An Daras Multi Academy Trust
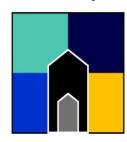## Windmill Hill Academy
Scheme of Learning – English

Integrated Curriculum Scheme of Learning - 2017	
Scheme of Learning:	English
National Curriculum Subjects:	English/Grammar, Punctuation and Spelling
Subject Leader:	A. Bassett
Agreed and Approved:	Sept 15
Leader In Year Review Dates:	Sept 16, Sept 17
Related Documents and Guidance:	National Curriculum 14
	WHA Year Group Non-Negotiable 14
	WHA English Policy 17
	WHA English Curriculum Statement 17
	ADMAT English APP grids 16
	Progression grid for Spoken Language 17
	Progression grid for Vocabulary, Grammar and Punctuation 17

Windmill Hill Academy	
English *Scheme of Learning – 2017*	

Curriculum Statement	The study of English develops children's ability to listen, speak, read and write for a wide range of purposes, including the communication of their ideas, views and feelings. Children are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as of non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations. In addition, the skills of English are a key part of participating fully in society.
	
	The aims of teaching English, as outlined in the National Curriculum 14 are to ensure that all pupils:
	• read easily, fluently and with good understanding
	• develop the habit of reading widely and often, for both pleasure and information
	• acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
	• appreciate our rich and varied literary heritage
	• write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
	• use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
	• are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.
	
	Teaching of English follows the National Curriculum and reflects changes introduced in 2014.
	
	Spoken Language
	Children will be provided with opportunities to:
	• Talk for a range of purposes
	• Communicate to different audiences
	• Listen and respond to different people
	• Observe and participate in dramatic activities
	
	Opportunities to develop spoken language and listening skills will be developed through activities in English lessons such as book talk, story maps and 'Boxing up the Text'. It will also be developed across the full curriculum e.g. through class discussions in SMSC (including daily reflection time).
	
	Drama will be used to provide Spoken Language and listening skills, including opportunities for:
	    • Structured, imaginative play – within role play areas and elsewhere
	    • Responding to familiar rhymes and games
	    • Storytelling
	    • Inventing characters and exploring dialogue- with or without materials and props
	    • Developing and sustaining a role
	    • Devising short scenes from a variety of stimuli

- Interpreting poems, scripts etc. in a dramatic presentation
- Exploring issues and dilemmas
- Participation in class and school productions
- Improvisation
- Debate

Reading
At Windmill Hill Academy, children will be taught to read widely, fluently and confidently.

Children will be taught two key reading skills:
- word reading
- comprehension

Word reading – the ability to decode words - will be taught through the use of the synthetic phonics programme Letters and Sounds. Children will be assessed as to which level of books they should be reading and to ensure that they progress appropriately. At Windmill Hill Academy, children read the Bug Club reading scheme by Pearson, where children have access to hard copy books as well as their own personal eBook account in KS1 (www.bugclub.co.uk).

If any child is finding it difficult to learn to read, they will be given additional interventions such as ELS or, where relevant, Project X Code. The school SENDICO will provide and access additional support for children with special educational needs or if they are gifted and talented.

Children in our school with EAL have access to books in their own language and will be given interventions and visual support strategies.

Alongside this, children's comprehension skills will be taught through high quality discussions with Teachers, Higher Level Teaching Assistants and Learning Support Assistants through individual and group reading times and whole class reading activities.

It is our aim to encourage children to learn to love reading and to read regularly outside of school. Schemes such as Bug Club and Project X are used to encourage reading for pleasure. Celebrations such as World Book Day are used to promote the pleasure and knowledge that can be gained from books.

Windmill Hill Academy has its own library which Year 6 librarians run at lunchtimes and all classes have a regular slot for children to exchange their book. Launceston town has a library which is used to exchanged books and children are encouraged to join in with competitions that are ran by the Library.

Each week, the children will take part in a 'book swap' where the children will read to a child in a different class. This is used to develop pleasure for reading and confidence. Parents are also invited in at least once a term to read with their child in KS1 classes.

Writing

At Windmill Hill Academy, children will be taught to produce, organise and present texts appropriate to a variety of tasks, readers and purposes.

Children will be taught two key writing skills:
- Transcription – the use of correct spelling and grammar
- Composition – articulating ideas and structuring them in speech and writing

Letters and Sounds Phonic Programme, in addition to teaching reading, supports the children to write words correctly and learn to spell. From Year 2 to Year 6, the use of Babcock 'No Nonsense Spelling' is used to structure and support the progression in spelling thorough the school. Children in KS1 take part in a 10-15 minute handwriting activity on 4-5 days each week, in Year 3 and 4 it is 2-3 days each week and in Years 5 and 6 is when appropriate. Handwriting and Spelling continues to be taught throughout the school and forms part of homework activities. Windmill Hill Academy has a subscription to phonics play which children can access at school and home to practice their phonics (www.phonicsplay.co.uk).

Alongside this, children will be taught to write imaginative and articulate texts using a 'Talk for Writing' approach. This involves immersing children in powerful writing which they learn and can perform using talk the text actions. They explore and rehearse word and sentence structures that they can use in their own writing. In Week Two, Innovation week, they will adapt the texts they are learning with a particular focus such as Addition or Substitution. In Week three (at a distance), Invention week, children will then write their own pieces, applying the skills learnt. These writing activities will be stimulating, relate to the children's experiences and interests and be prepared for real audiences and purposes. Child voice will be an important part of the process and at times learning experiences will be drawn from outdoor learning experiences to enhance the writing stimulus.

Pupils will have opportunities to apply writing skills learned in distance and cold writing tasks set. One of which, is a whole school writing focus where a stimuli is given and all pupils have the opportunity for an extended write related to it. A selection of work will then be displayed to show the progression from Year F to Year 6.

The spelling and grammar appendices of the new curriculum will be followed in each year group. The use of Babcock 'Non Nonsense Grammar' will structure teaching and progression throughout the school.

Assessment
- In the EYFS, children's achievements are ongoing and are assessed against the Early Learning Goals.
- KS1 and KS2 Teachers will make judgements about the children's reading and writing in relation to age related expectations as set out in the new curriculum.
- Distance and Cold writing tasks are set each half term to assess pupils' abilities to apply writing skills learned.
- Assessment for learning is well established throughout the school and the use of questioning, observation and marking will continue to be key parts of formative assessment.

- Statutory assessments take place at the end of Year 1, Year 2 and Year 6.
- Assessments are recorded six times a year and carefully analysed to make sure that all children and groups are progressing well and achieving their potential.

Monitoring
English is led by Mrs Bassett (English Subject Leader). Mrs Bassett will update the curriculum governors on priorities and progress in English.

Year Group	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
KS1 - Year A	Shiver Me Timbers	Bright Sparks	Can We Fix It?	Walking Through the Jungle	Let's Cook	Oh I Do Like To Be Beside The Seaside
A. Nat Curriculum 14	Year One PP19-25 Year Two PP 27-32	Year One PP19-25 Year Two PP 27-32	Year One PP19-25 Year Two PP 27-32	Year One PP19-25 Year Two PP 27-32	Year One PP19-25 Year Two PP 27-32	Year One PP19-25 Year Two PP 27-32
B. Academy Aims Link	**ADMAT:** Accelerating and sustaining children's progress, ensuring achievement gaps for disadvantaged children are addressed and ensuring children are equipped for the next phase of learning and creating an enjoyable and creative curriculum that meets the learning needs of children. **WHA:** Challenge and creativity.	**ADMAT:** Accelerating and sustaining children's progress, ensuring achievement gaps for disadvantaged children are addressed and ensuring children are equipped for the next phase of learning and creating an enjoyable and creative curriculum that meets the learning needs of children. **WHA:** Challenge and creativity.	**ADMAT:** Accelerating and sustaining children's progress, ensuring achievement gaps for disadvantaged children are addressed and ensuring children are equipped for the next phase of learning and creating an enjoyable and creative curriculum that meets the learning needs of children. **WHA:** Challenge and creativity.	**ADMAT:** Accelerating and sustaining children's progress, ensuring achievement gaps for disadvantaged children are addressed and ensuring children are equipped for the next phase of learning and creating an enjoyable and creative curriculum that meets the learning needs of children, outdoor learning. **WHA:** Challenge and creativity.	**ADMAT:** Accelerating and sustaining children's progress, ensuring achievement gaps for disadvantaged children are addressed and ensuring children are equipped for the next phase of learning and creating an enjoyable and creative curriculum that meets the learning needs of children. **WHA:** Challenge and creativity.	**ADMAT:** Accelerating and sustaining children's progress, ensuring achievement gaps for disadvantaged children are addressed and ensuring children are equipped for the next phase of learning and creating an enjoyable and creative curriculum that meets the learning needs of children, outdoor learning. **WHA:** Challenge and creativity.
C. Year 1 - Fiction	Stories/plays with patterned predictable language	Stories/plays significant authors	Retell traditional tales/folk/fairy tales Beating the Baddie	Stories based on Imagery and Fantasy Worlds	Stories from a range of cultures	Stories with familiar settings
D: Possible texts						
E. Text/ Genre Focus	Substitution Change the name of the character/setting/object Create a whole class story	Add detail/ description to a character/setting Use real life stimulus to retell own stories	Add new event Work as group to create story using props	Make additions to sentence structure	Change events in the middle of the story Focus on clear, beginning, middle and end	Tell the story in character viewpoint Individual writing of stories

F. GAPS Skills and Understanding (NC – Page 21)	**Leave spaces between words** Key words spelling **Beginning to punctuate sentences using a capital letter and a full stop** Story openers **Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'**	**Joining words and joining clauses using and** Conjunctions for compound sentences (coordinating conjunctions) and/or/but/so	Repetition for rhythm and description Simple noun phrases Embellished simple sentences using adjectives	Conjunctions as openers e.g. while/ when/ where Types of sentence statements/ questions/ exclamations **Beginning to punctuate sentences using a capital letter and a full stop, question mark and exclamation mark**	Focus on ly openers Complex Sentences (use of who relative clause)	Simple sentences using adjective and adverbs Two adjective to describe a noun- expanded noun phrase **Learning the grammar for Year 1 Appendix 2 (page 75)**
G. Core Non-Negotiable Skills Ongoing Use correct form of lower case Use correct formation of capital letters and digits	Introduce the use of capital letters and full stops Use of capital letters for name and personal pronoun I	Use and to join ideas Use conjunctions to join sentences Write clearly demarcated sentences	Use standard forms of verbs e.g. go/went	Introduce the use of question marks and exclamation marks	Write a sequence of sentences to form a short narrative (as introduction to paragraphs)	Write a sequence of sentences to form a short narrative (as introduction to paragraphs)
H. Year 1 - Non Fiction	Caption/List	Instructions Precise clear language to clear information	Dictionary List Precise clear language to give information	Information Texts Prepositions	Notes/Information Text Precise clear language to give information	Recount/Message Prepositions
I: Possible texts						
J. Year 1 - Poetry Focus Alliteration Similes as Similes like	Poems with patterned and predictable language	Poems by significant authors	Poem Pattern and Rhyme	Poems with familiar settings	Poems from a range of cultures	Poems on theme
K: Possible texts						
L. Year 2 - Fiction	Stories/plays by significant author	Stories by the same author	Retell traditional tales/folk/fairy tales Beating the Baddies	Stories with familiar settings	Stories from a range of cultures	Extended Stories Lost/Found
M: Possible texts	Kassim and the Greedy Pirate's Treasure by Pie Corbett	The Lighthouse Keeper's Lunch by Ronda and David Armitage	The Emperor's New Clothes by Hans Christian Anderson (adapted)	The Jungle Book by Rudyard Kipling (adapted and simplified version)	The Papaya that Spoke by Pie Corbett	Dolphin Boy/This Morning I met a Whale by Michael Morpurgo Seal Surfer by Michael Foreman
N. Text/ Genre Focus	Substitution Change the name of the character/setting/object Thought shower ideas for story plots and events	Addition Add new character Orally practice sentence structure and parts of the story	Alteration Change characters from e.g. good to greedy Re-use plots of known stories to create own story	Alternation In role as character tell the story from a view point Write new story in role as character	Substitution Change the name of the character/setting/object	Addition Add to sentence structure and dialogue

O. GAPS Skills and Understanding (NC - Page 32)	Conjunctions/varying openers Compound sentences (coordination and/ or/ but/ so) **Learn how to use sentences with different forms: statement/ questions/exclamation/ command Learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks and question marks**	Ly openers e.g. usually Commas after ly openers Complex sentences (subordination e.g. relative clause who/which) **Learn how to use subornation (suing when, if, that or because) and coordination (using or, and, or but)**	Focus on repetition for rhythm and description Simple noun phrases e.g. scary, old woman Adverbs for description **Use present and past tenses correctly and consistently including progressive form**	Focus on punctuation Commas list List of three for description Embellished simple sentences with adjectives and adverbs **Learning how to use both familiar and new punctuation correctly including commas for lists**	Focus sentence construction Complex sentences (additional subordination conjunctions e.g. what/while (when, if, that, because) Expanded noun phrases e.g. lots of people Adverbials e.g. Later that day Adverbial phrases	Use of invented commas for direct speech Words other than said Use of long and short sentences Apostrophes to mark singular possession Ellipses **Learning how to use both familiar and new punctuation correctly including apostrophes for contracted forms and the possessive (singular) Learn how to use the grammar for Year 2 Appendix 2 page 76.**
P. Core Non-Negotiable Skills Ongoing Write lower case letters correct size relative to one another Show evidence of diagonal and horizontal strokes to join	Write different kinds of sentence: statements, questions, exclamation and command Write with correct and consistent use of full stops/ capital letters, question marks and exclamation marks	Write using subordination (when, if, that, because) and co-ordination (or, and, but)	Use expanded noun phrases to add description and specification	Use commas in a list	Use apostrophe to mark omission and singular possession in nouns Write under headings	Correct and consistent use of present tense and past tense Correct use of verb tenses
Q. Year 2 - Non Fiction	Recount Caption/Label Preposition behind/above	Instructions Adverbs for information Ext: Year 3 Colon for What you need sub headings	Dictionary list Adverbs for information	Non Chronological report Generalisers for information	Information Text Prepositions e.g. before/ after	Explanations Generalises for information
R: Possible texts	Recount of Pirate Enrichment day (own version)		Dictionary: The Emperor's New Clothes (own version)	Non-Chronological report: Jungle animals (own version)	Instructions: recipes	Life Cycle of a Sea Animal/Plant
S. Year 2 - Poetry Alliteration Similes as Similes like	Silly Stuff/Nonsense Poem	Poems by significant authors	Poem Patterns on a Page	Poems with familiar settings	Poems from a range of cultures	Poems Challenging
T: Possible texts	If I was a Pirate by anon	Scarecrow Christmas by Pie Corbett		Monkey Puzzle by Julia Donaldson Jungle Jingles by Dick King-Smith		Riddles for Sea animals (using all four sentence types)

U. Cross Curricular Links	Computing: writing captions/labels (Word/Publisher), recording devices for planning Geography/History: Using key knowledge to implement into texts written	Computing: recording devices for planning Geography/History: Using key knowledge to implement into texts written DT: Using processes/skills to write instructions	Computing: recording devices for planning/addition of events, presenting a dictionary (Word/Publisher) Geography/History: Using key knowledge to implement into texts written	Computing: recording devices for planning Geography/History: Using key knowledge to implement into texts written	Computing: recording devices for planning/addition of characters Geography/History: Using key knowledge to implement into texts written	Computing: recording devices to recount/sequence events Geography/Science: Using key knowledge to implement into texts written
V. Assessment Pathway	APP – ongoing (R, W & SPaG) 2Simple software Elicitation task (at the beginning of a unit) Distance writing Cold written task Moderation: internal and external Standardised test end of HT/T: Headstart, Pira, SATs	APP – ongoing (R, W & SPaG) 2Simple software Elicitation task (at the beginning of a unit) Distance writing Cold written task Moderation: internal and external Standardised test end of HT/T: Headstart, Pira, SATs	APP – ongoing (R, W & SPaG) 2Simple software Elicitation task (at the beginning of a unit) Distance writing Cold written task Moderation: internal and external Standardised test end of HT/T: Headstart, Pira, SATs	APP – ongoing (R, W & SPaG) 2Simple software Elicitation task (at the beginning of a unit) Distance writing Cold written task Moderation: internal and external Standardised test end of HT/T: Headstart, Pira, SATs	APP – ongoing (R, W & SPaG) 2Simple software Elicitation task (at the beginning of a unit) Distance writing Cold written task Moderation: internal and external Standardised test end of HT/T: Headstart, Pira, SATs	APP – ongoing (R, W & SPaG) 2Simple software Elicitation task (at the beginning of a unit) Distance writing Cold written task Moderation: internal and external Standardised test end of HT/T: Headstart, Pira, SATs

Year Group	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
KS1 - Year B	**All Aboard!**	**Superheroes!**	**Walking with the Dinosaurs**	**Green Fingers**	**Walking in Windmill Woods**	**Knights and Dragons**
A. Nat Curriculum 14	Year One PP19-25 Year Two PP 27-32	Year One PP19-25 Year Two PP 27-32	Year One PP19-25 Year Two PP 27-32	Year One PP19-25 Year Two PP 27-32	Year One PP19-25 Year Two PP 27-32	Year One PP19-25 Year Two PP 27-32
B. Academy Aims Link	**ADMAT:** Accelerating and sustaining children's progress, ensuring achievement gaps for disadvantaged children are addressed and ensuring children are equipped for the next phase of learning and creating an enjoyable and creative curriculum that meets the learning needs of children. **WHA:** Challenge and creativity.	**ADMAT:** Accelerating and sustaining children's progress, ensuring achievement gaps for disadvantaged children are addressed and ensuring children are equipped for the next phase of learning and creating an enjoyable and creative curriculum that meets the learning needs of children. **WHA:** Challenge and creativity.	**ADMAT:** Accelerating and sustaining children's progress, ensuring achievement gaps for disadvantaged children are addressed and ensuring children are equipped for the next phase of learning and creating an enjoyable and creative curriculum that meets the learning needs of children. **WHA:** Challenge and creativity.	**ADMAT:** Accelerating and sustaining children's progress, ensuring achievement gaps for disadvantaged children are addressed and ensuring children are equipped for the next phase of learning and creating an enjoyable and creative curriculum that meets the learning needs of children, outdoor learning. **WHA:** Challenge and creativity.	**ADMAT:** Accelerating and sustaining children's progress, ensuring achievement gaps for disadvantaged children are addressed and ensuring children are equipped for the next phase of learning and creating an enjoyable and creative curriculum that meets the learning needs of children, outdoor learning. **WHA:** Challenge, citizenship and creativity.	**ADMAT:** Accelerating and sustaining children's progress, ensuring achievement gaps for disadvantaged children are addressed and ensuring children are equipped for the next phase of learning and creating an enjoyable and creative curriculum that meets the learning needs of children. **WHA:** Challenge and creativity.

C. Year 1 - Fiction	Stories/ plays with patterned predictable language (Trains)	Stories based on Imagery and Fantasy Worlds (Superheroes)	Stories from a range of cultures	Stories/plays significant authors	Stories with familiar settings (Woods)	Retell traditional tales/ folk /fairy tales
D: Possible texts	Little Red Train: Busy Day by Benedict Blathwayt	Eliot Jones, Midnight Superhero by Anne Cottringer	Mama Panya's Pancakes: A Village Tale from Kenya by Mary Chamberlin	The Secret Park (Tales from Percy's Park) by Nick Butterworth	Little Red Riding Hood by Pie Corbett Honestly, Red Riding Hood Was Rotten! by Trisha Speed Shaskan	Tell Me a Dragon by Jackie Morris
E. Text/ Genre Focus	SUBSITITUTION Change the name of the character/setting/object Create whole class story	Add detail/description to a character/setting Using real life stimulus children to retell their own stories	Add new event Retell story in own words	Make additions to sentence structure Work as group to create story using props	Change events in the middle of the story Focus on clear, beginning, middle, end	Tell the story in character viewpoint Individual writing of Stories
F. GAPS Skills and Understanding (NC – Page 25)	**Leave spaces between words** Key words spelling **Beginning to punctuate sentences using a capital letter and a full stop** Story openers **Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'**	**Joining words and joining clauses using and** Conjunctions for compound sentences (coordinating conjunctions) and/or/but/so	Conjunctions as openers e.g. while/when/where Types of sentence statements/questions/ exclamations	Conjunctions as openers e.g. while/when/ where Types of sentence statements/questions/ exclamations **Beginning to punctuate sentences using a capital letter and a full stop, question mark and exclamation mark**	Focus on ly openers Complex Sentences (use of 'who' - relative clause)	Simple sentences using adjective and adverbs Two adjectives to describe a noun - expanded noun phrase **Learning the grammar for Year 1 Appendix 2 (page 75)**
G. Non-Negotiable Skills Ongoing Use correct form of lower case Use correct formation of capital letters and digits	Introduce the use of capital letters and full stops Use of capital letters for name and personal pronoun I	Use and to join ideas Use conjunctions to join sentences Write clearly demarcated sentences	Repetition for rhythm and description Simple noun phrases Embellished simple sentences using adjectives	Introduce the use of question marks and exclamation marks	Write a sequence of sentences to form a short narrative (as introduction to paragraphs)	Words other than said Use of long and short sentences Apostrophes to mark singular possession Ellipses
H. Year 1 - Non Fiction	Instructions (How to make) Precise clear language to clear information	Captions/List	Notes/Information Text (Dinosaurs) Precise clear language to clear information	Dictionary list Precise clear language to clear information	Information Texts Prepositions	Recount Message Prepositions
I: Possible texts	How to make a Jam Sandwich	Use Santa image to write a caption and make a list of things he needs.	Diplodocus information book	Linked to topic – what tools does Percy need?	Is my dog a wolf?	Tales of King Arthur
J. Year 1 - Poetry Alliteration Similes like	Poems with patterned and predictable language(Transport)	Poem Pattern and Rhyme	Poems from a range of cultures	Poems with familiar settings (Gardens)	Poems on a theme (Woods)	Poems by significant authors

K: Possible texts	The Train Ride by June Crebbin	If I was a Superhero by Sally Gray	Caribbean counting rhyme by Pamela Mordecai Hey You Everything You do Mabel Segun	Daffodils – Wordsworth Nut Tree – J Donaldson A Seedy Story – J Nicholls	City Jungle by Pie Corbett	Poems by Spike Milligan
L. Year 2 - Fiction	Story by a significant author	Stories/play by significant author (Superheroes)	Story related to historical events (Dinosaurs)	Stories with familiar settings	Retell traditional tales/folk /fairy tales	Extended Stories
M: Possible texts	Oi! Get off our Train by John Burningham	Traction Man by Mini Grey	Tyrannosaurus Drip by Julia Donaldson	The Great Rescue (Percy the Park Keeper) by Nick Butterworth	Hansel and Gretel (simplified version)	King Arthur (simplified version)
N. Text/ Genre Focus	Substitution Change the name of the character/setting/ object Mind map ideas for story plots/events	Addition add new character(s) Orally practice sentence structures and part of the story	Alteration change characters from e.g. good to greedy Re-use plots of known stories to create own story	Alteration Alter setting for impact Re-use plots of known stories to create own story	Alteration In role as a character Tell story from view point Write new story in role as character	Addition (level up) add to sentence structure and dialogue Reflect taught sentence structure in own story writing
O. GAPS Skills and Understanding (NC - Page 32)	Conjunctions/ varying openers Compound sentences (coordination and/or/but/ so) **Learn how to use sentences with different forms: statement/ questions/exclamation/ command Learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks**	**Joining words and joining clauses using and** Conjunctions for compound sentences (coordinating conjunctions) and/or/but/so	Focus on repetition for rhythm and description Simple noun phrases e.g. scary, old woman Adverbs for description	Conjunctions as openers e.g. while/when/where Types of sentence statements/ questions/ exclamations **Beginning to punctuate sentences using a capital letter and a full stop, question mark and exclamation mark**	Focus sentence construction Complex sentences (additional subordination conjunctions e.g. what/while (when, if, that, because) Expanded noun phrases e.g. lots of people Adverbials e.g. Later that day Adverbial phrases	Simple sentences using adjectives and adverbs Two adjectives to describe a noun - expanded noun phrase **Learning the grammar for Year 1 Appendix 2 (page 75)**
P. Non-Negotiable Skills Ongoing Use correct form of lower case Use correct formation of capital letters and digits	Write different kinds of sentence: statements, questions, exclamation and command Write with correct and consistent use of full stops, capital letters, question marks and exclamation marks	Write using subordination (when, if, that, because) and co-ordination (or, and, but)	Use expanded noun phrases to add description and specification	Use commas in a list	Use apostrophe to mark omission and singular possession in nouns Write under headings	Correct and consistent use of present tense and past tense Correct use of verb tenses

Q. Year 2 - Non Fiction	Instructions (How to make) Adverbs for information Ext: Year 3 Colon for What you need sub headings	Recount Caption/ Label (Day in the life of a superhero) Preposition behind/above	Dictionary list (Dinosaurs) Adverbs for information	Information text Generalisers for information	Explanations Generalises for information	Non chronological report about knights Prepositions e.g. before/ after
R: Possible texts	How to make a cheese sandwich	Traction Man by Mini Grey (A day in the life of Traction Man)	A range of dictionaries and use of the dictionary APP on the IPads		'How animals and plants survive through the different seasons in Windmill Woods' (used TES Iboard as an example)	Information texts about knights
S. Year 2 - Poetry Alliteration Similes	Poem Patterns on a Page	Silly Stuff/Nonsense Poems	Poems from a range of cultures	Poems with familiar settings	Poems Challenging	Poems by significant authors
T: Possible texts	Use the theme of a 'train' to create a shape poem.	On the Ning Nang Nong by Spike Milligan	The King of All Dinosaurs by Paul Cookson			Various poems by significant authors, e.g. Michael Rosen.
U. Cross Curricular Links (Core non-negotiable standards)	Computing: experimenting with patterns on a page for poetry (Word/Publisher) Geography/History /Science: Using key knowledge to implement into texts written DT: Using processes/skills to write instructions	Computing: writing captions/labels (Word/Publisher), recording devices for planning/addition of detail/character	History/Geography /Science: using key knowledge to implement into texts written Computing: to create a dictionary and make notes (IPads)	Computing: recording devices for planning and writing a dictionary Science: Using key knowledge to implement into texts written DT: Using processes/skills to write instructions	Computing: recording devices for characterisation, sequencing of events (Ipads)	Computing: recording devices for planning Geography/History: Using key knowledge to implement into texts written
V. Assessment Pathway	APP – ongoing (R, W & SPaG) 2Simple software Elicitation task (at the beginning of a unit) Distance writing Cold written task Moderation: internal and external Standardised test end of HT/T: Headstart, Pira, SATs	APP – ongoing (R, W & SPaG) 2Simple software Elicitation task (at the beginning of a unit) Distance writing Cold written task Moderation: internal and external Standardised test end of HT/T: Headstart, Pira, SATs	APP – ongoing (R, W & SPaG) 2Simple software Elicitation task (at the beginning of a unit) Distance writing Cold written task Moderation: internal and external Standardised test end of HT/T: Headstart, Pira, SATs	APP – ongoing (R, W & SPaG) 2Simple software Elicitation task (at the beginning of a unit) Distance writing Cold written task Moderation: internal and external Standardised test end of HT/T: Headstart, Pira, SATs	APP – ongoing (R, W & SPaG) 2Simple software Elicitation task (at the beginning of a unit) Distance writing Cold written task Moderation: internal and external Standardised test end of HT/T: Headstart, Pira, SATs	APP – ongoing (R, W & SPaG) 2Simple software Elicitation task (at the beginning of a unit) Distance writing Cold written task Moderation: internal and external Standardised test end of HT/T: Headstart, Pira, SATs

Year Group	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
3 – Unit Title	**Stone Age to Iron Age/ Forces**	**Where does our lunch come from? Rocks and Soils**	**Multicultural Me/Animals including humans**	**Multicultural Me/Animals including humans**	**Romans/Plants**	**Local study Launceston Study/Light**
A. Nat Curriculum 14	PP 33-40	PP 33-40	PP 33-40	PP 33-40	PP 33-40	PP 33-40
B. Academy Aims Link	**ADMAT:** Accelerating and sustaining children's progress, ensuring achievement gaps for disadvantaged children are addressed and ensuring children are equipped for the next phase of learning and creating an enjoyable and creative curriculum that meets the learning needs of children. **WHA:** Challenge and creativity.	**ADMAT:** Accelerating and sustaining children's progress, ensuring achievement gaps for disadvantaged children are addressed and ensuring children are equipped for the next phase of learning and creating an enjoyable and creative curriculum that meets the learning needs of children. **WHA:** Challenge and creativity.	**ADMAT:** Accelerating and sustaining children's progress, ensuring achievement gaps for disadvantaged children are addressed, ensuring children are equipped for the next phase of learning and creating an enjoyable and creative curriculum that meets the learning needs of children. **WHA:** Challenge, citizenship and creativity.	**ADMAT:** Accelerating and sustaining children's progress, ensuring achievement gaps for disadvantaged children are addressed and ensuring children are equipped for the next phase of learning and creating an enjoyable and creative curriculum that meets the learning needs of children. **WHA:** Challenge and creativity.	**ADMAT:** Accelerating and sustaining children's progress, ensuring achievement gaps for disadvantaged children are addressed and ensuring children are equipped for the next phase of learning and creating an enjoyable and creative curriculum that meets the learning needs of children. **WHA:** Challenge and creativity.	**ADMAT:** Accelerating and sustaining children's progress, ensuring achievement gaps for disadvantaged children are addressed and ensuring children are equipped for the next phase of learning and creating an enjoyable and creative curriculum that meets the learning needs of children. **WHA:** Challenge and creativity.
C. Year 3 - Fiction	Stories in familiar settings	Traditional Stories	Stories from other Cultures	Imagery Worlds	Myths and Legends	Adventure and Mystery
D. Possible texts	I'll take you to Mrs Cole by Nigel Gray		Zhara film (The Literacy Shed)	Fantastic Mr Fox by Roald Dahl	George and the Dragon - various authors	The Jungle Book by Rudyard Kipling
E. Text/ Genre Focus	Substitution Change setting/character	Alteration Change point of view and write a modern day version	Alteration Change from theme Write narrative to (film) from characters point of view	Alteration Writers Techniques e.g. personification	Alteration Write own myth including hero	Alteration Write own adventure, changing character and setting.
F. GAPS Skills and Understanding (NC - Page 40)	Simple/compound/ complex sentences Select specific adjectives to add impact Powerful verbs Writing in first person Correctly use verbs in 1st/2nd/ 3rd person Ly words and suffixes	Extending range of sentence with more than on clause by using a wider range of conjunctions including when/if/ because/although Commas to mark clauses	Use perfect form of verbs to mark relationships of time and cause Choosing nouns or pronouns appropriately for clarity and cohesions and to avoid repetition	Use invented commas to punctate direct speech	Using conjunctions, adverbs and prepositions to express time and cause Possessive apostrophes	Paragraphing and use inverting commas to punctuate direct speech Alter sentences for effect – speech at the beginning, middle or end of sentence Learning the grammar for Year 3 Appendix 2 (page 76 and 77)
G. Non-Negotiable Skills Write with increasing legibility, consistency and fluency	Experiment with adjectives to create impact Correctly use verbs in 1st/2nd/ 3rd person	Use conjunctions (when, so, before, after, while, because) Write under headings and sub headings	Use prepositions (before/ after/ during/in/because of) Use perfect form of verbs to mark relationships of time and cause	Use inverted commas to punctuate direct speech	Use adverbs (then/next/ soon/therefore)	Group ideas into basic paragraphs
H. Year 3 - Non-Fiction	Instruction Texts	Non- Chronological report	Persuasive/ Discussion		Recount	

	Imperative verbs Use conjunctions/ adverbs and prepositions to express time and cause	Write under headings/ sub headings Group ideas into basis paragraph	Modal verbs Identifying the main parts in paragraphs and summarising		Recap and extend- grouping ideas into paragraphs Reinforce - use perfect form of verbs to mark relationships of time and cause	
I. Possible texts	How to capture a dragon	Pie Corbett example Range of texts with examples of non-chronological reports	Multi-function mobile phone by Alex Ryder		Examples of recounts. Recounts on trips. Day in the life of a Roman.	
J. Year 3 - Poetry	Humorous Poetry	Shape	British Poetry			Significant Poet
K. Possible texts	School assembly – Simon pitt **Ghoul School Rules** *by Sue Cowling* **Where Teachers Keep Their Pets** *by Paul Cookson* **We Lost our Teacher to the Sea** *by David Harmer*	Selection of shape poems. Examples on https://www.youngwriters.co.uk/types-shape-poem	Selection of British poems by Benjamin Zephaniah			Selection of poems by Charles Causley
L. Cross Curricular Links	History: instructions – how to build a round house Science: using key knowledge to implement into texts written Computing (Word/Publisher) Presenting text	Geography: report on the journey of (item from lunch box) : Science: using key knowledge to implement into texts written Computing (Word/Publisher) Presenting text	SMSC- British values in poetry. Geography: text of a different culture (Zahra) Science: using key knowledge to implement into texts written Computing (Word/Publisher) Presenting text	Science: using key knowledge to implement into texts written	History- Roman's diary entry Science: using key knowledge to implement into texts written	Geography: letters to the community (council, chops?) council Computing (Word/Publisher) Presenting text Science: using key knowledge to implement into texts written
M. Assessment Pathway	APP – ongoing (R, W & SPaG) 2Simple software Elicitation task (at the beginning of a unit) Distance writing Cold written task Moderation: internal and external Standardised test end of HT/T: Headstart and Pira	APP – ongoing (R, W & SPaG) 2Simple software Elicitation task (at the beginning of a unit) Distance writing Cold written task Moderation: internal and external Standardised test end of HT/T: Headstart and Pira	APP – ongoing (R, W & SPaG) 2Simple software Elicitation task (at the beginning of a unit) Distance writing Cold written task Moderation: internal and external Standardised test end of HT/T: Headstart and Pira	APP – ongoing (R, W & SPaG) 2Simple software Elicitation task (at the beginning of a unit) Distance writing Cold written task Moderation: internal and external Standardised test end of HT/T: Headstart and Pira	APP – ongoing (R, W & SPaG) 2Simple software Elicitation task (at the beginning of a unit) Distance writing Cold written task Moderation: internal and external Standardised test end of HT/T: Headstart and Pira	APP – ongoing (R, W & SPaG) 2Simple software Elicitation task (at the beginning of a unit) Distance writing Cold written task Moderation: internal and external Standardised test end of HT/T: Headstart and Pira

Year Group	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
4 – Unit Title	**Invaders and Settlers: Anglo-Saxons** **(Sound & Electricity)**		**Living Things: Animals & Habitats** **(Location and Place)**		**Ancient Egypt**	**Rivers** **(& States of Matter)**
A. Nat Curriculum 14	PP 33-40	PP 33-40	PP 33-40	PP 33-40	PP 33-40	PP 33-40
B. Academy Aims Link	**ADMAT:** Accelerating and sustaining children's progress, ensuring achievement gaps for disadvantaged children are addressed and ensuring children are equipped for the next phase of learning and creating an enjoyable and creative curriculum that meets the learning needs of children. **WHA:** Challenge and creativity.	**ADMAT:** Accelerating and sustaining children's progress, ensuring achievement gaps for disadvantaged children are addressed and ensuring children are equipped for the next phase of learning and creating an enjoyable and creative curriculum that meets the learning needs of children. **WHA:** Challenge and creativity.	**ADMAT:** Accelerating and sustaining children's progress, ensuring achievement gaps for disadvantaged children are addressed and ensuring children are equipped for the next phase of learning and creating an enjoyable and creative curriculum that meets the learning needs of children. **WHA:** Challenge and creativity.	**ADMAT:** Accelerating and sustaining children's progress, ensuring achievement gaps for disadvantaged children are addressed and ensuring children are equipped for the next phase of learning and creating an enjoyable and creative curriculum that meets the learning needs of children. **WHA:** Challenge and creativity.	**ADMAT:** Accelerating and sustaining children's progress, ensuring achievement gaps for disadvantaged children are addressed and ensuring children are equipped for the next phase of learning and creating an enjoyable and creative curriculum that meets the learning needs of children. **WHA:** Challenge and creativity.	**ADMAT:** Accelerating and sustaining children's progress, ensuring achievement gaps for disadvantaged children are addressed and ensuring children are equipped for the next phase of learning and creating an enjoyable and creative curriculum that meets the learning needs of children. **WHA:** Challenge and creativity.
C. Year 4 - Fiction	Stories set in Imaginary Worlds	Play scripts	Well established children's fiction	Stories which raise an issue or dilemma	Stories with a historical Setting (Ancient Egypt)	Stories from other cultures (Africa)
D. Possible texts	Leon and the Place Between by Graham Baker-Smith/ Angela McAllister	The Snow Queen (2015) by Hans Christian Andersen/ Alice in Wonderland (2016) by Lewis Carroll	Wind in the Willows (The Wild Woods) by Kenneth Grahame	Harry Potter (Chapter 14: Norbert the Ridgeback Dragon) by J.K. Rowling	The Egyptian Cinderella Story by Shirley Climo	The Story Thief by Andrew Peters
E. Text/ Genre Focus	Substitution Change the name of the characters/setting/object	Alteration Develop ideas about characters and event through dramatic exploration Write sections of own play script	Alteration Alter setting to impact on the story	Addition Make addition to sentence structure including dialogue Alteration In role as one of the characters, tell the story from their point of view	Addition Add detail or description to a character or setting	Alteration Recycle – use the original plot to write a new story (consolidate)
F. GAPS Skills and Understanding (NC - Page 40)	Using fronted adverbials Using commas after fronted adverbials	Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although	Using and punctuating direct speech Choosing nouns or pronouns appropriately for clarify and cohesion and to avoid repetition	Using expanded noun phrases, prepositional phrases and subordinating conjunctions	Indicating possession by using possessive apostrophe with plural nouns	Using the present perfect form of verbs in contrast to the past tense Learning the grammar for Year 4 Appendix 2 (page77) Using conjunctions, adverbs and prepositions

						to express time and cause
G. Non-Negotiable Skills Write with increasing legibility, consistency and fluency	Varying sentence structure using different openers

Use fronted adverbials
Use commas after fronted adverbials
Use commas to mark clauses | Vary sentence structure, using different openers

Use fronted adverbials
Use commas after fronted adverbials
Use commas to mark clauses | Use inverted commas other punctuation to punctuate direct speech

Use appropriate choice of noun or pronoun | Use connecting adverbs to link paragraphs

Vary sentence structure, using different openers | Use paragraphs to organise ideas round a theme

Use apostrophe for plural possession | Use adjectival phrases (e.g. biting cold wind) |
| **H. Year 4 - Non-Fiction** | Instructions

Imperative verbs
Using conjunctions/ adverbs and prepositions

Using powerful verbs | Newspaper Report

Extend the range of sentences with more than one clause: compound and complex sentences | Information Text (& Letters)

Use paragraphs, subheadings and other organisational features
Link information with a range of conjunctions
Use pronouns to avoid repetition or ambiguity and to add clarity and cohesion | Persuasive Text

Appropriate choices of noun and pronouns
Experiment with words and sentences types to create impact or effect | Reports

Use paragraphs and other organisational features
Link information with a range of conjunctions | Explanation Text

Use paragraphs and other organisational features
Link information with a range of conjunctions |
| **I. Possible texts** | Link to story-telling unit – including magic instructions

(also cross-curricular link to History Anglo-Saxons topic and Science experiments – linked to sound and making instruments) | Link to fiction texts – Leon and the Place Between and Alice in Wonderland | Link to non-chronological reports on animal and habitats

Journey into the Rainforest by Tim Knight

Ask Dr. K. Fisher about Animals (series) by Claire Llewllyn | Link to fictional texts – Harry Potter (also Dragonology information books by Dugald A. Steer)

& Persuasive Posters (link to Science – Healthy Eating and teet) | Link to Ancient Egyptians topic and ICT Wikipedia reports/Power points (linked to Computing Unit) | Link to Science and Geography – river formation, the water cycle & changing states of matter |
| **J. Year 4 - Poetry** | Modern Poetry | Image Poetry

Adjectival phases
Similes metaphors | Creative Poetry

Using powerful verbs
Adjectival phrases | Performance Poetry | Modern Poetry | Shape Poetry |
| **K. Possible texts** | The Sound Collector by Roger McGough (cross-curricular link with science Sound topic)

Kennings | 'The Door' by Miroslav Holub | Animal Poetry 'Top Gun of the Sky' and 'Dusk until Dawn' by Martin Bradley (linked to science work and fiction/non-fiction units) | Food themed Performance Poetry (linked to Science) | 'A Journey through Egypt: We are sailing down the River Nile' by Laurie Krebs and Anne Wilson (linked to history) | 'The River' by Valerie Bloom (linked to Science/ Geography topics; Rivers, Water Cycle, Materials and |

	(linked to Anglo-Saxons) & 'Posy' by Linda Newberry					Changing State)
L. Cross Curricular Links	ICT – Publisher (publish Poems and Instructions) Science – sound poetry and experiment History – Kennings History – Anglo-Saxon Instructions	ICT – Word (Writing Play scripts) Dance – based on characters in story Geography / Art – poetry writing	ICT – Music Making (Story sound track) Science / Art – Animal Poetry Science – Wind in the Willows story linked to Animals and Habitats	ICT – Publisher (posters) Science – Healthy Eating (persuasion)	ICT / History – Ancient Egyptian Wiki reports and Powerpoints History – historical setting fiction	ICT /maths – Excel - data handling weather – temperature and rainfall Science / Geography – explanation writing
M. Assessment Pathway	APP – ongoing (R, W & SPaG) 2Simple software Elicitation task (at the beginning of a unit) Distance writing Cold written task Moderation: internal and external Standardised test end of HT/T: Headstart and Pira	APP – ongoing (R, W & SPaG) 2Simple software Elicitation task (at the beginning of a unit) Distance writing Cold written task Moderation: internal and external Standardised test end of HT/T: Headstart and Pira	APP – ongoing (R, W & SPaG) 2Simple software Elicitation task (at the beginning of a unit) Distance writing Cold written task Moderation: internal and external Standardised test end of HT/T: Headstart and Pira	APP – ongoing (R, W & SPaG) 2Simple software Elicitation task (at the beginning of a unit) Distance writing Cold written task Moderation: internal and external Standardised test end of HT/T: Headstart and Pira	APP – ongoing (R, W & SPaG) 2Simple software Elicitation task (at the beginning of a unit) Distance writing Cold written task Moderation: internal and external Standardised test end of HT/T: Headstart and Pira	APP – ongoing (R, W & SPaG) 2Simple software Elicitation task (at the beginning of a unit) Distance writing Cold written task Moderation: internal and external Standardised test end of HT/T: Headstart and Pira

Year Group	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
5 – Unit Title	**Anglo Saxons vs Vikings: The Fight for England!**	**Eco Warriors World/Environment**	**China: People of China**	**China: Shang Dynasty**	**People of Launceston**	**Industrial Revolution**
A. Nat Curriculum 14	PP 43-49	PP 43-49	PP 43-49	PP 43-49	PP 43-49	PP 43-49
B. Academy Aims Link	**ADMAT:** Accelerating and sustaining children's progress, ensuring achievement gaps for disadvantaged children are addressed and ensuring children are equipped for the next phase of learning and creating an enjoyable and creative curriculum that meets the learning needs of children. **WHA:** Challenge and creativity.	**ADMAT:** Accelerating and sustaining children's progress, ensuring achievement gaps for disadvantaged children are addressed and ensuring children are equipped for the next phase of learning and creating an enjoyable and creative curriculum that meets the learning needs of children. **WHA:** Challenge, citizenship and creativity.	**ADMAT:** Accelerating and sustaining children's progress, ensuring achievement gaps for disadvantaged children are addressed and ensuring children are equipped for the next phase of learning and creating an enjoyable and creative curriculum that meets the learning needs of children. **WHA:** Challenge and creativity.	**ADMAT:** Accelerating and sustaining children's progress, ensuring achievement gaps for disadvantaged children are addressed and ensuring children are equipped for the next phase of learning and creating an enjoyable and creative curriculum that meets the learning needs of children. **WHA:** Challenge and creativity.	**ADMAT:** Accelerating and sustaining children's progress, ensuring achievement gaps for disadvantaged children are addressed and ensuring children are equipped for the next phase of learning and creating an enjoyable and creative curriculum that meets the learning needs of children. **WHA:** Challenge, citizenship and creativity.	**ADMAT:** Accelerating and sustaining children's progress, ensuring achievement gaps for disadvantaged children are addressed and ensuring children are equipped for the next phase of learning and creating an enjoyable and creative curriculum that meets the learning needs of children. **WHA:** Challenge, citizenship and creativity.
C. Year 5 - Fiction	Traditional Tales. Myths and Legends	Short Stories - Mystery	Stories from other Cultures	Stories with a Flashback	Classic Narrative	Significant Author
D. Possible texts	Beowulf by Kevin Crossley-Holland	Short! By Kevin Crossley-Holland	Mulan – author unknown	Harry Potter and the Philosopher's Stone by J.K. Rowling	The Jungle Book by Rudyard Kipling	Oliver Twist by Charles Dickens
E. Text/ Genre Focus	Alteration Change of viewpoint	Alteration Change Characteristics	Substitution Change setting	Addition Add New Event	Alteration Write in a different Style	Alteration Write in a different style to the author
F. GAPS Skills and Understanding (NC - Page 48)	Use commas to clarify meaning or avoid ambiguity in writing Using expanded noun phrases to convey complication information concisely	Use modal verbs or adverbs to indicate degrees of possibility Relative Clauses beginning with who/which/where/ when/whose/that or implied (i.e. omitted) relative pronoun	Using brackets, dashes or commas to include parenthesis Use commas to clarify meaning or avoid ambiguity in writing	Using brackets, dashes or commas to include parenthesis Using semi-colons, colons or dashes to mark boundaries between independent clauses	Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms Using the perfect form of verbs to mark relationships of time and cause Use hyphens to avoid ambiguity in writing	Use modal verbs or adverbs to indicate degrees of possibility Learning the grammar for Year 5 in English Appendix 2 (Page 78).
G. Non- Negotiable Write with legibility, fluency and with increasing speed	Add phrases to make sentences more precise and detailed Use a range of sentence openers - judging the impact or effect needed Use commas to avoid to	Use verb phrases to create subtle difference (she began to run) Use adverbs and modal verbs Indicate degrees of possibility using adverbs	Link clauses in sentences using a range of subordinating and subordinating conjunctions Paragraphs using adverbs Use the following to indicate parenthesis:	Use the following to indicate parenthesis: brackets dashes/commas	Use pronouns to avoid repetition Use commas to avoid to clarify meaning or avoid ambiguity	Link ideas across paragraphs using adverbials of time/place/ number Consistently organise into paragraphs

	clarify meaning or avoid ambiguity	(e.g. perhaps, surely) or modal verbs (might/ should/will) Adapt sentence structure to sentence type	brackets/dashes/commas			
H. Year 5 - Non-Fiction	Reports. Journalistic Writing Begin to adapt sentence structure to text type Consistently organise into paragraphs	Leaflet Using a colon to introduce a list Punctuating bullet points consistently	Instructions Using a colon to introduce a list Punctuating bullet points consistently	Biography/ Autobiography Using brackets, dashes or commas to include parenthesis Using semi-colons, colons or dashes to mark boundaries between independent clauses	Letter Use passive verbs to affect the presentation of information in a sentence (Using brackets, dashes or commas to include parenthesis Using semi-colons, colons or dashes to mark boundaries between independent clauses)	Drama Use modal verbs or adverbs to indicate degrees of possibility
I. Possible texts	Range of journalistic writing including newspapers	Range of persuasive writing	Range of instruction texts for a variety of purposes and audiences	Going Solo by Roald Dahl Singing for Mrs Pettigrew – Michael Morpurgo	Range of formal and informal letter writing	Midsummer's night Dream/Tempest by William Shakespeare
J. Year 5 - Poetry	Poetry	Creative poetry	Nonsense Poetry	Significant Poet	Local Poet	Argument and Debate
K. Possible texts	The Highwayman by Alfred Noyes	You Wait Til I'm Older Than You! By Michael Rosen	The Owl and the Pussycat by Edward Lear	Range of significant poets e.g Edgar Allen Poe The Raven	Anthology of Charles Causley	Range of debate texts
L. Cross Curricular Links	History: Using key knowledge to implement into texts written	Geography/Science: Using key knowledge to implement into texts written	History: Using key knowledge to implement into texts written	History: Using key knowledge to implement into texts written	Geography: Using key knowledge to implement into texts written	Geography: Using key knowledge to implement into texts written
M. Assessment Pathway	APP – ongoing (R, W & SPaG) 2Simple software Elicitation task (at the beginning of a unit) Distance writing Cold written task Moderation: internal and external Standardised test end of HT/T: Headstart and Pira	APP – ongoing (R, W & SPaG) 2Simple software Elicitation task (at the beginning of a unit) Distance writing Cold written task Moderation: internal and external Standardised test end of HT/T: Headstart and Pira	APP – ongoing (R, W & SPaG) 2Simple software Elicitation task (at the beginning of a unit) Distance writing Cold written task Moderation: internal and external Standardised test end of HT/T: Headstart and Pira	APP – ongoing (R, W & SPaG) 2Simple software Elicitation task (at the beginning of a unit) Distance writing Cold written task Moderation: internal and external Standardised test end of HT/T: Headstart and Pira	APP – ongoing (R, W & SPaG) 2Simple software Elicitation task (at the beginning of a unit) Distance writing Cold written task Moderation: internal and external Standardised test end of HT/T: Headstart and Pira	APP – ongoing (R, W & SPaG) 2Simple software Elicitation task (at the beginning of a unit) Distance writing Cold written task Moderation: internal and external Standardised test end of HT/T: Headstart and Pira

Year Group	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
6 – Unit Title	<u>WW2</u>	<u>Mountains</u>	<u>Ancient Greeks</u>	<u>Extreme Environments</u>	<u>Islamic Civilisations</u>	<u>London</u>
A. Nat Curriculum 14	PP 43-49	PP 43-49	PP 43-49	PP 43-49	PP 43-49	PP 43-49
B. Academy Aims Link	**ADMAT:** Accelerating and sustaining children's progress, ensuring achievement gaps for disadvantaged children are addressed and ensuring children are equipped for the next phase of learning and creating an enjoyable and creative curriculum that meets the learning needs of children. **WHA:** Challenge and creativity.	**ADMAT:** Accelerating and sustaining children's progress, ensuring achievement gaps for disadvantaged children are addressed and ensuring children are equipped for the next phase of learning and creating an enjoyable and creative curriculum that meets the learning needs of children. **WHA:** Challenge and creativity.	**ADMAT:** Accelerating and sustaining children's progress, ensuring achievement gaps for disadvantaged children are addressed and ensuring children are equipped for the next phase of learning and creating an enjoyable and creative curriculum that meets the learning needs of children. **WHA:** Challenge and creativity.	**ADMAT:** Accelerating and sustaining children's progress, ensuring achievement gaps for disadvantaged children are addressed and ensuring children are equipped for the next phase of learning and creating an enjoyable and creative curriculum that meets the learning needs of children. **WHA:** Challenge and creativity.	**ADMAT:** Accelerating and sustaining children's progress, ensuring achievement gaps for disadvantaged children are addressed and ensuring children are equipped for the next phase of learning and creating an enjoyable and creative curriculum that meets the learning needs of children. **WHA:** Challenge and creativity.	**ADMAT:** Accelerating and sustaining children's progress, ensuring achievement gaps for disadvantaged children are addressed and ensuring children are equipped for the next phase of learning and creating an enjoyable and creative curriculum that meets the learning needs of children. **WHA:** Challenge and creativity.
C. Year 6 - Fiction	Stories set in an imaginary world	Play Scripts	Short Stories with Flashbacks	Modern Fiction with significant authors	SATS REVISION	College Transition Unit
D. Possible texts	Barrow Quest	Romeo and Juliet by William Shakespeare	Hajj by Vince Cross	Rat Run by Andy Breckman		
E. Text/ Genre Focus	Addition Re- write a chapter of the story	Alteration Children to write their own play scripts	Alternation Write own flashback based on the original	Alteration Describe a setting through different sense	SATS revision	College Transition Unit
F. GAPS Skill and Understanding (NC - Page 48)	Using expanded noun phrases to convey complication information concisely Using passive verbs to mark relationships of time and cause	Using semi colons, colon or dashes to mark boundaries between independent clauses Using a colon to introduce a list	Using hyphens to avoid ambiguity Punctuate bullet points consistently Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun	Use the perfect form of verbs to mark relationships of time and cause Use modal verbs or adverbs to indicate degrees of possibility	Use commas to clarify meaning or avoid ambiguity in writing Using brackets, dashes or commas to include parenthesis	Learning the grammar for Year 6 in English Appendix 2 (Page 78 and 79).
G. Non-Negotiable Skills Write legibility, fluency and with increasing speed	Use subordinate clauses to write complex sentences Use passive voice where appropriate Use expanded noun phases to convey complicated information concisely	Use semi-colon, colon or hash to mark the boundary between independent clauses Use colon to introduce a list of semi colon within a list	Use hyphens to avoid ambiguity Use correct punctuation of bullet points	Use paragraphs to signal time, scene, action, mood or person	Use a sentence structure and layout matched to the requirements of the text type Use a full range of punctuation matched to the requirements of the text	Use a wide range of devices to build cohesion within and across paragraphs
H. Year 6 – Non-Fiction	Commentary Biography and	Opinions Arguments	Report Writing Journalistic Newspaper	SATS REVISION	Instructions	Review Formal/Informal Writing

	Autobiography Use correct features of layout Use rhetorical questioning	(Youth Speaks)	Report Create a newspaper article		Use commas to clarify meaning or avoid ambiguity in writing Using brackets, dashes or commas to include parenthesis	
I. Possible texts	Anne Frank biography Jacqueline Wilson biography David Beckham biography Roald Dahl biography	Goldilocks alternative version by Roald Dahl	Ancient Greek themed report	SATS REVISION	How To Survive SATS	London leaflets
J. Year 6 – Poetry	Poetry	Seasonal Poetry	No poetry unit this half term	The Power of Imagery	Classic Poetry	Poetry
K. Possible texts	The Deserted House	Christmas poems – Pie Corbett		My Monster	The Walrus and The Carpenter by Lewis Carroll	Personification – City Jungle
L. Cross Curricular Links	ICT (Word/Publisher) Presenting text History –WW2 writing diary extracts (Ann Frank) letters home Science: using key knowledge to implement into texts written	ICT (Word/Publisher) Presenting text PSHE – Arguments Geography: Mountain fact file Science: using key knowledge to implement into texts written	ICT (Word/Publisher) Presenting text History – Ancient Greeks: description of Ancient Greek homes Science: using key knowledge to implement into texts written	ICT (Word/Publisher) Presenting text Geography – Extreme Environments: recount. Letters Science: using key knowledge to implement into texts written	ICT (Word/Publisher) Presenting text History – Islamic Civilizations: Description Science: using key knowledge to implement into texts written	ICT (Word/Publisher) Presenting text Geography – London leaflets Science: using key knowledge to implement into texts written
M. Assessment Pathway	APP – ongoing (R, W & SPaG) 2Simple software Elicitation task (at the beginning of a unit) Distance writing Cold written task Moderation: internal and external Standardised test end of HT/T: Headstart, Pira and SATs	APP – ongoing (R, W & SPaG) 2Simple software Elicitation task (at the beginning of a unit) Distance writing Cold written task Moderation: internal and external Standardised test end of HT/T: Headstart, Pira and SATs	APP – ongoing (R, W & SPaG) 2Simple software Elicitation task (at the beginning of a unit) Distance writing Cold written task Moderation: internal and external Standardised test end of HT/T: Headstart, Pira and SATs	APP – ongoing (R, W & SPaG) 2Simple software Elicitation task (at the beginning of a unit) Distance writing Cold written task Moderation: internal and external Standardised test end of HT/T: Headstart, Pira and SATs	APP – ongoing (R, W & SPaG) 2Simple software Elicitation task (at the beginning of a unit) Distance writing Cold written task Moderation: internal and external Standardised test end of HT/T: Headstart, Pira and SATs	APP – ongoing (R, W & SPaG) 2Simple software Elicitation task (at the beginning of a unit) Distance writing Cold written task Moderation: internal and external Standardised test end of HT/T: Headstart, Pira and SATs