlad and The Great Fire of London, - Tarvaa and the terrible plague) (3/4 weeks)** **Reading:** VIPERS questions both verbal and written. Back up answers with evidence. **Writing:** Non-Chronological report - on Pompeii (nf) Diary entries - write from a character's viewpoint (f) Newspepr report (nf) **Grammar Focus:** clauses - subordinating, spellings Weekly spelling rule	**Class text - Clockwork (passages to be selected), Short Too - Kevin Crosseley** **Reading:** VIPERS questions both verbal and written. Back up answers with evidence. **Writing:** Suspense writing (f) Ghost Story - Extended piece of writing with chapters (f) Poetry - freeverse poetry **Grammar Focus -** Sentence length for effect, range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs. Weekly spelling rule
	Year 5	**Class text: The Nowhere Emporium** **Reading:** VIPERS questions both verbal and written **Writing:** Descriptive writing using figurative language (ASMOP) (f) Discussion text - is a character good or bad (nf) Writing from a different viewpoint **Grammar Focus:** types of nouns, verbs - modal, adjectives, adverbs, co-ordinating and subordinating conjunctions, expanded noun phrases, speech punctuation Weekly spelling rule	**Class text - The Nowhere Emporium, The Lighthouse (2 weeks)** **Reading:**VIPERS questions both verbal and written **Writing:** To continue a chapter - narrative writing (f) Newspaper report (nf) Biography of a character (nf) **Poetry - shared drive** **Grammar Focus:** semi-colons, prepositions, apostrophes, phrases and clauses, past and present perfect tenses, colons, adverbs of possibility and frequency Weekly spelling rule	**Class text - There's a Boy in the Girls' Bathroom** **Reading:** VIPERS questions both verbal and written. Back up answers with evidence and/or quotes from the text. **Writing:** character study (f) Diary Entry from a viewpoint of a character (nf) Formal Letter writing linked to history topic (PEE structure) (nf) **Grammar Focus:** word class revision, past and present progressive, commas to mark clauses and adverbial phrases, dashes to mark clauses. Weekly spelling rule	**Class text - There's a Boy in the Girls' Bathroom and The Arrival** **Reading:** VIPERS questions both verbal and written. Back up answers with evidence and/or quotes from the text. **Writing:** Extended answer using PEEL (f) informal letter writing (nf) Writing a pre-chapter (f) Writing from a different viewpoint (f) Character work - picture book (inference skills) **Poetry - shared drive** **Grammar Focus:** relative clauses, main and subordinate clauses, apostrophes for contraction and possession, parenthesis ()-, , nouns and verbs - classify, word class revision Weekly spelling rule	**Class text - Cogheart** **Reading:** VIPERS questions both verbal and written. Using evidence from the text to back up opinions and answers SATs preparation - 2 and 3 mark answers, skimming and scanning **Writing:** Description of a mechanical (f) Persuasive (informal) advert for the mechanical above (nf) **Grammar Focus:** Revision of all KS 2 terms Weekly Spelling Rules	**Class text - Cogheart and TS Eliot's Cats** **Reading:** VIPERS questions both verbal and written. Using evidence from the text to back up opinions and answers KS 2 Reading SATs paper **Writing:** Instructions (nf) Persuasive (formal) letter (nf) Instructional writing Cats (nf) Diary Entry Cats (f) Performance Poetry Cats **Grammar Focus:** Revision of all Ks 2 terms Weekly spelling rule
	Year 6	**Class Text - War Horse and World War 1 Poetry selection** **Reading:** VIPERS questions both verbal and written. Using evidene to back up answers from the tex**t.** **Writing:** Character Studies (f) Diary Entry (f) Formal Letter (nf) Poetry - to write a war poem in the style of a War Poet **Grammar Focus:** conjunctions, apostrophes (omission and possession) SATs Practice 1 Weekly spelling rules	**Class Text - War Horse complete, The Highwayman, and Short Stories by Kevin Crosseley-Holland** **Reading:** VIPERS questions both verbal and written. Using evidene to back up answers from the text. **Writing:** Writing from a different character's perspective (f) Re-tell the story of The Highwayman from the point of view of Tim, the ostler. (f) Creative writing to build tension - suspense stories (f) Instructional Writing (nf) **Grammar Focus:** parenthesis, adverbials, speech punctuation. Weekly spelling rules	**Class Text - Goodnight Mr Tom** **Reading:** VIPERS questions both verbal and written. Using evidence from the text to back up opinions and answers **Writing:** character descriptions (f) Balanced Argument (nf) **Grammar Focus:** word classes, tenses, clauses (independent, subordinate, relative), conjunctions, apostrophes (omission and possession) Weekly spelling rules	**Class Text - Goodnight Mr Tom and Rose Blanche** **Reading:**VIPERS questions both verbal and written. Using evidence from the text to back up opinions and answers **Writing:** Extend or write an alternative chapter (f) persuasive argument (nf) Book Review (nf) **Poetry - shared drive** **Grammar Focus:** subjunctive, active and passive voice, colons and semicolons, parenthesis, adverbials, speech punctuation. Weekly spelling rules	**Class Texts - Alma - Literacy Shed Film unit (https://www.youtube.com/watch?v=fLDEM_9JNsw), The Lost Happy Endings** **Class book for outside of English - the Imaginary** **Reading:** VIPERS questions both verbal and written. Using evidence from the text to back up opinions and answers SATs preparation - 2 and 3 mark answers, skimming and scanning **Writing:** Formal letter (nf) Newspaper report for Alma (nf) Description of settings (f) **Grammar Focus:** SATs preparation - revision of all Weekly Spelling Rules	**Class Texts - Jabberwocky, Macbeth (adapted version by Orchard)** **Class book for outside of English - The Imaginary** **Reading:** VIPERS questions both verbal and written. Using evidence from the text to back up opinions and answers SATs preparation - 2 and 3 mark answers, skimming and scanning **Writing:** Re-telling a narrative poem as a story (f) Non-chronological report on a Jabberwock (nf) Diary Entry for Lady Macbeth (f) Character comparisons - Macbeth and Lady Macbeth - who is the more powerful? Poetry - The Witches Spell, Shakespeare's Sonnets **Grammar Focus:** SATs preparation - revision of all Weekly Spelling Rules