



Northbrook Primary Academy English Curriculum Coverage Summer Term



Reception

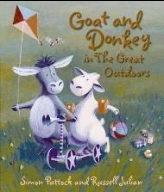
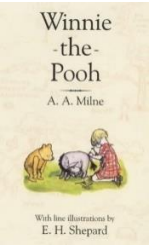
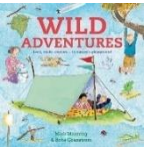
Term	Key Texts	Key Learning : Reading	Key Learning : Writing	Outcome
Summer 1		<ul style="list-style-type: none"> Reads and understands simple sentences. Read a wide range of CVC words. Predict from pictures to solve new words. Understand and discuss some key features of fictional texts. Discuss character traits and feelings. Relate events and stories to personal experiences and other texts read. 	<ul style="list-style-type: none"> Writes simple sentences which can be read by themselves and others. Writes some words which are spelt correctly and others are phonetically plausible. Orally compose, rehearse and write a simple sentence. Be aware of simple grammatical constructions and use them orally and in writing. Writes some familiar HFW correctly. Record initial and dominant sounds in more complex sounds. E.g the dog ran fast 	<p>Write instructions</p> <p>Write labels and captions</p>
Summer 2		<ul style="list-style-type: none"> Reads and understands simple sentences. Use phonic knowledge to decode words and read them accurately. Begin to self-monitor and check for meaning. Blend and read words containing adjacent words and constantans. Make plausible attempts at words using a broader range of visual information. Understand and discuss some key features of non- fiction texts. 	<ul style="list-style-type: none"> Writes words which are phonetically plausible. Writes some words which are spelt correctly and others are phonetically plausible. Apply correct letter formation for taught lessons using a pencil effectively. Writes for a range of purposes. Writes simple sentences which can be read by themselves and others. Begin to show awareness of how full stops are used. 	<p>Descriptive writing</p> <p>Narrative outcome</p> <p>Postcard</p> <p>Letter</p>



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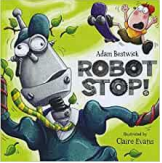
YEAR 1

YEAR 1					
Term	Genre	Text and author	Key Learning : Reading	Key Learning : Writing	Outcome
Summer 1	Stories with Familiar Settings	 	<ul style="list-style-type: none"> Relate texts to own experiences. Discuss the title and how it relates to the events in the whole story e.g. The Great Paper Caper by Oliver Jeffers Explain clearly their understanding of what is read to them. Identify and discuss the main events in stories. Identify and discuss the main characters in stories. Develop and demonstrate their understanding of characters through role play and drama, drawing on language from the text. Orally retell familiar stories in a range of contexts e.g. small world, role play, storytelling. Make basic inferences about what is being said and done. Read words containing –s, -es, -ing and –ed endings. Read words with contractions e.g. I’m, I’ll, we’ll and understand that the apostrophe represents the omitted letter. Split two and three syllable words into the separate syllables to support blending for reading. Take turns when participating in discussion. 	<ul style="list-style-type: none"> Reread every sentence to check it makes sense. Use the capital letter for the personal pronoun ‘I’. Use punctuation to demarcate simple sentences (capital letters and full stops). Add suffixes to verbs where no spelling change is needed to the root word, e.g. help – helping, camp – camping, think-thinking etc. Identify and use question marks and exclamation marks. Extend range of joining words to link words and clauses e.g. and, but, because Orally plan and rehearse ideas. Sequence ideas and events in narrative. Use familiar plots for structuring the opening, middle and end of their stories. Compose and sequence their own sentences to write short narratives. Use formulaic phrases to open and close texts. Discuss their writing with adults and peers. Read aloud their writing to adults and peers. 	A story innovated from the text.
Summer 1	Non-fiction Texts: Information Booklets		<ul style="list-style-type: none"> Introduce and discuss key vocabulary, linking meanings of new words to those already known. Recall specific information in non-fiction texts. Read aloud books closely matched to their developing phonic knowledge. Activate prior knowledge e.g. what do you know about camping/the park/our school grounds etc? Demonstrate understanding of texts by answering questions related to who, what, where, when and why. Explain clearly their understanding of what is read to them. Listen to what others say. Take turns during discussion. 	<ul style="list-style-type: none"> Write simple sentences that can be read by themselves and others. Use punctuation to demarcate simple sentences (capital letters and full stops) Re-read every sentence to check it makes sense. Extend range of joining words to link words and clauses e.g. and, but, or, because Identify and use question marks and exclamation marks. Write in different forms with simple text type features e.g. information texts Compose and sequence their own sentences to write short non-fiction texts. Discuss their writing with adults and peers. Read aloud their writing to adults and peers. 	An information booklet for a specific audience (children)



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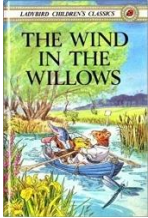
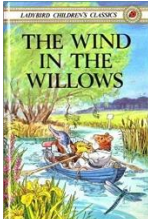
Term	Genre	Text and author	Key Learning : Reading	Key Learning : Writing	Outcome
Summer 2	Stories with fantasy settings	 <p>Little Robots on the CBeebies website https://www.bbc.co.uk/programmes/b007n2qs</p>	<ul style="list-style-type: none"> • Read words containing –s, -es, -ing, -ed, -er, -est endings. • Read more challenging texts using phonics and common exception word recognition. • Develop fluency, accuracy and confidence by re-reading books • 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. • Discuss the title and how it relates to the events in the whole story e.g. Peace at Last by Jill Murphy. • Identify and discuss the main events in stories. • Identify and discuss the main characters in stories. • Use patterns and repetition to support oral retelling, e.g. fairy stories, traditional tales and stories by well-known authors. • Orally retell familiar stories in a range of contexts. • Make predictions based on what has been read so far. • Make basic inferences about what is being said and done. 	<ul style="list-style-type: none"> • Orally compose every sentence before writing. • Say and hold in memory whilst writing, simple sentences which make sense. • Write simple sentences that can be read by themselves and others. • Separate words with spaces. • Use punctuation to demarcate simple sentences (capital letters and full stops). • Use capital letters for names of people, places and days of the week. • Identify and use question marks and exclamation marks. • Extend range of joining words to link words and clauses using but and or. • Re-read every sentence to check it makes sense. • Make singular nouns plural using 's' e.g. dog, dogs; (revision from previous unit) and '-es', e.g. wish, wishes. • Sequence ideas and events in narrative. • Use formulaic phrases to open and close texts. • Use familiar plots for structuring the opening, middle and end of their stories. • Read aloud their writing audibly to adults and peers. 	An innovated fantasy story featuring their own robot model as the central character.
Summer 2	Recounts		<ul style="list-style-type: none"> • Apply phonic knowledge and skills as the route to decode words. • Read common exception words, noting tricky parts. • Develop fluency, accuracy and confidence by re-reading books. • 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. • Recall specific information in fiction and non-fiction texts. • Relate texts to own experiences. • Activate prior knowledge. • Check that texts make sense while reading and self-correct. • Listen to what others say. • Take turns. 	<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. • Separate words with spaces. • Use punctuation to demarcate simple sentences (capital letters and full stops). • Use capital letter for the personal pronoun I. • 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 • Add the prefix 'un-' to verbs and adjectives to change the meaning e.g. untie, unkind. • Reread every sentence to check it makes sense. • Orally plan and rehearse ideas. • Sequence ideas and events in non-fiction. • Write in different forms with simple text type features. • Discuss their writing with adults and peers. 	A personal recount of making a model robot.



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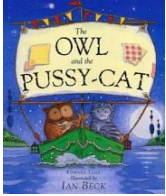
YEAR 2



YEAR 2					
Term	Genre	Text and author	Key Learning : Reading	Key Learning : Writing	Outcome
Summer 1	Animal adventure stories	The Wind in the Willows By: Kenneth Grahame 	<ul style="list-style-type: none"> Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes. Read accurately words of two or more syllables that contain alternative sounds for graphemes, e.g. shoulder, roundabout, grouping. Read longer and less familiar texts independently. Check that texts make sense while reading and self-correct. Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently including stories. Sequence and discuss the main events in stories. Introduce and discuss words within the context of a text, linking new meanings to known vocabulary. Use morphology to work out the meaning of unfamiliar words e.g. terror, terrorised. Make inferences about characters and events using evidence from the text e.g. what is a character thinking, saying and feeling? Explain and discuss their understanding, giving opinions and supporting with reasons e.g. Hansel was clever when he put stones in his pocket because Participate in discussion about what is read to them, taking turns and listening to what others say. 	<ul style="list-style-type: none"> Use the subordinating conjunction that in a sentence. Select, generate and effectively use adverbs. Use the suffix -ly to turn adjectives into adverbs e.g. slowly, gently, carefully. Use past tense for narratives, recounts and historical reports. 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. Develop a positive attitude to writing. Develop stamina for writing in order to write at length. Use specific text type features to write for a range of audiences and purposes e.g. entertain. Write about fictional events. Evaluate their writing with adults and peers. Proofread to check for errors in spelling, grammar and punctuation. Use subordination for time, e.g. when, while, as, before, after. 	Own animal adventure story.
Summer 1	Recount : Letters	The Wind in the Willows By: Kenneth Grahame 	<ul style="list-style-type: none"> Read accurately words of two or more syllables that contain alternative sounds for graphemes, e.g. shoulder, roundabout, grouping. Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently. Sequence and discuss the main events in stories and recounts. Read longer and less familiar texts independently. Check that texts make sense while reading and self-correct. Read a range of non-fiction texts which are structured in different ways, including recounts. Identify how specific information is organised within a non-fiction text. Introduce and discuss words within the context of a text, linking new meanings to known vocabulary. Use morphology to work out the meaning of unfamiliar words, e.g. terror, terrorised. Make inferences about characters and events using evidence from the text, e.g. what is a character thinking, saying and feeling? Explain and discuss their understanding, giving opinions and supporting with reasons e.g. Hansel was clever when he put stones in his pocket Consider other points of view. 	<ul style="list-style-type: none"> Use apostrophes for contracted forms e.g. don't, can't, wouldn't, you're, I'll. Use apostrophes for singular possession in nouns. Use past tense for narratives, recounts and historical reports. Select, generate and effectively use nouns. Add suffixes -ness and -er to create nouns, e.g. happiness, sadness, teacher, baker. 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. Develop a positive attitude to writing. Develop stamina for writing in order to write at length. Use specific text type features to write for a range of audiences and purposes. Write about real and fictional events. Evaluate their writing with adults and peers. Read loud their writing with intonation to make the meaning clear. Use apostrophes for contracted forms, e.g. don't, can't, wouldn't, you're, I'll. 	Letters written in role as one of the animals recounting a key event or sequence of events.



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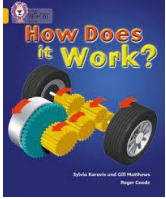
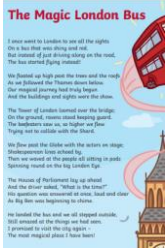
	Classic Poems	<p>The owl and the Pussycat By: Edward Lear</p> 	<ul style="list-style-type: none"> • Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes. • Read frequently encountered words quickly without overt sounding and blending. • Use tone and intonation when reading aloud. • Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including classic poetry. • Learn and recite a range of poems using appropriate intonation. • Recognise use of repetitive language within a text or poem. • Introduce and discuss words within the context of a text, linking new meanings to known vocabulary. • Make contributions in whole class and group discussion. • Demonstrate understanding of fiction and non-fiction texts by asking and answering who, what, where, when, why, how questions. 	<ul style="list-style-type: none"> • Use sentences with different forms: statement; question; command; exclamation. • Select, generate and effectively use adjectives. • Select, generate and effectively use verbs. • Create compound words using nouns, e.g. whiteboard and football. • Plan and discuss what to write about, e.g. story mapping, collecting new vocabulary, key words and ideas. • Develop a positive attitude to writing. • Write simple poems based on models. • Evaluate their writing with adults and peers. • Read aloud their writing with intonation to make the meaning clear. 	<p>Own verse/poem based on a classic poem that they have learnt by heart.</p>
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Term	Genre	Text and author	Key Learning : Reading	Key Learning : Writing	Outcome
Summer 2	Story as a theme	 Linked text ... 	<ul style="list-style-type: none"> • Read further common exception words, noting tricky parts. • Reread books to build up fluency and confidence in word reading. • Read longer and less familiar texts independently. • Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories. • Sequence and discuss the main events in stories. • Orally retell a wider range of stories, fairy tales and traditional tales. • Recognise the use of repetitive language within a text (e.g. run, run as fast as you can) and across texts (e.g. long, long ago in a land far away...). • Introduce and discuss words within the context of a text, linking new meanings to known vocabulary. • Use morphology to work out the meaning of unfamiliar words, e.g. terror, terrorised. • Make predictions based on what has been read so far. • Make inferences about characters and events using evidence from the text, e.g. what is a character thinking, saying and feeling? • Explain and discuss their understanding, giving opinions and supporting with reasons e.g. Hansel was clever when he put stones in his pocket because... 	<ul style="list-style-type: none"> • Use apostrophes for contracted forms, e.g. don't, can't, wouldn't, you're, I'll. • Use apostrophes for singular possession in nouns, e.g. the girl's name. • Select, generate and effectively use nouns. • Add suffixes -ness and -er to create nouns, e.g. happiness, sadness, teacher, baker. • Use subordination for time using when, before and after. • Use subordination for reason using because and if. • Use past tense for narratives, recounts and historical reports. • Plan and discuss what to write about, e.g. story mapping, collecting new vocabulary, key words and ideas. • Develop a positive attitude to writing. • Develop stamina for writing in order to write at length. • Use specific text type features to write for a range of audiences and purposes, e.g. to entertain. • Write about real and fictional events. • Edit and improve own writing in relation to audience and purpose. • Evaluate their writing with adults and peers. 	<p>A written narrative based on book with a London setting.</p>
Summer 2	Explanations	<p>How does it work? Sylvia Karavis and Gill Matthews</p>	<ul style="list-style-type: none"> • Read words containing common suffixes e.g. -ness, -ment, -ful, -less -ly, -ing, -ed, -er, -est, -y. • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. • Reread books to build up fluency and confidence in word reading. • Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently including non-fiction. 	<ul style="list-style-type: none"> • Say, write and punctuate simple and compound sentences using the joining words and, but, so and or. • Use subordination for reason using because and if e.g. I put my coat on because it was raining. Because it was raining, I put on my coat. 	<p>An explanation text linked to how the London Underground Works</p>



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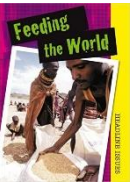
			<ul style="list-style-type: none"> • Read a range of non-fiction texts which are structured in different ways, including explanations. • Identify how specific information is organised within a non-fiction text e.g. sub-headings, bullet points, glossary, diagrams. • Introduce and discuss words within the context of a text, linking new meanings to known vocabulary. • Check that texts make sense while reading and self-correct. • Demonstrate understanding of fiction and non-fiction texts by asking and answering who, what, where, when, why, how questions. 	<ul style="list-style-type: none"> • 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 the subordinating conjunction that in a sentence, e.g. I hope that it doesn't rain on sports day. • Plan and discuss what to write about e.g. collecting new vocabulary, key words and ideas. • Develop a positive attitude to writing. • Develop stamina for writing in order to write at length. • Use specific text type features to write for a range of audiences and purposes e.g. to explain. • Edit and improve own writing in relation to audience and purpose. • Proofread to check for errors in spelling, grammar and punctuation. 	
Summer 2	Poems on a theme	<p>The Magic London Bus</p> 	<ul style="list-style-type: none"> • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. • Reread books to build up fluency and confidence in word reading. • Listen, 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. • Read words containing common suffixes e.g. -ness, -ment, -ful, -less -ly, -ing, -ed, -er, -est, -y. • Use tone and intonation when reading aloud. • Learn and recite a range of poems using appropriate intonation. • Identify, discuss and collect favourite words and phrases. • Recognise the use of repetitive language within a poem. • Make personal reading choices and explain reasons for choices. • Make contributions in whole class and group discussion. • Listen and respond to contributions from others. • Demonstrate understanding of fiction and non-fiction texts by asking and answering who, what, where, when, why, how questions. 	<ul style="list-style-type: none"> • Use commas to separate items in a list. • Select, generate and effectively use adjectives. • Add suffixes -ful or -less to create adjectives, e.g. playful, careful, careless, hopeless. • Use suffixes -er and -est to create adjectives, e.g. faster, fastest, smaller, smallest. • Plan and discuss what to write about, e.g. collecting new vocabulary, key words and ideas. • Develop a positive attitude to writing. • Use specific text type features to write for a range of audiences and purposes. • Write simple poems based on models. • Evaluate their writing with adults and peers. • Read aloud their writing with intonation to make the meaning clear. 	A poem about London based on the model explored.



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YEAR 3

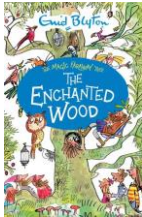
YEAR 3					
Term	Genre	Text and author	Key Learning : Reading	Key Learning : Writing	Outcome
Summer 1	Story as a theme (SPRING UNIT CHECK GRAMMAR)	Stig of the Dump By: Clive King 	<ul style="list-style-type: none"> Regularly listen to whole novels read aloud. Explain the meaning of unfamiliar words by 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 she... Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text. Use point and evidence to structure and justify responses. Sequence and discuss the main events in stories. <p style="text-align: center;">Make and respond to contributions in a variety of group situations e.g. whole class, pairs</p>	<ul style="list-style-type: none"> Identify, select, generate and effectively use prepositions for where e.g. above, below, beneath, within, outside, beyond. Explore, identify and create complex sentences using a range of conjunctions e.g. when, before, after, until. Identify clauses in sentences. Use the comma to separate clauses in complex sentences where the subordinate clause appears first, e.g. After Barney arrived at the dump, he looked around for Stig. Read and analyse narrative in order to plan and write their own versions. Create and develop plots based on a model. Create and develop settings for narrative. Group related material into paragraphs. <p style="text-align: center;">Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.</p>	Write a narrative based on a plot
	Discussion	 Who's in Charge? by Andrew Marr	<ul style="list-style-type: none"> Read discussion texts. Read books and texts for a range of purposes e.g. research Explain the meaning of unfamiliar words by using the context. Discuss their understanding of the text. Use point and evidence to structure and justify responses. Identify a key idea in a paragraph. Analyse and evaluate texts looking at language, structure and presentation e.g. discussion texts. Evaluate how specific information is organised within a discussion text. Develop and agree on rules for effective discussion. Take turns and listen to what others say. 	<ul style="list-style-type: none"> Identify clauses in sentences. Explore, identify and create complex sentences using a range of conjunctions e.g. because, if, although. Use the comma to separate clauses in complex sentences where the subordinate clause appears first. Read and analyse discussion texts in order to plan and write their own versions. Identify and discuss the purpose, audience, structure, vocabulary and grammar of discussion texts for writing. Discuss and record ideas for planning e.g. boxing up Generate and select from vocabulary banks e.g. technical language, appropriate to discussion texts. Group related material into paragraphs. 	Write and present discussion text based on a plan.



Northbrook Primary Academy English Curriculum Coverage Summer Term




Term	Genre	Text and author	Key Learning : Reading	Key Learning : Writing	Outcome
Summer 1	Non-Chronological Report	Linked to History wider curriculum about 'My Preston'	<ul style="list-style-type: none"> • Use suffixes to understand meanings e.g. -ly,-ous. • Listen to and discuss non-fiction. • Read books and texts for a range of purposes e.g. enjoyment, research, skills development, reference. • Analyse and evaluate texts looking at language, structure and presentation. • Discuss their understanding of the text. • Explain the meaning of unfamiliar words by using the context. • Raise questions during the reading process to deepen understanding. • Record information from a range of non-fiction texts. • Prepare for research by identifying what is already known about the subject and key questions to structure the task. • 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. • Quickly appraise a text to evaluate usefulness. • Navigate texts in print and on screen. • Develop and agree on rules for effective discussion. • Make and respond to contributions in a variety of group situations e.g. whole class, pairs, guided groups. 	<ul style="list-style-type: none"> • Explore and identify main and subordinate clauses in complex sentences. • Explore, identify and create complex sentences using a range of conjunctions e.g. since, until, before, after, although, as. • Read and analyse non-fiction in order to plan and write 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 a text type • Generate and select from vocabulary banks e.g. technical language appropriate to text type. • 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 and others' writing. • Discuss and propose changes with partners and in small groups. • Improve writing in the light of evaluation. 	Information book or poster about Preston

Term	Genre	Text and author	Key Learning : Reading	Key Learning : Writing	Outcome
Summer 2	Adventure Story	The enchanted wood By: Enid Blyton 	<ul style="list-style-type: none"> • Listen to and discuss a range of fiction and poetry. • Regularly listen to whole novels read aloud by the teacher. • Explain the meaning of unfamiliar words by using the context. • Use dictionaries to check meanings of words they have read. • Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination. • Discuss their understanding of the text. • Make predictions based on details stated. • Raise questions during the reading process to deepen understanding e.g. I wonder why the character... • Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text. • Sequence and discuss the main events in stories. • Orally retell a range of stories, including less familiar fairy stories, fables and folk tales e.g. Grimm's Fairy Tales. 	<ul style="list-style-type: none"> • Explore and identify main and subordinate clauses in complex sentences. • Use inverted commas to punctuate direct speech (speech marks). • Improvise, create and write dialogue. • Read and analyse narrative in order to plan and write their own versions. • Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative. • Discuss and record ideas for planning using a range of formats, e.g. chunking a plot. • Create and develop settings for narratives. • Create and develop characters for narrative. • Create and develop plots based on a model. • Generate and select from vocabulary banks e.g. noun phrases, powerful verbs, synonyms for said appropriate to text type. • Group related material into paragraphs. 	Write a narrative based on a plan



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			<ul style="list-style-type: none"> Identify and discuss themes e.g. good over evil; weak and strong; wise and foolish; mean and generous; rich and poor. 		
	Classic Poetry	Spider and the Fly 	<ul style="list-style-type: none"> Listen to and discuss a range of poetry e.g. classic poetry. Recognise some different forms of poetry e.g. narrative, calligrams, shape poems. Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination. Use knowledge of root words to understand meanings of words. Explain the meaning of unfamiliar words by using the context. Discuss their understanding of the text. Prepare poems to read aloud, showing understanding through intonation, tone, volume and action. Use intonation, tone and volume when reading aloud. Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text. Develop and agree on rules for effective discussion. 	<ul style="list-style-type: none"> Use further suffixes _ly, _ous, and understand how to add them. Read and analyse 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. Generate and select from vocabulary banks e.g. noun phrases, powerful verbs, technical language, synonyms for said appropriate to text type. Proofread to check for errors in spelling, grammar and punctuation in own and others' writing. Use appropriate intonation, tone and volume to present their writing to a group or class. 	Create poem with rhyming structure
Summer 2	Explanations linked to Science topic		<ul style="list-style-type: none"> Use knowledge of root words to understand meanings of words. Listen to and discuss a range of non-fiction e.g. explanations. Read a range of non-fiction texts, e.g. explanations. Read books and texts for a range of purposes e.g. enjoyment, research, skills development, reference. Navigate texts in print and on screen. Justify responses to the text using the PE prompt (Point + Evidence). Analyse and evaluate texts 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 non-fiction text e.g. text boxes, contents, bullet points, glossary, diagrams. 	<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. Identify, select, generate and effectively use prepositions for where e.g. above, below, beneath, within, outside, beyond. Use perfect form of verbs using have and has to indicate a completed action e.g. He has gone out to play (present perfect) instead of he went out to play (simple past). 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 using a range of formats, e.g. boxing up. Generate and select from vocabulary banks e.g. noun phrases, powerful verbs, technical language appropriate to text type. Group related material into paragraphs. Proofread to check for errors in spelling, grammar and punctuation in own and others' writing. 	Explanation text presented as a poster.



Northbrook Primary Academy English Curriculum Coverage Summer Term



YEAR 4



YEAR 4					
Term	Genre	Text and author	Key Learning : Reading	Key Learning : Writing	Outcome
Summer 1	Stories with Issues and Dilemmas Spring Unit Check Grammar		<ul style="list-style-type: none"> Listen to, read and discuss a range of fiction and poetry in different forms e.g. film clips, storytelling, poetry reading. Regularly listen to whole novels read aloud by the teacher. Explain 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. Use dictionaries to check meanings of words in the texts. Make predictions based on information stated and implied. 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. Identify main ideas drawn from more than one paragraph & summarising these e.g. character is evil because 1/2/3 reasons. Make and respond to contributions in a variety of group situations e.g. whole class, independent reading groups, book circles. Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning. 	<ul style="list-style-type: none"> Create complex sentences with adverb starters e.g. 'Silently trudging through the snow, Sam made his way up the mountain.' Use inverted commas and other punctuation to indicate direct speech e.g. 'The tour guide announced, "Be back here at four o' clock."' Read and analyse narrative in order to plan and write their own versions. Discuss and record ideas for planning e.g. story mountain. Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense. Plan and write an opening paragraph which combines the introduction of a setting and character/s Use paragraphs to organise writing in fiction texts. 	To write a story with an issue
Summer 1	Information Booklets	Link to Mountain topics	<ul style="list-style-type: none"> Use prefixes to understand meanings e.g. sub-, inter-, super-, anti-, auto-. Read books and texts, which are structured in different ways, for a range of purposes and respond in a variety of ways. Listen to and discuss a range of fiction, poetry, plays and non-fiction, e.g. non-chronological reports, explanations. Use punctuation to determine intonation and expression when reading aloud to a range of audiences. Explain the meaning of key vocabulary within the context of the text. 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. 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. Analyse and evaluate how specific information is organised within a non-fiction text e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams 	<ul style="list-style-type: none"> Use commas to mark clauses in complex sentences. Identify, select and use determiners e.g. quantifiers such as: some, any, no, many, much, every, and demonstratives such as: this/that; these/those. Read and analyse non-fiction in order to plan 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. Generate and select from vocabulary banks e.g. technical language, adverbial phrases, persuasive phrases, alliteration appropriate to text type. Proofread to check for errors in spelling, grammar and punctuation. Use commas to mark clauses in complex sentences. Identify, select and use determiners e.g. quantifiers such as: some, any, no, many, much, every, and demonstratives such as: this/that; these/those. 	Create an information booklet /welcome brochure for a mountain /mountain resort.



Northbrook Primary Academy English Curriculum Coverage Summer Term



			<ul style="list-style-type: none"> • Prepare for research by identifying what is already known about the subject and key questions to structure the task. • Explain how paragraphs are used to order or build-up ideas, and how they are linked. 	<ul style="list-style-type: none"> • Read and analyse non-fiction in order to plan 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. • Generate and select from vocabulary banks e.g. technical language, adverbial phrases, persuasive phrases, alliteration appropriate to text type. • 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
Summer 2	Debate	Various examples of Debate bbc bitesize Fox hunting /Environmental theme  	<ul style="list-style-type: none"> • Use knowledge of root words to understand meanings of words. • Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms e.g. advertisements, formal speeches, leaflets, magazines, electronic texts. • Explain the meaning of key vocabulary within the context of the text. • Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say. • Develop, agree on and evaluate rules for effective discussion. • Navigate texts to locate and retrieve information in print and on screen. • Identify main ideas drawn from more than one paragraph and summarising these e.g. character is evil because...1/2/3 reasons; 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. • Explain how paragraphs are used to order or build up ideas, and how they are linked. • Analyse and evaluate how specific information is organised within a non-fiction text e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams. 	<ul style="list-style-type: none"> • Use commas to mark clauses in complex sentences. • Explore, identify and use Standard English verb inflections for writing e.g. We were instead of we was; I was instead of I were; I did instead of I done; She saw it instead of she seen it. • Read and analyse non-fiction in order to plan and write their own. • Identify and discuss the purpose, audience, language and structures of non-fiction and for writing. • Discuss and record ideas for planning e.g. story mountain, story map, text map, non-fiction bridge, story board, boxing-up text types to create a plan. • Organise paragraphs in non-fiction. • Link ideas within paragraphs. • Generate and select from vocabulary banks e.g. powerful adverbs, adverbial phrases, technical language, persuasive phrases, alliteration appropriate to text type. • Proofread to check for errors in spelling, grammar and punctuation in own and others' writing. • Discuss and propose changes with partners and in small groups. • Use appropriate intonation, tone and volume to present their writing to a range of audiences. 	Written and verbal debate: For or against Fox Hunting - other environmental issue



Northbrook Primary Academy English Curriculum Coverage Summer Term



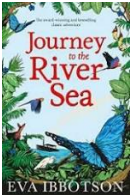
	Narrative /folk tales		<ul style="list-style-type: none"> • Use prefixes to understand meanings e.g. sub-, inter-, anti-, auto-. • Listen to, read and discussing a range of fiction in different forms. • Explain the meaning of key vocabulary within the context of the text. • Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. metaphors, similes. • Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images. • Make predictions based on information stated and implied. • Identify main ideas drawn from more than one paragraph and summarising these e.g. character is evil because...1/2/3 reasons. Orally retell a range of stories, including less familiar fairy stories, myths and legends. • Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point: evidence. • Identify, analyse and discuss themes e.g. safe and dangerous, just and unjust, origins of the earth, its people and animals. • Analyse and compare a range of plot structures. • Analyse and evaluate texts looking at language, structure and presentation 	<ul style="list-style-type: none"> • Create complex sentences with adverb starters e.g. Silently trudging through the snow, Sam made his way up the mountain. • Use apostrophes for singular and plural possession e.g. the dog's bone and the dogs' bones. • Use inverted commas and other punctuation to indicate direct speech e.g. The tour guide announced, "Be back here at four o' clock." • 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. • Read and analyse narrative in order to plan and write their own. • Identify and discuss the purpose, audience, language and structures of narrative for writing. • Discuss and record ideas for planning. • Develop settings and characterisation using vocabulary to create emphasis and humour. • Plan and write an opening paragraph which combines the introduction of a setting and character(s). • Link ideas within paragraphs e.g. fronted adverbials for when and where. • Proofread to check for errors in spelling, grammar and punctuation in own and others' writing. 	A narrative based on the studies text.
Summer 2	Persuasive Advert Link to Environmental change -Science	Stroodle advertisement	<ul style="list-style-type: none"> • Use suffixes to understand meanings, e.g. -tion, -sion. • Listen to, read and discuss a range of persuasion in different forms e.g. advertisements, leaflets in print and on screen. • Justify responses to the text using the PE prompt (Point and Evidence). • Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning. • Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination. • Analyse and evaluate how specific information is organised within a persuasive text. • Navigate texts e.g. using contents and index pages, in order to locate and retrieve information in print and on screen. • 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"> • Identify, select and effectively use pronouns. • Explore, identify, collect and use noun phrases e.g. the crumbly cookie with tasty marshmallow pieces. • Read and analyse persuasive texts in order to plan and write their own versions. • Identify and discuss the purpose, audience, structure, vocabulary and grammar of non-fiction – persuasive texts. • Discuss and record ideas for planning e.g. boxing-up text types to create a plan. • Generate and select from vocabulary banks e.g. persuasive phrases, alliteration appropriate to persuasion. • Discuss and propose changes to own and others' writing with partners/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 and present a persuasive advert and leaflet



Northbrook Primary Academy English Curriculum Coverage Summer Term



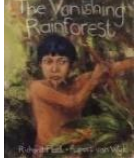
YEAR 5

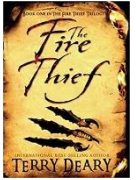
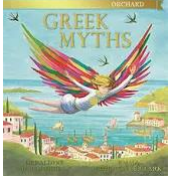
Term	Genre	Text and author	Key Learning : Reading	Key Learning : Writing	Outcome
Summer 1	Poems with a Structure: Haiku Check grammar this is a spring term unit.	Haiku poems on the Word Wizard website http://www.mywordwizard.com/haiku-poems.html	<ul style="list-style-type: none"> Listen to and discuss a range of poetry which they might not choose to read themselves. Analyse the conventions of different types of writing. Read texts that are structured in different ways for a range of purposes. Learn a wider range of poems by heart. Prepare poems to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience. Explain the meaning of words within the context of the text. 	<ul style="list-style-type: none"> 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. 	A new Haiku poem
	Stories from other cultures		<ul style="list-style-type: none"> Explore meaning of words in context. Use suffixes to understand meanings e.g., -ible, -able, -ibly, -ably. Demonstrate active reading strategies e.g. generating questions to refine thinking, noting thoughts in a reading journal. Express preferences about a wider range of books including modern fiction and traditional stories. Infer characters feelings, thoughts and motives from their actions and justify inferences with evidence. Make comparisons within a text e.g. characters' viewpoints of same events. Explain the effect on the reader of the authors' choice of language. Explore themes within and across texts e.g. other cultures, nature. Identify how language, structure and presentation contribute to meaning e.g. how letters and stories can persuade. 	<ul style="list-style-type: none"> Identify and use dashes to indicate parenthesis e.g. in less formal writing: The cake was lovely - delicious in fact- so I had another slice. Use suffixes -ate, -ise, -ify to convert nouns and adjectives into verbs. Blend action, dialogue and description within and across paragraphs. Create and punctuate complex sentences using -ed openers. Create and punctuate complex sentences using -ing openers Plan their writing by noting and developing ideas. Draw on reading and research. Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. Ensure consistent and correct use of tense throughout a piece of writing. Ensure consistent subject and verb agreement. Use different sentence structures with increasing control in fiction. 	A story set in another country, such as a rainforest setting.
	Debate		<ul style="list-style-type: none"> Use suffixes to understand meanings e.g. -ant, -ance, -ancy, -ent, -ence, -ency 	<ul style="list-style-type: none"> Explore, collect and use modal verbs to indicate degrees of possibility e.g. might, could, shall, will, must. Create complex sentences by using relative clauses with relative pronouns when and that. 	<ul style="list-style-type: none"> A persuasive speech. <p>A debate.</p>



Northbrook Primary Academy English Curriculum Coverage Summer Term



		 <p>Hymn to the Rainforest - short film on YouTube https://www.youtube.com/watch?v=MSdNIHo_Zms</p>	<ul style="list-style-type: none"> • Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes. • Justify opinions and elaborate by referring to the text (Point + Evidence + Explanation). • Explain the effect on the reader of the authors' choice of language. • Participate in debates on an issue related to reading. • Prepare formal presentations individually or in groups. • Use notes to support presentation of information. • Respond to questions generated by a presentation. • Provide reasoned justifications for their views. 	<ul style="list-style-type: none"> • Explore, collect and use adverbs to indicate degrees of possibility e.g. surely, perhaps, maybe, definitely, alternatively, certainly, probably. • Identify the audience and purpose. • Select the appropriate language and structures. • Use similar writing models. • Use devices to build cohesion, e.g. firstly, furthermore, as a consequence. • Select appropriate structure, grammar and vocabulary. 	
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Term	Genre	Text and author	Key Learning : Reading	Key Learning : Writing	Outcome
Summer 2	Myths	 	<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. • Express preferences about a wider range of books including modern fiction, traditional stories, myths and legends. • Use punctuation to determine intonation and expression when reading aloud to a range of audiences. • Participate in discussions about texts that are read to them and those they can read for themselves, building on their own and others ideas and challenging views courteously. • Through close reading of the text, re-read and read ahead to locate clues to support understanding. • Make comparisons within a text e.g. characters' viewpoints of same events. • 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. • Explore themes within and across texts e.g. loss, heroism, friendship. • Analyse the conventions of different types of writing. 	<ul style="list-style-type: none"> • Create and punctuate complex sentences using simile starters, e.g. Like a fish out of water, she conversed awkwardly with the other guests. • Blend action, dialogue and description within and across paragraphs. • Link ideas across paragraphs using adverbials for time, place and numbers e.g. later, nearby, secondly. • Use devices to build cohesion within a paragraph e.g. firstly, then, presently, this, subsequently. • Identify the audience and purpose. • Select the appropriate language and structures. • Use similar writing models. • Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. 	A myth.
	Reports	https://olympics.com/en/	<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. • Use punctuation to determine intonation and expression when reading aloud to a range of audiences. • Read books and texts that are structured in different ways for a range of purposes. 	<ul style="list-style-type: none"> • Create complex sentences where the relative pronoun is omitted e.g. Tina, standing at the bus stop, pondered the day ahead. • Create and punctuate complex sentences using -ed opening clauses e.g. Exhausted from the race, Sam collapsed in a heap. 	A non-chronological report about an aspect of the Olympics



Northbrook Primary Academy English Curriculum Coverage Summer Term




			<ul style="list-style-type: none"> • Check that the book makes sense to them and demonstrate understanding e.g. through discussion, use of reading journals. • Distinguish between statements of fact or opinion within a text. • Through close reading of the text, reread and read ahead to locate clues to support understanding. • 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. 	<ul style="list-style-type: none"> • Create and punctuate complex sentences using -ing opening clauses, e.g. Grinning with anticipation, Paul launched himself from the diving board. • Select the appropriate language and structures. • Use similar writing models. • Note and develop ideas. • Draw on reading and research. • Use organisation and presentational devices e.g. underlining, bullet points, headings. • Proofread for spelling and punctuation errors. • Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. 	
	Poems with figurative language		<ul style="list-style-type: none"> • Participate in discussions about poems that are read to them and those they can read for themselves, building on their own and others ideas and challenging views courteously. • 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. • Prepare poems to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience. 	<ul style="list-style-type: none"> • 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. • Perform own compositions for different audiences: <ul style="list-style-type: none"> - Using appropriate intonation and volume. - Adding movement. • - Ensuring meaning is clear. 	Poem based on a model.



Northbrook Primary Academy English Curriculum Coverage Summer Term



YEAR 6

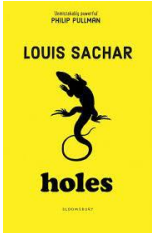
YEAR 6					
Term	Genre	Text and author	Key Learning : Reading	Key Learning : Writing	Outcome
Summer 1	Older literature Spring unit		<ul style="list-style-type: none"> • Explain the meaning of new vocabulary within the context of the text. • Explain the effect on the reader of the author’s choice of language and reasons why the author may have selected these words, phrases and techniques. • Demonstrate active reading strategies e.g. challenging peers with questions, justifying opinions, responding to different viewpoints within a group • Explore texts in groups and deepen comprehension through discussion • Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text. • Prepare poems and play scripts to read aloud and perform using dramatic effect • Infer characters’ feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. Point+Evidence+Explanation. • Make comparisons within and across texts • Compare characters within and across texts. • Compare texts written in different periods. • Recognise themes within and across texts e.g. hope, peace, fortune, survival. • Analyse the conventions of different types of writing e.g. use of dialogue to indicate geographical and/or historical settings for a story. • Identify how language, structure and presentation contribute to meaning e.g. persuasive leaflet, balanced argument 	<ul style="list-style-type: none"> • Manipulate sentences to create particular effects. • Investigate and collect a range of synonyms and antonyms e.g. mischievous, wicked, evil, impish, spiteful, well-behaved • Draw on similar writing models, reading and research. • Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact. • Introduce and develop characters through blending action, dialogue and description within sentences and paragraphs. • Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. rhetorical questions, direct address to the reader. • Finding examples of where authors have broken conventions to achieve specific effects and using similar techniques in own writing. 	Letter / Diary News Report (Seesaw)
Summer 1	Discussion and debate	<p>Wild Animals in Captivity – RSPCA</p> <p>Animal Actors – PETA</p> <p>Plastic in the Ocean texts</p>	<ul style="list-style-type: none"> • Use suffixes to understand meanings e.g. -cious, -tious, -tial, -cial. • 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 or opinion across a range of texts e.g. first-hand account of an event compared with a reported. • Analyse the conventions of different types of writing e.g. persuasive language. • 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 a wide range of devices to build cohesion within and across paragraphs. • Select appropriate register for formal and informal purposes, e.g. a speech for a debate (formal), dialogue within narrative (formal or informal), text message to a friend (informal). • Investigate and collect a range of synonyms and antonyms e.g. mischievous, wicked, evil, impish, spiteful, well-behaved. • Combine text-types to create hybrid texts e.g. persuasive speech. • Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. rhetorical questions, direct address to the reader. 	A discursive essay.



Northbrook Primary Academy English Curriculum Coverage Summer Term



			<ul style="list-style-type: none"> • Explain and discuss their understanding of what they have read, including through formal presentations and debates. • Prepare formal presentations individually or in groups. • Use notes to support presentation of information. • Respond to questions generated by a presentation. • Participate in debates on issues related to reading (non-fiction). 	<ul style="list-style-type: none"> • Use active and passive voice to achieve intended effects. • Performing • Use appropriate and effective intonation and volume. • Add gesture and movement to enhance meaning. • Encourage and take account of audience engagement. 	
	Classic narrative poetry	The Lion and Albert By: Marriott Edgar	<ul style="list-style-type: none"> • Use etymology to help the pronunciation of new words e.g. chef, chalet, machine, brochure – French in origin. • Explore, recognise and use the terms personification, analogy, style and effect. • Analyse the conventions of different types of writing e.g. use of dialogue to indicate geographical and/or historical settings for a story. • Listen to, read and discuss an increasingly wide range of poetry. 	<ul style="list-style-type: none"> • Explore and collect vocabulary typical of formal and informal speech and writing e.g. find out – discover, ask for - request, go in – request. • 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. • Identify audience and purpose. • Choose appropriate text-form and type for all writing. • 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, subheadings, 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. 	Write a news report on the incident (Create voiceover presentation)

Term	Genre	Text and author	Key Learning : Reading	Key Learning : Writing	Outcome
Summer 2	Novel as a theme		<ul style="list-style-type: none"> • Regularly listen to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves. • Listen to, read and discuss an increasingly wide range of fiction • Independently read longer texts with sustained stamina and interest. • Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text. • Predict what might happen from information stated and implied. 	<ul style="list-style-type: none"> • Explore how hyphens can be used to avoid ambiguity e.g. man eating shark versus man-eating shark. • 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 • Use a range of planning approaches e.g. storyboard, story mountain, discussion group, post-it notes, ICT story planning. • Identify and use semi-colons within lists. • Identify audience and purpose • Draw on similar writing models, reading and research. 	<p>A range of writing outcomes linked to the novel, e.g. diary, letter, internal monologue, summary, prediction.</p> <p>Character description(s) written in the style of the author.</p> <p>A chapter for a novel.</p>



Northbrook Primary Academy English Curriculum Coverage Summer Term



			<ul style="list-style-type: none"> • Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. Point+Evidence+Explanation. • Recognise themes within and across texts e.g. hope, peace, fortune, survival. • Participate in discussions about books building on their own and others' ideas, and challenging views courteously • 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"> • 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!" • Compare how authors develop characters. • 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. 	
	Poems on a theme with imagery	<p>The Sea By: James Reeves</p> <p>Sea Fever By: John Masefield.</p>	<ul style="list-style-type: none"> • Listen to, read and discuss an increasingly wide range of poetry. • Explain the meaning of new vocabulary within the context of the text. • Explore, recognise and use the terms personification, analogy, style and effect. • Explore texts in groups and deepen comprehension through discussion. • Use a reading journal to record ongoing reflections and responses to personal reading. • 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. • Prepare poems to read aloud and perform using dramatic effects. • Recognise themes within and across texts e.g. hope, peace, fortune, survival. • Make comparisons within and across texts. 	<ul style="list-style-type: none"> • Draw on similar writing models, reading and research. • Select the appropriate structure, vocabulary and grammar. • Select the appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact. • Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning. • Use appropriate and effective intonation and volume. • Add gesture and movement to enhance meaning. • Encourage and take account of audience engagement. 	Write and present a poem to rest of school (Leavers)