



DARWEN ST JAMES' C OF E PRIMARY ACADEMY ENGLISH LONG TERM PLAN



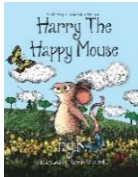
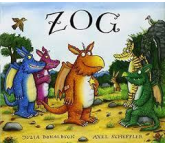
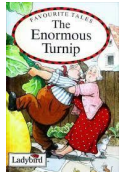
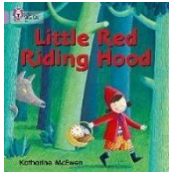

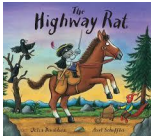
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2					
N u r s e r y	Literacy Milestones.										
	<p>I will try and join in with simple nursery rhymes, poems, songs and rhyming texts</p> <p>I can hold a book and begin to turn pages</p> <p>I can respond to more complex questions e.g. where is the cat hiding and answer using short phrases e.g. In the tree and I am beginning to respond to illustrations in the book, showing and making links between books, rhymes and experiences in life</p> <p>I am able to identify environmental sounds e.g. birds singing and have some awareness of rhyme and alliteration</p> <p>I can make marks and draw using increasing control</p> <p>I am beginning to manipulate objects mainly using my hands and some finger strength e.g. balancing, building, throwing, picking up</p>										
N u r s e r y	<p>Literacy Enjoys sharing a book with familiar adults and being read to – adults share and repeat core texts and stories children enjoy. Notices pictures or symbols and beginning to recognise what they stand for in their familiar experiences. – Adults ask simple questions e.g. where is the cat hiding? Do you have a sister? Responding to and making sounds that link to the story e.g. a train choo choo and repeat with adult during play Responds to environmental sounds – adults point out to encourage children to listen, recognise and label e.g. can you hear the rain on the window? Show an awareness of environmental print. Shows an interest when people are writing Can use body parts to make marks. Use mark making resources to make marks –modelled by adults Enjoys building with bricks and can manipulate the blocks to achieve desired result Enjoys playing with toys that need squeezing or pulling apart Phase 1, Aspect 1 – Environmental Sounds Phase 1, Aspect 2 – Instrumental Sounds</p>		<p>Have favourite books and rhymes. Holds a book and begins to turn pages – modelled by adults. Begin to make links between what happens in a story and real life Enjoys rhythmic and musical activity with percussion instruments, actions and rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes. Enjoys the sensory experience of making marks - experimentation: Knows that the marks they make are of value Can play with different sized stacking toys. Can throw, pick and stack them. Holds pencil (immature grip) and can make marks which may be random Phase 1, Aspect 1 – Environmental Sounds Phase 1, Aspect 2 – Instrumental Sounds</p>		<p>When sharing a book children expect the text to be a label for the picture. Support child to notice if there isn't any text e.g. Rosie's walk. Point out labels in everyday life e.g. on a cereal box Can join in refrains verbally and physically to well-known stories and rhymes Support children will tell the story using both the pictures and the language of the story they have learned from hearing the story over and over again. Can recognise and label environmental sounds and begins with adult support to recognise differences and similarities e.g. heavy and light rain. Begins to understand the cause and effect of their actions in mark making Include mark making and early writing in their play. Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right Enjoy drawing freely on a range of different surfaces – making lines, dots etc. Phase 1, Aspect 1 – Environmental Sounds Phase 1, Aspect 2 – Instrumental Sounds</p>						
	<p>Comprehension and Word reading. Guided Reading - picture books. Writing. aking marks, but do not always ascribing meaning to marks Write dance movements to support control.</p>		<p>Comprehension and Word reading. Guided Reading - picture books. Writing. Understand some concepts of print Meaning to marks with some clear features. Write dance.</p>		<p>Comprehension and Word reading. Guided Reading - picture books. Writing. Develop confidence with grip,nip and flip control holding a tool. Write dance.</p>		<p>Comprehension and Word reading. Guided Reading - picture books. Writing. Use some print to represent clear features and meaning. Write dance.</p>		<p>Comprehension and Word reading. Guided Reading - picture books. Writing. Form some shapes while writing. Write dance.</p>		<p>Comprehension and Word reading. Guided Reading - picture books. Writing. Recognise marks and copy some of these marks. Developing understanding of letter sounds from own name. Write dance.</p>
P r e s c h o o l											



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R e c e p t i o n	<p>Comprehension and Word reading. Enjoy listening to stories, reading and re-reading favourite books. Begin to hear the sounds in words and recognise some of them when reading.</p> <p>Writing. Writing opportunities labelling pictures of family portraits, name writing, through role play/challenges, writing for a purpose.</p>	<p>Comprehension and Word reading. Begin to understand what has been read. Build up confidence in blending and word reading.</p> <p>Writing. Writing own name, using initial sounds and beginning to write simple words. Record simple captions and labels, independently and guided.</p>	<p>Comprehension and Word reading. Begin to anticipate and predict key events in stories and to retell stories in their own words. To read simple phrases and sentences.</p> <p>Writing. Write simple sentences and record simple captions when writing for a purpose. Re-read to check it makes sense. Labelling, shopping lists, tickets.</p>	<p>Comprehension and Word reading. Re-read books and stories to build up confidence, understanding and enjoyment. Begin to retell stories in their own words.</p> <p>Writing. Writing using learnt sounds. Retelling stories using – first, next, then, after that and finally. Labelling maps, caption writing, non-fiction labelling and fact writing.</p>	<p>Comprehension and Word reading. Demonstrate understanding of what has been read to them by retelling using their own words. Understand and use recently introduced vocabulary.</p> <p>Writing. Use learnt sounds to support what is written. Reread their own writing. Labelling, life cycle of a plant, instruction writing, caption and simple sentence writing.</p>	<p>Comprehension and Word reading. Read words that are consistent with their phonic knowledge. Use recently introduced vocabulary during discussions and role play.</p> <p>Writing. Write sentences using correctly formed letters that can be read by others. Retelling of stories, character profiles, labels.</p>
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Y E A R 1 - F I C T I O N	<p>Story with a Familiar Setting (3-4 Weeks) <i>Harry the Happy Mouse</i></p>  <p>In this unit we will: Use a capital letter for the personal pronoun 'I'. Write simple sentences that can be read by ourselves and others. Use punctuation to demarcate simple sentences – full stops.</p> <p>An Independent Outcome is: An innovated story</p>	<p>Stories with Repetitive Patterns (3-4 Weeks) <i>Zog</i></p>  <p>In this unit we will: Punctuate sentences with capital letters and full stops. Use capital letters for names.</p> <p>An Independent Outcome is: A narrative based on the model</p>	<p>Classic Stories (2-3 Weeks) <i>The Enormous Turnip</i></p>  <p>In this unit we will: Identify and use exclamation marks. Add suffixes to verbs where no spelling change is needed.</p> <p>An Independent Outcome is: A narrative based on the model text</p>	<p>Traditional Tales (2-3 Weeks) <i>Little Red Riding Hood</i></p>  <p>In this unit we will: Use simple conjunctions 'and, but, or, so' to link ideas. Adding the prefix un- to verbs and adjectives to change the meaning.</p> <p>An Independent Outcome is: An innovated story</p>	<p>Stories with Familiar Settings (2-3 Weeks) <i>Goat and Donkey in the Great Outdoors</i></p>  <p>In this unit we will: Add suffixes to verbs where no spelling change is needed. Use simple conjunctions 'and, but, or, so' to link ideas.</p> <p>An Independent Outcome is: A story based on the text</p>	<p>Stories with Repetitive Patterns (4-5 Weeks Incl. non-fiction) <i>The Highway Rat</i></p>  <p>In this unit we will: Use simple conjunctions 'and, but, or, so' to link ideas. Add suffixes to verbs where no spelling change is needed to the root word. Use the joining word 'and' to link words and clauses. Extend our range of joining words to link words and clauses using 'but, and, or, ' . Make singular nouns plural using 's' and 'es' e.g. dog, dogs; wish, wishes.</p> <p>An Independent Outcomes are: An innovated story An information page about an animal A free verse poem about sweet treats</p>

‘LET US NOT LOVE WITH WORDS OR SPEECH ALONE BUT WITH ACTIONS AND TRUTH’ JOHN 3:18
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Y E A R 1 - N O N- F I C T I O N	<p>Information Text (1-2 Weeks) Cool and Fun Facts About Mouse</p>  <p>In this unit we will: Identify and use question marks. Use punctuation to demarcate simple sentences – capital letters and full stops.</p> <p>An Independent Outcome is: A poster about an animal</p>	<p>Range of Non-fiction Texts (2-3 Weeks) Beginning History: The Great Fire of London</p>  <p>In this unit we will: Identify and use question marks. Write simple sentences that can be read by ourselves and others.</p> <p>An Independent Outcome is: An information book</p>	<p>Instructions (2-3 Weeks) Recipes/Instructions from CBeebies</p>  <p>In this unit we will: Write simple sentences that can be read by ourselves and others. Punctuate sentences with capital letters and full stops.</p> <p>An Independent Outcome is: A simple set of instructions</p>	<p>Recounts (2-3 Weeks) Ramadan and Eid al-Fitr</p>  <p>In this unit we will: Use a capital letter for the personal pronoun 'I'. Use capital letters for people and places.</p> <p>An Independent Outcome is: A recount of a family event</p>	<p>Non-fiction Texts – Booklets (2-3 Weeks) Wild Adventures</p>  <p>In this unit we will: Identify and use question marks. Re-read every sentence to check it makes sense.</p> <p>An Independent Outcome is: An information booklet</p>	
Y E A R 1 - P O E T R Y	<p>Poetry, Songs and Rhymes (1-2 Weeks) A Variety of Rhymes</p>  <p>In this unit we will: Segment to write cv and cvc words independently using phase 2 and 3 graphemes - linked to rhyming words. Use punctuation to demarcate sentences – capital letters.</p> <p>An Independent Outcome is: An innovated poem based on a structure</p>				<p>Traditional Rhymes (1 Week) A Variety of Rhymes</p>  <p>In this unit we will: Capital letters for names of places. Using phonic knowledge when spelling unfamiliar words.</p> <p>An Independent Outcome is: A simple rhyme</p>	

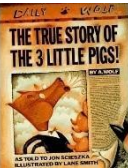
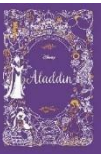
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Y E A R 2 - F I C T I O N	<p>ADVENTURE STORIES (6-8 Weeks) The Way Home for Wolf</p>  <p>In this unit we will: Say, write and punctuate simple and compound sentences using the joining words 'and, but, so, or'. Use past tense for narrative. Use of capital letters, full stops, capital letters and question marks.</p>	<p>TRADITIONAL TALES WITH A TWIST (3-4 Weeks) The True Story of the Three Little Pigs</p>  <p>In this unit we will: Write and punctuation simple and compound sentences using 'and, but, or, so'. Use subordination for time using 'when'.</p> <p>An Independent Outcome is: An innovated traditional tale with a twist</p>	<p>STORIES BY THE SAME AUTHOR (3 Weeks) Simon Bartram</p>  <p>In this unit we will: Use subordination for time: revise 'when' and introduce others such as 'while, as, before, after'. Use apostrophes for contracted forms.</p> <p>An Independent Outcome is: A story (or part of a story) based on a model</p>	<p>STORIES WITH FAMILIAR SETTINGS (3-4 Weeks) Mossop's Last Chance</p>  <p>In this unit we will: Select, generate and effectively use adjectives. Add suffixes '-ful -less' to create adjectives.</p> <p>An Independent Outcome is: An innovated narrative/part of a narrative with a farm setting</p>	<p>STORY AS A THEME (4-5 Weeks) Aladdin</p>  <p>In this unit we will: Identify, generate and effectively use noun phrases Use subordination for reason using 'because' and 'if' Use past tense Use present tense Add -ing to root words Use sentences with different forms: statement, question, command, exclamation.</p>	<p>ANIMAL ADVENTURE STORIES (3 Weeks) The Wind in the Willows</p>  <p>In this unit we will: Use subordination for time and reason. Use the suffix '-ly' to turn adjectives into adverbs.</p> <p>An Independent Outcome is: An animal adventure story or an additional chapter to Wind in the Willows</p>
	Y E A R 2 - N O N - F I C T I O N	<p>INSTRUCTIONS (2-3 Weeks)</p>  <p>In this unit we will: Identify and select verbs. Generate verbs.</p> <p>An Independent Outcome is: A set of instructions for a new playground game</p>	<p>NON-CHRONOLOGICAL REPORTS (2-3 Weeks)</p>  <p>In this unit we will: Use subordination for reason using the conjunctions 'if, then, for, unless'. Explore verbs in the present tense.</p> <p>An Independent Outcome is: A non-chronological report on the theme of Shanghai</p>	<p>PERSUASION (2-3 Weeks) The Creepy Crawly Show</p>  <p>In this unit we will: Explore verbs in the present tense. Use suffixes '-er and -est' to create adjectives.</p> <p>An Independent Outcome is: A persuasive leaflet advertising the Creepy Crawly Roadshow</p>	<p>Use subordination for time using 'when' Use 'but' for co-ordination Write and punctuate simple and compound sentences using 'and, but, or, so'</p> <p>Independent Outcomes are: A setting description Diary entries in role Poetry A persuasive letter A persuasive poster An additional chapter for the story</p>	<p>RECOUNTS (2 Weeks)</p>  <p>In this unit we will: Use apostrophes for contracted forms. Select, generate and effectively use nouns.</p> <p>An Independent Outcome is: Writing a recount in role as a character from the story in the form of a letter</p>



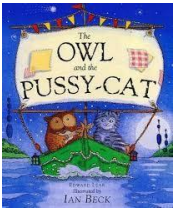
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Y E A R 2 - P O E T R Y	<p>POEMS ON A THEME (1-2 Weeks)</p>  <p>In this unit we will: Identify and effectively use adjectives.</p> <p>An Independent Outcome is: An innovated poem based on wolves/pigs</p>		<p>RIDDLES (1-2 Weeks)</p>  <p>In this unit we will: Create compound sentences using conjunctions 'and, but, or'. Use subordination for time and reason.</p> <p>An Independent Outcome is: A riddle based on minibeasts</p>		<p>CLASSIC POEMS (1-2 Weeks)</p>  <p>In this unit we will: Select, generate and effectively use verbs. Select, generate and effectively use adjectives.</p> <p>An Independent Outcome is: A verse/poem based on a classic poem learnt by heart</p>
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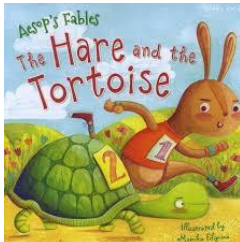

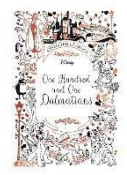


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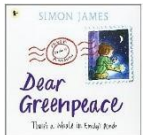

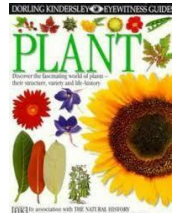


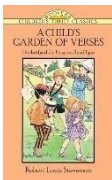
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Y E A R 3 - F I C T I O N	<p style="text-align: center;">NARRATIVE (7-8 Weeks) A Bear Called Paddington</p>  <p style="text-align: center;"><u>In this unit we will:</u> Explore, identify and create complex sentences using a range of conjunctions. Use the comma to separate clauses in complex sentences where the subordinate clause appears first. Generate and select from vocabulary banks e.g. noun phrases. Use inverted commas to punctuate direct speech. Explore and identify main and subordinate clauses in complex sentences. Use the determiner 'a' or 'an' according to whether the next word begins with a consonant or vowel.</p> <p style="text-align: center;"><u>Independent Outcomes are:</u> A Paddington adventure story An information leaflet/guide</p>	<p style="text-align: center;">FABLES (2-3 Weeks) The Hare and the Tortoise</p>  <p style="text-align: center;"><u>In this unit we will:</u> Focus on prepositions used within sentences. Identify and use inverted commas to punctuate direct speech.</p> <p style="text-align: center;"><u>An Independent Outcome is:</u> A fable based on a structure</p>	<p style="text-align: center;">STORIES ON A THEME (3-4 Weeks) Stig of the Dump</p>  <p style="text-align: center;"><u>In this unit we will:</u> Focus on prepositions used within sentences. Identify and use inverted commas to punctuate direct speech.</p> <p style="text-align: center;"><u>An Independent Outcome is:</u> A narrative based on a Stig of the Dump</p>	<p style="text-align: center;">STORY AS A THEME (4-6 Weeks) 101 Dalmatians</p>  <p style="text-align: center;"><u>In this unit we will:</u> Explore, identify, collect and use noun phrases. Use nouns for precision. Identify, select, generate and effectively use prepositions for where. Create sentences with fronted adverbials for where.</p> <p style="text-align: center;"><u>Independent Outcomes are:</u> A free verse poem A diary entry from a different perspective A story based on 101 Dalmatians</p>	<p style="text-align: center;">MYSTERY/ADVENTURE/FANTASY STORIES (3-4 Weeks) The Magic Faraway Tree</p>  <p style="text-align: center;"><u>In this unit we will:</u> Explore and identify main and subordinate clauses in complex sentences. Identify and use inverted commas to punctuate direct speech.</p> <p style="text-align: center;"><u>An Independent Outcome is:</u> Another chapter for the story</p>	<p style="text-align: center;">FILM AND PLAY SCRIPTS (2-3 Weeks) There's a Pharaoh in Our Bath</p>  <p style="text-align: center;"><u>In this unit we will:</u> Explore and identify main and subordinate clauses in complex sentences. Select, generate and effectively use adverbs.</p> <p style="text-align: center;"><u>An Independent Outcome is:</u> A play script based on There's a Pharaoh in Our Bath</p>

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Y E A R 3 - N O N - F I C T I O N	PERSUASION - LETTERS (2-3 Weeks)  In this unit we will: Explore, identify and create complex sentences using a range of conjunctions. Use the present perfect form of verbs instead of the simple past. An Independent Outcome is: A persuasive letter to a family member trying to get them to move away from a volcanic island	DISCUSSION (2-3 Weeks)  In this unit we will: Explore, identify and create complex sentences using a range of conjunctions. An Independent Outcome is: A discussion based on whether or not it would be good to live in the stone age		EXPLANATIONS (2-3 Weeks)  In this unit we will: Create complex sentences using a range of conjunctions. Use perfect form of verbs to indicate a completed action. An Independent Outcome is: An explanation poster about looking after plants	NON-CHRONOLOGICAL REPORTS (2-3 Weeks)  In this unit we will: Explore and identify main and subordinate clauses in complex sentences. Use a range of conjunctions. An Independent Outcome is: A page in a class book about Ancient Egypt AND
	Y E A R 3 - P O E T R Y		Poems on a Theme (1 Week)  In this unit we will: Use knowledge of root words to understand meanings of words. Explore and collect word families linked to the theme. An Independent Outcome is: A poem learned by heart for performance		CLASSIC POETRY (1-2 Weeks)  In this unit we will: Use knowledge of root words to understand meanings of words. Explore and collect words with prefixes <i>super-</i> , <i>anti-</i> , <i>auto-</i> . An Independent Outcome is: A performance of the poetry


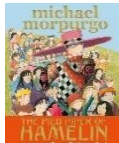
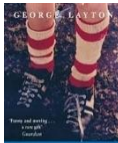


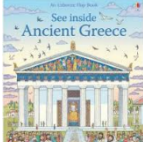

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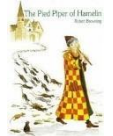
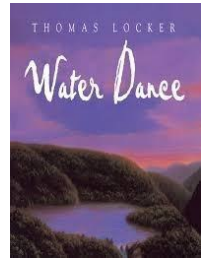

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 4 - FICTION	<p>NARRATIVE (3-4 Weeks)</p> <p>The Treasure of the Loch Ness Monster</p>  <p>In this unit we will: Use commas to mark clauses in complex sentences. Use inverted commas and other punctuation to indicate direct speech e.g. The tour guide announced, "Be back here at four o' clock."</p> <p>An Independent Outcome is: A story based on The Loch Ness Monster</p>	<p>FAIRY TALES (3-4 Weeks)</p> <p>The Pied Piper</p>  <p>In this unit we will: Create sentences with fronted adverbials for where. Use inverted commas and other punctuation to indicate direct speech.</p> <p>An Independent Outcome is: An innovated fairy tale</p>	<p>STORIES WITH ISSUES AND DILEMMA (3-4 Weeks)</p> <p>Balaclava Boys</p>  <p>In this unit we will: Create complex sentences with adverb starters. Use inverted commas and other punctuation to indicate direct speech.</p> <p>An Independent Outcome is: A story based on a plot structure from the one read</p>	<p>NOVEL AS A THEME (3-4 Weeks)</p> <p>Gulliver's Travels</p>  <p>In this unit we will: Create sentences with fronted adverbials for where. Identify, select and effectively use pronouns in the 1st person.</p> <p>An Independent Outcome is: A story based on a plot structure from the one read.</p>	<p>STORIES WITH A THEME (3-4 Weeks)</p> <p>The Mousehole Cat</p>  <p>In this unit we will: Explore, identify, collect and use noun phrases. Create sentences with fronted adverbials for where.</p> <p>An Independent Outcome is: A narrative based on the text read</p>	<p>FOLK TALES (2-3 Weeks)</p> <p>Brer Rabbit</p>  <p>In this unit we will: Create complex sentences with adverb starters. Use inverted commas to create dialogue.</p> <p>An Independent Outcome is: A narrative based on a folk tale</p>
YEAR 4 - NON-FICTION	<p>NON-FICTION (3-4 Weeks)</p>  <p>In this unit we will: Use commas to mark clauses in complex sentences. Explore, identify and use Standard English verb inflections for writing e.g. We were instead of we was.</p> <p>An Independent Outcome is: A magazine article for a children's magazine</p>	<p>PERSUASION - LEAFLET (2-3 Weeks)</p>  <p>In this unit we will: Identify, select and effectively use pronouns.</p> <p>An Independent Outcome is: A persuasive leaflet to get people to join the Roman Army</p>	<p>INFORMATION BOOKLETS (2-3 Weeks)</p>  <p>In this unit we will: Use commas to mark clauses in complex sentences.</p> <p>An Independent Outcome is: A brochure for a farmer's market</p>	<p>NON-CHRONOLOGICAL REPORT (2-3 Weeks)</p>  <p>In this unit we will: Identify, select and effectively use pronouns in the 3rd person.</p> <p>An Independent Outcome is: An information poster using flaps about the ancient Greeks</p>	<p>RECOUNT - NEWSPAPERS (2-3 Weeks)</p>  <p>In this unit we will: Identify, select and effectively use pronouns. Explore, identify, collect and use noun phrases.</p> <p>An Independent Outcome is: A newspaper report about the events of Mousehole in the storm</p>	<p>DEBATE (2-3 Weeks)</p>  <p>In this unit we will: Creating sentences with commas to mark clauses. Explore, identify and use Standard English verb inflections for writing.</p> <p>An Independent Outcome is: A formal debate</p>

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DARWEN ST JAMES' C OF E PRIMARY ACADEMY ENGLISH LONG TERM PLAN



Y E A R 4 - P O E T R Y		<p style="text-align: center;">CLASSIC NARRATIVE POETRY (1 Week) <i>The Pied Piper Poem</i></p>  <p style="text-align: center;"><u>In this unit we will:</u> Explore, identify, collect and use noun phrases.</p> <p style="text-align: center;"><u>An Independent Outcome is:</u> An oral presentation of a poem learned by heart</p>			<p style="text-align: center;">POEMS WITH A STRUCTURE (1 Week)</p>  <p style="text-align: center;"><u>In this unit we will:</u> Focus on the suffixes -sion and -cian.</p> <p style="text-align: center;"><u>An Independent Outcome is:</u> A haiku or kenning</p>	<p style="text-align: center;">POEMS ON A THEME (1-2 Weeks)</p>  <p style="text-align: center;"><u>In this unit we will:</u> Use apostrophes for singular and plural possession.</p> <p style="text-align: center;"><u>An Independent Outcome is:</u> A short written response to poems read</p>
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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Y E A R 5 - F I C T I O N	<p style="text-align: center;">CLASSIC FICTION (6-8 Weeks) <i>The Lion, The Witch and The Wardrobe</i></p>  <p style="text-align: center;"><u>In this unit we will:</u> Create and punctuate complex sentences using -ing for opening clauses. Blend action, dialogue and description within and across paragraphs. Create and punctuate sentences using simile starters. Identify and use brackets to indicate parenthesis, Identify and use commas to indicate parenthesis, Use expanded noun phrases to convey complicated information concisely,</p> <p style="text-align: center;"><u>Independent Outcomes are:</u> A narrative based on the model with innovated plot structure A non-chronological report based on mythical creatures in literature</p>	<p style="text-align: center;">LEGENDS (3-4 Weeks) <i>Beowulf</i></p>  <p style="text-align: center;"><u>In this unit we will:</u> Create and punctuate complex sentences using '-ed' openers. Focus on blending action, dialogue and description.</p> <p style="text-align: center;"><u>An Independent Outcome is:</u> A story based on a legend</p>	<p style="text-align: center;">NOVEL AS A THEME (3-4 Weeks) <i>The Invention of Hugo Cabret</i></p>  <p style="text-align: center;"><u>In this unit we will:</u> Create complex sentences by using relative clauses with pronouns 'who', and 'where'.</p> <p style="text-align: center;"><u>An Independent Outcome is:</u> A chapter for a novel about an invention</p>	<p style="text-align: center;">SCIENCE FICTION STORIES (4-5 Weeks) <i>Time Spinner</i></p>  <p style="text-align: center;"><u>In this unit we will:</u> Link ideas across paragraphs using adverbials for time. Link ideas across paragraphs using adverbials for place.</p> <p style="text-align: center;"><u>An Independent Outcome is:</u> A science fiction story</p>	<p style="text-align: center;">NOVEL AS A THEME (6 Weeks) <i>Goodnight Mister Tom</i></p>  <p style="text-align: center;"><u>In this unit we will:</u> Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action. Explore, collect, and use subjunctive forms for formal speech and writing. Investigate and collect a range of synonyms and antonyms. Explore, collect, and use modal verbs to indicate degrees of possibility.</p> <p style="text-align: center;"><u>An Independent Outcome is:</u> A narrative based on a model text plot structure from a different perspective</p>	<p style="text-align: center;">STORIES FROM OTHER CULTURES (3-4 Weeks) <i>Journey to the River Sea</i></p>  <p style="text-align: center;"><u>In this unit we will:</u> Use suffixes -ate, -ise, -ify to convert nouns and adjectives into verbs. Create and punctuate complex sentences using -ed openers and -ing openers.</p> <p style="text-align: center;"><u>An Independent Outcome is:</u> A story set in the Amazon Rainforest</p>

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Y E A R S - N O N - F I C T I O N	<p style="text-align: center;">PERSUASION (3-4 Weeks)</p>  <p style="text-align: center;"><u>In this unit we will:</u> Focus on modal verbs</p> <p style="text-align: center;"><u>Independent Outcome are:</u> A persuasive leaflet for tourists in the Alps followed by a persuasive film</p>	<p style="text-align: center;">MAGAZINE – HYBRID TEXT (3-4 Weeks)</p>  <p style="text-align: center;"><u>In this unit we will:</u> Create complex sentences by using relative clauses with pronouns which and whose.</p> <p style="text-align: center;"><u>An Independent Outcome is:</u> A page for a magazine about award winning The Pie Hole in Darwen</p>	<p style="text-align: center;">INFORMATION BOOKLETS (2-3 Weeks)</p>  <p style="text-align: center;"><u>In this unit we will:</u> Use devices to build cohesion within a paragraph. Link ideas across paragraphs using adverbials for place.</p> <p style="text-align: center;"><u>An Independent Outcome is:</u> An information book about space / the solar system</p>	<p style="text-align: center;">DEBATE (2-3 Weeks)</p>  <p style="text-align: center;"><u>In this unit we will:</u> Explore, collect and use modal verbs to indicate degrees of possibility. Use devices to build cohesion.</p> <p style="text-align: center;"><u>An Independent Outcome is:</u> A written article to use in a formal debate about deforestation or the pollution of oceans</p>	
Y E A R S - P O E T R Y	<p style="text-align: center;">POEMS WITH FIGURATIVE LANGUAGE (1-2 Weeks)</p>  <p style="text-align: center;"><u>In this unit we will:</u> Select appropriate vocabulary and language effects for impact.</p> <p style="text-align: center;"><u>An Independent Outcome is:</u> A new poem using figurative language which is based on Winter Morning by Sue Cowling or Winter and Snow by Vasko Popa</p>		<p style="text-align: center;">POEMS WITH A STRUCTURE (1 Week)</p>  <p style="text-align: center;"><u>In this unit we will:</u> Use vocabulary to enhance effects.</p> <p style="text-align: center;"><u>An Independent Outcome is:</u> A Haiku OR Limerick based on a space theme</p>	<p style="text-align: center;">CLASSIC NARRATIVE POETRY (1 – 2 Weeks)</p>  <p style="text-align: center;"><u>In this unit we will:</u> Create and punctuate sentences using simile starters.</p> <p style="text-align: center;"><u>An Independent Outcome is:</u> A poem based on 'The Tyger' by William Blake</p>	
AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2

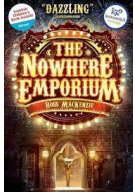


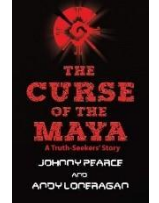

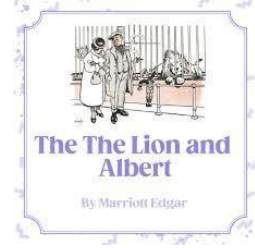
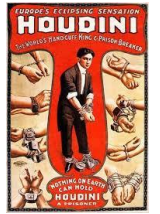


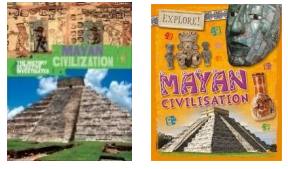

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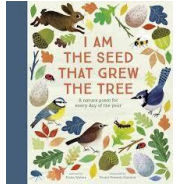
Y E A R 6 - F I C T I O N	<p style="text-align: center;">NOVEL AS A THEME (4-6 Weeks) <i>The Nowhere Emporium</i></p>  <p>In this unit we will: Manipulate sentences for effect. Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action. Manipulate sentences for effect (repeated).</p> <p>Independent outcomes are: A free verse poem A diary entry as a character A fantasy story based on The Nowhere Emporium</p>	<p style="text-align: center;">CLASSIC FICTION <i>The Wizard of Oz</i> (3-4 Weeks)</p>  <p>In this unit we will: Investigate, collect and use a range of synonyms and antonyms e.g. <i>naughty</i> - <i>mischievous</i>, <i>wicked</i>, <i>evil</i>, <i>impish</i>, <i>spiteful</i>, <i>well-behaved</i>. Use devices to build cohesion between paragraphs in narrative e.g. in the meantime, meanwhile, in due course, until then.</p> <p>An independent outcome is: A new story or chapter using characters and/or plot structures from The Wizard of Oz</p>	<p style="text-align: center;">OLDER LITERATURE <i>Macbeth</i> (3-4 Weeks)</p>  <p>In this unit we will: Investigate and collect a range of synonyms and antonyms. Manipulate sentences to create particular effects.</p> <p>An independent outcome is: A modern version of a scene from a play or story from older literature.</p>	<p style="text-align: center;">DETECTIVE / CRIME FICTION <i>The Curse of the Maya</i> (3-4 Weeks)</p>  <p>In this unit we will: Identify the subject and object in a sentence. Use active and passive voice.</p> <p>An independent outcome is: A detective story</p>	<p style="text-align: center;">STORIES WITH FLASHBACKS <i>Kensuke's Kingdom</i> (2-3 Weeks)</p>  <p>In this unit we will: Identify and use semi-colons to mark the boundary between independent clauses. Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change.</p> <p>An independent outcome is: A story based on Kensuke's Kingdom told in flashback</p>	<p style="text-align: center;">CLASSIC NARRATIVE POETRY <i>The Lion and Albert</i> (5-6 Weeks)</p>  <p>In this unit we will: Reinforce all grammar skills required to achieve the expected standard at the end of KS2. The focus will depend on the skills that individuals need to develop.</p> <p>Independent outcomes are: A short debate A diary entry A flashback narrative A letter of complaint An advert script A TripAdvisor review A formal review</p>
Y E A R 6 - N O N - F I C T I O N	<p style="text-align: center;">AUTOBIOGRAPHY (1-2 Weeks)</p>  <p>In this unit we will: Use devices to build cohesion. Manipulate sentences to create particular effects.</p> <p>An independent outcome is: An autobiography written in role as Harry Houdini the magician</p>	<p style="text-align: center;">PERSUASION – A FORMAL REVIEW (1-2 Weeks)</p>  <p>In this unit we will: Use devices to build cohesion between paragraphs in persuasive texts.</p> <p>An independent outcome is: A formal review of a live theatre or live music performance</p>	<p style="text-align: center;">INFORMATION TEXT – HYBRID (2-3 Weeks)</p>  <p>In this unit we will: Identify and use colons to introduce a list. Punctuate bullet points correctly.</p> <p>An independent outcome is: A hybrid text about a hero/heroine or a villain from a Shakespeare play</p>	<p style="text-align: center;">EXPLANATIONS (2-3 Weeks)</p>  <p>In this unit we will: Use devices to build cohesion between paragraphs in explanatory texts. Use passive voice.</p> <p>An independent outcome is: An explanation linked to the Maya</p>	<p style="text-align: center;">DISCUSSION AND DEBATE (3-4 Weeks)</p>  <p>In this unit we will: Investigate and collect a range of synonyms and antonyms. Use devices to build cohesion between paragraphs in persuasive and discursive texts.</p> <p>An independent outcome is: A discursive essay about wild animals in captivity</p>	

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<p>Y E A R 6 - P O E T R Y</p>	<p>POEMS, SONGS AND LYRICS (1-2 Weeks)</p>  <p>In this unit we will: Use figurative language: similes and metaphors.</p> <p>An independent outcome is: Lyrics for own composition linked to new characters in The Wizard of Oz</p>			<p>POEMS WITH IMAGERY (1-2 Weeks)</p>  <p>In this unit we will: Select appropriate vocabulary and language effects for impact.</p> <p>An independent outcome is: An interesting and engaging poem which uses imagery</p>	

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