**9**

Romeo and Juliet

Poetry from other cultures

REFUGEE BOY
BENJAMIN ZEPHANIAH

michael morpurgo
private peaceful
WINNER OF THE Blue Peter Book Award
Innocence and love, courage and cowardice.
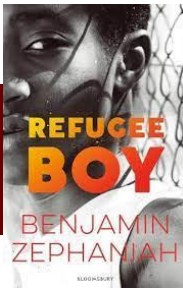
In the Trenches

Propaganda and war poetry

**8**

**7**

Suspense What's Behind the Door?

Who was Shakespeare?

Film Review Macbeth
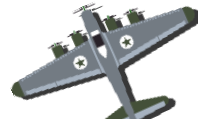
'Unbelievably powerful'
PHILIP PULLMAN
LOUIS SACHAR
holes
BLOOMSBURY
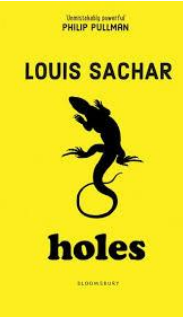
Debate Competition

Gothic Monsters

Anthony Horowitz
GRANNY
"Wickedly funny."
Daily Telegraph
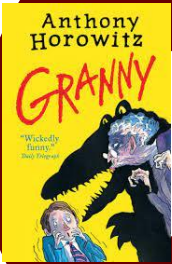
Formal and informal letters

Police Report

THE IRON MAN
Ted Hughes
Illustrated by Chris Mould

Short Story The Blitz

Coraline

Autobiography

Explanation Where does our water come from?

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**5**

Letter to your first school

LOUIS SACHAR
There's a Boy in the Girls' Bathroom
From the author of the bestseller HOLES

Persuasive Speech to The Natural History Museum

The moving story of an extraordinary friendship
CLOUD BUSTING
MALORIE BLACKMAN

Short Story A Space Adventure

Instructions What makes a good teacher?

Performance Poetry Competition

Michael Morpurgo
Kensuke's Kingdom
WINNER The Children's Book Award 2000
'A dazzling adventure'
The Times

# Writing - Y5
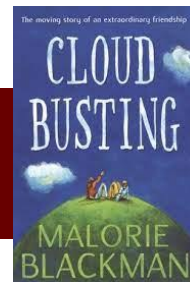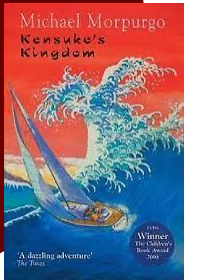
| Scheme of Learning | Letter to your first school | Persuasive Speech to The Natural History Museum | Short Story A Space Adventure |
|---|---|---|---|
| **Knowledge** | • To use first person and direct address.<br>• To use informal features: letter format, contractions and salutation.<br>• To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling . | • To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.<br>• Use first person, direct address, modal verbs and rhetoric questions for persuasion.<br>• Use passive and subjunctive voice for authority and formality. | • To consider, when planning narratives, how to develop characters and settings.<br>• Use different cohesive devices to connect clauses in a sentence.<br>• Use correctly punctuated direct speech to convey character. |
| **Sequencing Statements/ Cross Curricular Learning** | • To use a neat, joined handwriting style with increasing accuracy and speed. (Year 3)<br>• To consistently organise their writing into paragraphs. (Year 4)<br>• To proofread consistently and amend their own and others' writing, correcting errors (Year 4) | **Science – scientific vocabulary and diagrams**<br><br>• To begin to use ideas from their own reading and modelled examples to plan their writing. (Year 3)<br>• To proofread consistently and amend their own and others' writing, correcting errors (Year 4) | **Science – scientific vocabulary and diagrams**<br><br>• To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (Year 3)<br>• To proofread consistently and amend their own and others' writing, correcting errors (Year 4). |
| **Enrichment Opportunities and British Values** | | DEMOCRACY | |

# Reading – Y5

| Scheme of Learning |  |  |  |
|---|---|---|---|
| **Knowledge** | • Vocabulary<br>• Inference<br>• Prediction<br>• Explain<br>• Retrieve | • Vocabulary<br>• Inference<br>• Prediction<br>• Explain<br>• Retrieve | • Vocabulary<br>• Inference<br>• Prediction<br>• Explain<br>• Retrieve |
| **Sequencing Statements/ Cross Curricular Learning** | **PSHE - friendship**<br><br>• To refer to authorial style, overall themes (e.g. triumph of right versus wrong) and features (Year 3) | **PSHE - friendship**<br><br>• To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. (Year 3)<br>• To recognise and discuss some different forms of poetry (Year 4) | **Geography – maps and countries**<br><br>• To use dictionaries to check the meaning of words that they have read. (Year 4) |
| **Enrichment Opportunities and British Values** | MUTUAL RESPECT  THE RULE OF LAW | MUTUAL RESPECT  INDIVIDUAL LIBERTY  TOLERANCE OF THOSE WITH DIFFERENT FAITHS AND BELIEFS | TOLERANCE OF THOSE WITH DIFFERENT FAITHS AND BELIEFS |

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| Scheme of Learning | Instructions What makes a good teacher? | | Explanation Where does our water come from? | | Autobiography |
|---|---|---|---|---|---|
| **Knowledge** | • To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.<br>• To use further organisational and presentational devices: bullet points, numbered stages, chronological order, time adverbials.<br>• To use informal and formal language in different sections. | | • To note down and develop initial ideas, drawing on reading and research where necessary.<br>• To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).<br>• To habitually proofread for spelling and punctuation errors. | | • To consider, when planning narratives, how to develop characters and settings.<br>• To use first person pronouns consistently<br>• To use past tense consistently.<br>• To habitually proofread for spelling and punctuation errors. |
| **Sequencing Statements/ Cross Curricular Learning** | **DT – Recipe format (Food)**<br><br>• To begin to use ideas from their own reading and modelled examples to plan their writing. (Year 3)<br>• To proofread consistently and amend their own and others' writing, correcting errors (Year 4) | | **Geography – the water cycle**<br><br>• To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. (Year 5)<br>• To consistently link ideas across paragraphs. (Year 5) | | • To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader. (Year 4)<br>• To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed. (Year 5) |
| **Enrichment Opportunities and British Values** | INDIVIDUAL LIBERTY | | | | |
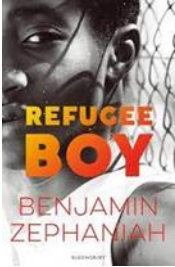
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| Scheme of Learning |  |  |  |
|---|---|---|---|
| Knowledge | • Vocabulary<br>• Inference<br>• Prediction<br>• Explain<br>• Retrieve | • Vocabulary<br>• Inference<br>• Prediction<br>• Explain<br>• Retrieve | • Vocabulary<br>• Inference<br>• Prediction<br>• Explain<br>• Retrieve |
| Sequencing Statements/ Cross Curricular Learning | • To participate in discussions about books, building on their own and others' ideas and challenging views courteously. (Year 5) | • To discuss vocabulary used by the author to create effect including figurative language. (Year 5)<br>• To evaluate the use of authors' language and explain how it has created an impact on the reader. (Year 5) | • To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction (Year 5) |
| Enrichment Opportunities and British Values | INDIVIDUAL LIBERTY | MUTUAL RESPECT  TOLERANCE OF THOSE WITH DIFFERENT FAITHS AND BELIEFS | THE RULE OF LAW |

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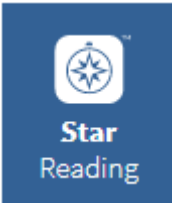| Scheme of Learning | Short Story The Blitz | Police Report | Formal and informal letters |
|---|---|---|---|
| **Knowledge** | • To consider, when planning narratives, how to develop characters and settings<br>• Use different cohesive devices to connect clauses in a sentence.<br>• Use correctly punctuated direct speech to convey character. Distinguish between the language of speech and writing using a shift in formality.<br>• To habitually proofread for spelling and punctuation errors. | • To use the passive voice.<br>• To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).<br>• To habitually proofread for spelling and punctuation errors. | • To select vocabulary and grammatical structures that reflect what the writing requires – showing different levels of formality<br>• To use the subjunctive form in formal writing.<br>• To habitually proofread for spelling and punctuation errors. |
| **Sequencing Statements/ Cross Curricular Learning** | **History – WW2**<br>• To consider, when planning narratives, how authors have developed characters and settings. (Year 5)<br>• To consistently link ideas across paragraphs. (Year 5)<br>• To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say. (Year 5) | • To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. (Year 5)<br>• To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say. (Year 5) | • To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. (Year 5)<br>• To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version. (Year 5) |
| **Enrichment Opportunities and British Values** | | THE RULE OF LAW | DEMOCRACY |

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# Writing – Y7

| Scheme of Learning | Short Story What's Behind the Door? | Film Review Macbeth | Gothic Monsters |
|---|---|---|---|
| **Knowledge** | • To understand and use foreshadowing as a hook for the reader.<br>• To use structural devices to create suspense – rhetorical questions, dashes, ellipses.<br>• To use structural devices to create tension – short sentences, exclamations. | • studying setting, plot, and characterisation, and the effects of these<br>• understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play<br>• making critical comparisons across texts and film versions of the play. | Understand increasingly challenging texts through:<br>• learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries<br>• making inferences and referring to evidence in the text<br>• knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension |
| **Sequencing Statements/ Cross Curricular Learning** | • To consider, when planning narratives, how to develop characters and settings (Year 6)<br>• Use different cohesive devices to connect clauses in a sentence. (Year 6)<br>• Use correctly punctuated direct speech to convey character.  Distinguish between the language of speech and writing using a shift in formality. (Year 6)<br>• To habitually proofread for spelling and punctuation errors. (Year 6) | **Shakespeare**<br>**History - Social, historical context**<br><br>Who was Shakespeare? | **Pre 1914 texts**<br>Draw on KS2 Reading knowledge to decipher challenging texts:<br>• Vocabulary<br>• Inference<br>• Prediction<br>• Explain<br>• Retrieve |
| **Enrichment Opportunities and British Values** | | THE RULE OF LAW    INDIVIDUAL LIBERTY | TOLERANCE OF THOSE WITH DIFFERENT FAITHS AND BELIEFS |

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| Scheme of Learning | In the trenches | Poetry from other cultures | Romeo and Juliet |
|---|---|---|---|
| **Knowledge** | Read critically through:<br>• knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning<br>• recognising a range of poetic conventions and understanding how these have been used<br>• **Big Picture thematic learning in preparation from GCSE study** | • making critical comparisons across texts<br>• studying a range of authors<br>• **Big Picture thematic learning in preparation from GCSE study**<br>• **Exploring poetry in preparation for GCSE** | • studying setting, plot, and characterisation, and the effects of these<br>• understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play<br>• making critical comparisons across texts |
| **Sequencing Statements/ Cross Curricular Learning** | **History - Social, historical context**<br>• To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology (Year 6)<br>• studying setting, plot, and characterisation, and the effects of these (Macbeth) | **Seminal World Literature**<br>Read critically through:<br>• knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning (In the Trenches)<br>• recognising a range of poetic conventions and understanding how these have been used (In the Trenches) | **Shakespeare**<br><br>**History - Social, historical context**<br><br>**Big Picture thematic learning in preparation from GCSE study.** |
| **Enrichment Opportunities and British Values** | INDIVIDUAL LIBERTY **Propaganda and war poetry** | TOLERANCE OF THOSE WITH DIFFERENT FAITHS AND BELIEFS  MUTUAL RESPECT | INDIVIDUAL LIBERTY **Women in Shakespeare's Time** |

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|---|---|---|---|
| **Scheme of Learning** |  |  |  |
| **Knowledge** | • making inferences and referring to evidence in the text<br>• knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension | • making inferences and referring to evidence in the text<br>• knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension | • making inferences and referring to evidence in the text<br>• knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension |
| **Sequencing Statements/ Cross Curricular Learning** | **Seminal World Literature**<br>**The Wild West**<br><br>**Preparation for GCSE**<br>• **Big Picture theme - crime and punishment**<br>• **Writing to compare** | **Seminal World Literature**<br>**World War 1**<br><br>**Preparation for GCSE**<br>• **Big Picture theme - conflict**<br>• **Writing to persuade** | **Seminal World Literature**<br>**Africa and Refugees**<br><br>**Preparation for GCSE**<br>• **Big Picture theme - conflict**<br>• **Writing to persuade**<br>• **Formal letter** |
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| Scheme of Learning | Performance Poetry Competition Year 5 | Debate Competition Year 7 | Star Reading |
|---|---|---|---|
| **Knowledge** | Physical Oracy:<br>• Pace of speech - Tonal variation - Clarity of pronunciation - Voice projection - Gesture & posture - Facial expression & eye contact<br>Linguistic Oracy<br>• Vocabulary - Appropriate vocabulary choice - Register - Grammar | Speak confidently and effectively, including through:<br>• using Standard English and persuasive techniques confidently in a range of formal and informal contexts, including classroom discussion<br>• giving short speeches and presentations, expressing their own ideas and keeping to the point<br>• participating in formal debates and structured discussions, summarising and/or building on what has been said | choosing and reading books independently for challenge, interest and enjoyment. |
| **Sequencing Statements/ Cross Curricular Learning** | • To compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures. (Year 4) | • Physical and Linguistic Oracy (Year 5) | To read for pleasure, across a wide range of genres. (Year 6) |
| **Enrichment Opportunities and British Values** | DEMOCRACY | DEMOCRACY | |

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