Quwwat-Ul-Islam Girls' School



English

Knowledge and Skills Progression Map

School Motto
Together we can achieve more
School Values
Respect . Aspiration . Responsibility
Learning Drivers
Caring for Ourselves, Our World, Our Education, Our Rights

School Vision Statement

To establish a school of excellence both **Islamically** and **Academically** - Provide a **holistic** education which is inspired by:

Taqwa: God consciousness **morals and values** inspired by the prophet (SAW) coupled with **academic excellence.**

At Quwwat-Ul-Islam girls' school we adhere to the following:

- **Mutual respect and tolerance -** We respect and care for everybody.
- **Democracy -** We promote the right of every individual to have their opinions and voices heard.
- **The rule of the law -** We understand that laws and rules protect us and at the same time provide us with responsibilities, by breaking them there are consequences.

National Curriculum Expectations

EYFS

Literacy Comprehension EL

Children at the expected level of development will:

- ★ Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- ★ Anticipate – where appropriate – key events in stories;
- ★ Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Word Reading ELG

Children at the expected level of development will:

- ★ Say a sound for each letter in the alphabet and at least 10 digraphs;
- ★ Read words consistent with their phonic knowledge by sound-blending;
- ★ Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing ELG

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 ready by others

Primary

Reading – word reading

Pupils should be taught to:

apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

Reading – comprehension

Pupils should be taught to:

- ★ maintain positive attitudes to reading and understanding of what they read by:
- ★ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- ★ reading books that are structured in different ways and reading for a range of purposes
- ★ increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- ★ recommending books that they have read to their peers, giving reasons for their choices
- ★ identifying and discussing themes and conventions in and across a wide range of writing
- ★ making comparisons within and across books § learning a wider range of poetry by heart
- ★ preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- ★ understand what they read by:
- ★ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context

- ★ asking questions to improve their understanding
- ★ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- ★ predicting what might happen from details stated and implied
- ★ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- ★ identifying how language, structure and presentation contribute to meaning
- ★ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- ★ distinguish between statements of fact and opinion
- ★ retrieve, record and present information from non-fiction
- ★ participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- ★ explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- ★ provide reasoned justifications for their views.

Writing – transcription

Spelling - Pupils should be taught to:

- ★ use further prefixes and suffixes and understand the guidance for adding them
- ★ spell some words with 'silent' letters [for example, knight, psalm, solemn]
- ★ continue to distinguish between homophones and other words which are often confused
- ★ use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- ★ use dictionaries to check the spelling and meaning of words
- ★ use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- ★ use a thesaurus.

Handwriting and presentation Pupils should be taught to:

- ★ write legibly, fluently and with increasing speed by:
- ★ choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- ★ choosing the writing implement that is best suited for a task.

Writing – composition

Pupils should be taught to:

Plan their writing by:

- ★ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- ★ noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

Draft and write by:

- ★ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning § in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action practising longer passages
- ★ using a wide range of devices to build cohesion within and across paragraphs
- ★ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

Evaluate and edit by:

- ★ assessing the effectiveness of their own and others' writing
- ★ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

- ★ ensuring the consistent and correct use of tense throughout a piece of writing
- ★ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- ★ proof-read for spelling and punctuation errors
- ★ perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Writing – vocabulary, grammar and punctuation

Pupils should be taught to:

Develop their understanding of the concepts set out in English Appendix 2 by:

- ★ recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- ★ using passive verbs to affect the presentation of information in a sentence
- ★ using the perfect form of verbs to mark relationships of time and cause § using expanded noun phrases to convey complicated information concisely
- ★ using modal verbs or adverbs to indicate degrees of possibility
- ★ using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- ★ learning the grammar for years 5 and 6 in English Appendix 2

Indicate grammatical and other features by:

- ★ using commas to clarify meaning or avoid ambiguity in writing
- ★ using hyphens to avoid ambiguity
- ★ using brackets, dashes or commas to indicate parenthesis
- ★ using semicolons, colons or dashes to mark boundaries between independent clauses
- ★ using a colon to introduce a list
- ★ punctuating bullet points consistently
- ★ use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

Secondary

Reading

Pupils should be taught to:

develop an appreciation and love of reading, and read increasingly challenging material independently through:

reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors.

The range will include high-quality works from:

- ★ English literature, both pre-1914 and contemporary, including prose, poetry and drama
- ★ Shakespeare (two plays)
- ★ seminal world literature
- ★ choosing and reading books independently for challenge, interest and enjoyment
- ★ re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons.

Understand increasingly challenging texts through:

- ★ learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries
- ★ making inferences and referring to evidence in the text
- ★ knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension checking their understanding to make sure that what they have read makes sense.

Read critically through:

- ★ knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning
- ★ recognising a range of poetic conventions and understanding how these have been used
- ★ studying setting, plot, and characterisation, and the effects of these
- ★ understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play
- ★ making critical comparisons across texts
- ★ studying a range of authors, including at least two authors in depth each year

Writing

Pupils should be taught to:

Write accurately, fluently, effectively and at length for pleasure and information through:

writing for a wide range of purposes and audiences, including:

- ★ well-structured formal expository and narrative essays
- ★ stories, scripts, poetry and other imaginative writing
- ★ notes and polished scripts for talks and presentations
- ★ a range of other narrative and non-narrative texts, including arguments, and personal and formal letters
- ★ summarising and organising material, and supporting ideas and arguments with any necessary factual detail
- ★ applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form
- ★ drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing

Plan, draft, edit and proof-read through:

- ★ considering how their writing reflects the audiences and purposes for which it was intended
- ★ amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness
- ★ paying attention to accurate grammar, punctuation and spelling;
- ★ applying the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English.

Grammar and vocabulary

Pupils should be taught to:

consolidate and build on their knowledge of grammar and vocabulary through:

extending and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts

studying the effectiveness and impact of the grammatical features of the texts they read § drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects § knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English

using Standard English confidently in their own writing and speech

discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology.

Spoken English

Pupils should be taught to:

Speak confidently and effectively, including through:

using Standard English confidently in a range of formal and informal contexts, including classroom discussion

giving short speeches and presentations, expressing their own ideas and keeping to the point

participating in formal debates and structured discussions, summarising and/or building on what has been said

improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.

English

	Autumn Term				Spring Term				Summer Term			
Year 1	Fiction	Poetry	Non-Fiction	poetry performance	Fiction	Word Detective	Poetry	Non-Fiction	Fiction	Oral Retelling	Poetry	Non-Fiction
Year 2	Fiction	Poetry	Non-Fiction	Live Unit	Fiction	Word Detective	Poetry	Non-Fiction	Fiction	Live Unit	Poetry	Non-Fiction
Year 3	Non- Fiction	Fiction	Live Unit	Poetry	Non- Fiction	Word Detective	Fiction	Poetry	Non Fiction	Fiction	Live Unit	Poetry
Year 4	Non- Fiction	Fiction	Live Unit	Poetry	Non- Fiction	Word Detective	Fiction	Poetry	Non- Fiction	Fiction	Live Unit	Poetry
Year 5	Poetry	Fiction	Non-Fiction	Live Unit	Poetry	Fiction	Word Detective	Non-Fiction	Poetry	Fiction	Non-Fiction	Live Unit
Year 6	Poetry	Fiction	Non-Fiction	Live Unit	Poetry	Fiction	Word Detective	Non-Fiction	Comprehension Unit	Fiction	Non-Fiction	Live Unit

	Autumn 1.1	Autumn 1.2	Spring 2.1	Spring 2.2	Summer 3.1	Summer 3.2
Year 7	Creative Writing Adventure	Classical literature **Oliver Twist**	Non- Fiction - Autobiography Unit 2 - Identity Kit	Poetry	Classical Literature Shakespeare **A Midsummer Night's Dream**	Speaking and listening Assessment Focus **Speech - Children' s Rights**
Year 8	Creative Writing Mystery	Classical literature **Sherlock Holmes**	Poetry	Poetry Anthology **Power and Conflict**	Classical Literature Shakespeare **Hamlet**	Speaking and listening Assessment Focus **Debate - Campaigning for a cause**
Year 9	Creative Writing **Horror**	Classical literature **Jane Eyre**	Poetry Unit Love and Relationships Ignite Book 3	Poetry Anthology **Love and Relationships**	Classical Literature Shakespeare **Macbeth**	Classical Literature Shakespeare **Macbeth**
Year 10 **AQA**	Explorations in Creative Reading and Writing Language Paper 1	Classical Literature **A Christmas Carol**	Poetry Anthology **Love and Relationships**	Modern Text/Play **An Inspector Calls**	Classical Literature Shakespeare **Macbeth**	**AQA Non-examination Assessment: Spoken Language**
Year 11 **AQA**	Writers' Viewpoints and Perspectives Paper 2	Unseen Poetry	Modern Text/Play **An Inspector Calls**	Poetry Anthology **Love and Relationships** Classical Literature Shakespeare **Macbeth**		

Intent

Quwwat-Ul-Islam's writing curriculum has been carefully crafted to engender a love of writing and builds meticulously from EYFS to KS4 Year 11. We believe that at the heart of learning is to be confident, clear and creative communicators, both orally and through writing. The writing outcomes that are planned stem from Core Texts which link to the children's humanities learning (such as Geography, Humanities and Citizenship). From visual literacy in primary to both culturally representative and classic texts in KS3 and KS4. It is our intent at Quwwat-Ul-Islam to provide our students with a high-quality education in English, which will enable them to speak, listen, read and write fluently. This, in turn, will allow our students to communicate their ideas and emotions to others effectively. Reading at Quwwat-Ul-Islam will be at the heart of our curriculum and through quality-first teaching in this subject we will be able to underpin all the skills the children will need to succeed in English and other curriculum areas.

This journey will begin in EYFS with the teaching of early reading through high-quality phonics provision and end in Year 11 where our students will have developed a true love of reading both fiction, poetry and non-fiction texts. Through these books, children will be able to develop their knowledge of themselves and the world in which they live as well as gain knowledge and comprehension skills across the whole of the curriculum. It is our intention to ensure that by the time our children leave our school, they are able to read fluently and with confidence and enjoyment.

Through our curriculum we actively encourage students to develop their close reading skills so they can confidently and methodically break down the language and structure of a complex passage to establish and analyse meaning. Furthermore, in order to develop accountable and independent readers, we have designed a curriculum which requires different types or layers of reading which is supported by text dependent questions and where possible, with mastery shown through a range of writing opportunities.

Implementation

At QUIGS we want all of our pupils to be capable readers, writers, spellers and speakers, who can transfer their English skills to other curriculum subjects and who are prepared for the next steps in their education. Our English lessons develop pupils' spoken language, reading, writing, grammar and vocabulary. English is often taught in a cross-curricular way, linking up with other areas of the curriculum as well as using whole class texts as a formula to captivate the children's imaginations and interest in English. We teach our pupils to speak clearly, to convey their ideas fluently and confidently and to ask questions.

We know the value of excellent vocabulary and this is developed and practised across our curriculum constantly. We use Voices for Choices in the last summer term to encourage pupils to express their ideas, discuss their ideas and to develop more sophisticated vocabulary - using classroom displays of balloons and trees to display ambitious vocabulary. Our pupils are encouraged to read for pleasure and to read widely through our reading scheme and author of the year initiative. KS2 take weekly trips to the school library to help enhance their love for reading.

At QUIS phonics is introduced in our early years and progresses through each year. Phonic awareness helps the development of reading by segmenting and blending sounds and the children will be heard reading regularly, both individually and in groups. Our guided reading sessions cover a wide variety of both fiction and non-fiction books and help to advance the children's comprehension skills. Teachers use well-crafted questioning techniques to develop a deeper understanding of texts with their pupils and ensure relevant and necessary interventions are planned for and delivered. Parents are given reading guidance and clear expectations about reading at home. We utilise the school website where parents and children can find staff modelling the reading of stories as well as families listening to the stories for pleasure.

We develop writing skills so that our children have the stamina and ability to write at the age expected standard. To support children in moving towards independent writing we provide a wide range of activities including the use of film and imagery, ICT, modelled, shared and guided writing, peer assessment and discussion.
We provide varied and exciting opportunities for writing for purpose and we encourage pupils to see themselves as authors and poets. We promote the importance of written work by providing a writing purpose and opportunities for children's writing to be read aloud and listened to by an audience. Handwriting sessions are regularly incorporated into the English lessons and the school day. We have developed a range of extra activities, which are used to promote English within the school including our weekly book club and World Book Day

Impact

We know our curriculum is working through the engagement of students every day in every lesson. Our students demonstrate the behaviours outlined in our ethos on a regular basis in their English lessons.During drop down day we have received feedback on the excellent articulacy of our students and their mannerly behaviour towards each other. Participation in extracurricular activities is good and demonstrates the enthusiasm of students. The quality of teaching and learning in English through EYFS to Secondary has been praised during learning walks by both external and internal observers.

When student voice is conducted, students report very positively on their experiences of English. Student and staff voices are used to refine and develop the curriculum. End of course feedback is given, in which we seek their views on the strengths and weaknesses of our delivery, including much positive feedback and comments such as, "You truly care about us and the grades. There is always support given and the lessons are always useful and enjoyable".

Results are good at GCSE, and residually across the school in internal monitoring. This suggests our KS3 curriculum successfully prepares all students for GCSE study. At GCSE our outcomes are strong with the average grade being a grade 7. In English, all GCSE students achieve a minimum Grade 4 and last year all students achieved a 100% grade 5 or higher, ensuring that all A Level, University and employment options remain open so students can set courses of their own choosing at the end of their school careers.
Students go on to a range of course options at University from English; many choose to do English Literature or English related degrees such as speech therapy and creative writing. Students' English and English Literature grades often help them secure places at Russell Group universities and on competitive courses. The department has also successfully prepared students for Oxbridge applications and entry. Most importantly, students and teachers frequently express their enjoyment of the subjects and their content

English
Knowledge and Skills Progression Map

		Autumn 1.1	Autumn 1.2	Spring 2.1	Spring 2.2	Summer 3.1	Summer 3.2
Year 1	Knowledge	**Stories with familiar settings** **- Books** **Class Two at the Zoo** **Who's Our New Teacher?** **Aaaarrgghh, Spider!** **Poetry** **Sensational Senses**	**Recount (diary)** **Who Lives Here?** **Poetry performance** **Poetry Star!**	**Fairy stories** **Mary and the Twelve Months** **The Four Singers** **Language Work**	**Poetry Unit** **Pattern and Rhyme** **Report** **Why Do Elephants Have Big Ears?**	**Fantasy stories** **Fantastic Voyages Man on the Moon** **Dougal's DeepSea Diary** **Traditional tales / performance** **Storytellers**	**Poetry** **Growing Up** **Information text** **Top jobs**
	Skills I can… Key Vocabulary settings experiences sequences recount Prediction capital letters factual characters recap diary Poem compare Because poetry repeated description Verbs features Perform	**Stories with familiar settings** make predictions link what they read to their own experiences retell the story in my own words use inference compose a sentence orally before writing it down sequence sentences to form a narrative	**Recount (diary)** identify/recall main events and make links to my own experiences use prediction and check predictions to motivate reading and discussion visualise and recall main events use capital letters use what i have learned to compose two factual sentences about an animal e.g., for a display	**Fairy stories** discuss and introduce features of favourite fairy tales explore sequencing ask and answer questions explore question marks retell the story orally explore characters' feelings discuss characteristics of	**Poetry** introduce counting songs and recap songs that the children already know explore rhyming words create rhyming strings perform a poem aloud create their own countdown poem sounds created by the poem	**Fantasy stories** orally compose and write sentences plan a story orally compose the beginning, middle and end of a story, before writing ask and answer questions explore 'setting' vocabulary make predictions and inferences explore features of a diary	**Poetry** introduce the theme of growing up create their own 'growing up' poem write simple sentences use own experiences to understand a poem make predictions explore patterns in a poem compare two poems use 'because' to link

	sound rhythm recount text spelling patterns inference Verbs adjectives	evaluate what i have written and make improvements. …… …. **Poetry** link what they hear and read to their own experiences experiment with sound effects recognise and join in with repeated or predictable parts of a poem experiment with sound and rhythm rehearse sentences orally before writing them down use simple verbs use human sentences write simple sentences use real and invented words to describe things they can feel check sentences for correct structure	ask and answer questions about events and ideas in the text sequence events to form a recount do an oral rehearsal of recount structure and sentences do an oral rehearsal of recount for a personal 'nature diary' (e.g., a walk in the school grounds) write a recount of their walk for their nature diary following model/framework discuss what has been written so far before completing the recount …… **Poetry performance** recite a rhyme with a predictable repeating pattern invent actions when reciting a poem	the months of the year order the months of the year retell a story orally orally compose simple sentences explore sentence punctuation form questions using the correct punctuation read part of the story and predict what will happen next focus on sound words can explore different versions of a familiar fairy tale encourage inference using a familiar story write their own version of a familiar fairy tale compose simple sentences about the months of the year	create their own rhyming strings in the style of a poem explore vocabulary in the poem focus on spelling patterns of –ing words express which poem is their favourite and give reasons for their choice rehearse sentences orally before writing them down …… **Report** introduce the big question share prior knowledge about elephants look at labelling in non-fiction texts identify the layout of a simple report explore why opening sentences are important to reports use capital letters in an address	write own diary entry compare two stories join sentences with 'and' use description build vocabulary orally compose and write a postcard plan and write a new story evaluate and edit a story …….. **Traditional tales / performance** listen and respond to a story orally sequence key events from a story use adjectives to describe story characters listen to and evaluate different oral retellings of a story	two simple sentences look for patterns in a poem make inferences explore verbs explore movement and sound effects develop ideas using imagination create a class poem based on a model …… **Information text** introduce the big question talk about jobs and make links to own experiences understand new topic vocabulary discuss what skills are needed for particular jobs discuss different places of work use drama to take on the role of an astronaut

			work in a group to allocate parts and prepare a group recital of a poem listen to, learn and appreciate the meaning of a poem respond to punctuation: full stops, question marks, exclamation marks write invitations for an in-school poetry event discuss and choose poems for recital discuss and try out ideas for improving a class and group performance help others improve their performances perform poems to an audience	use drama to explore character write about a character discuss their favourite story giving reasons write simple sentences ..... **Language work** investigate how words can be split into syllables investigate which words can be joined to create compound words investigate how the prefix 'un-' changes the meaning of a word investigate the spelling rule for adding '-s' or '-es' as a plural marker for nouns investigate how the suffixes '-ing', '-ed', '-er' and '-est' can be added to some words without changing the spelling	label a picture of an animal write own captions with a capital letter and full stop recognise and use topic words in a report use a postcard as a model for their own recount retrieve information on a specific subject use specific information to compose sentences look for clues in the text as to why and how some animals adapt to hot and cold weather use information learned to discuss why something happens plan for a report about how an elephant uses its trunk write sentences for a simple report	explore strategies for remembering a story plan and begin to compose a written retelling of a story finish composing and review written story retellings plan and rehearse an oral performance of a story retelling perform oral story retellings to a wider audience evaluate performances of oral story retellings	understand the features of a fact file create a fact file understand the features of instruction texts retrieve information plan for an instructional text write 'you will need' section for instructions write sentences for a simple instructional text share instructions with others answer the big question

					write labels for a diagram to include in their report share and feedback on reports		
Year 2	Knowledge	**Stories with familiar settings What Would You Do? (Silly Billy / Operation Night Monster) Poetry Pattern,Rhythm, Rhyme**	**Report All About Orangutans News Reports Newshounds**	**Traditional tales A Twist in the Tale Language work**	**Poetry A Closer Look Explanation Does Chocolate Grow on Trees?**	**Dilemma stories Muddles and Mishaps (The Whole Truth / Penny Dreadful) Play Act it Out!**	**Poetry Silly Stuff Report Unusual Places to Live**
	Skills I can… Key Vocabulary Characters prediction Setting Noun Phrase Poetry Rhyme Rhythm Patterns News reports Reports Past tense Event Non-fiction Commands Instruction Imperatives Fairy-tale characters statements Subordination	**Stories with familiar settings** make predictions ask and answer simple questions discuss characters make inferences discuss their own understanding of a story join sentences with 'and' expand noun phrases for description plan and rehearse	**Report** activate prior knowledge of school news and events ask and answer questions about a school news story use role play to develop understanding discuss and give views on news reports retell a news story recount events in the past tense consistently compose their own questions	**Traditional tales** make predictions discuss key fairy-story features make predictions discuss key fairy-story features explore characters within a story ask and answer questions in conversation write statements, questions, exclamations and command use appropriate expression	**Poetry** explore imagery explore adjectives and verbs explore the poet's feelings explore the poet's use of descriptive language compare poems explore vocabulary and poetic language collect ideas for a 'picture for a poem' explore 'poetry language' use descriptive	**Dilemma stories** infer and predict make notes about main characters use drama to explore characters' thoughts and feelings identify and write commands write an advert based on a model summarise events use drama to explore characters' thoughts and feelings compare characters	**Poetry** make inferences discuss ideas in a poem write a new stanza for a poem based on a model look at details that make poems funny learn a poem by heart perform a poem write a poem based on a model use alliteration, repetition and rhyme explore sound

	Imagery Adjectives Verbs compare Layout Captions Glossary Slogan Noun phrase Command Sequence layout Advert Stanza Alliteration Sound patterns Tongue twisters Environments Non-fiction Commas Comparisons	orally what they are going to write evaluate and edit their writing discuss stories they have read plan and rehearse orally what they are going to write evaluate and edit their writing write my story evaluate and improve their stories **Poetry** discuss favourite lines from a poem recognise simple rhyme and rhythm discuss favourite lines from a poem identify patterns in a poem discuss favourite lines from a poem recognise simple rhyme and rhythm	plan a school news report about a real event write a news report about a real event edit and proof-read news reports **News reports** ask questions as motivation for reading non-fiction select and explain ideas from non-fiction to explain thinking take part in group discussion and take turns listening to others discuss and answer the big question read non-fiction to find answers to questions identify and verbally construct commands and instruction style sentences recognise and identify imperatives in instructions	focus on similarities and differences between the film shown and the traditional tale discuss good and bad characteristics of fairy-tale characters explore subordination write one sentence using subordination to link events together continue with stories using subordination to link events together rehearse sentences orally before writing them down talk about characters discuss role reversal develop story ideas write story openings rehearse sentences orally	language draft a 'word picture' poem review and edit poems read poems aloud **Explanation** discuss the big question introduce the ebook as an explanation text select and explain information from non-fiction to support thinking explore the layout of an explanation text discuss information in ebook as a group use captions use a glossary to understand technical words create success criteria for flow chart create a simple flow chart with captions	at the start and end of the story write descriptive labels summarise events sequence the story retell the story explore the character of penny research information about caring for a pet rat write instructions about caring for a pet rat explore layout and text features explore ideas for a 'penny' story and write a story plan write a story opening from a plan complete a story from a plan **Play** discuss the differences between a play script and a storybook	patterns in a poem look for patterns in a poem explore word play (tongue twisters) perform tongue twisters draft and write a poem based on a model evaluate and edit poems as a class **Report** introduce the big question discuss different environments and places to live recap non-fiction features introduce, explain and use new vocabulary use drama to explore the concept of living in space look at commas in lists make comparisons collect information

		identify patterns in a poem learn a poem by heart infer from details in the text identify patterns in a poem learn a poem by heart draft a whole-class poem compose a poem orally write a group poem perform poems and evaluate performances	write instructions (using commands) to tell a child how to care for a pet plan and organise ideas for a report or mini non-fiction book about an animal write a mini non-fiction book or report (using features noted when reading) evaluate, revise and proof-read writing	edit and improve story openings continue with stories use subordination to link sentences / events **Language work** investigate how the spelling of words ending in a consonant changes when suffixes like '-ed', '-ing', '-er' and '-est' are added investigate how the spelling of words ending in a 'y' or an 'e' changes when suffixes like '-ed', '-ing', '-er' and '-est' are added investigate how the spelling of root words changes when the suffixes '-ment', '-ness', '-ful', '-less' and '-ly' are added investigate the meanings and spellings of common homophones and near-homophones investigate when to use the different	discuss and record ideas for a simple flow chart ask and answer questions to find out more information identify and use adjectives correctly understand the term 'adjective' use expanded noun phrases to create a slogan discuss success criteria for explanation texts collect information for an explanation text plan the features and layout of their explanation text write an explanation text using notes revise, edit and evaluate their explanation text discuss and answer the big question	identify the features of a good play performance insert stage directions into a play script plan how props and costumes could be used in a performance begin writing an alternative ending scene finish writing alternative ending scene assign roles and begin rehearsing a play continue rehearsing the play, with focus on vocal and physical expression perform the play to an audience evaluate their performances	about an unusual location make comparisons between chosen location and usual home write a draft screen to add to the ebook write final screen text give peer review answer the big question

				spellings of the /dʒ/ sound			
Year 3	Knowledge	**Explanation Was Tutankhamen Killed? Settings Storm**	**Autobiography All About Me Poetry Performance Poetry**	**Information/ non-chronological report Where's the Best Place to Live in the World? Language work**	**Fantasy Dragon Slayer (film) Poetry Playing with Words**	**Newspaper report Shocking Styles Mystery Ottoline and the Yellow Cat**	**Chat show Chat Show Challenge Poetry Playing with Words**
	Skills I can… Key Vocabulary Questions Non-fiction Record Facts Chronology Causal conjunctions Inference Prediction Nouns Sequence Speech punctuation Autobiography Literal information Inferential information Storyboard Impressions Prediction structure Onomatopoeia Personification Non-fiction Skimming	**Explanation** introduce the unit and set up the case identify questions discuss non-fiction features summarise and record relevant information retrieve and summarise information with reference to the text collate facts learnt so far explore the use of tense to establish chronology rehearse	**Autobiography** read and understand a text understand what makes an autobiography literal and inferential comprehension ask questions to clarify meaning look at differences between a blog post and a powerpoint understand the idea of chunking up text into different sections focus on a character's	**Information/ Non-chronological report** introduce the unit and the big question retrieve information ask questions explore features of non-fiction skim and scan text retrieve information from the text to answer questions ask questions and use skimming and scanning to find key information	**Fantasy** explore features of legends explore inference recall and retell main events use powerful language make predictions take notes discuss descriptive words and phrases use adjectives and expanded noun phrases to describe and specify plan and write descriptive sentences using	**Newspaper report** introduce the unit and the big question retrieve information ask questions explore features of non-fiction retrieve information from the text to answer questions explore features of non-fiction skim and scan text identify and summarise main ideas ask questions to	**Chat show** discuss the benefits of railways discuss the downsides of railways meet george stephenson plan character role play explore questioning techniques plan and draft a speech in role write and practise a speech in role hold a town hall meeting summarise the

	communication Facts Instructions Heading Suffix Prefix Homophones Near-homophones Inference Legends Expanded noun phrases Dilemma Direct speech Subordinate clauses Figurative language Structure Riddles Non-fiction Headings Newspaper report Mystery text Predictions Subordinate clauses Conjunctions Postcard Sequence Opening resolution Railway Questioning Speech Valligrams Shape poem Movement	paragraphs in the correct tense write and edit paragraphs in the correct tense find information from different sources and text types rehearse and then write a letter in character role-play an event from history to demonstrate understanding of the text use causal conjunctions identify subordinate and main clauses orally rehearse and write a letter for a specific purpose identify and use the perfect and past perfect form of verbs identify features of	thoughts and feelings infer characters' motivations and feelings revise the past and present tense make notes for a piece of writing turn notes into a storyboard turn a storyboard into a presentation evaluate and edit own and others' work perform own writing to a small group evaluate and give feedback perform own writing to a wider audience **Poetry performance** discuss first impressions	complete 'true or false' pre-reading activity, then review and revise answers after reading ask questions for research retrieve and record information read for information explore communication with penpals compare and contrast read for information and record facts understand the concept of subject-specific vocabulary identify instructional text use paragraphs to organise ideas around a theme	powerful verbs and expanded noun phrases compare legends explore heroes through drama take notes explore storytelling through film explore oral retelling make predictions explore language for story-telling explore storytelling through film explore dilemma through drama punctuate direct speech draw inference about character identify and use conjunctions identify main and subordinate clauses	improve understanding use paragraphs to organise ideas around a theme use dictionaries to check the meanings of words use headings and subheadings discuss and plan ideas for writing a newspaper report, answering the big question draft and write a newspaper report evaluate their own and others' writing edit and redraft their own writing use evidence from the text to evaluate and answer the big question **Mystery** make inferences and predictions	meeting's key messages respond to a 'surprise' newspaper story plan and draft a letter in role write and edit a letter in role discuss: what is a chat show? hold a chat show take chat show feedback **Poetry** playing with words understand what makes a good calligram create and evaluate calligrams read and understand a shape poem create and evaluate own shape poem read and compare shape poems

		an explanation text understand the importance of paragraphs in organising texts write paragraphs to collate ideas from the text organise ideas from the text into a plan for writing an explanation text draft the explanation text self-evaluate writing to make improvements complete and evaluate final explanation texts discuss ideas for presenting the explanation texts use evidence from the text to evaluate and provide an answer to the big question: who killed Tutankhamun?	give reasons for likes and dislikes make inferences and predictions identify poetic features discuss use of language discuss poem structure discuss onomatopoeia discuss personification draft and write autobiography	use headings write about themselves organise writing into paragraphs under headings ask questions to create purpose for reading explore visual elements of texts make own facts and favourites file research answers to questions **Language work** investigate how spelling changes when suffixes beginning with vowel letters are added to words of more than one syllable investigate how the prefixes 'dis-' and 'mis-' can be added to words to change	write sentences with more than one clause improvise, rehearse and draft dialogue make a map story structure write a legend – plan and discuss legend write a legend – plan and draft a journey and resolution write a legend – evaluate, edit and present legend **Poetry** discuss poems in the form of riddles discuss use of figurative language use inference listen to and solve riddles discuss the	explore features of mystery texts ask questions about a text make predictions use drama to explore characters' thoughts and feelings identify main and subordinate clauses and conjunctions that link them write a postcard to ottoline's parents in role explore characters' thoughts and feelings make inferences and predictions plan and write a notebook extract in role evaluate and edit notebook extract express personal responses	draft a class poem about a creature develop the draft in pairs into a shape poem draft a class poem about an imaginary creature develop the draft in pairs into a shape poem that conveys movement

		Settings ask questions about a text. use inference and prediction punctuate direct speech discuss settings use descriptive sentences set context plan and write descriptive sentences evaluate and edit descriptive sentences make predictions sequence events discuss characters revise nouns, adjectives and expanded noun phrases. answer questions		their meaning investigate words that have their origin in the french language investigate the spelling rules for adding the suffix '-ly' to adjectives to create adverbs investigate the meanings and spellings of further homophones and near-homophones	structure and meaning of a poem with a puzzle draft and write a riddle poem explore poems that ask questions use dictionaries explore a poem based on 'found language' recognise list poems draft a whole class poem based on in case of fire (roger mcgough) draft and write a poem edit and improve a poem	explore how setting creates pictures and evokes mood explore story structure: build-up and ending summarise events express preferences explore language and sentence structures used to build up suspense develop ideas for a mystery story involving ottoline and mr. munroe plan the sequence of events for a mystery story write the opening chapter of a mystery story write the build-up section of a mystery story write the resolution and ending of a mystery story	

		about the text use powerful verbs to capture the reader's interest set context rehearse and plan conversations review speech punctuation write a conversation evaluate and edit conversations oral reading of conversations in pairs and groups				use different sentence types to make writing more interesting review and improve own and others' writing	

Year 4	Knowledge	**Biography** **Wanted: Space Explorer!** **Stories from other cultures** **Christophe's Story**	**Spooky stories** **Sounds Spooky…** **Poetry** **Creating Images**	**Journalistic writing** **The Most Incredible Sport** **Language work**	**Fantasy** **The Spiderwick Chronicles** **Poetry** **Exploring Poetry**	**Newspaper report** **Form The Shang Dynasty The Iron Man** **Science fiction**	**Multimedia presentation** **The Grand Tour** **Exploring Poetry** **Poetic Language**
	Skills I can… Key Vocabulary Mission applicants Diary entry Biographical Chronology Pronouns Possessive pronouns Fronted adverbials Capital letters Inference Apostrophe Possession Conjunctions Preposition Synonyms Podcast Setting Mood Spook Inference Metaphor Personification Imagery Haiku Figurative language Report Journalist Sports commentary Nouns pronouns	**Biography** discuss and record information about mission applicants make informed choices about the mission applicants using evidence from the text read for information: read an ebook read for information: scan for specific information plan and write a diary entry evaluate and proof-read diary entries read diary entries aloud	**Spooky stories** listen and respond to an audio story explore characters in detail read a story aloud explore synonyms, powerful vocabulary, settings and mood shared planning and teacher modelling of a class spooky story podcast plan a group spooky story podcast write first draft of a group spooky story podcast review and edit writing to produce	**Journalistic writing** identify the text type create and describe own weird sports read the information: disc golf identify features of journalistic reports explore the way language is used in the media identify features of journalistic reports compare different types of newspaper reports read and listen to a sports commentary use nouns and	**Fantasy** ask questions about a text use inference recall and summarise ideas ask questions about and draw inference from a text punctuate direct speech explore vocabulary and dictionary work use drama techniques to explore character explore language and meaning recall and summarise events	**Newspaper report** retrieve information ask questions identify and summarise main ideas understand the purpose of a timeline practise skimming and scanning distinguish true and false statements to demonstrate understanding read for information and record facts use contents, index, headings	**Multimedia presentation** view and discuss a video of an interactive tour consider what needs to be included in a tour research other website tours research history of the school write, from research, a short history of the school create a leaflet: 'a brief history of our school' plan a route write a section for part of the final tour act as a live guide to

	Non-chronological report Interview Fact Opinion Prefix Dictionary suffix Direct speech Clause Possessive apostrophes Contents Headings Subheadings Paragraphs Facts Non-chronological Evidence Inference Predictions Direct speech Structure Expanded noun phrase Interactive Research Route Live guide Stanza Choral reading Syllabic poems Stanza Syllabic poems	discuss the features of biographical writing understand chronology make notes on the text read for information: challenges in space read for information: background to mars group discussion using reference to the text effective use of pronouns create questions drama and role play effective use of fronted adverbials collect ideas and plan a biography of an applicant for the mission to mars	a final draft of a spooky story podcast practise reading spooky stories aloud perform or record spooky story podcast **Poetry** discuss use of figurative language use inference and prediction use metaphor revise personification and metaphor read free verse poetry draft and write a poem discuss first impressions of poem revise difference	pronouns effectively and appropriately to avoid repetition and ambiguity read for information: non-chronological report, rules and interview identify features of journalistic reports devise interview questions distinguish between fact and opinion read for information: news report and feature article identify features of journalistic text evaluate texts and express own views write a headline and introductory paragraph for a newspaper report read for	write an excuse based on inference of character use sentences with more than one clause distinguish between what is real and what is imaginary identify and use possessive apostrophes write a letter using another one as a model use sentences with more than one clause evaluate and edit a letter based on feedback identify and use fronted adverbials use commas after fronted adverbials compare two texts of the same genre	and subheadings to locate information use paragraphs to organise ideas around a theme read for information and record facts plan and discuss ideas for writing a non-chronological report answering the big question draft and write a report evaluate their own and others' writing edit and redraft reports use evidence from the text to evaluate and provide an answer to the big question **Science fiction** ask questions make predictions	a 'real visitor' adapt for a virtual tour write for the website edit and adapt to fit website design link audio, video and/or photos to tour map take 'visitor' feedback' **Poetry** read and understand the language of a poem prepare a group choral reading write another stanza using the same model compare two poems write additional stanzas for poems rewrite the poem in a different form extend awareness of

		plan and write a biography continue writing, peer review and evaluate biographies redraft biographies read and share biographies introduce a variety of ways in which capital letters are used beyond sentence openings, proper nouns and the personal pronoun 'i' learn what possessive pronouns are and how they are used revise word classes use adverbs and adverbials for sequencing events use adverbs and adverbials for identifying place revise fronted	between simile and metaphor draft and write a poem performance poetry use imagery compare two poems use of simple noun phrases free verse poetry identify features of haiku draft and write a poem use figurative language	information: an interview summarise and record relevant information plan and discuss ideas for writing a newspaper report draft and write a newspaper report evaluate their own and others' writing edit and redraft their own writing **Language work** investigate the spelling rule for adding 'in-', 'il-' or 'im-' to the beginning of words investigate how to find words in a dictionary using the first three letters of the word investigate words that have their origin in latin or ancient greek	plan a new setting and character for a new episode of the spiderwick chronicles can write a story plan develop success criteria for a fantasy story write a new episode for a fantasy story, including oral rehearsal i understand and use paragraphs write sentences with more than one clause use fronted adverbials# write a new episode for a fantasy story, including oral rehearsal understand and use paragraphs	identify and create similes draw inferences explore language use and punctuate direct speech plan and write a conversation explore language and structure write diary entries evaluate and edit use expanded noun phrases plan writing write, using oral rehearsal review and improve own and others' writing edit own writing and read aloud	syllabic poems read and compare descriptive poems draft a poem following a model recap poems from earlier in the unit write a first draft based on a model give a class poetry performance

		adverbials revise capital letters **Stories from other cultures** ask questions about a text use inference and prediction recall and summarise ideas. ask questions about and draw inferences from a text draw inferences about character and motive recall and summarise events write a letter using another one as a model use sentences with more than one clause evaluate and edit work based on		investigate the meaning of words when different prefixes are added (e.g. 're-', 'sub-', 'inter-', 'super-', 'anti-' and 'auto-') investigate ways of spelling the /ʃən/ sound at the end of words	write sentences with more than one clause evaluate and edit work based on feedback **Poetry** explore the meaning and form of poems written in a caribbean dialect read and discuss kennings write additional lines for a kenning draft and write kennings explore rap as a different form of poetry perform a choral reading of a poem explore rap as a different form of poetry use improvisation to compose a		

		feedback draw inferences from a text discuss words and phrases identify and use apostrophes for possession identify and use conjunctions, adverbials and prepositions expressing time and cause understand how written language differs from spoken language use sentences with more than one clause draw inferences about character write personal stories – plan and discuss			whole-class rap poem based on a fairy tale write and evaluate write a whole-class rap poem based on a fairy tale draft and write own poem based on a familiar fairy tale evaluate own and partner's draft review and edit own poem		

Year 5	Knowledge	**Poetry Poets' Voices Major author Friend or Foe**	**Chronological Report Animals on theMove Rap performance Ultimate Rap!**	**Poetry Tell Me a Story Stories from other cultures Oranges in No Man's Land**	**Language work Persuasive text The Museum of Fun**	**Poetry Compare and Perform Greek Myths Myths**	**Information Ultimate Explorers Business pitch Pitch it!**
	Skills I can … Key Vocabulary Inference Deduction Information retrieval ballads Free verse Empathy Dialogue non-dialogue Theme Character Setting Migration Fact Opinion Caption Relative clauses Persuasive text Ambiguity Rap Poem Theme Rhyme Improvise Narrative Impressions Experiences Choral speaking Drama Civil war	**Poetry** discuss first impressions of the poem give reasons for likes and dislikes inference and deduction information retrieval poetic features of ballads discuss first impressions of the poem give reasons for likes and dislikes inference and deduction information retrieval draft whole-class	**Chronological report** introduce the topic of migration identify questions and use evidence from the text to find answers read for information: scan for specific information discuss the difference between fact and opinion identify facts and opinions from the text use relative clauses to write a caption, giving additional information discuss how relative clauses can	**Poetry** read, explore, understand and improvise scenes from the poem re-read the poem and explore the language in greater depth create, rehearse, evaluate and perform a choral speaking presentation of a poem create and improvise a 'backstory' for a narrative poem write the story of the poem as prose continue the story of a narrative poem in prose and write an ending	**Language work** practise using a dictionary to look up words investigate the meanings and spellings of further homophones and other words that are often confused investigate how a hyphen can sometimes be used to join a prefix to a root word investigate how a thesaurus can be used to find synonyms investigate the spelling rule for words ending with '-able' / '-ably' and '-ible' / '-ibly' **Persuasive text- the museum of**	**Poetry** compare and perform read and understand a narrative poem present scenes from the poem discover patterns of sound and meaning in the poem use performance skills to bring the patterns of the poem to life for an audience read and compare two poems explore one poem's language further read and understand a grammar poem	**Information** introduce the topic and the big question discuss and predict the challenges faced by explorers recap the key features of an information text discuss success criteria for an ultimate explorer recap features of a paragraph link ideas within paragraphs skim and scan for key information discuss what makes an explorer successful decide on a

	Inference Direct Reported speech Simple Modal verbs Adverbs Homophones Hyphen Synonyms Prefix Thesaurus Predictions Report text Adverbials Questions Advert Narrative Sound pattern Prequel Dialogue Greek myth Inference Themes Diary entry Adverbials Repetition Cohesion Heroism Parentheses Prediction Explorer Viewpoint Handbook Product Questionnaire Catalogue Prototype test Pitch evaluate	poem draft own poem evaluate and edit their own poem learn poetic features of free verse poems prepare poems to read aloud perform own poem **Major author** ask questions about the text explore empathy use role play discuss character find evidence in the text explore inference explore inference discuss dialogue explore standard and non-standard	be used in a persuasive context discuss how relative clauses can be used to avoid ambiguity use contents and index pages to identify where to find specific information create an audio commentary using relative clauses to present information clearly plan and write a chronological report on an animal migration evaluate reports against the success criteria **Rap performance ultimate rap!** compare raps and poems compare raps and poems practise performing	discuss first impressions of the poem and share related experiences model information retrieval, inference and deduction explore the use of language in the poem to create meaning and its impact on the reader use performance skills to bring the language of the poem to life for an audience talk about the poet's performance of a poem share related experiences together, answer questions that require literal comprehension, inference, deduction and	**fun** introduce the topic and set the mission: to run the museum of fun make predictions based on information in the text scan text for specific information identify engaging presentational features of a non-fiction text explore the features of a report text identify important information to create a dictionary entry link ideas across paragraphs using adverbials of place and time collect details for a review of the museum of fun identify important	prepare group presentations of both poems explore one poem's language further devise and answer questions about a narrative poe plan a 'prequel' for the poem consider setting and character draft the 'prequel' for a narrative poem consider how to integrate dialogue create a finished version of a 'prequel' for a narrative poem **Greek myths** discuss greek myths use inference	viewpoint explain a viewpoint using evidence from the text plan an explorers' handbook discuss organisational features of a handbook write a handbook **Business pitch** explore ideas for a product consider the requirements for younger children plan and write a research questionnaire use and evaluate the research questionnaire explore what makes a good pitch plan and write a pitch

		english find evidence in the text plan a scene use improvisation write dialogue use inference and deduction make predictions discuss theme find evidence in the text take notes research a topic plan a presentation explore organisational features perform presentations plan a story compare texts use role play	poems in a rap style understand the 'mechanics' of rap consider the themes of rap create the first draft of a rap edit and improve a rap evaluate raps and practise performing practise performing raps	imagination draft an autobiographical narrative writing in prose, using top board as a model write an autobiographical narrative poem in free verse from prose drafts, using top board as a model **Stories from other cultures** read, understand and record first impressions of oranges in no man's land use drama to explore civil war discuss the impact of civil war on characters draw inferences use discussion and role-play to understand	information to create questions for an educational trail draft reviews of the museum of fun discuss the author's use of language and its impact on the reader work together to identify their favourite things about the ebook collect ideas for a television advert to encourage people to visit the museum of fun draft television adverts orally rehearse writing present television adverts	debate views summarise myths compare themes in myths read and discuss a myth write diary entries explore the theme of bravery explore the use of adverbials, repetition and pronouns to create cohesion explore heroism explore motivation using a conscience alley explore language hold a balloon debate recognise and discuss the themes of myths explore author's language	edit the pitch perform and evaluate the first pitch explore what makes a good catalogue description write a catalogue description for a product create a prototype of the product test the product adapt the pitch for a new audience perform the final pitch evaluate the pitch

		write a story opening create a character create a setting write a story ending evaluate and edit their writing		character use direct and reported speech explore the author's use of language summarise the story so far ask questions to improve understanding explore changing emotions discuss use of powerful language discuss and record characters' and author's attitude to the war explore and create similes write dr leila's diary entry participate in group debate write a short recount in a specific role		write vivid language use commas, brackets and dashes to indicate parenthesis plan myths write myths complete first drafts of myths and review, proofread and perform	

				evaluate, edit and improve writing following peer review use drama to explore characters' relationships discuss views of book and write review use modal verbs and adverbs to indicate degrees of possibility plan own version f samar's story write for a specific audience write own story opening			

Year 6	Knowledge	**Poetry Powerful Language Narrative technique Eye of the Wolf**	**Non-chronological report Mission: Save Pompeii! Debate The Great Debate**	**Poetry Poetic Voice Anthology - variety of genres Fantastic, Funny, Frightening!**	**Language work Information/ report Why is Blood Red?**	**All genres Comprehension Revision Unit Graphic novel Salamander Dream**	**Newspaper article Inventions Play A Midsummer Night's Dream**
	Skills I can… Key Vocabulary Inference Similes Mood Reactions Comprehension Pattern Features Free verse Metaphor Simile Imagery Evidence Narrative Viewpoint Noun phrase Audience Index Pompeii Leaflet Non-chronological report Argument Fact Opinion Rhetorical question Debate Literal comprehension Inference Deduction	**Poetry** first impressions of the poem give reasons for likes and dislikes inference and prediction explore the language of the poem in more detail write similes using the poem as a model discussion of mood and language share likes and dislikes, with reasons discuss first reactions to the poem	**Non-chronological report** retrieve information about volcanoes from the text use the contents and index to identify where to find information draw out the key ideas and facts from the report use information to create an action plan for saving the people of pompeii plan an information leaflet detailing how to prepare for a volcanic eruption write an information leaflet detailing how to prepare for a	**Poetry** discuss the feelings and views presented in the poem identify how words are used in the poem to express these views model literal comprehension, inference and deduction devise questions and answers about the views expressed explore the use of language and structure in the poem and their impact as a whole class and in groups write	**Language work** practise choosing between more complex homophones investigate the spelling rule "i' before 'e' except after 'c" investigate the different sounds that the 'ough' letter string can represent investigate words that contain 'silent' letters investigate the spelling rules for words ending in '-ant' / '-ance' / '-ancy' or '-ent' / '-ence' / '-ency' **Information/**	**All genres** answer questions about the author's intention and language choices answer questions with different formats, e.g. multiple choice, true/false, tables answer questions about the use of language, sentence structure and punctuation to create dramatic effects write a good answer to a longer question answer questions requiring reference to, and/or quotation from, a text	**Newspaper article** retrieve information from the text and expand on given facts draw out key ideas from the information given ask and answer questions to enhance understanding summarise main points from the selected text categorise information and sort it into groups form opinions based on information from the text prepare reasonable and convincing

	Views Arguments Structure Prose Predictions Formal Informal dialogue Structure Passives Genre Audience Authors intention Skimming Scanning Factual inference Questions Predictions Inference Dialogue Graphic novel Script Traditional story Figurative language Facts Opinion Debate Argument Plot Story Scene Diary entry Play Freeze frame Director Relationship	demonstrate comprehension strategies responses to a poem identify patterns and features of a poem draft notes for a close observation nature poem, using jellyfish as a mode work up notes into a draft poe create a final version of a free verse poem from a draft, drawing on feedback images and metaphors in poetry highlight key features of a poem draft whole-class poem identify features used in class poem	volcanic eruption identify the characteristics of non-chronological reports plan a non-chronological report write a non-chronological report proofread and improve their reports. provide an answer to the big question **Debate** identify key features of an argument distinguish between fact and opinion understand how arguments are structured use rhetorical questions	a poem based on a model (rat race by john agard) using the voice of ta creature discuss the ideas, issues and views presented in the poe identify arguments for and against the main issue raised by the poe discuss the experiences, feelings and thoughts presented in the poe identify how words are used in the poem to express thes explore and evaluate the use of language and structure in a poem draft a letter in prose in the voice of a person in the poem create a draft free	**Report** identify questions and use evidence from the text to find answers read and scan text for specific information explore the features of a report text identify important information to create test questions on the topic retrieve information from a text and present this in a new form discuss and evaluate how authors use language present views in formal debate collect ideas for a print advertisement encouraging organ donation	use inference to answer questions that require creative thinking and opinions use skimming and scanning to locate and retrieve information answer questions on the features of a non-fiction report text use factual inference to answer questions about interpreting information answer different types of questions **Graphic novel** make predictions draw inferences identify how presentation contributes to meaning integrate dialogue in a graphic novel	arguments present an argument clearly and convincingly participate in a class debate understand the style of online news articles plan an online article establish success criteria draft an online article edit and improve their article using peer assessment **Play** introduce the first part of the story introduce the end of the story understand the structure of the plot introduce the play understand the first

		edit and improve poem **Narrative technique** ask questions about the text find evidence in a text to support opinions explore the author's use of language to create a specific effect explore character viewpoint describe settings, characters and atmosphere in narrative write narrative from a different perspective discuss the impact of narrative viewpoint discuss and summarise main ideas	create counter-arguments understand the format of a debate select form and content for a specific audience structure an argument research and synthesise content for an argument assess effectiveness of own and others' writing perform own work to a group	verse poem from a prose letter written in character create and present final draft versions of a free verse poem in letter for **Anthology - variety of genres** make predictions compare to other texts – familiar conventions and differences summarise main ideas explore characters' thoughts and feelings make inferences compare formal and informal language speak and write in formal style write dialogue for an additional episode using the original text as a	orally rehearse writing write print advertisement link ideas across and within paragraphs using adverbials and semantic cohesion use grammatical, presentational and organisational features to affect the presentation of information collect ideas for a report on a new ebook screen that answers the big question plan and write an ebook screen review reports and use feedback to edit and improve these identify important information to create a dictionary entry	narrative explore how setting can create mood plan a graphic novel draft a graphic novel script consider how authors develop characters and setting when writing narratives make comparisons within a book plan retelling a graphic novel as a traditional story draft the traditional story use powerful descriptive language evaluate and edit the traditional story use figurative language dialogue	scene write a diary entry for a character explore the characters of titania and oberon explore the relationship between helena and demetrius understand who the mechanicals are create freeze frames to help understand the plot understand what makes the scene funny understand the couples quarrel understand the end of the play rehearse text for performance understand how actors work with a cue script understand the role

		explore characters' thoughts and feelings find evidence in a text to support opinions expand noun phrases use the text to help improve sentences ask questions about the text identify intended audience write narrative from a different perspective write, including oral rehearsal use colons, semicolons and dashes explore themes identify intended audience write, using planning and		model monitor understanding ask questions about the text use passives in narrative compare style in different genres discuss the author's use of language, structure and presentation explore cohesion between paragraphs appreciate the impact of language on the reader explore characters' thoughts, feelings, motives discuss their favourite genre write in the styles of different genres explore author's use of language			of a director rehearse the beginning, middle and end of the play perform a play

		discussion describe settings, characters and atmosphere in narrative describe settings, characters and atmosphere in narrative evaluate and edit work based on feedback		identify audience, purpose and genre write narrative in chosen genre write and revise – grammar and vocabulary for effect evaluate own and others' writing			

Year 7	Knowledge	**Unit 1: In Search of Adventure** **Book Club - Wonder R.J Palaccio**	**Book/Text: Classical Literature - Oliver Twist** **About the UK**	**English Language The Identity Kit**	**Poetry**	**Shakespeare - A Midsummer Night's Dream**	**Voices for Choices /Speaking and Listening Focus**
	Skills I can… Key Vocabulary Genre Media Comparative Structure Narrative Sensory Adventure Excitable Comparisons Senses Literary devices Evaluation Social Historical Context Social hierarchy Workhouses Prudent Refrain Inestimable Indubitably Pauper Unwonted Articulate Buffet factual objective true Historical Informational Memoir Globe Sonnette Alliteration Alliteration Blank verse	**In search of adventure** explore the typical structure of adventure stories investigate how writers build up expectations of an adventure story through character and setting understand how senses are heightened and conveyed through poetry examine how futures can be used to create suspense and tension in an adventure story **Book club - Wonder R.J Palaccio** communicate initial ideas about the	**Classical literature - Oliver Twist** what is classical literature and why is it still important to learn about it? what is a biography (link to year 6 study of biographies)? historical analysis of authors and print victorian london and the role of women, orphans and children. how does dickens present the character of fagin? **About the uk** describe the location of the uk using key features	investigate how a writer builds up expectations of an adventure story through character and setting. study an extract from the hobbit to examine how dialogue and description are used to establish setting and characterization. discuss the character of bilbo baggins as a reluctant hero. thematically-linked, real-world based chapters make learning relevant for each student a flexible series, both digitally and on the page, which can be customised for your students	recognise the basic essentials needed to compare two poems of the same genre. identify key elements and terminology compare two poems by following the criteria listed below: • content, context and messages • what are the extracts/poems about? • is there a message? • keywords - irony, themes, opinions viewpoint • through whose eyes do we	study extracts from shakespeare's most famous plays; appreciating the bard's enlightening and absorbing manner read whilst inspiring them to gain knowledge about past histories and enhance their imagination. challenging content allows pupils to access a different form of literature, consolidate analysis skills from term 1.2 and now apply them to drama. pupils are introduced now to dramatic techniques in pupils will study a play content allows pupils to access a different form of literature, consolidate analysis skills pupils are	read a contemporary text/novel and offer their own perspective of events, plots and author intentions. extract key points and information and be able to write a persuading book review learn art of authorial intent and underlying themes to instruct or teach work well within a group and be able to present a powerpoint on their findings and learnings with regard to the book they are reading. construct an author interview and q&a that will be sent to the author to answer participate in a healthy debate. a for

	Dramatic irony Hyperbole Iamb Iambic pentameter Metre Oxymoron Poetic verse Prose Pun Rhyming couplet Romantic comedy Simile Soliloquy Sub-plot Irony, themes, opinions Personification vocabulary, onomatopoeia, alliteration, sibilance, juxtaposition, oxymoron, imagery, personification, metaphor, simile, symbol Debate Human Rights Humanitarian Ethical Genocide Equality Justice Racial discrimination Stereotype Prejudice Racism Islamophobia The Geneva Convention The Magna Carta	novel 'wonder' use evidence to make predictions about the novel explore first impressions of characters and how we form first impressions develop understanding of the novel and characters use evidence from the text to make inferences about characters create empathetic writing that explores thoughts and feelings write confidently in role as one of the characters	e.g. names of oceans differentiate between the terms uk, great britain & the british isles identify key physical features of the uk using maps use population density maps to interpret the uneven distribution of people in the uk explain modern day uk based on its history with immigration explain causes of inequality in uk society describe and explain the links of london to the wider world	provides an effective transition between years 6 and 7, and into gcse	see? what does their voice sound like? • keywords - personification language features • what techniques are used and what is the effect of them? • keywords - vocabulary, onomatopoeia, alliteration, sibilance, juxtaposition, oxymoron, imagery, personification, metaphor, simile, symbol layout, rhythm and pace • is there is a regular beat • are there long/short sentences • is the pace fast or slow? • how is the poem/extract laid out on the page? all with what effect? • keywords: rhyme, rhythm,	introduced now to dramatic techniques for effect whilst following the thread of conflict situations in literature. they will learn to understand setting, plot and characterisation and the effects of these looking closely at how a writer shapes meaning	and against argument on the core themes of the text in question

					enjambment, caesura, regular overall comparison • what are the main similarities and differences?		
Year 8	Knowledge	**Unit 1: It's A Mystery**	**The Art of Inference and Deduction! Sherlock Holmes Sir Arthur Conan Doyle**	**WORDS OF WAR How does poetry help us understand the impact of war?**	**Conflict Poetry Anthology**	**Hamlet - William Shakespeare**	**Voices for Choices/ Speaking and listening**
	Skills I can… Key Vocabulary Propaganda Unfair journalism Genre Media Comparative Structure Narrative Sensory Adventure Excitable Comparisons Senses Literary devices Evaluation Inference Red Herring Deduction akin Abhorrent gibe Dubious enthusiasm introspective Incorrigible malignant.	consider why readers may be attracted to a particular genre identify the typical features of the mystery genre use inference and deduction to explore layers of meaning explore how vocabulary can be used to create suspense investigate how inspiration form real life events can create a mystery story explore the structure of a	develop comparison skills develop and consolidate comparison skills develop and consolidate language comparison skills use empathy to explore Holmes' experience at the end of the final problem compare language for my summative assessment create an effective book review for one of the sherlock holmes stories	understand how texts reflect the historical context in which they are written. explore how language choices and literary features can create a powerful effect appreciate the use editing skills in order to make a text clear, informative and interesting for a reader explore the layers of meaning in a poem, identifying euphemism and irony	develop detailed comparative skills in poetry. compare how emotions are presented in 'the last duchess' and an extract from 'the prelude' compare how status is presented in 'ozymandias' and 'london' identify the use of rhythm scheme and analyse its effects secure subject knowledge of structural devices	writing mastery how are gender roles and religion explored in shakespeare's writing? reading: analysis (what, how, why) character, language, context (why), academic writing (thesis) secure subject knowledge of structural devices evaluate the use of imagery	read a contemporary text/novel and offer their own perspective of events, plots and author intentions. pupils will learn how to extract key points and information and be able to write a persuading book review pupils will learn the art of authorial intent and underlying themes to instruct or teach work well within a group and be able to present a powerpoint on their findings and learnings with

	Ardent Authority Bitterness Mockery Purgatory Patriotic Juxtaposition Humanise Structure Rhyme Language Meaning Imagery Context Irony, opinions Personification onomatopoeia, alliteration, sibilance, juxtaposition, oxymoron Globe Sonnette Blank verse Dramatic irony Hyperbole Iamb Iambic pentameter Metre Poetic verse Prose Pun Rhyming couplet	mystery story explore characterizations in extracts from different mystery stories explore how writers create effective narrative voices use role play and creative writing to explore setting and situation	develop a greater reading depth and sustain reading skills consolidate sustained reading skills identify explicit and implicit information and infer independently use sentences that contain subordinate clauses develop group work and presentation skills analyse a modern interpretation of sherlock holmes	explore how characterization can reinforce the theme of a poem plan and draft a poem based on the mood and atmosphere created in a painting explore how patterns of language and sound can reinforce the theme of a poem understand how the structure of a poem helps to convey its meaning consider the effect of rhyme and imagery	evaluate the use of imagery justify language choices in poetry understand the word choice and effects prepare for analysis: • 1 point - name & author of the poem • 1 point - brief comment on what the poem is about • 3 points - an accurate quote from the poem students will be tested on their terminology and keywords knowledge and should be able to define the following: • structure • rhyme • language	understand the word choice and effects students will be tested on their terminology and keywords knowledge and should be able to define the following: • structure • language • meaning • imagery • context • effects on the reader	regard to the book they are reading. construct an author interview and q&a that will be sent to the author to answer participate in a healthy debate a for and against argument on the core themes of the text in question

					• meaning • imagery • context • effects on the reader		
Year 9	Knowledge	**Dare to Scare**	**English Literature Jane Eyre - Analysing Historical Text**	**Poetry Unit 2 - Relationships**	**Poetry Love and RelationshipS Anthology**	**Introduction to GCSE Classical Text - William Shakespeares, Macbeth**	**Introduction to GCSE Classical Text - William Shakespeares, Macbeth**
	Skills I can… Key Vocabulary Thou Indignant Marr'd Maim'd Tremulous Ordinance Mee Suffragettes Women's rights Gothic Academia Feminist Ardent Authority Bitterness Mockery Purgatory Patriotic Juxtaposition Humanise Structure Rhyme Language	analyse themes and motifs of typical horror stories analyse in detail how language can create atmosphere and build tension use inference to explore characterisation understanding the use of irony in dracula. comment on how writers use sentence structure, word choice and imagery to create impact and drama explore a range of themes in psychological horror stories compare the effectiveness of	analyse how Bronte creates memorable characters. research and learn about the main themes and events of jane eyre. understand the imagery of words used to create the monster in the novel and how it is described in jane eyre. create tension and suspense in their writing by: employ higher level vocabulary. incorporate a range of language devices? shape language to create a particular effect?	students to develop an interpretation of a poem, exploring the use of figurative language students to analyse the use of imagery in conveying meaning to the reader students to explore the ideas and reflect feelings through discussion with others students to explore how setting and dialogue can help to convey an author's message students to understand how spoken language can reflect a character's background and social status	write a response related to the key word in the question use comparative language to explore both poems use a range of evidence to support the response and to show the meaning of the poems. comment on the effect of the language in your evidence, including individual words. identify any use of poetic techniques and explain their effects. What might the poet's intentions have been when	• transition • shakespeare: • macbeth tragic genre • How did Shakespeare explore the tragic hero paradigm? speaking and listening: • performanc e, • themes, • overall effect (why), • academic writing • gcse transition: • ozymandias analysis • secure subject knowledge of	How did Shakespeare explore the tragic hero paradigm? Ozymandias analysis Secure subject knowledge of structural devices Evaluate the use of imagery Students will be tested on their terminology and key words knowledge and should be able to define the following: ☐ Structure ☐ Rhyme ☐ Language ☐ Meaning ☐ Imagery ☐ Context ☐ Effects on the reader

	Meaning Imagery Context Effects on the reader Irony, themes, opinions Personification onomatopoeia, alliteration sibilance juxtaposition oxymoron imagery personification metaphor simile ambiguous Prophecy Irony Tragedy Alliteration Blank verse Dramatic irony Oxymoron Poetic verse Prose Pun Rhyming couplet Romantic comedy Simile Soliloquy Sub-plot	graphic horror with psychological horror experiment with different techniques of conveying horror in a dramatic scene explore how verb tense influences the narrative voice and its effect		students to draw on knowledge, literary techniques, style and structure to draft a poem students to explore how reputation and diversity of imagery can build up poetic structure students to understand how traditional forms can be adapted to convey a contemporary message students to compare texts written in the same literary tradition	they wrote the poem? comment on the historical context – when was the poem published and what impact might it have had then, and today? know how to identify and apply poetic techniques	structural devices • evaluate the use of imagery • students will be tested on their terminology and key words knowledge and should be able to define the following: structure rhyme language meaning imagery context effects on the reader	

Year 10	Knowledge	Understanding and Identifying language devices	A Christmas Carol	Poetry Anthology- Love & Relationship	An Inspector Calls	Macbeth	AQA Non-Examinaiton Asesment: Spoken Language
	Skills I can… Key Vocabulary Structure Comprehension analysis Viewpoint Miser Unsociable Unity Solitary Capitalism Generation Responsibility Rhyming couplet Juxtaposition Oxymoron Enjambment Ambiguous Prophecy Irony Tragedy	write an engaging opening to a short story using a given scenario. read a short extract and identify how tension is built up through the narrative. write an imaginative piece of writing using a given scenario. to familiarise with the format of paper 1 to develop and practise the skills required to be successful in the summer exam to know how long to spend on each question to familiarise with the format of paper 2 identify and interpret explicit and implicit information and ideas. select evidence from different texts	explore language and explain how dickens creates scrooge's identity gain knowledge of the assessment criteria and understand how to structure a written response gain some insight into dickens' background (historical context) how does dickens create mood and atmosphere in the novel practise using peel & analysing extracts identify narrative tools read, understand and respond to texts. maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate	understanding the question understanding the individual poems understanding relevant context points of each poem identifying poetic techniques and naming them linking poetic techniques to topic/meaning/theme identifying structure techniques and poetry. making clear, topic sentence statements focused on the question to start paragraphs use textual references embedding quotations in sentences for fluent writing using ambitious vocabulary to discuss the ideas	establish the occurring themes in the play explain what the opening of the play shows us about birling and his attitudes. show understanding of the relationships between texts and the contexts in which they were written. character analysis how was Britain divided? class division gender inequalities analyse the inspector's interrogation techniques and their effects explain first impressions of other characters make specific links between the play and its historical, social and political context	establish the occurring themes in the play analyse the opening scene & ending scene provide a detailed analysis of each character (character analysis) context- jacobean era (a03) identify language techniques present well-structured paragraphs/ essays analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate use textual references, including quotations, to support and illustrate interpretations.	Read a contemporary text/novel of own choice Discuss perspective of events, plots and author intentions Extract key points and information and be able to write a persuading book review Learn the art of authorial intent and underlying themes to instruct or teach Work well within a group and be able to present a PowerPoint on their findings and learnings Construct an author Q&A interview Participate in a healthy debate

		(comprehension) explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views explore the different effects of the writer's language technique.	interpretations. analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. show understanding of the relationships between texts and the contexts in which they were written	in the poem offering alternative interpretations and acknowledging the ambiguity in the poems using adverbial phrases of confident, sophisticated language comparing points within paragraphs	analyse the ways in which priestley creates drama, suspense and tension up to the arrival of the inspector.		

Year 11	Knowledge	English Language Paper 2	Unseen Poetry	Modern Text/Play An Inspector Calls	Poetry Anthology Love and Relationships	
	Skills I can… Key Vocabulary Infer Explain Evaluate Connotations Argue viewpoints Comprehension Comparisons Annotations Review Analyse	know how long to spend on each question. familiarise with the format of paper 2 identify and interpret explicit and implicit information and ideas. select evidence from different texts (comprehension) explain, comment on, and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views. explore the different effects of the writer's language technique.	analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. show understanding of the relationships between texts and the contexts in which they were written use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation use textual references, including quotations, to support and illustrate interpretations	Understanding the play Analysing characters Analysing themes Learning quotations Analysing language Identifying techniques Analysing stage directions Analysing structure Understanding context Understanding Priestley's message Exploring social class and gender	AO1 — Response and evidence: Develop an informed personal response and support interpretations with relevant quotations. AO2 — Writer's methods: Analyse how poets use language, form and structure to create meaning and effects. AO3 — Context: Understand the relationships between poems and the contexts in which they were written. AO1 — Response and evidence: Develop an informed personal interpretation and	

			maintain a critical style and develop an informed personal response exploration of effects of writer's methods to create meanings examination of writer's methods with subject terminology used effectively to support consideration of methods	Understanding capitalism and socialism Explaining dramatic irony Exploring character development Analysing the beginning and ending Explaining audience reactions Writing analytical paragraphs Structuring essays Using quotations as evidence Using literary terms Improving spelling, punctuation and grammar	support it with relevant textual references. AO2 — Writer's methods: Analyse Shakespeare's use of language, form and structure to create meaning and effects. AO3 — Context: Explain relevant relationships between the play and its historical, social and cultural contexts. AO4 — Technical accuracy: Use accurate spelling, punctuation, vocabulary and sentence structures.	