




Northbrook Primary Academy English Curriculum Autumn Term




Reception

Term	Key Texts	Key Learning : Reading	Key Learning : Writing	Outcome
Autumn 1		<ul style="list-style-type: none"> • Developing an awareness of rhyme and alliteration. • Beginning to be aware of the way stories are structured. • Hears and says the initial sounds in words. • Knows that print carries meaning and, in English, is read from left to right and top to bottom. • Recognises familiar words and signs such as own name and advertising logos. • Continues a rhyming string. 	<ul style="list-style-type: none"> • Begin to break the flow of speech into words. • Gives meaning to marks they make as they draw, write and paint. • Writes own first name with appropriate upper- and lower-case letters. • Hears and says the initial sounds in words. • Can segment the sounds in simple words and blend them. • Uses some clearly identifiable letters to communicate meaning. • Writes own name and other things such as labels or captions. 	Write name Marking making Lists – initial sounds



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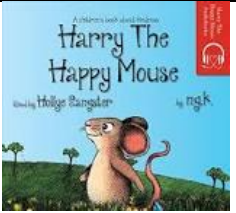


Autumn 2		<ul style="list-style-type: none">• Can segment the sounds in simple words and blend them together.• Links sounds to letters.• Names and sounds the letters of the alphabet.• Enjoys listening to a range of stories.• Uses knowledge of phonemes to decode simple VC words.• Enjoys an increasing range of books.• Knows that information can be retrieved from books and computers.	<ul style="list-style-type: none">• Links sounds to letters.• Names and sounds the letters of the alphabet.• Hears and says the initial sounds in words.• Can segment sounds in simple words and blend them together.• Uses some clearly identifiable letters to communicate meaning.• Represents some sounds correctly and in sequence.• Begin to use letter strings including letters in their own names.• Attempts to write short sentences in meaningful context.	Firework list poem Letter to Father Christmas Family tree writing
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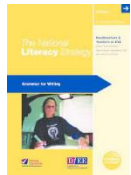


YEAR 1					
Term	Genre	Text and author	Key Learning : Reading	Key Learning : Writing	Outcome
Autumn 1	Narrative -Story With a familiar Setting		<p>Reception</p> <ul style="list-style-type: none"> • Use talk to connect ideas. • Listen to a story at the appropriate interest level. • Use decoding to read – using build and blend strategy. • Predict storyline aided by illustrations. • Talk about characters. • Sequence a simple story or event. • Respond to questions about who, what, where, when linked to text and illustrations. <p>Year 1</p> <ul style="list-style-type: none"> • Relate texts to own experiences. • Read common exception words, noting tricky parts. • Listen to and discuss a range of texts at a level beyond that at which they can read independently, including stories, non-fiction and poems. • Apply phonic knowledge and skills as a route to decode words. • Make predictions based on what is being read to them. • Explain clearly their understanding of what is read to them. • Identify and discuss the main characters in stories. • Identify and discuss main events in stories. • Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how. • Introduce and discuss key vocabulary, linking meanings of new words to those already known. • Make basic inferences about what is being said and done. • Orally retell familiar stories in a range of contexts, e.g. small world, role play, storytelling. 	<p>Reception</p> <ul style="list-style-type: none"> • Segment to write VC and CVC words independently using Phase 2 and Phase 3 graphemes (e.g. it, mop, bell). • Make phonetically plausible attempts when writing more complex words, (e.g. using Phase 4 CCVCC). • Orally compose a sentence and hold it in memory before attempting to write it. • Orally compose a sentence and hold it in memory before attempting to write it. • Begin to recognise and know there needs to be spaces between words in a simple sentence. • Write simple sentences that can be read by themselves and others. • Use talk to organise, sequence and <p>Year 1</p> <ul style="list-style-type: none"> • Say and hold in memory whilst writing, simple sentences which make sense. • Separate words with spaces. • Orally plan and rehearse ideas. • Discuss their writing with adults and peers. • Read aloud their writing audibly to adults and peers. • Say and hold in memory whilst writing, simple sentences which make sense • Say and hold in memory, whilst writing simple sentences which make sense. • Orally compose every sentence before writing. • Separate words with spaces. • Write simple sentences that can be read by themselves and others. 	Innovated story based on a plot pattern.



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				<ul style="list-style-type: none"> • Use capital letter for the personal pronoun 'I.' • Use punctuation to demarcate simple sentences (full stops). • Use the joining word 'and' to link words. • Orally plan and rehearse ideas. • Discuss their writing with adults and peers. • Read aloud their writing audibly to adults and peers. • Say and hold in memory whilst writing, simple sentences which make sense. 	
Non Fiction The Exhibition	<p>Linked to history topic work on Toys</p> 	<p>Reception</p> <ul style="list-style-type: none"> • Listen to others in 1:1, in groups/ whole class and in new situations or activities. • use an increasing range of vocabulary appropriately, understanding the meaning of new words. • ask and answer questions when talking to familiar/unfamiliar people in different contexts. • differentiate between text and illustrations. <p>Year 1</p> <ul style="list-style-type: none"> • Listen to and discuss a range of texts at a level beyond that at which they can be read independently, including stories, non-fiction and poems. • Introduce key vocabulary, linking meanings of new words to those already known. • Activate prior knowledge, e.g. what do you know about animals? • Recall specific information in fiction and non-fiction texts. • Locate parts of texts that give particular information, e.g. titles, contents page and labelled diagram. 	<p>Reception</p> <ul style="list-style-type: none"> • Have own ideas and reasons for writing. • Orally compose a sentence and hold it in memory before attempting to write it. • Recognise and know that full stops are at the end of a sentence. • Recognise and know that a sentence starts with a capital letter. • Write a simple phrase/sentence using finger spaces. • Write a simple phrase/sentence that can be read back by themselves. • Ask and answer questions when talking. • Write different text forms for different purposes (e.g. lists, labels, captions etc.) <p>Year 1</p> <ul style="list-style-type: none"> • Orally plan and rehearse ideas. • Say and hold in memory whilst writing, simple sentences which make sense. • Sequence ideas and events in non-fiction. • Use punctuation to demarcate simple sentences (capital letters and full stops). 		



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				<ul style="list-style-type: none"> • Separate words with spaces. • Re-read every sentence to check it makes sense. • Identify and use question marks. • Use joining words to link words and clauses. • Write in different forms with simple text type features e.g. instructions, narratives, recounts, poems, information texts. 	
Autumn 2	Stories by the same Author		<ul style="list-style-type: none"> • Read accurately by blending sounds in unfamiliar words. • Relate texts to own experiences. • Develop and demonstrate their understanding of characters through role play and drama, drawing on language from the text. • Use patterns and repetition to support oral retelling. • Make predictions based on what has been read so far. • Identify and discuss the main events in stories. • Identify and discuss the main characters in stories. • Orally retell familiar stories in a range of contexts e.g. small world, role play, storytelling. • Recall specific information in fiction texts. • Make basic inferences about what is being said and done. 	<ul style="list-style-type: none"> • Say, and hold in memory whilst writing, simple sentences which make sense. • Orally compose every sentence before writing. • Write simple sentences that can be read by themselves and others. • Separate words with spaces. • Re-read every sentence to check it makes sense. • Use punctuation to demarcate simple sentences (capital letters and full stops). • Compose and sequence their own sentences to write short narratives. • Use formulaic phrases to open and close texts. • Use familiar plots for structuring the opening, middle and end of their stories. • Write in different forms with simple text type features - narrative 	Innovated story based on text Lost and Found
	Non-Chronological reports	Research an animal through online media and non-fiction books.	<ul style="list-style-type: none"> • Introduce and discuss key vocabulary, linking meanings of words to those already known. • Activate prior knowledge e.g. what do you know about this animal? • Explain clearly their understanding of what is read to them. 	<ul style="list-style-type: none"> • Say, and hold in memory whilst writing, simple sentences which make sense. • Compose and sequence their own sentences to write short non-fiction texts. • Use the joining word and to link words and clauses. 	Information poster or booklet on an animal (linked to Science topic)



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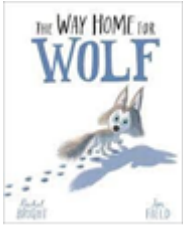


			<ul style="list-style-type: none">• Recall specific information in non-fiction texts.• Locate parts of text that give particular information, e.g. titles, contents page and labelled diagram.• Demonstrate understanding of texts by answering questions related to who, what, where, when, why and how.	<ul style="list-style-type: none">• Use punctuation to demarcate simple sentences (capital letters and full stops).• Identify and use question marks.• Compose and sequence their own sentences to write short non-fiction texts – information texts• Write in different forms with simple text type features – information texts.	
	Poems on a theme	Range of poems linked to animals	<ul style="list-style-type: none">• Listen to and discuss a range of poems at a level beyond at which they can read independently.• Recognise and join in with language patterns and repetition.• Use patterns and repetition to support oral retelling.• Enjoy and recite rhymes and poems by heart.• Give opinions and support with reasons e.g. I like the Penguin because she...	<ul style="list-style-type: none">• Make singular nouns plural using 's'• Separate words with spaces.• Orally plan and rehearse ideas.• Write in different forms with simple text type features - poems with simple structures.• Read aloud their writing audibly to adults and peers.	Poem based on a model text. Oral presentation of a poem.



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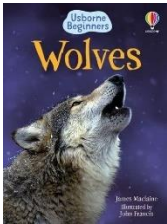
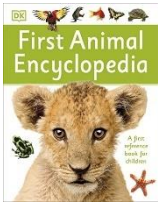


YEAR 2					
Term	Genre	Text and author	Key Learning : Reading	Key Learning : Writing	Outcome
Autumn 1	Animal adventure stories Bridging Unit		<p>Year 1</p> <ul style="list-style-type: none"> Orally retell familiar stories in a range of context e.g. small world, role play, story-telling. discuss key vocabulary, linking meanings of new words to those already known. Identify and discuss the main events in the story. Identify and discuss the main characters in the story. Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the texts. Make basic inferences about what is being said and done. Make predictions on what has been read so far. Read words containing -ed endings. Listen to what others say. Take turns. <p>Year 2</p> <ul style="list-style-type: none"> Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories, non-fiction, and contemporary and classic poetry. Orally retell a wider range of stories, fairy tales and traditional tales. Identify, discuss and collect favourite words and phrases. Introduce and discuss words within the context of the text, linking meanings to known vocabulary Develop understanding of fiction and non-fiction texts by asking and answering who, what, where, when, why, how questions Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. 	<p>Year 1</p> <ul style="list-style-type: none"> Orally compose every sentence before writing. Write simple sentences that can be read by themselves and others. Re-read every sentence to check it makes sense. Use punctuation to demarcate simple sentences (capital letters and full stops). Identify and use question marks and exclamation marks. Use the joining word and to link words and clauses. Extend range of joining words to link words and clauses using but and or. Sequence ideas and events in narratives. Orally plan and rehearse ideas. Use familiar plots for structuring the opening, middle and end of their stories. Add suffixes to verbs where no spelling change is needed to the root word e.g. helped. (Although other suffixes are listed, this unit will focus solely on -ed, linked to understanding of tense). Compose and sequence their own sentences to write short narratives. Write in different forms with simple text type features e.g. instructions, narratives, recounts, poems, information texts. <p>Year 2</p> <ul style="list-style-type: none"> Orally rehearse each sentence prior to writing. Develop a positive attitude to writing. Secure the use of full stops, capital letters, exclamation marks and question marks. 	Innovated narrative based on a model (to be returned to at the end of the sequence)



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			<ul style="list-style-type: none"> • Make inferences about characters and events using evidence from the text e.g. what is the character thinking, saying and feeling? • Make predictions on what has been read so far. • Make contributions to whole class and group discussions. • Listen and respond to contributions from others. 	<ul style="list-style-type: none"> • Say, write and punctuate simple and compound sentences using the joining words and, but, so and or (co-ordination). • Plan and discuss what to write about e.g. story mapping, collecting new vocabulary, key words and ideas. • Use past tense for narrative • Use specific text type features to write for a range of audiences and purposes e.g. to instruct, inform, entertain, explain, discuss, persuade. • Edit and improve own writing in relation to audience and purpose. • Proofread to check for errors in spelling, grammar and punctuation. 	
	<p>Information Book</p>	 	<p><u>Year 1</u></p> <ul style="list-style-type: none"> • Listen to and discuss a range of texts at a level beyond that at which they can read independently, including stories, non-fiction and poems. • Explain clearly their understanding of what is read to them. • Introduce and discuss key vocabulary, linking meanings of new words to those already known. • Activate prior knowledge e.g. what do you know about mini beasts? • Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how. • Recall specific information in fiction and non-fiction texts. <p><u>Year 2</u></p> <ul style="list-style-type: none"> • Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories, non-fiction, and contemporary and classic poetry. 	<p><u>Year 1</u></p> <ul style="list-style-type: none"> • Say, and hold in memory whilst writing, simple sentences which make sense. • Write simple sentences that can be read by themselves and others. • Use punctuation to demarcate simple sentences (capital letters and full stops). • Identify and use question marks and exclamation marks. • Extend 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. • Orally plan and rehearse ideas. • Sequence ideas and events in non-fiction • Orally compose every sentence before writing. • Re-read every sentence to check it makes sense. • Compose and sequence their own sentences to write short non-fiction texts, e.g. recounts, information texts, instructions. 	<p>Two outcomes ...</p> <p>A poster giving information about a Wolf</p> <p>Page for an information book based on own chosen animal</p>



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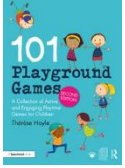




			<ul style="list-style-type: none">• Read a range of non-fiction texts which are structured in different ways, including information, explanations, instructions, recounts, reports.• Identify, discuss and collect favourite words and phrases.• Introduce and discuss words within the context of the text, linking meanings to known vocabulary.• Use morphology to work out the meaning of unfamiliar words e.g. terror, terrorised.• Activate prior knowledge and raise questions e.g. What do we know? What do we want to know? What have we learned?• Develop understanding of fiction and non-fiction texts by asking and answering who, what, where, when, why, how questions.• Identify how specific information is organised within a non-fiction text e.g. sub-headings, contents, bullet points, glossary, diagrams.• Locate information from non-fiction texts using the contents page, index, labelled diagrams and charts.• Participate in discussion about what is read to them, taking turns and listening to what others say.	<ul style="list-style-type: none">• Write in different forms with simple text type features e.g. instructions, narratives, recounts, poems, information texts.• Discuss their writing with adults and peers. <p><u>Year 2</u></p> <ul style="list-style-type: none">• Secure the use of full stops, capital letters, exclamation marks and question marks.• Use commas to separate items in a list.• Say, write and punctuate simple and compound sentences using the joining words and, but, so and or (co-ordination).• Select, generate and effectively use adjectives.• Identify, generate and effectively use noun phrases, e.g. the blue butterfly with shimmering wings (for description), granulated sugar (for specification).• Plan and discuss what to write about e.g. story mapping, collecting new vocabulary, key words and ideas.• Orally rehearse each sentence prior to writing.• Make simple notes from non-fiction texts, e.g. highlighting and noting key words.• Use specific text type features to write for a range of audiences and purposes e.g. to instruct, inform, entertain, explain, discuss, persuade.• Evaluate their writing with adults and peers.• Proofread to check for errors in spelling, grammar and punctuation.	
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Term	Genre	Text and author	Key Learning : Reading	Key Learning : Writing	Outcome
Autumn 2	Instructions	 <p>Hopscotch rules YouTube clip How to play 'What's the Time Mr Wolf?'</p> <p>Playground games for kids</p>	<ul style="list-style-type: none"> Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including non-fiction. Introduce and discuss words within the context of a text, linking new meanings to known vocabulary. Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. Read frequently encountered words quickly and accurately without overt sounding and blending. Read a range of non-fiction texts – instructions. Sequence and discuss the main points in instructions. Check that texts make sense while reading and self-correct. Make contributions in whole class and group discussion. Listen and respond to contributions from others. Consider other points of view. 	<ul style="list-style-type: none"> Use commas to separate items in a list. Select, generate and effectively use adverbs. Use the suffix <i>ly</i> to turn adjectives into adverbs e.g. slowly, gently, carefully. Secure the use of full stops, capital letters, exclamation marks and question marks. Plan and discuss what to write about e.g. key words and ideas. Orally rehearse each sentence prior to writing. Develop a positive attitude to writing. Use specific text type features to write for a range of audiences and purposes e.g. to instruct. Edit and improve their own writing in relation to audience and purpose. Evaluate their writing with adults and peers. Proofread to check for errors in spelling, grammar and punctuation. 	To write a set of instructions for a new playground game.
	Traditional tales with a twist!	 	<ul style="list-style-type: none"> Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories. Read accurately words of two or more syllables that contain alternative sounds for graphemes. Activate prior knowledge and raise questions. Recognise the use of repetitive language within a text or poem and across texts. Orally retell a wider range of stories, fairy tales and traditional tales. Make contributions in whole class and group discussion. Explain and discuss their understanding, giving opinions and supporting with reasons e.g. Hansel was clever when he put stones in his pocket because ... Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. 	<ul style="list-style-type: none"> Say, write and punctuate simple and compound sentences using the joining words <i>and</i>, <i>but</i>, <i>so</i> and <i>or</i> Secure the use of full stops, capital letters, exclamation marks and question marks. Orally rehearse each sentence prior to writing. Develop a positive attitude to writing. Select, generate and effectively use verbs. Use past tense for narrative. Plan and discuss what to write about e.g. story mapping, collecting new vocabulary, key words and ideas. Use specific text type features to write for a range of audiences and purposes e.g. to entertain. Write about fictional events. 	To write an innovated traditional tale with a twist.



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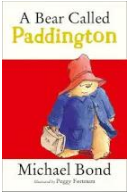


			<ul style="list-style-type: none">• Make inferences about characters and events using evidence from the text, e.g. what is the character thinking, saying and feeling?• Make personal reading choices and give reasons for choices.	<ul style="list-style-type: none">• Proofread to check for correct form of verbs within sentences, e.g. correcting he walking to the shop to he walked to the shop.	
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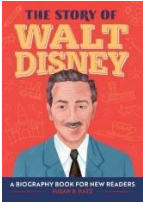

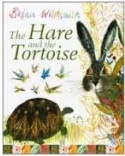
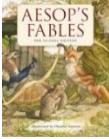


YEAR 3					
Term	Genre	Text and author	Key Learning : Reading	Key Learning : Writing	Outcome
Autumn 1	Narrative	 <p>A Bear Called Paddington Michael Bond</p>	<p>Year 2</p> <ul style="list-style-type: none"> Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories. Introduce and discuss words within the context of a text, linking new meanings to known vocabulary. Demonstrate understanding of fiction texts by asking and answering who, what, where, when, why, how questions. Sequence and discuss the main events in stories. Explain and discuss their understanding, giving opinions and supporting with reasons e.g. Hansel was clever when he put stones in his pocket because... Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. Make inferences about characters and events using evidence from the text e.g. what is the character thinking, saying and feeling? Make contributions in whole class and group discussion. <p>Year 3</p> <ul style="list-style-type: none"> Listen to and discuss a range of fiction. Explain the meaning of unfamiliar words by using the context. Use dictionaries to check meanings of words they have read. Raise questions during the reading process to deepen understanding e.g. I wonder why the character ... Sequence and discuss the main events in stories. Discuss their understanding of the text. Justify responses to the text using the PE prompt (Point + Evidence) Draw inferences around characters' thoughts, feelings and actions, and justify with evidence from the text. 	<p>Year 2</p> <ul style="list-style-type: none"> Secure the use of full stops, capital letters, exclamation marks and question marks. Orally rehearse each sentence prior to writing. Use subordination for time using when, before and after. e.g. We went out to play when we had finished our writing. When we had finished our writing, we went out to play. Use past tense for narrative. Identify, generate and effectively use noun phrases, e.g. the blue butterfly with shimmering wings (for description). Plan and discuss what to write about, e.g. story mapping, collecting new vocabulary, key words and ideas. Proofread to check for errors in spelling, grammar and punctuation. <p>Year 3</p> <p>Explore, identify and create complex sentences using a range of conjunctions e.g. when, before, after, while, until.</p> <p>Use the comma to separate clauses in complex sentences where the subordinate clause appears first e.g. Before I get dressed in a morning, I have a wash.</p> <p>Generate and select from vocabulary banks e.g. noun phrases ...</p> <p>Use inverted commas to punctuate direct speech (speech marks).</p> <p>Improvise, create and write dialogue.</p> <p>Read and analyse narrative in order to plan and write their own versions.</p> <p>Discuss and record ideas for planning using a range of formats e.g. chunking a plot, story maps.</p> <p>Create and develop plots based on a model.</p> <p>Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.</p>	Narrative based on a model text with innovated plot structure.



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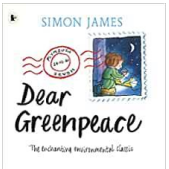


			<ul style="list-style-type: none"> Participate in discussion about what is read to them and books they have read independently. 		
Autumn 1	Recount : Biography	 	<ul style="list-style-type: none"> Listen to and discuss a range of biographies. Read a range of biographies. Prepare for research by identifying what is already known about the subject and key questions to structure the task. Raise questions during the reading process to deepen understanding. Justify responses to the text using the PE prompt (Point + Evidence). Record information from non-fiction. Discuss the purpose of paragraphs. Identify a key idea in a paragraph. Evaluate how specific information is organised within a non-fiction text e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams. Navigate texts in print and on screen. 	<ul style="list-style-type: none"> Identify clauses in sentences. Explore and identify main and subordinate clauses in complex sentences. Explore, identify and create complex sentences using a range of conjunctions e.g. when, while, after, before Use different sentence structures e.g. conjunctions to create complex sentences. Discuss and record ideas for planning using a range of formats, e.g. boxing up. Group related material into paragraphs. Use headings and sub headings to organise information. 	Write a biography of a well known person (cross curricular link)
Term	Genre	Text and author	Key Learning : Reading	Key Learning : Writing	Outcome
Autumn 2	Fables	 	<ul style="list-style-type: none"> Use prefixes to understand meanings e.g. un-, dis-, -mis-, re-, pre Take note of punctuation, when reading aloud. Discuss their understanding of the text. Make predictions based on details stated. Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text. Orally retell a range of fables. Identify and discuss themes e.g. weak and strong, wise and foolish 	<ul style="list-style-type: none"> Use the determiner a or an according to whether the next word begins with a consonant or vowel e.g. a rock, an open box. Select, generate and effectively use adverbs e.g. suddenly, silently, soon, eventually. Use different sentence structures e.g. adverbs within sentences. Read and analyse fables in order to plan and write their own versions. Create and develop characters for a fable. Discuss and record ideas for planning e.g. story map or chunk a plot Generate and select from vocabulary banks e.g. noun phrases, powerful verbs - appropriate to text type. Group related material into paragraphs. 	Write a fable based on a structure.



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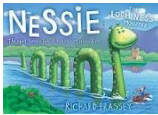
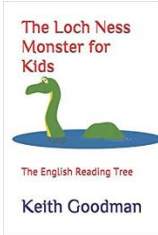
				<ul style="list-style-type: none"> • Proofread to check for errors in grammar (determiners a/an and adverbs) in own and others' writing. 	
Poems with a structure	<p>Calligrams /shape poems</p> 	<ul style="list-style-type: none"> • Listen to and discuss a range of poems with a structure e.g. shape, calligrams • Recognise some different forms of poetry e.g. shape, calligrams. • Use intonation, tone and volume when reading aloud. • Discuss their understanding of poems read. • Analyse and evaluate poems looking at language, structure and presentation. • Identify, discuss and collect favourite words and phrases which capture the reader's interest. • Prepare poems to read aloud, showing understanding through intonation, tone, volume and action. 	<ul style="list-style-type: none"> • Explore and collect word families e.g. medical, medicine, medicinal, medic, paramedic, medically to extend vocabulary. • Identify and discuss the purpose, audience, structure and vocabulary of poetry for writing. • Generate and select from vocabulary banks e.g. noun phrases, powerful verbs, synonyms. • Discuss and propose changes with partners and in small groups. • Improve writing in the light of evaluation. 	<p>Write a poem based on a structure</p> <p>Shape / Calligram</p>	
Persuasion : Letters		<ul style="list-style-type: none"> • Listen to and discuss a range of letters including persuasive letters. • Read a range of letters including persuasive letters. • Discuss their understanding of the text. • Analyse and evaluate letters by looking at language, structure and presentation. • Discuss the purpose of paragraphs. • Identify a key idea in a paragraph. • Evaluate how specific information is organised within a persuasive letter. 	<ul style="list-style-type: none"> • Use present perfect form of verbs using have and had to indicate a completed action e.g. Year Three have researched different foods which are healthy. • Explore, identify and create complex sentences using a range of conjunctions e.g. because, if, so, although. • Explore and identify main and subordinate clauses in complex sentences. • Read and analyse letters in order to plan and write their own. • Identify and discuss the purpose, audience, structure, vocabulary and grammar of persuasive letters. • Discuss and record ideas for planning e.g. boxing up • Group related material into paragraphs. • Proofread to check for errors in spelling and punctuation in own and others' writing. 	<p>To write a persuasive letter linked to science, design technology or physical education</p>	



Northbrook Primary Academy English Curriculum Autumn Term




YEAR 4

YEAR 4					
Term	Genre	Text and author	Key Learning : Reading	Key Learning : Writing	Outcome
Autumn 1	Non-Fiction - The Loch Ness Monster	  <p style="font-size: small;">The English Reading Tree Keith Goodman</p>	<p>Year 3</p> <ul style="list-style-type: none"> Listen to and discuss a range of fiction, poetry, plays and non-fiction, e.g. fables, fairy tales, classic poetry, shape poetry, non-chronological reports, explanations. Read a range of non-fiction texts, e.g. information, discussion, explanation. Explain the meaning of unfamiliar words by using the context. Use dictionaries to check meanings of words they have read. Discuss their understanding of the text. Raise questions during the reading process to deepen understanding e.g. I wonder why the character. Justify responses to the text using the PE prompt (Point + Evidence). Prepare for research by identifying what is already known about the subject and key questions to structure the task. Navigate texts in print and on screen. Record information from a range of non-fiction texts. Participate in discussion about what is read to them and books they have read independently. Analyse and evaluate texts looking at language, structure and presentation e.g. persuasive letter, diary and calligram etc. <p>Year 4</p> <ul style="list-style-type: none"> Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms e.g. fairy tales, folk tales, classic poetry, kennings, advertisements, formal speeches, magazines, electronic texts. Read books and texts, which are structured in different ways, for a range of purposes and respond in a variety of ways. Explain the meaning of key vocabulary within the context of the text. 	<p>Year 3</p> <ul style="list-style-type: none"> Y2 Secure the use of full stops, capital letters and question marks. Y2 Use subordination for time using when, before and after e.g. We went out to play when we had finished our writing. When we had finished or writing, we went out to play. Explore, identify and create complex sentences using a range of conjunctions e.g. when, if because, before, after, so. Use the comma to separate clauses in complex sentences where the subordinate clause appears first, e.g. Although it was raining, we decided not to take our coats. Y2 Use past tense for recounts (magazine articles) Identify and discuss the purpose, audience, structure, vocabulary and grammar of non-fiction (magazines) Group related material into paragraphs. Use headings and sub headings to organise information. Proofread to check for errors in spelling, grammar and punctuation in own writing. <p>Year 4</p> <ul style="list-style-type: none"> Use commas to mark clauses in complex sentences (using Y3 skill – using a range of conjunctions) Explore, identify and use Standard English verb inflections for writing e.g. We were instead of we was. I was instead of I were, I did instead of I done. She saw it instead of she seen it. Identify and discuss the purpose, audience, structure, vocabulary and grammar of non-fiction (magazines) 	<p>Information text: article for a children’s magazine</p> <p>Information text: infographic for a children’s magazine</p>



Northbrook Primary Academy English Curriculum Autumn Term

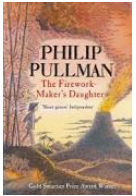


			<ul style="list-style-type: none"> • Use dictionaries to check meanings of words in the texts that they read. • Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images • Justify responses to the text using the PE prompt (Point + Evidence). • Prepare for research by identifying what is already known about the subject and key questions to structure the task. • Navigate texts, e.g. using contents and index pages, in order to locate and retrieve information in print and on screen. • Record information from a range of non-fiction texts. • Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say. • Analyse and evaluate how specific information is organised within a non-fiction text e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams. • Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning. 	<ul style="list-style-type: none"> • Use paragraphs to organise writing in non-fiction texts. • Use organisational devices in non-fiction writing, e.g. captions, text boxes. • Proofread to check for errors in spelling, grammar and punctuation. Improve writing in light of evaluation. 	
	Narrative – Adventure		<p><u>Year 3</u></p> <ul style="list-style-type: none"> • Listen to and discuss a range of fiction, poetry, plays and non-fiction, e.g. fables, fairy tales, classic poetry, shape poetry, non-chronological reports, explanations. • Explain the meaning of unfamiliar words by using the context. • Use dictionaries to check meanings of words they have read. • Use intonation, tone and volume when reading aloud. • Take note of punctuation when reading aloud. • Prepare poems to read aloud, showing understanding through intonation, tone, volume and action. • Discuss their understanding of the text. • Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text. • Raise questions during the reading process to deepen understanding e.g. I wonder why the character. • Justify responses to the text using the PE prompt (Point + Evidence). 	<p><u>Year 3</u></p> <ul style="list-style-type: none"> • Explore, identify and create complex sentences using a range of conjunctions, e.g. when, if because, although, while, since, until, before, after, so. • Use the comma to separate clauses in complex sentences where the subordinate clause appears first, e.g. Although it was raining, we decided not to take our coats. • Use inverted commas to punctuate direct speech (speech marks). • Improvise, create and write dialogue. • Create and develop characters for narrative. • Read and analyse narrative, non-fiction and poetry in order to plan and write their own versions. • Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry. 	Story based on a plot pattern linked to the Loch Ness Monster theme



Northbrook Primary Academy English Curriculum Autumn Term



			<ul style="list-style-type: none"> Participate in discussion about what is read to them and books they have read independently. <p><u>Year 4</u></p> <ul style="list-style-type: none"> Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms e.g. fairy tales, folk tales, classic poetry, kennings, advertisements, formal speeches, magazines, electronic texts. Explain the meaning of key vocabulary within the context of the text. Use dictionaries to check meanings of words in the texts that they read. Prepare poems to read aloud, showing understanding through intonation, tone, volume and action. Learn a range of poems by heart and rehearse for performance. Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence. Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images. Justify responses to the text using the PE prompt (Point + Evidence). Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say. 	<ul style="list-style-type: none"> Discuss and record ideas for planning using a range of formats, e.g. chunking a plot, story maps, flow charts, boxing up. Proofread to check for errors in spelling, grammar and punctuation in own and others' writing. <p><u>Year 4</u></p> <ul style="list-style-type: none"> Use commas to mark clauses in complex sentences. Create sentences with fronted adverbials for when e.g. As the clock struck twelve, the soldiers sprang into action. Create sentences with fronted adverbials for where e.g. In the distance, a lone wolf howled. Use inverted commas and other punctuation to indicate direct speech e.g. The tour guide announced, "Be back here at four o' clock." Improvise and compose dialogue, demonstrating their understanding of Standard and non-Standard English. Plan and write an opening paragraph which combines setting and character/s. Read and analyse narrative, non-fiction and poetry in order to plan and write their own versions. Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry. Discuss and record ideas for planning e.g. story mountain, text map, non-fiction bridge, story board, boxing-up text types to create a plan. Proofread to check for errors in spelling, grammar and punctuation. 	
Autumn 2	Stories with Fantasy settings		<ul style="list-style-type: none"> Use prefixes to understand meanings e.g. in-, ir Regularly listen to whole novels read aloud by the teacher. Explore the meaning of key vocabulary within the context of the text. Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. metaphors, similes. 	<ul style="list-style-type: none"> Create sentences with fronted adverbials for when e.g. As the clock struck twelve, the soldiers sprang into action. Use commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech. Use nouns for precision, e.g. burglar rather than man; bungalow rather than house. 	Innovated narrative based on a plot inspired by a novel.



Northbrook Primary Academy English Curriculum Autumn Term



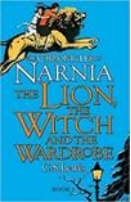
			<ul style="list-style-type: none"> • Use dictionaries to check meanings of words in the texts that they read. • Make predictions based on information stated and implied. • Demonstrate active reading strategies e.g. generate questions, find answers, refine thinking, modify questions, construct images. • Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence. • Make and respond to contributions in a variety of group situations e.g. whole class, independent reading groups, book circles. 	<ul style="list-style-type: none"> • Explore, identify, collect and use noun phrases e.g. The crumbly cookie with tasty marshmallow pieces melted in my mouth. • Read and analyse narrative. • Discuss and record ideas for planning e.g. storyboard, boxing-up text types to create a plan. • Organise paragraphs in narrative. • Link ideas within paragraphs e.g. fronted adverbials for when - In the distance, a lone wolf howled. • Generate and select from vocabulary banks e.g. powerful adverbs, adverbial phrases, appropriate to text type. • Proofread to check for errors in grammar (fronted adverbials for when with comma; noun phrases) 	
Film and Playscript	 		<ul style="list-style-type: none"> • Listen to, read and discuss a range of plays. • Read plays at an age-appropriate interest level. • Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning. • Prepare playscripts to read aloud, showing understanding through intonation, tone, volume and action. • Use punctuation to determine intonation and expression when reading aloud to a range of audiences. • Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence. 	<ul style="list-style-type: none"> • Identify, select and use determiners including: <ul style="list-style-type: none"> - demonstratives: this/that; these/those - possessives: my/your • Effectively use adverbs (Y3 Key Learning) • Develop characterisation using vocabulary to create emphasis, humour, atmosphere, suspense. • Discuss and propose changes to own and others' writing with partners and in small groups. • Improve writing in light of evaluation. • Use appropriate intonation, tone and volume to present their writing to a range of audiences. 	To write a playscript based on a film clip
Recount: Newspapers	 		<ul style="list-style-type: none"> • Read books and texts for a range of purposes and respond in a variety of ways. • Listen to, read and discuss a range of newspapers in print and on screen. • Demonstrate active reading strategies e.g. generating questions, finding answers. • Navigate texts to locate and retrieve information in print and on screen. • Record information from a range of non-fiction. • Scan for dates, numbers and names. • Analyse and evaluate texts looking at language, structure and presentation. • Explain how paragraphs are used to order ideas, and how they are linked. 	<ul style="list-style-type: none"> • Identify, select and effectively use pronouns. • Explore, identify, collect and use noun phrases e.g. The stranger, dressed in red and yellow... • Read and analyse non-fiction in order to plan and write their own versions. • Discuss and record ideas for planning e.g. text map, non-fiction bridge, boxing-up text types to create a plan. • Use organisational devices in non-fiction writing e.g. captions, text boxes • Identify and discuss the purpose, audience, language and structures of non-fiction for writing. • Use paragraphs to organise writing in non-fiction texts. 	To write a newspaper report linked to the ww2 Topic



Northbrook Primary Academy English Curriculum Autumn Term



YEAR 5

YEAR 5					
Term	Genre	Text and author	Key Learning : Reading	Key Learning : Writing	Outcome
Autumn 1	The Lion, the Witch and the Wardrobe – Narrative (Creating interest and Reading Phase)		<p><u>Year 4</u></p> <ul style="list-style-type: none"> • Read and understand words from the Year 4 list (selected from the statutory Year 4 word list). • Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms, e.g. fairy tales, folk tales, classic poetry, kennings, advertisements, formal speeches, magazines, electronic texts. • Regularly listen to whole novels read aloud by the teacher. • Identify, discuss and collect effective words and phrases which capture the reader’s interest and imagination, e.g. metaphors, similes. • Explain the meaning of key vocabulary within the context of the text. • Demonstrate active reading strategies, e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images. • Draw inferences around characters’ thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence. • Make predictions based on information stated and implied. • Identify, analyse and discuss themes, e.g. safe and dangerous, just and unjust, origins of the earth, its people and animals. • Justify responses to the text using the PE prompt (Point + Evidence). • Identify main ideas drawn from more than one paragraph and summarise these, e.g. character is evil because...1/2/3 reasons, • Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say. <p><u>Year 5</u></p> <ul style="list-style-type: none"> • Read and understand words from the Year 5 list (selected from the statutory Year 5 word list). 	<p><u>Year 4</u></p> <ul style="list-style-type: none"> • Create sentences with fronted adverbials for where, e.g. In the distance, a lone wolf howled. • Use inverted commas and other punctuation to indicate direct speech, e.g. The tour guide announced, “Be back here at four o’ clock.” • Discuss and record ideas for planning, e.g. story mountain, text map, non-fiction bridge, story board, boxing-up text types to create a plan. • Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense. • Plan and write an opening paragraph which combines setting and character/s. • Generate and select from vocabulary banks, e.g. adverbial phrases, technical language, persuasive phrases, alliteration. • Use paragraphs to organise writing in fiction and non-fiction texts • Proofread to check for errors in spelling, grammar and punctuation. • Use the first three letters of a word to check its spelling in a dictionary. <p><u>Year 5</u></p> <ul style="list-style-type: none"> • Blend action, dialogue and description within and across paragraphs. • Create and punctuate complex sentences using ing opening clauses, e.g. Grinning with anticipation, Paul launched himself from the diving board. • Create and punctuate sentences using simile starters, e.g. Like a fish out of water, she conversed awkwardly with the other guests • Use similar writing models. 	Narrative based on a model text with innovated plot structure



Northbrook Primary Academy English Curriculum Autumn Term



			<ul style="list-style-type: none"> • Listen to and discuss a range of fiction, poetry and non-fiction which they might not choose to read themselves. • Regularly listen to whole novels read aloud by the teacher from an increasing range of authors. • Explain the meaning of words within the context of the text. • Demonstrate active reading strategies, e.g. generating questions to refine thinking, noting thoughts in a reading journal. • Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence. • Predict what might happen from information stated and implied. • Explore themes within and across texts, e.g. loss, heroism, friendship. • Through close reading of the text, re-read and read ahead to locate clues to support understanding. • Justify opinions and elaborate by referring to the text, e.g. using the PEE prompt – Point + Evidence + Explanation. • Summarise main ideas drawn from more than one paragraph and identify key details which support this. • Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. 	<ul style="list-style-type: none"> • Draw on reading and research. • Note and develop ideas. • Think how authors develop characters and settings (in books, films and performances). • Select appropriate structure, vocabulary and grammar. • Link ideas across paragraphs using adverbials for time, place and numbers, e.g. later, nearby, secondly. • Proofread for spelling and punctuation errors • Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. 	
	<p>The Lion, the Witch and the Wardrobe – Non-Chronological Reports</p>		<p><u>Year 4</u></p> <ul style="list-style-type: none"> • Listen to, read and discuss a range of non-fiction in different forms, e.g. advertisements, formal speeches, leaflets, magazines, electronic texts. • Read books and texts, which are structured in different ways, for a range of purposes and respond in a variety of ways. • Explain the meaning of key vocabulary within the context of the text. • Demonstrate active reading strategies, e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images. • Identify main ideas drawn from more than one paragraph and summarise these, e.g. Clitheroe Castle is a worthwhile place to visit because... 1/2/3 reasons across a text • Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning • Navigate texts, e.g. using contents and index pages, in order to locate and retrieve information in print and on screen. • ☒Scan for dates, numbers and names. 	<p><u>Year 4</u></p> <ul style="list-style-type: none"> • Use commas to mark clauses in complex sentences. • Explore, identify, collect and use noun phrases, e.g. the crumbly cookie with tasty marshmallow pieces. • Read and analyse non-fiction in order to plan and write their own versions. • Identify and discuss the purpose, audience, structure, vocabulary and grammar of non-fiction. • Discuss and record ideas for planning, e.g. boxing-up text types to create a plan. • Use paragraphs to organise writing in non-fiction texts. • Use organisational devices in non-fiction writing, e.g. captions, text boxes, diagram, lists. • Proofread to check for errors in spelling, grammar and punctuation. • Discuss and propose changes to own and others' writing with partners/small groups. 	<p>Non-Chronological report based upon mythical creatures in literature</p>



Northbrook Primary Academy English Curriculum Autumn Term



			<ul style="list-style-type: none"> Analyse and evaluate how specific information is organised within a non-fiction text, e.g. text boxes, sub-headings, contents, indexes, glossary, diagrams. Make and respond to contributions in a variety of group situations, e.g. whole class, independent reading groups, book circles <p><u>Year 5</u></p> <ul style="list-style-type: none"> Listen to and discuss a range of fiction, poetry and non-fiction which they might not choose to read themselves. Read books and texts that are structured in different ways for a range of purposes. Explain the meaning of words within the context of the text. Demonstrate active reading strategies, e.g. generating questions to refine thinking, noting thoughts in a reading journal. Summarise main ideas drawn from more than one paragraph and identify key details which support this. Identify how language, structure and presentation contribute to meaning, e.g. formal letter, informal diary, persuasive speech. Scan for key words and text mark to locate key information. Prepare formal presentations individually or in groups. 	<p><u>Year 5</u></p> <ul style="list-style-type: none"> Identify and use commas to indicate parenthesis, e.g. The house, lonely and abandoned, teetered on the edge of the cliff. Identify and use brackets to indicate parenthesis, e.g. in formal writing: The Cheetah (<i>Acinonyx jubatus</i>) inhabits open grassland in Africa. Use expanded noun phrases to convey complicated information concisely, e.g. carnivorous predators with surprisingly weak jaws and small teeth. Use similar writing models. Identify the audience and purpose. Select the appropriate language and structures. Draw on reading and research. Use similar writing models. Use devices to build cohesion within a paragraph, e.g. firstly, then, presently, this, subsequently. Use organisation and presentational devices, e.g. underlining, bullet points, headings Proofread for spelling and punctuation errors. Assess the effectiveness of own and others' writing in relation to audience and purpose. 	
	<p>Unit: Part Three The Lion, the Witch and the Wardrobe – Narrative (Gathering Content and Writing Phase)</p>		<p><u>Year 4</u></p> <ul style="list-style-type: none"> Read and understand words from the Year 4 list (selected from the statutory Year 4 word list). Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms, e.g. fairy tales, folk tales, classic poetry, kennings, advertisements, formal speeches, magazines, electronic texts. Regularly listen to whole novels read aloud by the teacher. Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination, e.g. metaphors, similes. Explain the meaning of key vocabulary within the context of the text. Demonstrate active reading strategies, e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images. Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence. Make predictions based on information stated and implied. Identify, analyse and discuss themes, e.g. safe and dangerous, just and unjust, origins of the earth, its people and animals. 	<p><u>Year 4</u></p> <ul style="list-style-type: none"> Create sentences with fronted adverbials for when, e.g. As the clock struck twelve, the soldiers sprang into action. Create sentences with fronted adverbials for where, e.g. In the distance, a lone wolf howled. Use inverted commas and other punctuation to indicate direct speech, e.g. The tour guide announced, "Be back here at four o' clock." Discuss and record ideas for planning, e.g. story mountain, text map, non-fiction bridge, story board, boxing-up text types to create a plan. Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense. Plan and write an opening paragraph which combines setting and character/s. Generate and select from vocabulary banks, e.g. adverbial phrases, technical language, persuasive phrases, alliteration. Use paragraphs to organise writing in fiction and nonfiction texts Proofread to check for errors in spelling, grammar and punctuation. 	<p>Narrative based on a model text with innovated plot structure</p>



Northbrook Primary Academy English Curriculum Autumn Term


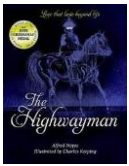


		<ul style="list-style-type: none">Justify responses to the text using the PE prompt (Point + Evidence). ☒ Identify main ideas drawn from more than one paragraph and summarise these, e.g. character is evil because...1/2/3 reasons,Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say. <p><u>Year 5</u></p> <ul style="list-style-type: none">Read and understand words from the Year 5 list (selected from the statutory Year 5 word list).Listen to and discuss a range of fiction, poetry and non-fiction which they might not choose to read themselves.Regularly listen to whole novels read aloud by the teacher from an increasing range of authors.Explain the meaning of words within the context of the text.Demonstrate active reading strategies, e.g. generating questions to refine thinking, noting thoughts in a reading journal.Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence.Predict what might happen from information stated and implied.Explore themes within and across texts, e.g. loss, heroism, friendship.Through close reading of the text, re-read and read ahead to locate clues to support understanding.Justify opinions and elaborate by referring to the text, e.g. using the PEE prompt - Point + Evidence + Explanation.Summarise main ideas drawn from more than one paragraph and identify key details which support this.Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others ideas and challenging views courteously.	<ul style="list-style-type: none">Use the first three letters of a word to check its spelling in a dictionary. <p><u>Year 5</u></p> <ul style="list-style-type: none">Demarcate complex sentences using commas in order to clarify meaning.Blend action, dialogue and description within and across paragraphs.Create and punctuate complex sentences using ing opening clauses, e.g. Grinning with anticipation, Paul launched himself from the diving board.Create and punctuate sentences using simile starters, e.g. Like a fish out of water, she conversed awkwardly with the other guestsUse similar writing models.Draw on reading and research.Note and develop ideas.Think how authors develop characters and settings (in books, films and performances).Select appropriate structure, vocabulary and grammar.Link ideas across paragraphs using adverbials for time, place and numbers, e.g. later, nearby, secondly.Proofread for spelling and punctuation errorsUse the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.	
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Northbrook Primary Academy English Curriculum Autumn Term



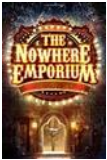
Term	Genre	Text and author	Key Learning : Reading	Key Learning : Writing	Outcome
Autumn 2	Legends		<ul style="list-style-type: none"> • Listen to and discuss a range of fiction which they might not choose to read themselves (legends) • Explore meaning of words in context. • Check that the text makes sense to them and demonstrate understanding e.g. through discussion, use of reading journals. • Through close reading of the text, re-read and read ahead to locate clues to support understanding. • Predict what might happen from information stated and implied. • Justify opinions and elaborate by referring to the text e.g. using the PEE prompt – Point + Evidence +Explanation. • Infer characters feelings, thoughts and motives from their actions and justifying inferences with evidence. • Explore themes within and across texts e.g. heroism, friend or foe. • Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others ideas and challenging views courteously. • Regularly listen to whole novels read aloud by the teacher from an increasing range of authors. 	<ul style="list-style-type: none"> • Create and punctuate complex sentences using '-ed' openers. • Blending action and dialogue within paragraphs. • Identify the audience and purpose. • Use similar writing models. • Note and develop ideas. • Select appropriate structure, vocabulary and grammar. • Assessing the effectiveness of own and others' writing in relation to audience and purpose. • Proofread for spelling and punctuation errors. 	<ul style="list-style-type: none"> • Plan and write a legend based on a model. • Tell the legend to an identified audience.
Autumn 2	Classic Narrative Poetry		<ul style="list-style-type: none"> • Prepare poems to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience. • Explore, recognise and use the terms metaphor, simile, imagery. • Explain the effect on the reader of the authors' choice of language. • Learn a wider range of poems by heart. 	<ul style="list-style-type: none"> • Create and punctuate sentences using simile starters. • Select the appropriate language and structures. • Use similar writing models. • Assess the effectiveness of own and others' writing in relation to audience and purpose. • Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. • Use appropriate intonation and volume. • Ensure meaning is clear. 	<ul style="list-style-type: none"> • An oral performance of a poem. • A new poem, or verse for a poem, based on a model.



Northbrook Primary Academy English Curriculum Autumn Term



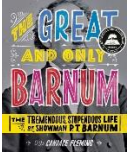
YEAR 6

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Term	Genre	Text and author	Key Learning : Reading	Key Learning : Writing	Outcome
Autumn 1	Narrative – Story as a Theme		<p>Year 5</p> <ul style="list-style-type: none"> Listen to and discuss a range of fiction and poetry which they might not choose to read themselves. Regularly listen to whole novels read aloud by the teacher from an increasing range of authors Make comparisons within a text e.g. characters’ viewpoints of same events. Explain the meaning of words within the context of the text Demonstrate active reading strategies e.g. generating questions to refine thinking, noting thoughts in a reading journal. Infer characters’ feelings, thoughts and motives from their actions and justify inferences with evidence. Predict what might happen from information stated and implied. Scan for key words and text mark to locate key information. Through close reading of the text, re-read and read ahead to locate clues to support understanding. Justify opinions and elaborate by referring to the text, e.g. using the PEE prompt - Point + Evidence + Explanation Identify how language, structure and presentation contribute to meaning e.g. formal letter, informal diary, persuasive speech. Explore, recognise and use the terms metaphor, simile, imagery. Explain the effect on the reader of the authors’ choice of language <p>Year 6</p> <ul style="list-style-type: none"> Listen to, read and discuss an increasingly wide range of fiction and poetry. Regularly listen to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves. Make comparisons within and across texts e.g. similar events in different books such as being an evacuee in Carrie’s War and Goodnight Mr Tom. 	<p>Year 5</p> <ul style="list-style-type: none"> Create complex sentences by using relative clauses with relative pronouns who, which and that e.g. Sam, who had remembered his wellies, was first to jump in the river. The thief broke into the house which stood on the top of the hill. Create and punctuate complex sentences using ing opening clauses, e.g. Grinning with anticipation, Paul launched himself from the diving board. Create and punctuate sentences using simile starters, e.g. Like a fish out of water, she conversed awkwardly with the other guests. Demarcate complex sentences using commas in order to clarify meaning. Use devices to build cohesion within a paragraph e.g. firstly, then, presently, this, subsequently Select the appropriate language and structures Note and develop ideas. Think how authors develop characters and settings (in books, films and performances). Select appropriate structure, vocabulary and grammar. Blend action, dialogue and description within and across paragraphs. Use different sentence structures with increasing control (see VGP). Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. Proofread for spelling and punctuation errors. <p>Year 6</p> <ul style="list-style-type: none"> Manipulate sentences to create particular effects. 	Narrative based on a model text with an innovated plot structure



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			<ul style="list-style-type: none"> • Explain the meaning of new vocabulary within the context of the text. • Demonstrate active reading strategies e.g. challenging peers with questions, justifying opinions, responding to different viewpoints within a group. • Provide reasoned justifications for their views. • Justify opinions and elaborate by referring to the text e.g. using the PEE prompt – Point+Evidence+Explanation. • Infer characters’ feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. Point+Evidence+Explanation. • Predict what might happen from information stated and implied. • Scan for key information e.g. identify words and phrases which tell you the character is frustrated, or find words/phrases which suggest that a theme park is exciting. • Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text. • Justify opinions and elaborate by referring to the text e.g. using the PEE prompt – Point+Evidence+Explanation • Identify how language, structure and presentation contribute to meaning e.g. persuasive leaflet, balanced argument. • Explore, recognise and use the terms personification, analogy, style and effect. • Explain the effect on the reader of the author’s choice of language and reasons why the author may have selected these words, phrases and techniques 	<ul style="list-style-type: none"> • Use repetition of a word or phrase to link ideas between paragraphs. • Investigate and collect a range of synonyms and antonyms e.g. mischievous, wicked, evil, impish, spiteful, well-behaved. • Use devices to build cohesion between paragraphs in narrative e.g. • adverbials such as: in the meantime, meanwhile, in due course, until then. • Select the appropriate structure, vocabulary and grammar. • Use a range of planning approaches e.g. storyboard, story mountain, discussion group, post-it notes, ICT story planning. • Compare how authors develop characters and settings (in books, films and performances) • Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact. • Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action e.g. Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, “It’s not fair!” • Consciously control the use of different sentence structures for effect. • Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning • Proofread for grammatical, spelling and punctuation errors. 	
	Unit An Information Hybrid (Magazine Page)		<p>Year 5</p> <ul style="list-style-type: none"> • Listen to and discuss a range of fiction, poetry and non-fiction which they might not choose to read themselves. • Read books and texts that are structured in different ways for a range of purposes. • Explain the meaning of words within the context of the text. • Use punctuation to determine intonation and expression when reading aloud to a range of audiences. • Check that the book makes sense to them and demonstrate understanding e.g. through discussion, use of reading journals. • Demonstrate active reading strategies e.g. generating questions to refine thinking, noting thoughts in a reading journal. 	<p>Year 5</p> <ul style="list-style-type: none"> • Create complex sentences by using relative clauses with relative pronouns which and whose. • Demarcate complex sentences using commas in order to clarify meaning. • Use devices to build cohesion, e.g. firstly, furthermore, as a consequence. • Select the appropriate language and structures. • Use similar writing models • Identify the audience and purpose. • Select appropriate structure, vocabulary and grammar. • Use organisation and presentational devices e.g. underlining, bullet points, headings. 	A magazine page focusing on magic or the circus



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		<ul style="list-style-type: none">• Through close reading of the text, re-read and read ahead to locate clues to support understanding.• Distinguish between statements of fact and opinion within a text.• Scan for key words and text mark to locate key information.• Summarise main ideas drawn from more than one paragraph and identify key details which support this.• Justify opinions and elaborate by referring to the text, e.g. using the PEE prompt - Point + Evidence + Explanation.• Analyse the conventions of different types of writing e.g. use of first person in autobiographies and diaries.• Identify how language, structure and presentation contribute to meaning e.g. formal letter, informal diary, persuasive speech. <p><u>Year 6</u></p> <ul style="list-style-type: none">• Listen to, read and discuss an increasingly wide range of fiction, poetry, plays and non-fiction.• Independently read longer texts with sustained stamina and interest.• Explain the meaning of new vocabulary within the context of the text.• Demonstrate active reading strategies e.g. challenging peers with questions, justifying opinions, responding to different viewpoints within a group.• Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text.• Distinguish between statements of fact and opinion across a range of texts e.g. first-hand account of an event compared with a reported example such as Samuel Pepys' diary and a history textbook.• Scan for key information e.g. identify words and phrases which tell you the character is frustrated, or find words/phrases which suggest that a theme park is exciting.• Skim for gist.• Use a combination of skimming, scanning and close reading across a text to locate specific detail.• Justify opinions and elaborate by referring to the text e.g. using the PEE prompt – Point+Evidence+Explanation.• Identify how language, structure and presentation contribute to meaning e.g. persuasive leaflet, balanced argument.• Retrieve, record, make notes and present information from non-fiction, including texts used in other subjects.	<p><u>Year 6</u></p> <ul style="list-style-type: none">• Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts e.g. adverbials such as: on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence• Investigate and collect a range of synonyms and antonyms e.g. mischievous, wicked, evil, impish, spiteful, well-behaved• Select the appropriate structure, vocabulary and grammar.• Draw on similar writing models, reading and research• Identify the audience and purpose.• Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact• Evaluate, select and use a range of organisation and presentational devices to structure text for different purposes and audiences e.g. headings, sub-headings, columns, bullet points, tables.• Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. rhetorical questions, direct address to the reader.	
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Term	Genre	Text and author	Key Learning : Reading	Key Learning : Writing	Outcome
Autumn 2	Classic fiction	 	<ul style="list-style-type: none"> • Listen to, read and discuss an increasingly wide range of fiction. • Regularly listen to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves. • Explain the meaning of new vocabulary within the context of the text. • Demonstrate active reading strategies e.g. challenging peers with questions, justifying opinions, responding to different viewpoints within a group. • Justify opinions and elaborate by referring to the text e.g. using the PEE prompt- Point + Evidence + Explanation. • Make comparisons within and across texts. • Recognise themes within and across texts e.g. hope, peace, fortune, survival. • Compare texts written in different periods. • Analyse the conventions of different types of writing e.g. use of dialogue to indicate historical settings for a story. • Express preferences about a wider range of books including fiction from our literary heritage 	<ul style="list-style-type: none"> • Investigate and collect a range of synonyms and antonyms e.g. mischievous, wicked, evil, impish, spiteful, well-behaved. • Use devices to build cohesion between paragraphs in narrative e.g. adverbials such as: in the meantime, meanwhile, in due course, until then. • Explore, collect and use vocabulary typical of formal and informal speech. • Use a range of planning approaches. • Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact. • Select appropriate register for formal and informal purposes, e.g. dialogue within narrative (formal or informal) • Use devices to build cohesion within and across paragraphs. • Blend action, dialogue and description within paragraphs to convey character and advance the action. • Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning. • Proofread for grammatical, spelling and punctuation errors. 	A new story or chapter using characters and/or plot structures from a classic novel, (Send to Author)
	Poetry – Songs and Lyrics	Various Songs/Poems 	<ul style="list-style-type: none"> • Explore texts in groups and deepening comprehension through discussion. • Demonstrate active reading strategies e.g. challenging peers with questions, justifying opinions, responding to different viewpoints within a group. • Use a reading journal to record on-going reflections and responses to personal reading. • Recognise themes within and across texts e.g. friendship, loneliness, happiness, hope. • Explain the effect on the reader of the author’s choice of language and reasons why the author may have selected these words, phrases and techniques. • Learn a wider range of poems by heart. 	<ul style="list-style-type: none"> • Choose appropriate text-form and type for all writing. • Selecting appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact. • Use appropriate and effective intonation and volume. • Add gesture and movement to enhance meaning. • Encourage and take account of audience engagement. 	Write a poem/song Create a music video (Upload to YouTube/Seesaw)



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			<ul style="list-style-type: none">• Prepare poems to read aloud and perform using dramatic effects.		
	Recount Biography	<p>Key figures linked to topic or science work eg Charles Darwin</p> 	<ul style="list-style-type: none">• Analyse the conventions of different types of writing.• Through close reading, re-read and read ahead to locate clues to support understanding and justifying with evidence from the text.• Scan for key information e.g. looking for words associated with 'childhood'.• Skim for gist.• Use a combination of skimming, scanning and close reading across a text to locate specific detail.• Explain the effect on the reader of the authors' choice of language and reasons why the author may have selected these words, phrases and techniques.• Retrieve, record, make notes and present information from non-fiction, including texts used in other subjects.• Prepare formal presentations individually or in groups.• Use notes to support presentation of information.• Respond to questions generated by a presentation.	<ul style="list-style-type: none">• Manipulate sentences to create particular effects.• Use devices to build cohesion between paragraphs in recount e.g. in the meantime, meanwhile, in due course, until then.• Draw on similar writing models, reading and research.• Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. rhetorical questions, direct address to the reader.• Proofread for grammatical, spelling and punctuation errors.• Use appropriate and effective intonation and volume. Encourage and take account of audience engagement.	<p>To carry out research to write a biography</p>