

English - Vision and Knowledge and Skills Progression

At Columbia, language and literacy are at the heart of our curriculum, so that all children can access learning irrespective of their starting points. Our sincere aim is for all children to leave our school as confident, active learners, who enjoy challenging themselves and are ready to thrive and contribute to society. Our English curriculum sets high expectations for all children and is carefully mapped out to ensure there is clear progression and repetition of knowledge and skills, as outlined in the National Curriculum, both within and across year groups.

We prioritise reading because we know that it is the gateway to all learning. We ensure teachers and teaching assistants understand how children learn to read, so they can plan and teach effective sequences of lessons. Ensuring children become accurate, fluent readers with good understanding at the very earliest stages is a priority. In the Early Years and Key Stage One, children are taught daily phonic and reading lessons following the Read, Write, Inc programme. Children apply their knowledge of sounds to books that contain only the sounds they have learnt. Our lowest 20% are taught by experienced reading practitioners, so they make the best progress and keep up with the programme's daily activities.

In Key Stage Two, challenging, age appropriate texts are mapped out across every year group. These link to other areas of the curriculum, so all children have the background knowledge and vocabulary to access core texts and deepen their understanding around them. We want children to be active learners, who know how to make meaning from texts they read. As such, reading units are carefully sequenced to enable all children to learn key vocab, re-read texts and develop their active reading strategies.

We believe that no child should be left behind, so reading intervention across the year groups - both group and individual - is deployed quickly and appropriately, with reading experts leading the delivery of our tuition programmes.

We want children to read widely and often, for both pleasure and information. As such, alongside our reading units, children can select books they would like to read at an appropriate level to their reading development using Accelerated Reader.

Daily storytime is integral to the school's approach to reading. Carefully chosen books linked to our curriculum provide opportunity for children to listen to and enjoy rich texts.

We strive for all our children to write clearly, accurately and coherently, adapting their language and style for a range of contexts, purposes and audiences. Writing units are carefully sequenced, so that knowledge and skills within lessons build towards an end outcome. Tier 2 vocabulary is explicitly taught and children learn to orally retell texts, so that language patterns and structures become internalised. At the earliest stages, we prioritise basic skills, so that all children can write accurately and automatically. We provide a bespoke curriculum taught by experts for children who may need more time developing these basic skills. Our writing curriculum carefully links to reading units and other areas of the curriculum, so children can write knowledgeably and purposefully. They learn 'tools' needed to write different genres effectively, have opportunities to apply their understanding and use their knowledge to monitor and review their writing as active learners. Grammar and punctuation are sequenced within units of work, so children can learn and apply skills meaningfully. Spelling is taught cumulatively and systematically, with deliberate, focused practice using the Read, Write, Inc spelling programme.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Ready Steady Go	In the Dark	Home Sweet Home	Dressing Up	The Garden	Castles
Books	Beegu My History	It was a cold, dark night Nocturnal Animals	The Three Little Pigs Wolf Report	The Emperor's New Clothes World Book Day Recount	Errol's Garden How to plant Radishes	Defending Castles - non chron. Tower of London recount
Fiction write	<p>Familiar settings ETWWR Toolkit</p> <p>1)Be Clear: -Write a simple sentence that makes sense. -Use a capital letter for the beginning of a sentence. -Separate words with spaces. -Use a full stop at the end of the sentence. -Spell words using phonics already taught. -Spell red words.</p>	<p>Repetitive texts ETWWR Toolkit</p> <p>1)Be clear: -Write simple sentences. -Use a capital letter for the beginning of a sentence and names of people. -Separate words with spaces. -Use a full stop to demarcate simple sentences. -Spell words using phonics already taught. -Spell red words. -Re-read every sentence to check it makes sense.</p>	<p>Traditional Tales ETWWR Toolkit</p> <p>1)Be Clear: -Write simple sentences that can be read. -Use a capital letter for the beginning of a sentence and names of people. -Use a full stop to demarcate simple sentences. -Spell words using phonics already taught. -Spell red words. -Re-read every sentence to check it makes sense.</p>	<p>Traditional Tales from a different culture ETWWR Toolkit</p> <p>1)Be clear: -Write simple sentences that can be read. -Use a capital letter for the beginning of a sentence and names of people. -Use a full stop to demarcate simple sentences. -Spell words using phonics already taught. -Spell red words. -Re-read every sentence to check it makes sense.</p>	<p>Familiar Settings ETWWR Toolkit</p> <p>1)Be clear: -Write simple sentences that can be read. -Use the conjunction 'and' to join clauses. -Use a capital letter for the beginning of a sentence and names of people. -Use full stops to demarcate simple sentences. -Spell words using phonics already taught. -Spell red words. -Re-read every sentence to check it makes sense.</p>	

Non fiction write	<p>Labels and captions Toolkit</p> <p>1)Be clear: -Write a simple sentence that makes sense. -Use a capital letter for the beginning of a sentence. -Separate words with spaces. -Use a full stop at the end of a sentence. -Spell words using phonics already taught (application of set 1 + some set 2). -Spell red words.</p>	<p>Labels and captions Toolkit</p> <p>1)Be clear: -Write a simple sentence that makes sense. -Use a capital letter for the beginning of a sentence. -Separate words with spaces. -Use a full stop at the end of a sentence. -Spell words using phonics already taught (application of set 1 and most of set 2). -Spell red words.</p>	<p>Non chronological report Toolkit</p> <p>1)Be Clear: -Write simple sentences that make sense. -Use a capital letter for the beginning of a sentence. -Use fullstops to demarcate sentences. -Spell words using phonics already taught (application of set 2 and some set 3). -Spell red words.</p>	<p>Recount Toolkit</p> <p>1)Be Clear: -Write simple sentences that make sense. <i>-Use the conjunction 'and' to link words and clauses.</i> -Use capital letters for names of people and days of the week. -Use fullstops to demarcate sentences. <i>-Use exclamation marks.</i> -Spell words using phonics already taught (application of set 2 and most of set 3). -Spell red words. -Order events using Time Connectives. -Past tense regular - ed.</p>	<p>Instructions Toolkit</p> <p>1)Be Clear: -Write sentences that make sense. -Use fullstops to demarcate sentences. <i>-Use question marks.</i> -Use capital letters. -Spell words using phonics already taught (application of set 2 and 3). -Spell red words. -Order steps using time connectives.</p>	<p>Non chronological report Toolkit</p> <p>1)Be clear: -Write sentences that make sense. <i>-Use the conjunction 'and' and 'but' to join clauses.</i> -Use fullstops to demarcate sentences. <i>-Use question marks.</i> -Use capital letters for names of people, places and days of the week. -Spell words using phonics already taught (application of set 2 and 3) -Spell red words. -Re-read sentences. 2)Sound like an expert: -Use topic words Recount 1)Be Clear: -Write simple sentences that make sense. <i>-Use the conjunction 'and' to link words and clauses.</i> -Use capital letters for names of people and days of the week. -Use fullstops to demarcate sentences. <i>-Use exclamation marks.</i> -Spell words using phonics already taught (application of set 2 and most of set 3) -Spell red words. -Order events using Time Connectives. -Past tense regular - ed.</p>
Writing across the curriculum	<p>Labels, lists and captions Me in year 1 exhibition Linked to psche</p>	<p>Labels, lists and captions Guide for Ned the Hedgehog Linked to science, psche and dt.</p>	<p>Non chronological report A safe house for the little pig Linked to science</p>	<p>Non chronological report Clothes the Emperor can wear in the UK Linked to science</p>	<p>Instructions How to make a Rainbow Wrap Linked to DT</p>	<p>Non-chronological report Life in the Tower of London Linked to history</p>

Year 2	Wheels	Fire! Fire!	Music Maker	Animal Adventure	Habitats	Sowing Seeds
Books	Mrs Armitage on Wheels Mrs Armitage's Bike	Max's Adventure The Great Fire of London diary	Pied Piper How to make an instrument	Meerkat Mail Persuasive leaflet	The Fox and the Star Persuasive Letter	The Night Gardener
Fiction write	<p>Well-known author Characterisation Toolkit</p> <p>1)Be clear: -Write complete sentences. -Punctuate sentences with full stops. -Use capital letters. -Use time connective phrases. -Spell red words. -Re-read and edit work.</p> <p>2)Show how the character feels through what they say: -precise speech verbs.</p>	<p>Historical Narrative Setting Toolkit</p> <p>1)Be clear: -Write simple and <i>compound sentences</i> using the conjunctions: and, but. -Use capital letters. -Write in the past tense. -Spell red words. -Re-read and edit work.</p> <p>2) Describe what can be seen, heard -use the senses -powerful words and phrase</p> <p>3)Show how the character's feel through what they do: <i>-words and phrases that show the characters are scared (inc. precise verbs).</i></p>	<p>Legends Story-telling Toolkit</p> <p>1)Be clear: -Write simple and compound sentences using conjunctions: and, but, so. -Use full stops. -Use capital letters. -Use connective phrases. -Write in the past tense. -Spell red words. -Re-read and edit work.</p> <p>2)Show how the character feels through what they say and do: -words and phrases that show the characters are cross (inc. precise verbs).</p>	<p>Adventure Characterisation Toolkit</p> <p>1)Be clear: -Write simple and compound sentences: and, <i>so, but, or.</i> -Secure the use of full stops and capital letters. <i>-Use exclamation marks.</i> -Use connective phrases. -Write in the past tense. -Spell red words and words with contractions. -Re-read and edit work.</p> <p>2)Show how the characters feel through what they say and do: -words and phrases that show the characters are fed-up (inc. precise verbs).</p>	<p>Setting + Characterisation Toolkit</p> <p>1)Be clear: -Write simple and compound sentences. <i>-Start to use subordinating conjunctions: when, as.</i> -Use full stops and <i>exclamation marks.</i> -Use time connective phrases. -Write in the past tense. -Spell red words. -Re-read and edit work.</p> <p>2)Show how the character feels through what they do -Words and phrases that show characters how the characters feel.</p> <p>3)Describe the setting and characters : -Use noun phrases.</p>	<p>Familiar settings Setting Toolkit</p> <p>1)Be clear: -Write simple and compound sentences. <i>-Start to use subordinating conjunctions: when, as.</i> -Use full stops and <i>exclamation marks.</i> <i>-Use the Possesive singular apostrophe.</i> -Use time connective phrases. -Write in the past tense. -Spell red words. -Re-read and edit work.</p> <p>2)Describe what can be seen, heard and felt: -words and phrases that make the setting sound magical (inc. Noun phrases)</p>

Non fiction write	<p>Non chronological report Toolkit</p> <p>1)Be clear: -Write complete sentences. -Write compound sentences using 'and.' -Use commas to separate items in a list. -Use question marks and full stops. -Spell words using phonics already taught. -Spell red words. -Re-read and edit work.</p> <p>2)Sound like an expert: -Use topic words.</p>	<p>Recount (diary) Toolkit</p> <p>1)Be clear: -Write in sentences (simple and compound sentences using 'and, but') -Use capital letters for names of people and days of the week. -Use fullstops. -Spell words using phonics already taught. -Spell red words. -Re-read and edit work. -Write in time order using time connectives. -Write in the past tense.</p> <p>2)Be informal: -contractions -exclamation marks.</p>	<p>Instructions Toolkit</p> <p>1)Be clear: -Write in sentences. -Use capital letters. -Use commas in a list -Spell words using phonics already taught (application of set 2 and 3). -Spell red words. -Re-read and edit work.</p> <p>-Write what you need to do in the order they must be done. You can number each point. -Use time connective phrases. -Tell your reader what they must do - use imperative verbs.</p>	<p>Persuasion (advert) toolkit</p> <p>1)Be clear: -Write in complete sentences. -Use commas in a list. -Write in the present tense. -Re-read and edit work.</p> <p>2)Use persuasive language: -Boastful language -Rhetorical questions.</p> <p>3)Tell your reader what they must do! Use commands: -Imperative verbs.</p>	<p>Persuasion (letter) toolkit</p> <p>1)Be clear: -Write Simple and compound sentences: and, so. -Start to use subordinate conjunction because. -Write in the present tense. -Re-read and edit work.</p> <p>2) Use persuasive language: -Use rhetorical questions. -Persuasive words and phrases.</p> <p>3)Give reasons for your point of view: -Use subordination for reason: because and if.</p>	<p>Non-chronological report Toolkit</p> <p>1)Be clear: -Write simple and compound sentences using the conjunctions: and, but, so and or. -Use commas to separate items in a list. -Use question marks. -Write in the present tense. -Re-read and edit work.</p> <p>2)Sound like an expert: -Use technical words.</p>
Writing across the Curriculum	<p>Non chronological report Mrs Armitage's car linked to science</p>	<p>Explanation How the fire spread linked to history</p>	<p>Instructions How to play the musical instrument they design</p>	<p>Recount Visit to Paradise Park</p> <p>Non chronological report Meerkats linked to Science</p>	<p>Persuasive letter Tower Hamlets Council linked to Science.</p>	<p>Instructions Making a pizza they designed in DT</p>

Year 3	Active Planet	Lights and Lanterns	We Are What We Eat	Where in the World?	Ancient Egypt - Life on the River Nile	Going Green
Books	Mary Anning	Rama and Sita - an Indian Folktale	Charlotte's Web	The Colour of Home	Stories from Ancient Egypt, Tyldesley Horus the Avenger	Jack and the Beanstalk
Fiction write		<p>Indian Folktale Setting/characterisation Toolkit</p> <p>1)Be clear: -Write <i>in sentences (consolidate compound using and, but, so)</i>. -Punctuate sentences correctly: . ? ! , -Use Connective phrases. -Write in the past tense.</p> <p>2)Describe what can be seen, heard or touched (use the senses) -noun phrases</p> <p>3)Show how the character's feel through what they do: -Words and phrases that show the characters are frightened - precise verbs.</p> <p>4) Sound like a folktale. Hero or heroine Baddie / villain Someone who helps Magical object Dangerous journey / task</p> <p>Vocab: treacherous, captured, towered, crashed, snarled, rejoiced, sprint.</p>	<p>Familiar setting/well known author Characterisation Toolkit</p> <p>1)Be clear: -Organise your ideas into paragraphs. -Punctuate sentences correctly: . ? ! ' , + apostrophe singular possession -Use connective phrases. -Write in sentences (complex sentences - when, as). -Re-read and edit work.</p> <p>2)Show how the characters feel through what they do and say (show not tell): -Precise words and phrases to show the characters are happy or sad. -Use precise speech verbs. -Begin to use speech marks.</p> <p>Vocab: strolled, froze, heart raced, beamed, cradled, muttered, sighed, stared.</p>	<p>Well known author Characterisation Toolkit</p> <p>1)Be clear: -Organise your ideas into paragraphs. -Punctuate sentences correctly: . ? ! ' plus inverted speech marks -Use connective phrases. -Use prepositional phrases -Write in sentences (when,as, because) -Re-read and edit work.</p> <p>2)Show how the characters feel through what they do and say (show not tell): -Precise words and phrases to show the characters are sad. -Use precise speech verbs. -Speech marks.</p> <p>Vocab: murky, stormed, unfamiliar, flinched, stuttered, stared, blinked back the tears, frowned.</p>	<p>Myth Suspense Toolkit</p> <p>1)Be clear: -Put your ideas into paragraphs. -Use connective phrases. -Write in sentences (<i>complex - when, as, because</i>) - vary clauses -Punctuate sentences correctly: . ? ! ' , (incl. comma when starting with subordinate clause) -Re-read and edit work.</p> <p>2)Show how the characters feel through what they do (vicious and determined) -Use precise movement verbs (recap). -Adverbs.</p> <p>3)Show how the character feels through what they say: -Use speech marks to punctuate direct speech. -Use precise Speech verbs.</p> <p>Vocab:unfortunately, savagely, heartless, avenge, transform, hunched, darted, hurtled, rejoiced.</p>	

<p>Non fiction write</p>	<p>Biography Toolkit</p> <p>1)Be Clear: -Write about events in time order. -Put the events into different paragraphs. Use headings and subheadings. -Write in sentences: secure and, but, so. -Write in the past tense. -Re-read and edit your work.</p> <p>2)Make it sound personal: -Add extra details (names of people and places, details, comments).</p> <p>Vocab: fossils, survived, discovered, mysterious, collected.</p>					<p>Persuasion Toolkit</p> <p>1)Be clear: -Write in sentences (compound and complex).Include subordinate conjunctions: if, because, although. -Punctuate sentences correctly: . ? ! ' , -Put your ideas into paragraphs: an opening which states your point of view. Your points. An ending that says your point of view again -Re-read and edit work.</p> <p>2)Give reasons for your point of view -Use conjunctions to give reasons : <i>because, so</i></p> <p>3)Use persuasive language: -Rhetorical questions -Persuasive words and phrases -Persuasive connective phrases.</p>
<p>Writing Across the Curriculum</p>	<p>Non chronological report</p> <p>Mary Anning curiosity stall with descriptions of different rocks linked to science.</p>	<p>Explanation</p> <p>How to change the size of a shadow for shadow puppet performance linked to Science.</p>	<p>Explanation/persuasion</p> <p>Encourage children to eat bone and muscle healthy foods - via animated pictures for assembly linked to Science.</p>	<p>Non-chronological report</p> <p>Make a board game to test knowledge of three communities: Huguenots, Jewish community, Bangladeshi community. Linked to history and Geography.</p>	<p>Explanation</p> <p>How mummies were made. Linked to history.</p>	<p>Persuasion/explanation</p> <p>Leaflet for Tower Hamlet's Cemetery Park: Do not pick Wild Flowers at TH Cemetery Park Linked to Science.</p>

<p>Reading unit</p>	<p>Biography Mary Anning</p> <p>Children will actively read a text and make meaning: -Use active reading strategies - identify the main events and summarise these; ask questions to improve your understanding; scan a text to retrieve information. -Explain the meaning of words.</p> <p>Vocab: fossil</p>	<p>Indian Folktale The Enchantress of the Sands, Jamila Gavin</p> <p>Children will actively read a text and make meaning: -Use active reading strategies - ask questions to improve your understanding; scan a text to retrieve information, make links -Make predictions what might happen from what is stated or implied. -Explain the meaning of words. -Explore the features of a folktale.</p> <p>Vocab: enchantress, herdsman, begone, rejoiced, snarl.</p>	<p>Familiar Settings Saving Winslow, Sharon Creech (adapted text).</p> <p>Children will actively read a text and make meaning: -Use active reading strategies - identify the main ideas in a paragraph and summarise these; ask questions. -Make predictions what might happen from what is stated or implied. -Infer a characters' feelings. Start to use evidence. -Explain the meaning of words.</p> <p>Vocab: inquired, insisted, muttered, sighed, stared, froze.</p>	<p>Narrative The Journey, Francesca Sanna</p> <p>Children will actively read a text and make meaning: -Use active reading strategies - identify the main ideas in a paragraph and summarise these; ask questions; make links; scan. -Explain the meaning of words. -Make predictions what might happen from what is stated or implied. -Infer a characters thoughts or feelings using evidence from the text.</p> <p>Vocab: stared, inquired, froze, frowned, chaos, stuttered, blinked back the tears.</p>	<p>Egyptian Myth Horus the Avenger, Marcia Williams</p> <p>Children will actively read a text and make meaning: -Use active reading strategies - ask questions, summarise the main ideas, scan a text for information; make links. -Explain the meaning of words. Make predictions what might happen from what is stated or implied. -Infer a characters feelings, thoughts and motives from their actions. Use evidence from the text.</p> <p>Vocab: determined, snarled, vast, charged, launched, transformed, Boar, bared his teeth rejoiced</p>	<p>Persuasive article Do you think giants are bad? Well think again.</p> <p>Children will actively read a text and make meaning: -Use active reading strategies - summarise; question; make links, skim and scan. -Explain the meaning of words. -Retrieve information from a non-fiction text.</p> <p>Vocab: village villagers powerful threatening obviously protect organising</p>
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Year 4	The Romans	Explorers	Weather Report	Chocolate	Getting the Message	Robots
Books	Romulus and Remus and other myths	Race to the Frozen North	Storm Kevin Crossland The Snow Queen Comparing versions	Charlie and the Chocolate Factory	Hacker, Malorie Blackman.	Iron Man, Hughes
Fiction write	<p>Myths Characterisation Romulus and Remus</p> <p>1) Show how the character's feel through what they do (angry/squabble): -Powerful words and phrases for action.</p> <p>2) Be clear: -Put your ideas into paragraphs. -Use connective phrases. -Write in sentences (compound revisit - and, but, so). -Punctuate sentences correctly: . ? ! , ' -Re-read and edit work.</p> <p>Vocab: scowled, scoffed, scornfully, stomped, incessantly, exasperated.</p>	<p>Adventure Characterisation Race to the Frozen North</p> <p>1) Show how the character's feel through what they do (threatening, frightened): -Powerful words and phrases for action.</p> <p>2) Show how the characters feel through what they say: -Speech rules -Precise speech verbs.</p> <p>3) Be clear so the reader understands the story easily: -Put your ideas into paragraphs. -Use connective phrases. -Write in sentences (complex - when, as) -Punctuate sentences correctly: . ? ! , ' " -Re-read and edit work.</p> <p>Vocab: tossed, sneer, advanced, gripped, scowled, hissed, closed in, heart pounded.</p>	<p>Fairy Tale Characterisation The Snow Queen</p> <p>1) Show how the character's feel through what they do (threatening/violent, scared): -Powerful words and phrases for action</p> <p>2) Show how the characters feel through what they say: -Speech rules. -Precise speech verbs + adverbs.</p> <p>3) Be clear so the reader understands the story easily: -Put your ideas into paragraphs. -Use connective phrases. -Write in sentences (complex - when, as, although) -Punctuate sentences correctly: . ? ! , ' " (inc. comma to demaracte subclause at beginning of the setnence). -Re-read and edit work.</p> <p>Vocab: seized, colour drained from face, barged, gasped, sighed</p>	<p>Fantasy setting Charlie and the Chocolate Factory</p> <p>1) Make the setting sound magical: - Describe the room using the 5 senses. -Noun phrases. -Use similes.</p> <p>2) Show how the characters feel through what they say and do (bossy, mischievous): -Power words and phrases for action.</p> <p>3) Be clear so the reader understands the story easily: -Put your ideas into paragraphs. -Use connective phrases. -Write in sentences (complex - when, as, although) -Punctuate sentences correctly: . ? ! , ' " (inlcuding possessive apostrophe plurals + singular) -Re-read and edit work.</p> <p>Vocab: stared, spluttering, gasped, eyes lit up, gripped, snapped, heart pounded, colour drained from face.</p>		

Non fiction write					<p>Persuasion (both sides of the argument): Should children have mobile phones?</p> <p>1)Be clear so your reader understands: -Organise your letter into paragraphs (courtroom structure). Say what you want them to do, give reasons, resay what you want them to do. -Punctuate sentences correctly: . ? ! , ‘ -Re-read and edit work. -Write in sentences. (Use complex sentences with conjunctions that help you explain - because, if)</p> <p>2)Persuade your reader to do what you want: -Give enough reasons (use point and evidence). -Use persuasive language-connectives, negative words and phrases, boastful language. -Rhetorical questions.</p> <p>Vocab: beneficial, emergency, educational, obviously, undoubtedly.</p>	<p>Iron Man Ted Hughes Newspaper Report</p> <p>1)Be clear: -use organisational features such as headline, orientation (5ws) -Punctuate sentences correctly: . ? ! , ‘ “ -Write in sentences. (simple, compound and complex) -Re-read and edit work.</p> <p>2)Give details about people and the main events: -Eye witness accounts</p> <p>3)Influence the reader’s opinion: -Use sensational language</p> <p>Vocab: bliss, sagging, screeched, towered glaring, threatening</p>
Writing across the curriculum	<p>Non-chron Definitions for a Roman Glossary</p>	<p>Non chronological report Information web page on the Galapagos Tortoise.</p>	<p>Description/explanation What is causing extreme weather?</p>	<p>description/explanation Fair Trade explanation to go alongside children’s chocolate bar.</p>	<p>Persuasion Mobile Phones for children?</p>	<p>Instructions How to light up your robot’s eyes.</p>

<p style="text-align: center;">Reading Unit</p>	<p>Myth Romulus and Remus</p> <p>Children will actively read a text and make meaning: -Use active reading strategies - identify the main events and summarise these; ask questions to improve your understanding. -Make predictions what might happen from what is stated or implied. -Explain the meaning of words. -Infer a character's feelings and motives through what they do. Use evidence.</p> <p>Vocab: incessantly, loathing, scornfully, jeered, spluttered</p>	<p>Adventure Race to the Frozen North: The Story of Matthew Henson, Catherine Johnson.</p> <p>Children will actively read a text and make meaning: -Use active reading strategies - make links; summarise main ideas in a paragraph; ask questions to deepen your understanding. -Make predictions what might happen from what is stated or implied. -Explain the meaning of words. -Infer a character's feelings through what they say and do. -Explain your opinions with evidence from the text (PE - point evidence).</p> <p>Vocab: Closed in on me, sneered, Heart pounded, Body shook uncontrollably, Gripped, Hissed</p>	<p>Explanation Where does Water come from?</p> <p>Children will actively read a text and make meaning: -Use active reading strategies - make links; summarise main ideas; scan for information. -Retrieve information. -Identify oragnisation features. -Explain the meaning of words.</p> <p>Vocab (same vocab from Science lessons): condensation, evaporation, water vapour, surface.</p>	<p>Stories from another culture Sugarcane Juice</p> <p>Children will actively read a text and make meaning: -Use active reading strategies - summarise; ask questions; make links; scan a text. -Make predictions what might happen from what is stated or implied. -Make inferences around a characters' thoughts and feelings in the setting. -Explain using evidence from the text. -Explain the meaning of words.</p> <p>Vocab: festooned, awe, lurched, rattled.</p>	<p>Persuasive article Your Child, a magazine for parents - Should Kids have Mobile Phones? Absolutely!</p> <p>Children will actively read a text and make meaning: -Use active reading strategies - Summarise the main ideas in a paragraph; ask questions; skim a text' Scan a text for information. -Retrieve information. -Explain the meaning of words.</p> <p>Vocab: beneficial, app, emergency, independently, convincing, undoubtedly.</p>	<p>Narrative The Iron Man</p> <p>Children will actively read a text and make meaning: -Use active reading strategies - summarise, ask questions, make links, skim and scan. Make inferences around a characters actions and feelings. Use evidence from the text to support ideas. (PE - point and evidence). -Explain the meaning of words.</p> <p>New vocab: bliss, sagging, screeched, towered, glaring.</p>
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Year 5	Victorians Revolution	Victorians Street Child	Potions and Poisons	Out of this World	Battle for the Kingdom	Predator and Prey
Books	Swordswoman	Street Child	Harry Potter and the Philosopher's Stone	Phoenix, Said	Arthur High King of Britain	The Highwayman
Fiction write		<p>Historical Novel Characterisation - Escape from the workhouse</p> <p>1) Show how the characters feel through what they do. Show what a character is like through what they do: -precise words and phrases to show cruel and frightened characters. -Use imagery (similes)</p> <p>2) Reveal a character's thoughts: -Speech rules.</p> <p>3) Be clear: -Organise ideas into paragraphs. -Use connective phrases. -Write complex sentences to add detail (when, as, although, because) -Action of three -Punctuate sentences correctly: . ? ! , ‘ “ “</p> <p>4) Has historical references to describe the setting: -Topic words and phrases.</p> <p>Vocab: prowled, stifling, scarcely daring to breath, dormitory, cue, darted, peered, sunken eyes, steal out.</p>		<p>Suspense Toolkit</p> <p>1) Be clear: -Organise ideas into paragraphs. -Use connective phrases. -Punctuate sentences correctly: . ? ! , ‘ “ “ -Re-read and edit work.</p> <p>2) Vary sentences to move the action along: -simple, compound, complex.</p> <p>3) Show the characters' feelings through what they say and what they do: -Precise verbs and adverbs to show fear and determination. -Speech rules.</p> <p>3) Use empty words to keep the threat unknown.</p> <p>4) Make it sound like a sci-fi: -Use technical language.</p> <p>Vocab: grenades, ammunition clips, abandoned, constricted, derelict, refugee camp, accelerate, spaceport, hatch.</p>	<p>Legends Storytelling Toolkit</p> <p>1) Be clear: -Organise ideas into paragraphs. -Use connective phrases. -Punctuate sentences correctly: . , ‘ “ “ -Re-read and edit work. -Include passive verbs.</p> <p>2) Build suspense -Vary sentences: simple, compound, complex -Show how the character feels, don't say (through what they say and do).</p> <p>3) Paint a vivid picture in the reader's mind: -Expanded noun phrases to describe the dragon. -Use imagery (similes).</p> <p>Vocab: scorched, lair, crumpled, speared, kingdom, scaly armour, colossal, darkened beneath the shadow.</p>	

<p>Non fiction write</p>	<p>Diary entry Toolkit</p> <p>1)Be clear: -date at the start of each entry -past tense, except for present circumstances and feelings. -Write events in paragraphs, organised in chronological order. -Use time connective phrases. -Write sentences - relative clauses with relative pronoun. -Punctuate sentences correctly: . , () -Re-read and edit work.</p> <p>2)Choose moments and events that are important and will interest the reader: -event + feeling, though and/or reaction.</p> <p>3)Use precise words or phrases to show how you feel</p> <p>4)Sound more informal: -brackets and commas to indicate parenthesis.</p>		<p>Discussion Toolkit Social work report on Harry living with the Dursle</p> <p>1)Present a balanced overview of the topic: -Organise work into paragraphs - intro, reasons against, reasons for, conclusion. -Give more details, evidence or examples for each reason.</p> <p>2)Be clear: -Organise each paragraph-topic sentence, order ideas, connective phrases (to contrast and add information) -Use a variety of sentences (simple, compound, complex). Complex sentences to explain why or result - if, because and relative clauses with relative pronouns. -Punctuate sentences correctly: . ? , - -Re-read and edit work.</p> <p>4)Persuade your reader: -Subtle persuasive words and phrases. -Modal verbs</p> <p>Vocab: orphanage, undoubtedly, first glance, issue, rarely, recommend.</p>			<p>Persuasion letter Toolkit</p> <p>1)Be clear so your reader understands:</p> <p>-Organise your letter into paragraphs. Say what you want them to do, give reasons, resay what you want them to do. -Write in sentences. (Use complex sentences with conjunctions that help you explain). -Punctuate sentences correctly: . ? , ' ()</p> <p>2)Persuade your reader to do what you want: -Give enough reasons (use point and evidence). -Use a counter argument. -Disguise opinions as facts. -Use persuasive language-connectives, positive/negative words and phrases, boastful language. -Use Modal verbs</p>
<p>Writing Across the Curriculum</p>	<p>Explanation/persuasion Victorian Sales pitch Impact of inventions.</p>	<p>Explanation/instructions How to survive the streets.</p>	<p>Persuasive description DT</p>	<p>Newspaper report Moon Landing</p>	<p>Explanation Who were the Anglo Saxons?</p>	

<p>Reading Unit</p>	<p>The Swordswoman Devika Rangachari</p> <p>Children will actively read a text and make meaning: Use active reading strategies - summarise ideas across paragraphs; ask questions; make links. Discuss understanding of new words. Draw inferences about a characters' thoughts and feelings. Justify inferences with evidence. Compare the relationship between characters.</p> <p>Vocab: Grim, forbidding, rejected, muttered, gaze, flushed, clenched, loyalty, bleakly, bereft, helplessly.</p>	<p>Stories with a historical setting Runaways!</p> <p>Children will actively read a text and make meaning: Use active reading strategies - summarise main ideas in a paragraph; ask questions; make links. Predict what might happen from what is stated and implied. Draw inferences about a characters' thoughts, feelings and motives. Justify inferences with evidence. Discuss understanding of new words.</p> <p>Vocab: steal out, fury, despondently, trudged, refuge, wary, awed</p>	<p>Discussion Harry Potter</p> <p>Children will actively read a text and make meaning: Use active reading strategies - summarise main ideas in a paragraph; ask questions; make links; scan. Distinguish between fact and opinion. Learn about the terms balanced, bias, personal and impersonal and how to recognise them in texts. Justify your opinions using evidence from the text (point, evidence, explain). Discuss understanding of new words.</p> <p>New unit</p>	<p>Sci-Fii Phoenix, Said</p> <p>Children will actively read a text and make meaning: Use active reading strategies - summarise main ideas in a paragraph; ask questions; make links. Predict what might happen from what is stated and implied. Infer a character's thoughts, feelings and motives through their dialogue and actions. Justify inferences using evidence (PEE) Discuss understanding of new words.</p> <p>Vocab: constricted, urged billowing, pulse pounded blood ran cold.</p>	<p>Stories from another culture Dragon Slayer, Howell</p> <p>Children will actively read a text and make meaning: Use active reading strategies - ask questions, summarise, make links. Support and explain inferences using evidence from the text (PEE). Discuss understanding of new words.</p> <p>Vocab: ancient, extinct, darkened beneath the shadow, crept, nestling, beam, rattled, bed, colossal, scaly armour.</p>	<p>Poetry The Highwayman</p> <p>Children will actively read a text and make meaning: Use active reading strategies - ask questions, summarise, make links. Explore the thoughts and feelings of a character. Explain inferences using evidence from the text. Prepare and perform a poem. Discuss understanding of new words.</p> <p>Vocab: sniggering jest, writhed, strained, priming shattered, hours crawled by like years, to attention</p>
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Year 6	Healthy Hearts	WW2 The Home Front	WW2 Refugee	Odysseus	Identity
Books	Pig Heart Boy, Blackman	Billy's Blitz, Mitchell My Secret War Diary	Once, Gleitzman The Arrival, Tann	Odysseus, Lupton	Being Miss Nobody, Winter
Fiction write		<p>Historical text Suspense (Tale of fear) Billy's Blitz</p> <p>1)Be clear: -Organise ideas into paragraphs. -Use connective phrases. -Vary sentences - simple, compound and complex. -Punctuate sentences correctly: . , ' " " double - -Re-read and edit work.</p> <p>2)Create an atmosphere (make the setting sound scary): -Use the senses to describe a bombed out city. -Describe the setting using precise verbs and expanded noun phrases. -Use imagery (metaphors). -Don't say what the threat is. Do reveal detail.</p> <p>3)Show the character's are frightened through what they do (don't tell): -precise verbs -include thoughts and feelings.</p>	<p>Characterisation and Setting - Tale of Sorrow The Arrival, Tann</p> <p>1)Be clear: -Organise ideas into paragraphs. -Vary sentences -Use different sentence openers: ly,ing,when adverbials, sub-clause. -Punctuate sentences correctly: . , " " -Re-read and edit work.</p> <p>2)Create an atmosphere (sad and frightening): -Expanded noun phrases to describe the house, objects in the house and the weather. -Use imagery (metaphors).</p> <p>3) Show how the character's feel through what they say and do -Speech verbs and adverbs. -Speech marks.</p>	<p>Myth Setting/characterisation Defeat the Monster</p> <p>1)Be clear: -Organise ideas into paragraphs. -Vary sentences -Use different sentence openers: ly,ing,when adverbials, sub-clause. -Punctuate sentences correctly: . , " " --Use passive verbs -Re-read and edit work.</p> <p>2)Change the atmosphere / lull the reader: -noun phrases to describe the setting. -Use imagery.</p> <p>2) Pick out small details to describe the cyclops: -expanded noun phrases -group of 3</p> <p>3) Create a dialogue between the characters: -Use direct speech rules, -precise speech verbs -show what the character is doing while they speak.</p>	

<p>Non fiction write</p>	<p>Newspaper Boy Receives Pig's Heart 1)Be clear: -use organisational features such as headline, subheading, caption and pictures, 5ws intro paragraph. -Ensure the reader is informed of all the key facts. -Punctuate sentences correctly: , "" () - -Re-read and edit work</p> <p>2)Give details about the people and main events: -relative clauses (commas, brackets, with and without relative pronoun). -eye witness accounts (speech).</p> <p>3)Influence the reader's opinion -Positive words and phrases -Modal verbs</p> <p>4)Sound like a journalist</p>	<p>Diary Recount (2 week unit) - reduce to 1 entry.</p> <p>1)Be Clear: -Write in paragraphs. -Use connective phrases. -Write in sentences: relative clauses with relative pronoun and with relative pronoun omitted. -Use past perfect verbs -Punctuate sentences correctly: . ? ! , () - -Re-read and edit work.</p> <p>2)Choose moments and events that are important and will interest the reader: -event + feeling, though and/or reaction.</p> <p>3) Be informal: -Chatty words and phrases -Dases and brackets for parenthesis.</p>		<p>Instructions - How to defeat a cyclops</p> <p>1)Be clear: -Use organisation devices to help your reader navigate the text: bullet points, boxes. -Explain steps using different subordinating conjunctions. -Use a range punctuation: () : ; -Include prior or parallel steps E.g. Before you do this.. While....., -Use the perfect form.</p> <p>2)Vary the tone: -Be friendly by using humour and modal verbs. -Speak to an audience.</p>	<p>Autobiography Identity Project</p> <p>1)Be clear: -Organise ideas into paragraphs. -Vary sentences - use different subordinating conjunctions. -Use different sentence openers: ly,ing,when adverbials, sub-clause. -Punctuate sentences correctly: : - ; () -Use the subjunctive. -Re-read and edit work.</p> <p>2) Give extra information about your special objects: brackets and dashes for parenthesis.</p> <p>3)Make it sound personal: say how you feel</p> <p>4)Be informal: chatty language</p>
<p>Writing across the curriculum</p>	<p>Instructions/explanation How to stay safe from Trolls (online advice to Cameron).</p> <p>Persuasion Friendship Squad Letter PSCHE - formal language.</p>	<p>War Diary (mixed genre): -Diary extracts -Newspaper clippings -War art / propaganda posters.</p>	<p>Recount (diary) Diary in role as a child from the Kindertransport linked to History and RE.</p>	<p>Instructions How to defeat a Cyclops - linked to coding.</p>	

<p>Reading Unit</p>	<p>Journalistic/Newspaper Man Has Pig Heart</p> <p>Children will actively read a text and make meaning: Use active reading strategies - summarise ideas across paragraphs, ask questions, make links; skim and scan. -Understand and evaluate how language can influence the reader's opinion. -Discuss understanding of new words.</p> <p>Vocab:transplant critical incident expertise groundbreaking momentous, glimmer of hope, landmark, historic.</p>	<p>Historic Billy's Blitz</p> <p>Children will actively read a text and make meaning: Use active reading strategies - summarise main ideas in a paragraph; ask questions; make links. Predict what might happen from what is stated and implied. Draw inferences about a characters' thoughts, feelings and motives. Justify inferences with evidence. Discuss how a character's feelings change within the chapter. Discuss understanding of new words.</p> <p>Vocab: Jostling, longed , blasting and shooting, staggering, smudged and blackened, smoke billowing, flames licking.</p>	<p>Historic Once</p> <p>Children will actively read a text and make meaning: Use active reading strategies - summarise main ideas in a paragraph; ask questions; make links. Predict what might happen from what is stated and implied. Identify the different moods and feelings the author has created in the story. Draw inferences about a characters' thoughts, feelings and motives. Justify inferences with evidence. Discuss understanding of new words.</p> <p>Vocab: forlorn, nonchalant, hoarse</p>	<p>Myths Prometheus and Pandora, Janey Pursglove.</p> <p>Children will actively read a text and make meaning: Use active reading strategies - summarise main ideas in a paragraph; ask questions; make links. Predict what might happen from what is stated and implied. Explore the narrator's point of view by looking at their description of characters' actions and their use of emotive language. Draw inferences about a characters' thoughts, feelings and motives. Justify inferences with evidence. Discuss understanding of new words.</p> <p>Vocab: gargantuan, potent, appeased, distraught, exquisite, scoffed, treacherous</p> <p>+ SATs prep</p>	<p>Biography/autobiography Jeremy Strong</p> <p>Children will actively read a text and make meaning: Use active reading strategies - summarise main ideas in a paragraph; ask questions; make links. Explore how the biography and autobiography give different insights into Jeremy Strong's life. Discover how different types of biographical texts are organised to make it easy for readers to find information. Discuss understanding of new words.</p>
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