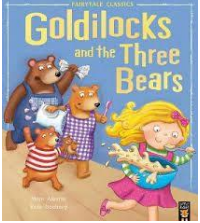
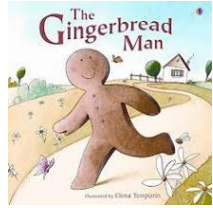
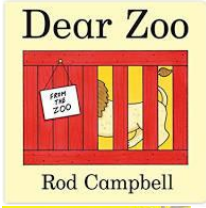
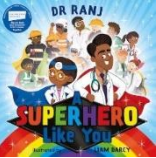
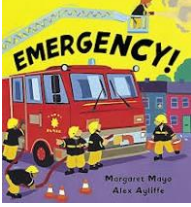




## Northbrook Primary Academy English Curriculum Spring Term



### Reception


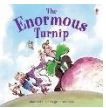
Term	Key Texts	Key Learning : Reading	Key Learning : Writing	Outcome
Spring 1	 	<ul style="list-style-type: none"> <li>Begins to read words and simple sentences.</li> <li>Uses vocabulary that is influenced by their experiences of books.</li> <li>Uses knowledge of some tricky words and read them in context.</li> <li>Begin to explain how characters might be feeling (using pictures to support ideas)</li> <li>Uses knowledge of phonemes to decode simple VC and CVC words.</li> <li>Be aware that non-fiction texts provide information.</li> </ul>	<ul style="list-style-type: none"> <li>Links sounds to letters.</li> <li>Names and sounds the letters of the alphabet.</li> <li>Hears and says the initial sounds in words.</li> <li>Can segment sounds in simple words and blend them together.</li> <li>Uses some clearly identifiable letters to communicate meaning.</li> <li>Represents some sounds correctly and in sequence.</li> <li>Begin to use letter strings including letters in their own names.</li> <li>Attempts to write short sentences in meaningful context.</li> </ul>	<p>Character description</p> <p>Non fiction related to space</p>
Spring 2	  	<ul style="list-style-type: none"> <li>Recall some key events in stories.</li> <li>Demonstrate an understanding when talking to others about what they have read.</li> <li>Predict from pictures to solve new words.</li> <li>Uses knowledge of some HFW and read them in context.</li> <li>Continues a rhyming string.</li> <li>Be able to discriminate between fiction and non-fiction text.</li> </ul>	<ul style="list-style-type: none"> <li>Use their phonic knowledge to write words in ways which match their spoken sounds</li> <li>Write for a range of purposes.</li> <li>Uses some tricky words in their writing.</li> <li>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> <li>Begin to show an awareness of how full stops are used.</li> <li>Uses spaces between words.</li> </ul>	<p>Character dialogue – speech bubbles</p> <p>Sequencing-writing instructions</p>



## Northbrook Primary Academy English Curriculum Spring Term





### YEAR 1

YEAR 1					
Term	Genre	Text and author	Key Learning : Reading	Key Learning : Writing	Outcome
Spring 1	Classic stories	 	<ul style="list-style-type: none"> <li>• Make predictions based on what has been read so far.</li> <li>• Discuss the title and how it relates to the events in the whole story.</li> <li>• Identify and discuss the main events in stories.</li> <li>• Identify and discuss the main characters in stories.</li> <li>• Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text.</li> <li>• Apply phonic knowledge and skills as the route to decode words.</li> <li>• Read words containing –ed, –er and –est endings.</li> <li>• Use patterns and repetition to support oral retelling.</li> <li>• Give opinions and support with reasons.</li> </ul>	<ul style="list-style-type: none"> <li>• Orally compose every sentence before writing.</li> <li>• Reread every sentence to check it makes sense.</li> <li>• Use punctuation to demarcate simple sentences (capital letters and full stops).</li> <li>• Say, and hold in memory whilst writing, simple sentences which makes sense.</li> <li>• Compose and sequence their own sentences to write short narratives.</li> <li>• Sequence ideas and events in narrative.</li> <li>• Identify and use exclamation marks.</li> <li>• Add suffixes to verbs where no spelling change is needed to the root word, e.g. pull – pulled.</li> </ul>	Narrative based on model text with innovation of character(s) and setting.
Spring 1	Traditional rhymes	Traditional rhymes	<ul style="list-style-type: none"> <li>• Listen to and discuss a range of texts at a level beyond that at which they can read independently, including poems.</li> <li>• Introduce and discuss key vocabulary, linking meanings of new words to those already known.</li> <li>• Recognise and join in with language patterns and repetition.</li> <li>• Enjoy and recite rhymes and poems by heart.</li> <li>• Use patterns and repetition to support oral retelling.</li> <li>• Demonstrate their understanding of characters and events through role play and drama, drawing on language from the text.</li> <li>• Make personal reading choices and explain reasons for choices.</li> <li>• Listen to what others say.</li> </ul>	<ul style="list-style-type: none"> <li>• Orally plan and rehearse ideas.</li> <li>• Write in different forms with simple text type features e.g. poems with simple structures.</li> <li>• Write phrases/sentences that can be read by themselves and others.</li> <li>• Use capital letters for names of people.</li> <li>• Separate words with spaces.</li> <li>• Spell words using the 40+ phonemes already taught, including making phonically plausible attempts at more complex words.</li> <li>• Read aloud their writing audibly to adults and peers.</li> </ul>	A simple rhyme based on a traditional rhyme.



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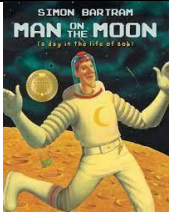



Term	Genre	Text and author	Key Learning : Reading	Key Learning : Writing	Outcome
Spring 2	Range of Non-fiction Texts	 <p>Museum of London – Great Fire of London Game</p> <p>Fire Facts website – information on fire safety</p>	<ul style="list-style-type: none"> <li>• Introduce and discuss key vocabulary, linking meanings of new words to those already known.</li> <li>• Read aloud accurately books that are consistent with their developing phonic knowledge.</li> <li>• Read accurately by blending sounds in unfamiliar words.</li> <li>• Recall specific information in non-fiction texts.</li> <li>• Activate prior knowledge e.g. What do you know about the Fire of London?</li> <li>• Explain clearly their understanding of what is read to them.</li> <li>• Listen to what others say.</li> <li>• Take turns.</li> <li>• Locate parts of the text that give particular information e.g. titles, contents page and labelled diagram.</li> <li>• Demonstrate understanding of texts by answering questions related to who, what, where, when, why and how.</li> </ul>	<ul style="list-style-type: none"> <li>• Write simple sentences that can be read by themselves and others.</li> <li>• Use question marks.</li> <li>• Use punctuation to demarcate simple sentences with capital letters and full stops.</li> <li>• Use capital letters for names of people and places.</li> <li>• Write in different forms with simple text type features – information texts.</li> <li>• Discuss their writing with adults and peers.</li> <li>• Read aloud their writing audibly to adults and peers.</li> </ul>	A class information book based on the Great Fire of London – each child to produce an information page
Spring 2	Instructions	Instructions related to Fire of London topic / Fire Safety	<ul style="list-style-type: none"> <li>• Listen to and discuss a range of texts at a level beyond that at which they can read independently, including non-fiction - a range of instructions.</li> <li>• Recall specific information in non-fiction texts.</li> <li>• Introduce and discuss key vocabulary, linking meanings of new words to those already known.</li> <li>• Check that texts make sense while reading and self-correct.</li> <li>• Listen to what others say.</li> <li>• Take turns.</li> <li>• Explain clearly their understanding of what is read to them.</li> <li>• Read aloud accurately books that are consistent with their developing phonic knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• Write simple sentences that can be read by themselves and others.</li> <li>• Use punctuation to demarcate simple sentences (capital letters and full stops).</li> <li>• Reread every sentence to check it makes sense.</li> <li>• Orally plan and rehearse ideas.</li> <li>• Compose and sequence their own sentences to write short non-fiction texts - instructions</li> <li>• Sequence ideas and events in non-fiction.</li> <li>• Write in different forms with simple text type features e.g. instructions.</li> <li>• Read aloud their writing audibly to adults and peers.</li> </ul>	A simple set of instructions.
Spring 2	Poems on a theme	Range of poems linked to Fire Fire! 	<ul style="list-style-type: none"> <li>• Listen to and discuss a range of poems at a level beyond that at which they can read independently.</li> <li>• Recognise and join in with language patterns and repetition.</li> <li>• Use patterns and repetition to support oral retelling.</li> <li>• Enjoy and recite rhymes and poems by heart.</li> <li>• Give opinions and support with reasons e.g. I like the Penguin because she...</li> </ul>	<ul style="list-style-type: none"> <li>• Make singular nouns plural using 's'</li> <li>• Separate words with spaces.</li> <li>• Orally plan and rehearse ideas.</li> <li>• Write in different forms with simple text type features - poems with simple structures.</li> <li>• Read aloud their writing audibly to adults and peers.</li> </ul>	Poem based on a model text. Oral presentation of a poem.



## Northbrook Primary Academy English Curriculum Spring Term



### YEAR 2

YEAR 2					
Term	Genre	Text and author	Key Learning : Reading	Key Learning : Writing	Outcome
Spring 1	Stories by the same author	  	<ul style="list-style-type: none"> <li>• Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes.</li> <li>• Read further common exception words, noting tricky parts.</li> <li>• Use tone and intonation when reading aloud.</li> <li>• Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories.</li> <li>• Introduce and discuss words within the context of a text, linking new meanings to known vocabulary.</li> <li>• Identify, discuss and collect favourite words and phrases.</li> <li>• Make predictions based on what has been read so far.</li> <li>• Sequence and discuss the main events in stories.</li> <li>• Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text.</li> <li>• Demonstrate understanding of fiction and non-fiction texts by asking and answering who, what, where, when, why, how questions.</li> <li>• Make inferences about characters and events using evidence from the text, e.g. what is a character thinking, saying and feeling?</li> <li>• Make contributions in whole class and group discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Use apostrophes for contracted forms e.g. don't, can't, wouldn't, you're, I'll.</li> <li>• 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.</li> <li>• Use past tense for narratives, recounts and historical reports.</li> <li>• Plan and discuss what to write about, e.g. story, collecting new vocabulary, key words and ideas.</li> <li>• Orally rehearse each sentence prior to writing.</li> <li>• Develop a positive attitude to writing.</li> <li>• Write about fictional events.</li> <li>• Develop stamina for writing in order to write at length.</li> <li>• Proofread to check for errors in spelling, grammar and punctuation.</li> <li>• Read aloud their writing with intonation to make their meaning clear.</li> </ul>	An alternate resolution or ending to an existing story.
	Non-Chronological reports	Explorer Theme 	<ul style="list-style-type: none"> <li>• Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes.</li> <li>• Read further common exception words, noting tricky parts (see below).</li> <li>• Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including non-fiction.</li> <li>• Read a range of non-fiction texts which are structured in different ways, including information, explanations, instructions, recounts, reports.</li> <li>• Activating prior knowledge and raising questions e.g. What do we know? What do we want to know? What have we learned?</li> </ul>	<ul style="list-style-type: none"> <li>• Use sentences with different forms: statement, question, exclamation.</li> <li>• Secure the use of full stops, capital letters, exclamation marks and question marks.</li> <li>• Say, write and punctuate simple and compound sentences using the joining words and, but, so</li> <li>• Use present tense for non-chronological reports.</li> <li>• Create compound words using nouns, e.g. whiteboard and football.</li> </ul>	Non-chronological report about an explorer



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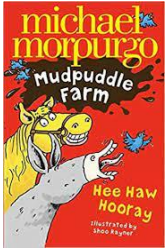


			<ul style="list-style-type: none"><li>• Identify how specific information is organised within a non-fiction text e.g. sub-headings, contents, bullet points, glossary, diagrams.</li><li>• Locate information from non-fiction texts using the contents page, index, labelled diagrams and charts.</li><li>• Demonstrating understanding of non-fiction texts by asking and answering who, what, where, when, why, how questions.</li></ul>	<ul style="list-style-type: none"><li>• Plan and discuss what to write about e.g. text mapping, collecting new vocabulary, key words and ideas.</li><li>• Write about real and fictional events.</li><li>• Orally rehearse each sentence prior to writing</li><li>• Develop a positive attitude to writing.</li><li>• Use specific text type features to write for a range of audiences and purposes e.g. to inform.</li><li>• Make simple notes from non-fiction texts, e.g. highlighting and noting key words.</li><li>• Proofread to check for errors in grammar (present tense) and punctuation.</li></ul>	
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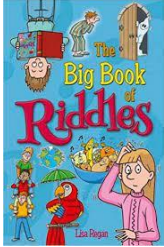


Term	Genre	Text and author	Key Learning : Reading	Key Learning : Writing	Outcome
Spring 2	Stories with familiar settings	Mudpuddle Farm By: Michael Morpurgo  	<ul style="list-style-type: none"> <li>• Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes.</li> <li>• Read words containing common suffixes e.g. -ness, -ment, -ful, -less, -ly.</li> <li>• Read frequently encountered words quickly and accurately without overt sounding and blending.</li> <li>• Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories.</li> <li>• Introduce and discuss words within the context of a text, linking new meanings to known vocabulary.</li> <li>• Identify, discuss and collect favourite words and phrases.</li> <li>• Demonstrate understanding of texts by asking who, what, where, when, why, how questions.</li> <li>• Make predictions based on what has been read so far.</li> <li>• Make inferences about characters and events using evidence from the text e.g. what is a character thinking, saying and feeling?</li> <li>• Explain and discuss their understanding, giving opinions and supporting with reasons e.g. Hansel was clever when he put stones in his pocket because...</li> <li>• Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text.</li> <li>• Consider other points of view.</li> </ul>	<ul style="list-style-type: none"> <li>• Use sentences with different forms: statement, question, command, exclamation.</li> <li>• Use past tense for narratives, recounts and historical reports.</li> <li>• Select, generate and effectively use adjectives.</li> <li>• Add suffixes -ful or -less to create adjectives e.g. playful, careful, careless, hopeless.</li> <li>• Plan and discuss what to write about, e.g. story mapping, collecting new vocabulary, key words and ideas.</li> <li>• Orally rehearse each sentence prior to writing.</li> <li>• Develop a positive attitude to writing.</li> <li>• Develop stamina for writing in order to write at length.</li> <li>• Write about fictional events.</li> <li>• Evaluate their writing with adults and peers.</li> <li>• Proofread to check for errors in spelling, grammar and punctuation.</li> <li>• Proofread to check for correct form of verbs within sentences, e.g. correcting he walking to the shop to he walked to the shop.</li> </ul>	To write their own story or part of a story based on a farm.
	Persuasion	Range of posters / Leaflets from local farms	<ul style="list-style-type: none"> <li>• Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes.</li> <li>• Read further common exception words, noting tricky parts.</li> <li>• Read words containing common suffixes e.g. -ing, -ed, -er, -est, -y.</li> <li>• Use tone and intonation when reading aloud.</li> <li>• Introduce and discuss words within the context of a text, linking new meanings to known vocabulary.</li> <li>• Identify, discuss and collect favourite words and phrases.</li> <li>• Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including non-fiction.</li> <li>• Demonstrate understanding of fiction and non-fiction texts by asking and answering who, what, where, when, why, how questions.</li> <li>• Read a range of non-fiction texts which are structured in different ways, including information, explanations, instructions, recounts, reports.</li> <li>• Identify how specific information is organised within a non-fiction text e.g. sub-headings, contents, bullet points, glossary, diagrams.</li> <li>• Make personal reading choices and explain reasons for choices.</li> <li>• Participate in discussion about what is read to them, taking turns and listening to what others say.</li> <li>• Check that texts make sense while reading and self-correct.</li> </ul>	<ul style="list-style-type: none"> <li>• Use sentences with different forms: statement, question, command, exclamation.</li> <li>• Use commas to separate items in a list.</li> <li>• Explore the progressive form of verbs in the present tense (e.g. she is drumming) and past tense (e.g. he was shouting) to mark actions in progress.</li> <li>• Use present tense for persuasive adverts.</li> <li>• Select, generate and effectively use adjectives.</li> <li>• Use suffixes -er and -est to create adjectives e.g. faster, fastest, smaller, smallest.</li> <li>• Plan and discuss what to write about, e.g. story mapping, collecting new vocabulary, key words and ideas.</li> <li>• Orally rehearse each sentence prior to writing.</li> <li>• Develop a positive attitude to writing.</li> <li>• Use specific text type features to write for a range of audiences and purposes, e.g. to persuade.</li> <li>• Edit and improve their own writing in relation to audience and purpose.</li> <li>• Evaluate their writing with adults and peers.</li> <li>• Read aloud their writing with intonation to make the meaning clear.</li> </ul>	A persuasive leaflet to encourage other children to visit a farm.



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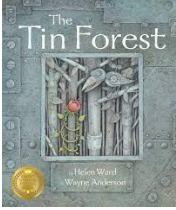
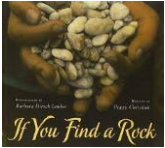
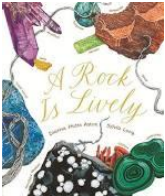
Term	Genre	Text and author	Key Learning : Reading	Key Learning : Writing	Outcome
Spring 2	Riddles	Big Book of Riddles By: Lisa Regan 	<ul style="list-style-type: none"><li>• Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes.</li><li>• Read further common exception words, noting tricky parts.</li><li>• Read frequently encountered words quickly and accurately without overt sounding and blending.</li><li>• Make personal reading choices and explain reasons for choices.</li><li>• Listen to, discuss and express views about a range of texts at a level beyond that at which they can read independently including contemporary and classic poetry.</li><li>• Identify, discuss and collect favourite words and phrases.</li><li>• Introduce and discuss words within the context of a text, linking new meanings to known vocabulary.</li><li>• Check that texts make sense while reading and self-correct.</li><li>• Make predictions based on what has been read so far.</li><li>• Listen and respond to contributions from others.</li></ul>	<ul style="list-style-type: none"><li>• 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.</li><li>• Use subordination for reason using because and if</li><li>• Identify, generate and effectively use noun phrases, for description and for specification.</li><li>• Plan and discuss what to write about, e.g. collecting new vocabulary, key words and ideas.</li><li>• Develop a positive attitude to writing.</li><li>• Use specific text type features to write for a range of audiences and purposes.</li><li>• Write simple poems based on models.</li><li>• Evaluate their writing with adults and peers.</li><li>• Proofread to check for errors in spelling, grammar and punctuation.</li></ul>	To write own riddle based on a farm animal or a fruit / vegetable from the farm shop.



## Northbrook Primary Academy English Curriculum Spring Term



### YEAR 3


YEAR 3					
Term	Genre	Text and author	Key Learning : Reading	Key Learning : Writing	Outcome
Spring 1  This is an autumn unit so please check grammar	Folk Tales	The Tin Forest By: Helen Ward  	<ul style="list-style-type: none"> <li>• Use prefixes to understand meanings e.g. 'un-', 'dis-', 'mis-', 're-', 'pre-'.</li> <li>• Listen to and discuss a range of fiction.</li> <li>• Orally retell a range of stories, including less familiar folk tales</li> <li>• Sequence and discuss the main events in stories.</li> <li>• Identify and discuss themes e.g. good over evil, weak and strong, wise and foolish, mean and generous, rich and poor.</li> <li>• Identify and discuss conventions e.g. sentence repeated several times.</li> <li>• Raise questions during the reading process to deepen understanding e.g. I wonder why the character.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify, select, generate and effectively use prepositions for where e.g. above, below, beneath, within, outside, beyond.</li> <li>• Use different sentence structures e.g. prepositions to create sentences</li> <li>• Use inverted commas to punctuate direct speech (speech marks).</li> <li>• Improvise, create and write dialogue.</li> <li>• Read and analyse narrative in order to plan and write their own versions.</li> <li>• Discuss and record ideas for planning e.g. chunk a plot</li> <li>• Create and develop plots based on a model.</li> <li>• Discuss and propose changes with partners and in small groups.</li> <li>• Use appropriate intonation, tone and volume to present their writing to a group or class.</li> </ul>	Write a folk tale based on a model.
Spring 1	Poems on a theme	If You Find a Rock By: Peggy Christian    A Rock is Lively By: Dianna Hutts Aston  	<ul style="list-style-type: none"> <li>• Use knowledge of root words to understand meanings of words.</li> <li>• Read poems for a range of purposes e.g. enjoyment.</li> <li>• Recognise some different forms of poetry.</li> <li>• Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination.</li> <li>• Participate in discussion about what is read to them and poems they have read independently.</li> <li>• Prepare poems to read aloud, showing understanding through intonation, tone, volume and action.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and collect word families e.g. medical, medicine, medicinal, medic, paramedic, medically to extend vocabulary.</li> <li>• Read and analyse poetry in order to plan and write their own versions.</li> <li>• Identify and discuss the purpose, audience and vocabulary of poetry for writing.</li> <li>• Generate and select from vocabulary banks appropriate to text type.</li> <li>• Use appropriate intonation, tone and volume to present their writing to a group or class.</li> </ul>	Poem learned by heart for performance; create a poem linked to theme with a structure.





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	Discussion	<p>Time Travelling Cat. By: Julia Jarman</p> 	<ul style="list-style-type: none"><li>• Read discussion texts.</li><li>• Read books and texts for a range of purposes e.g. research</li><li>• Explain the meaning of unfamiliar words by using the context.</li><li>• Discuss their understanding of the text.</li><li>• Use point and evidence to structure and justify responses.</li><li>• Identify a key idea in a paragraph.</li><li>• Analyse and evaluate texts looking at language, structure and presentation e.g. discussion texts.</li><li>• Evaluate how specific information is organised within a discussion text.</li><li>• Develop and agree on rules for effective discussion.</li><li>• Take turns and listen to what others say.</li></ul>	<ul style="list-style-type: none"><li>• Identify clauses in sentences.</li><li>• Explore, identify and create complex sentences using a range of conjunctions e.g. because, if, although.</li><li>• Use the comma to separate clauses in complex sentences where the subordinate clause appears first.</li><li>• Read and analyse discussion texts in order to plan and write their own versions.</li><li>• Identify and discuss the purpose, audience, structure, vocabulary and grammar of discussion texts for writing.</li><li>• Discuss and record ideas for planning e.g. boxing up</li><li>• Generate and select from vocabulary banks e.g. technical language, appropriate to discussion texts.</li><li>• Group related material into paragraphs.</li></ul>	<p>Write and present discussion text based on a plan.</p>
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## Northbrook Primary Academy English Curriculum Spring Term




Term	Genre	Text and author	Key Learning : Reading	Key Learning : Writing	Outcome
Spring 2	Novel as a theme	The Iron Man. By: Ted Hughes 	<ul style="list-style-type: none"> <li>• Listen to and discuss a range of fiction.</li> <li>• Regularly listen to whole novels read aloud by the teacher.</li> <li>• Use intonation, tone and volume when reading aloud.</li> <li>• Explain the meaning of unfamiliar words by using the context.</li> <li>• Use knowledge of root words to understand meanings of words.</li> <li>• Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination.</li> <li>• Use dictionaries to check meanings of words they have read.</li> <li>• Raise questions during the reading process to deepen understanding e.g. I wonder why the character ...</li> <li>• Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text.</li> <li>• Use point and evidence to structure and justify responses.</li> <li>• Sequence and discuss the main events in stories.</li> <li>• Make and respond to contributions in a variety of group situations e.g. whole class, pairs, guided groups, book circles.</li> </ul>	<ul style="list-style-type: none"> <li>• Select, generate and effectively use adverbs e.g. silently, soon, next</li> <li>• Explore, identify and create sentences using a range of conjunctions e.g. since, until, before, as.</li> <li>• Use the comma to separate clauses in complex sentences where the subordinate clause appears first.</li> <li>• Use inverted commas to punctuate direct speech (speech marks)</li> <li>• Read and analyse narrative in order to plan and write own version.</li> <li>• Identify and discuss the language and structures of narrative for writing.</li> <li>• Create and develop settings for narratives.</li> <li>• Create and develop characters for narrative.</li> <li>• Create and develop plots based on a model.</li> <li>• Generate and select from vocabulary banks e.g. noun phrases, powerful verbs, appropriate to text type.</li> <li>• Group related material into paragraphs.</li> </ul>	Write a narrative based on a plot.
Spring 2	Recount: Diaries	The Iron Man. By: Ted Hughes 	<ul style="list-style-type: none"> <li>• Listen to and discuss a range of diaries.</li> <li>• Read a range of recounts: diaries.</li> <li>• Discuss their understanding of the text.</li> <li>• Make predictions based on details stated.</li> <li>• Use point and evidence to structure and justify responses.</li> <li>• Identify discuss and collect favourite words and phrases which capture the reader's interest and imagination.</li> <li>• Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text.</li> <li>• Analyse and evaluate texts looking at language, structure and presentation e.g. diaries.</li> <li>• Make and respond to contributions in a variety of group situations e.g. whole class, pairs, guided groups, book circles.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Read and analyse diaries in order to plan and write own versions.</li> <li>• Identify and discuss the purpose, audience, structure, vocabulary and grammar of diaries for writing.</li> </ul>	Create diary entry.



## Northbrook Primary Academy English Curriculum Spring Term



### YEAR 4


YEAR 4					
Term	Genre	Text and author	Key Learning : Reading	Key Learning : Writing	Outcome
Spring 1	Novel with a theme		<ul style="list-style-type: none"> <li>• Listen to, read and discuss a range of fiction.</li> <li>• Regularly listen to whole novels read aloud by the teacher.</li> <li>• Read books and texts, which are structured in different ways, for a range of purposes and respond in a variety of ways.</li> <li>• Use punctuation to determine intonation and expression when reading aloud to a range of audiences.</li> <li>• Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination.</li> <li>• Explain the meaning of key vocabulary within the context of the text.</li> <li>• Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images.</li> <li>• Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.</li> <li>• Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning.</li> <li>• Orally retell a range of stories.</li> <li>• Make and respond to contributions in a variety of group situations e.g. <i>whole class, independent reading groups, book circles.</i></li> </ul>	<ul style="list-style-type: none"> <li>■ Use nouns for precision.</li> <li>■ Explore, identify, collect and use noun phrases.</li> <li>■ Identify, select and effectively use pronouns.</li> <li>■ Explore, identify and use Standard English verb inflections for writing e.g. <i>We were</i> instead of <i>we was</i>; <i>I was</i> instead of <i>I were</i>; <i>I did</i> instead of <i>I done</i>.</li> <li>■ Improvise and compose dialogue, demonstrating their understanding of Standard and non-Standard English.</li> <li>■ Create sentences with fronted adverbials for 'when' and 'where'</li> <li>■ Read and analyse narrative in order to plan and write own version.</li> <li>■ Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative</li> <li>■ Discuss and record ideas for planning e.g. <i>story board, boxing-up text types to create a plan.</i></li> <li>■ Develop settings and characterisation using vocabulary to create atmosphere.</li> <li>■ Plan and write an opening paragraph which combines the introduction of a setting and character/s.</li> <li>■ Link ideas across paragraphs using fronted adverbials for when and where e.g. <i>Several hours later...</i>, <i>Back at home...</i></li> </ul> <p>Generate and select from vocabulary banks e.g. <i>powerful adverbs, adverbial phrases.</i></p>	
Spring 1	Explanation	The Water Cycle (link with Science)	<ul style="list-style-type: none"> <li>• Listen to, read and discuss a range of explanation texts.</li> <li>• Orally retell an explanation.</li> <li>• Analyse and evaluate texts looking at language, structure and presentation.</li> <li>• Analyse and evaluate how specific information is organised within an explanation text.</li> <li>• Explain how paragraphs are used to order an explanation text.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore, identify and create complex sentences using a range of conjunctions e.g. subordinating conjunctions to show time - when, later, after, after that,</li> <li>• before, meanwhile, first of all, following this, eventually, next (recap and extend from Y3 Key Learning).</li> <li>• Explore, identify and create complex sentences using a range of conjunctions e.g. subordinating conjunctions to show cause and effect – because, if,</li> <li>• therefore, as a result, this causes, which causes, consequently.</li> <li>• Use commas to mark clauses in complex sentences.</li> </ul>	To design an explanation poster RE: water cycle



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				<ul style="list-style-type: none"> <li>• Discuss and record ideas for planning e.g. text map, non-fiction bridge, boxing-up text types to create a plan.</li> <li>• Use paragraphs to organise writing in non-fiction text.</li> <li>• Link ideas across paragraphs.</li> <li>• Generate and select from vocabulary banks e.g. subordinating conjunctions to show time; subordinating conjunctions to show cause and effect; technical language appropriate to explanations.</li> </ul>	
	Poems on a theme	<p>Water- various</p> <p>The River</p> <p>Valerie Bloom</p>	<ul style="list-style-type: none"> <li>• Use punctuation to determine intonation and expression when reading aloud to a range of audiences.</li> <li>• Listen to, read and discuss a range of poetry.</li> <li>• Explain the meaning of key vocabulary within the context of the text.</li> <li>• Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. metaphors, similes.</li> <li>• Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images.</li> <li>• Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.</li> <li>• Prepare poems to read aloud, showing understanding through intonation, tone, volume and action.</li> </ul>	<ul style="list-style-type: none"> <li>• Use apostrophes for singular and plural possession e.g. the dog's bone and the dogs' bones.</li> <li>• Identify, select and use determiners including: -articles: a/an, the - demonstratives : this/that; these/those - possessives: my/your/his/her/its/our/their -quantifiers: some, any, no, many, much, every</li> </ul>	To write own poem based on the theme of water.

Term	Genre	Text and author	Key Learning : Reading	Key Learning : Writing	Outcome
Spring 2	Story with a theme		<ul style="list-style-type: none"> <li>• Listen to, read and discuss a range of fiction in different forms e.g. folk tales</li> <li>• Explain the meaning of key vocabulary within the context of the text.</li> <li>• Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. metaphors, similes.</li> <li>• Make predictions based on information stated and implied.</li> <li>• Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images.</li> <li>• Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.</li> <li>• Prepare for research by identifying what is already known about the subject and key questions to structure the task.</li> <li>• Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning.</li> <li>• Develop, agree on and evaluate rules for effective discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore, identify, collect and use noun phrases e.g. the crumbly cookie with tasty marshmallow pieces.</li> <li>• Create complex sentences with adverb starters e.g. Silently trudging through the snow, Sam made his way up the mountain.</li> <li>• Use commas to mark clauses in complex sentences.</li> <li>• Create sentences with fronted adverbials for where e.g. In the distance, a lone wolf howled.</li> <li>• Use commas after fronted adverbials.</li> <li>• Link ideas across paragraphs using fronted adverbials for when and where e.g. Several hours later..., Back at home...</li> <li>• Use apostrophes for singular and plural possession e.g. the dog's bone and the dogs' bones.</li> <li>• Use different sentence structures.</li> </ul>	<p>Setting description Egypt</p> <p>Adventure story in Egypt</p>



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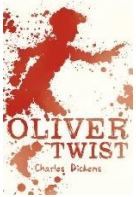
			<ul style="list-style-type: none"><li>• Make and respond to contributions in a variety of group situations e.g. whole class, independent reading groups, book circles.</li></ul>	<ul style="list-style-type: none"><li>• Read and analyse narrative in order to plan their own versions.</li><li>• Discuss and record ideas for planning e.g. boxing-up text types to create a plan.</li><li>• Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense.</li><li>• Generate and select from vocabulary banks e.g. adverbial phrases, technical language, persuasive phrases and alliteration.</li><li>• Proofread to check for errors in spelling, grammar and punctuation.</li></ul>	
Spring 2	Non-chronological report	Various examples of written and online reports  Egypt	<ul style="list-style-type: none"><li>• Listen to, read and discuss a range of non-fiction in different forms e.g. advertisements, formal speeches, leaflets, magazines, electronic texts.</li><li>• Explain the meaning of key vocabulary within the context of the text.</li><li>• Navigate texts e.g. using contents and index pages, in order to locate and retrieve information in print and on screen.</li><li>• Scan for dates, numbers and names.</li><li>• Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images.</li><li>• 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.</li><li>• Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning.</li><li>• Analyse and evaluate how specific information is organised within a non-fiction text e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams.</li></ul>	<ul style="list-style-type: none"><li>• Identify, select and use determiners e.g. a, the, this, that, these, those, some, many, every.</li><li>• 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.</li><li>• Read and analyse non-fiction in order to plan and write their own.</li><li>• Identify and discuss the purpose, audience, structure, vocabulary and grammar of non-fiction.</li><li>• Discuss and record ideas for planning e.g. boxing-up text types to create a plan.</li><li>• Use paragraphs to organise writing in non-fiction texts.</li><li>• Use organisational devices in non-fiction writing, e.g. captions, text boxes, diagram, lists.</li><li>• Generate and select from vocabulary banks e.g. technical language.</li><li>• Proofread to check for errors in spelling, grammar and punctuation.</li><li>• Discuss and propose changes to own and others' writing with partners/small groups.</li></ul>	To create a non-chronological report about a city in Europe



## Northbrook Primary Academy English Curriculum Spring Term




### YEAR 5

Term	Genre	Text and author	Key Learning : Reading	Key Learning : Writing	Outcome
Spring 1  Autumn term unit  Please Check grammar	Stories with historical settings		<ul style="list-style-type: none"> <li>• Listen to and discuss a range of fiction which they might not choose to read themselves.</li> <li>• Check that the book makes sense to them and demonstrating understanding e.g. through discussion, use of reading journals. Explore meaning of words in context.</li> <li>• 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.</li> <li>• Recommend books to their peers with reasons for choices.</li> <li>• Explain and discuss their understanding of what they have read, including through formal presentations maintaining a focus on the topic and using notes where necessary.</li> <li>• Summarise main ideas drawn from more than one paragraph and identify key details which support this.</li> <li>• Justify opinions and elaborate by referring to the text e.g. using the PEE prompt – Point: Evidence: Explanation.</li> <li>• Prepare formal presentations individually or in groups.</li> <li>• Use notes to support presentation of information.</li> </ul>	<ul style="list-style-type: none"> <li>• Create and punctuate complex sentences using -ing openers.</li> <li>• Create complex sentences by using relative clauses with relative pronouns e.g. Fagin, who was the leader of the pickpockets, was a despicable character.</li> <li>• Select the appropriate language and structures.</li> <li>• Note and develop ideas.</li> <li>• Think how authors develop characters and settings in books and films.</li> <li>• Select appropriate structure, vocabulary and grammar</li> <li>• Blend action, dialogue and description within paragraphs.</li> <li>• Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• New chapter or scene linked to novel/story with historical setting.</li> <li>• Presentation linked to reading, e.g. Is Fagin a hero or a villain?</li> </ul>



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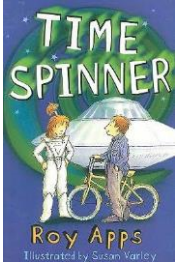


<p>Spring 1</p> <p>This is an Autumn Unit so please check the grammar</p>	<p>Film and Playscript</p>		<ul style="list-style-type: none"><li>• Justify opinions and elaborating by referring to the text (Point + Evidence + Explanation).</li><li>• Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence.</li><li>• Demonstrate active reading strategies e.g. generating questions to refine thinking.</li><li>• Use punctuation to determine intonation and expression when reading aloud to a range of audiences.</li><li>• Prepare playscripts to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience.</li></ul>	<ul style="list-style-type: none"><li>• Demarcate complex sentences using commas and explore ambiguity of meaning.</li><li>• Identify and use brackets and dashes.</li><li>• Identifying the audience and purpose.</li><li>• Select the appropriate language and structures.</li><li>• Note and developing ideas.</li><li>• Think how authors develop characters and settings in films and performances.</li><li>• Assess the effectiveness of own and others' writing in relation to audience and purpose.</li><li>• Suggest changes to grammar, vocabulary and punctuation to enhance effects and</li></ul>	<p>Write a play script for a new scene of a familiar film or book (storyboard, detail to include camera angles, direction etc).</p>
<p>Spring 1</p>	<p>Poems with a structure</p>	<p>Haiku Limerick</p>	<ul style="list-style-type: none"><li>• Listen to and discuss a range of poetry which they might not choose to read themselves.</li><li>• Analyse the conventions of different types of writing.</li><li>• Read texts that are structured in different ways for a range of purposes.</li><li>• Learn a wider range of poems by heart.</li><li>• Prepare poems to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience.</li><li>• Explain the meaning of words within the context of the text.</li></ul>	<p>Identify the audience and purpose. Select the appropriate language and structures. Use similar writing models. Note and develop ideas. Assess the effectiveness of own and others' writing in relation to audience and purpose. Suggest changes to vocabulary and to enhance effects. Use appropriate intonation and volume.</p>	<p>A haiku poem in correct structure</p>



## Northbrook Primary Academy English Curriculum Spring Term



Term	Genre	Text and author	Key Learning : Reading	Key Learning : Writing	Outcome
Spring 2	Science Fiction Stories		<ul style="list-style-type: none"> <li>• Regularly listen to whole novels read aloud by the teacher from an increasing range of authors.</li> <li>• Read books and texts that are structured in different ways for a range of purposes.</li> <li>• Explain the meaning of words within the context of the text.</li> <li>• Use prefixes to understand meaning. (Y4).</li> <li>• Check that the book makes sense to them and demonstrate understanding e.g. through discussion, use of reading journals.</li> <li>• Demonstrate active reading strategies e.g. generating questions to refine thinking.</li> <li>• Through close reading of the text, reread and read ahead to locate clues to support understanding.</li> <li>• Summarise main ideas drawn from more than one paragraph and identify key details which support this.</li> <li>• Justify opinions and elaborate by referring to the text (Point + Evidence + Explanation).</li> <li>• Explain the effect on the reader of the author's choice of language.</li> <li>• participate in discussions about books that are read to them and those they can read for themselves, building in their own and others' ideas and challenging views courteously</li> <li>• Recommend books to their peers with reasons for choices</li> </ul>	<ul style="list-style-type: none"> <li>• Use expanded noun phrases to convey complicated information concisely, e.g. carnivorous predators with surprisingly weak jaws and teeth.</li> <li>• Link ideas across paragraphs using adverbials for time, place and numbers e.g. Several hours later, on a nearby planet.</li> <li>• Blend action and description within a paragraph.</li> <li>• Investigate verb prefixes e.g. auto-, tele-, anti-, inter-, trans-.</li> <li>• Identify the audience and purpose.</li> <li>• Draw on reading and research.</li> <li>• Use similar writing models.</li> <li>• Select appropriate structure, vocabulary and grammar.</li> <li>• Note and develop ideas.</li> <li>• Think how authors develop characters and settings (in books, films and performances).</li> <li>• Use appropriate intonation and volume.</li> </ul>	A science fiction story to entertain an identified audience.
Spring 2	Information Booklets	Leaflets to use; ♣ Downloadable resources on various planets from <a href="http://education.spacecentre.co.uk/information/learning-resources">http://education.spacecentre.co.uk/information/learning-resources</a> (information) ♣ <a href="http://www.tourismleafletsonline.com/pdfs/national-space-centre-tourism-leaflet.pdf">http://www.tourismleafletsonline.com/pdfs/national-space-centre-tourism-leaflet.pdf</a> (information and persuasion)	<ul style="list-style-type: none"> <li>• Read books and texts that are structured in different ways for a range of purposes.</li> <li>• Check that the book makes sense to them and demonstrate understanding e.g. through discussion, use of reading journals.</li> <li>• Explain the meaning of words within the context of the text.</li> <li>• Demonstrate active reading strategies e.g. generate questions to refine thinking, note thoughts in a reading journal.</li> <li>• Scan for key words and text mark to locate key information.</li> <li>• Summarise main ideas drawn from more than one paragraph and identify key details which support this.</li> <li>• Analyse the conventions of different types of writing, e.g. use of first person in autobiographies and diaries.</li> <li>• Identify how language, structure and presentation contribute to meaning.</li> <li>• Distinguish between statements of fact or opinion within a text.</li> <li>• Use knowledge of root words to understand meanings of words</li> </ul>	<ul style="list-style-type: none"> <li>• Use devices to build cohesion within a paragraph e.g. firstly, then, presently, subsequently.</li> <li>• Link ideas across paragraphs using adverbials for place e.g. On the side of the head ... and numbers, e.g. Secondly, ...</li> <li>• Identify and use brackets to indicate parenthesis e.g. in formal writing: The cheetah (<i>Acinonyx jubatus</i>) inhabits open grassland in Africa.</li> <li>• Select the appropriate language and structures.</li> <li>• Use similar writing models.</li> <li>• Note and develop ideas.</li> <li>• Draw on reading and research.</li> <li>• Use organisation and presentational devices e.g. underlining, bullet points, headings.</li> <li>• Proofread for spelling and punctuation errors.</li> </ul>	







## Northbrook Primary Academy English Curriculum Spring Term




### YEAR 6

Term	Genre	Text and author	Key Learning : Reading	Key Learning : Writing	Outcome
Spring 1  This is a summer 1 unit so please check grammar	Short stories with flashbacks	  	<ul style="list-style-type: none"> <li>Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. un+happy+ness; dis+repute+able; dis+respect+ful; re+engage+ment.</li> <li>Explore texts in groups and deepen comprehension through discussion.</li> <li>Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. Point+Evidence+Explanation.</li> <li>Analyse the conventions of different types of writing e.g. use of dialogue to indicate geographical and/or historical settings for a story.</li> <li>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.</li> <li>Explore, recognise and use the terms personification, analogy, style and effect.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and use semi-colons to mark the boundary between independent clauses e.g. It is raining; I am fed up.</li> <li>Identify the subject and object of a sentence.</li> <li>Use a range of planning approaches e.g. storyboard, story mountain, discussion group, post-it notes, ICT story planning.</li> <li>Deviate narrative from linear or chronological sequence e.g. flashbacks, simultaneous actions, time-shifts.</li> <li>Use a wide range of devices to build cohesion within and across paragraphs.</li> <li>Use ellipses to link ideas between paragraphs.</li> <li>Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning.</li> <li>Proofread for grammatical, spelling and punctuation errors.</li> </ul>	Write a story, told in flashback. (Create drama based on story to present to the class)
Spring 1  This is a summer 1 unit so please check grammar	Information text hybrid	Hybrid texts in print and digital	<ul style="list-style-type: none"> <li>Explore the meaning of new vocabulary within the context of the text.</li> <li>Scan for key information.</li> <li>Skim for gist.</li> <li>Use a combination of skimming, scanning and close reading across a text to locate specific detail.</li> <li>Explore texts in groups and deepen comprehension through discussion.</li> <li>Distinguish between statements of fact or opinion across a range of texts.</li> <li>Make comparisons within and across texts.</li> <li>Analyse the conventions of different types of writing.</li> <li>Prepare formal presentations individually or in groups.</li> <li>Use notes to support presentation of information.</li> <li>Participate in debates on issues related to reading.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and use colons to introduce a list.</li> <li>Punctuate bullet points consistently.</li> <li>Combine text-types to create hybrid texts e.g. persuasive speech.</li> <li>Evaluate, select and use a range of organisation and presentational devices for different purposes and audiences.</li> <li>Explore, collect and use vocabulary typical of formal and informal speech and writing.</li> <li>Identify audience and purpose.</li> <li>Draw on similar writing models, reading and research.</li> <li>Select appropriate vocabulary and language effects for task, audience and purpose.</li> <li>Use appropriate and effective intonation and volume.</li> <li>Add gesture and movement to enhance meaning.</li> <li>Encourage and take account of audience engagement.</li> </ul>	A speech containing elements of persuasion, recount and report.



## Northbrook Primary Academy English Curriculum Spring Term



<p>Spring 1</p> <p>This is a summer 1 unit so please check grammar</p>	<p>Classic narrative poetry</p>		<ul style="list-style-type: none"> <li>• Use etymology to help the pronunciation of new words e.g. chef, chalet, machine, brochure – French in origin.</li> <li>• Explore, recognise and use the terms personification, analogy, style and effect.</li> <li>• Analyse the conventions of different types of writing e.g. use of dialogue to indicate geographical and/or historical settings for a story.</li> <li>• Listen to, read and discuss an increasingly wide range of poetry.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and collect vocabulary typical of formal and informal speech and writing e.g. find out – discover, ask for - request, go in – request.</li> <li>• Find examples of where authors have broken conventions to achieve specific effects and use similar techniques in own writing – e.g. repeated use of ‘and’ to convey tedium, one word sentence.</li> <li>• Identify audience and purpose.</li> <li>• Choose appropriate text-form and type for all writing.</li> <li>• Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.</li> <li>• Evaluate, select and use a range of organisation and presentational devices to structure text for different purposes and audiences e.g. headings, subheadings, columns, bullet points, tables.</li> <li>• Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. rhetorical questions, direct address to the reader.</li> </ul>	<p>Write a news report on the incident</p> <p>(Create voiceover presentation)</p>
<p>Spring 2</p>	<p>Detective/Crime Fiction</p>		<ul style="list-style-type: none"> <li>• Listen to, read and discuss an increasingly wide range of fiction.</li> <li>• Regularly listen to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves.</li> <li>• 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.</li> <li>• Analyse the conventions of different types of writing, e.g. detective fiction: red herring, motive, alibi, alias, the reveal.</li> <li>• Use a reading journal to record ongoing reflections and responses to personal reading.</li> <li>• Explore texts in groups and deepen comprehension through discussion.</li> <li>• Demonstrate active reading strategies e.g. challenging peers with questions, justifying opinions, responding to different viewpoints within a group.</li> <li>• Infer characters feelings, thoughts and motives from their actions, justify inferences with evidence e.g. Point + Evidence + Explanation.</li> <li>• Predict what might happen from information stated and implied.</li> </ul>	<ul style="list-style-type: none"> <li>• Manipulate sentences to create particular effects.</li> <li>• Use devices to build cohesion between paragraphs in narrative e.g. in the meantime, meanwhile, in due course, until then.</li> <li>• Identify the subject and object of a sentence.</li> <li>• Explore and investigate active and passive e.g. I broke the window in the greenhouse versus the window in the greenhouse was broken.</li> <li>• Select the appropriate structure, vocabulary and grammar.</li> <li>• Draw on similar writing models, reading and research.</li> <li>• Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.</li> <li>• 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!”</li> </ul>	<p>A detective story to entertain and intrigue children in another class</p>



## Northbrook Primary Academy English Curriculum Spring Term



			<ul style="list-style-type: none"><li>• Justify opinions and elaborate by referring to the text e.g. using the PEE prompt – Point +Evidence +Explanation.</li><li>• Recognise themes within and across texts e.g. hope, peace, fortune, survival.</li></ul>		
Spring 2	Explanations	Science or History Link	<ul style="list-style-type: none"><li>• Analysing the conventions of different types of writing.</li><li>• Identifying how language, structure and presentation contribute to meaning.</li><li>• Explore texts in groups and deepen comprehension through discussion.</li><li>• Explain the meaning of new vocabulary within the context of the text.</li><li>• Scan for key information e.g. Find three words or phrases which suggest that a theme park is exciting.</li><li>• Skim for gist.</li><li>• Use a combination of skimming, scanning and close reading across a text to locate specific detail.</li></ul>	<ul style="list-style-type: none"><li>• Manipulate sentences to create particular effects.</li><li>• Explore and investigate active and passive e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken.</li><li>• Use active and passive voice to achieve intended effects e.g. formal reports and explanations</li><li>• Use devices to build cohesion between paragraphs in 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.</li><li>• Identify and use colons to introduce a list.</li><li>• Select the appropriate structure, vocabulary and grammar.</li><li>• Use a wide range of devices to build cohesion within and across paragraphs.</li><li>• Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning.</li><li>• Proofread for grammatical, spelling and punctuation errors.</li></ul>	An explanation linked to the theme - science