9

Coram Boy
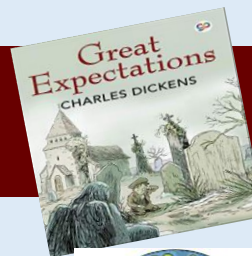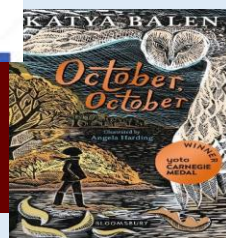
Exploring The Gothic

Poetry of the First World War

Crime and Non-Fiction Writing
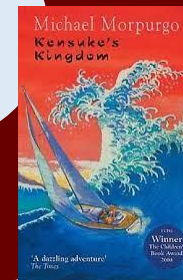
Great Expectations
CHARLES DICKENS

8

7

My Origin Story

The Roots of English

Myths and Legends

October, October
KATYA BALEN
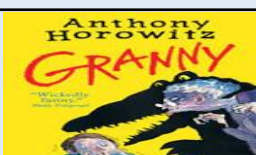
Nature Poetry

Your Planet Needs You

a midsummer night's dream

Research Project Presentations (Hobbies and Interests)

holes
louis sachar

Formal and informal letters (Hotel review)

Formal Reports (Police reports: Traditional tales)

Short Stories and Poetry (Classics)

Narrative (The Blitz)

Coraline

Biographies (Authors)

Explanation (Contraptions)

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Transition unit

Informal Letters (To first schools)

Instructions (What makes a good pupil?)

Anthony Horowitz
GRANNY
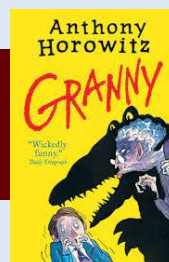
Character and Setting Descriptions (Aliens and Planets)

Narrative- (Voyage to a new planet)

CLOUD BUSTING
MALORIE BLACKMAN
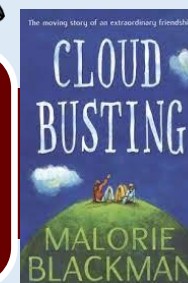
Performance Poetry (Poetry Slam)

Michael Morpurgo
Kensuke's Kingdom

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Scheme of Learning	Letter to your first school	Instructions What makes a good pupil?	GRANNY (Anthony Horowitz)
Knowledge Grammar Foci/ Sequencing Statements	• Paragraphs with clear topic sentences • Punctuation is used to structure writing commas for lists, question marks, and contractions • Capital letters and full stops • 1st person • Direct address • Verb tenses (Year 3) • To use a neat, joined handwriting style with increasing accuracy and speed • To proofread consistently and amend their own and others' writing, correcting errors • Using WAGOLLs	• Identifying the audience for and purpose of the writing, selecting the appropriate form, and using other similar writing as models • Bullet points, numbered stages, chronological order, time adverbials (Year 3 & 4) • To use informal and formal language in different sections • Introduce Topic Sentences • Present tense, Imperative Verbs, second person (Year 3) • Shifts in formality. To use a neat joined handwriting style with increasing accuracy and speed • To consistently organise writing into paragraphs (Year 3) • To proofread consistently and amend own and others' writing, correcting errors (Year 3)	• Vocabulary, Inference, Prediction, Explain Retrieve, Summarise • Imagine and describe a setting (Year 3) • To explore characters • To introduce foreshadowing (Year 5) • Explaining words in context (Year 4) • Explaining how language choices enhance meaning. (Year 4) • To understand a plot structure. (Year 4) • To use knowledge of texts and organisation devices to retrieve , record and discuss information from fiction (Year 5)
Cross Curricular Learning	**(Ambition, Etiquette, Honesty, Respect, Kindness and Pride.)** **Careers Applying for all jobs and careers**	**Infinity Curriculum/DT – Food Tech.** **(Ambition, Etiquette, Honesty, Respect, Kindness and Pride.)** **Careers Technical Writer: create instructions for websites**	**(Etiquette, Honesty, Respect, Kindness and Pride.)**
Enrichment Opportunities and British Values	THE RULE OF LAW MUTUAL RESPECT INDIVIDUAL LIBERTY	INDIVIDUAL LIBERTY THE RULE OF LAW MUTUAL RESPECT	MUTUAL RESPECT INDIVIDUAL LIBERTY TOLERANCE OF THOSE WITH DIFFERENT FAITHS AND BELIEFS

Letters to First Schools with NC Links	
Progression of skills	**Progression of Grammar and Punctuation**
Identify Purpose & Audience is addressed to. *Writing: Composition* **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. **Understand Key Features – Identify informal letter structures (greeting, body, closing, signature).** *Writing: Composition* **Plan their writing by:** noting and developing initial ideas, drawing on reading and research where necessary. **Draft and write by:** using a wide range of devices to build cohesion within and across paragraphs. **Interpret Tone & Emotion – Recognise the writer's feelings and opinions through word choice and style.** *Reading: Comprehension* **Understand what they read by:** drawing inferences such as inferring characters' feelings, thoughts, and motives from their actions, and justifying inferences with evidence. **Summarise Key Points – Extract and summarise the main ideas in the letter.** *Reading: Comprehension* **Understand what they read by:** summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. **Infer Meaning – Use context clues to infer information not explicitly stated.** *Reading: Comprehension* **Understand what they read by:** drawing inferences such as inferring characters' feelings, thoughts, and motives from their actions, and justifying inferences with evidence. **Recognise Language Features – Identify informal language, contractions, and personal expressions.** *Writing: Vocabulary, Grammar, and Punctuation* **Develop their understanding of the concepts set out in English Appendix 2 by: recognising** vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. **Make Connections – Relate the letter's content to personal experiences or wider knowledge.** *Reading: Comprehension* **Maintain positive attitudes to reading and understanding of what they read by:** recommending books that they have read to their peers, giving reasons for their choices. **Evaluate & Respond – Form opinions about the letter's message and consider how they might reply.** *Reading: Comprehension* **Maintain positive attitudes to reading and understanding of what they read by:** identifying and discussing themes and conventions in and across a wide range of writing. **Understand what they read by:** discussing and evaluating how authors use language, including figurative language, considering the impact on the reader.	**Paragraphs with clear topic sentences**: While the curriculum emphasises using paragraphs to organise ideas, it does not explicitly mention "topic sentences." However, teaching pupils to begin paragraphs with clear topic sentences is a common practice to enhance coherence and clarity in writing. **Punctuation is used to structure writing: commas for lists, question marks, and contractions**: The curriculum specifies that pupils should learn to use: **Commas for lists**: Pupils are taught to separate items in a list using commas. **Question marks**: Pupils learn to use question marks at the end of interrogative sentences. **Apostrophes for contractions**: pupils are introduced to apostrophes to mark where letters are omitted in contractions (e.g., "can't" for "cannot"). **Capital letters and full stops**: use capital letters for beginning sentences and proper nouns. Use full stops to demarcate the end of a sentence. **First person**: The curriculum encourages writing from different viewpoints. Pupils are introduced to writing narratives from their own perspective, using first-person pronouns like "I" and "we." **Direct address**: direct address involves speaking directly to the reader or listener, often using the second person "you." This technique can be introduced to engage readers and is typically covered under persuasive writing techniques in later primary years. **Verb tenses**: pupils are taught to use: **Simple past and present tenses**:. **Progressive forms**: Such as past progressive ("was walking") and present progressive ("is walking"), **Perfect forms**: Such as present perfect ("have walked"), introduced in Year 3. **Neat, joined handwriting style with increasing accuracy and speed**: The curriculum outlines that: by Year 4, pupils should use joined handwriting throughout their independent writing. **Proofreading consistently and amending their own and others' writing, correcting errors**: Pupils are encouraged to re-read their writing to check for errors in spelling, grammar, and punctuation. Make corrections and improvements to their own work. **Using WAGOLLs (What A Good One Looks Like)**: providing pupils with exemplar texts to illustrate successful writing. This method is widely used to model good writing practices and set clear expectations.

Instructions with NC Links

Progression of skills	Progression of Grammar and Punctuation
Identify Key Features: Recognise *headings, bullet points, numbered steps, and diagrams used in instructional texts. Pupil*s are taught to identify and discuss the structure and presentation of texts, including how different formats and layouts (such as headings, bullet points, and diagrams) contribute to meaning. **Follow Instructions Accurately:** *Read and follow multi-step instructions in the correct order.* Emphasis is placed on reading comprehension skills, enabling pupils to follow complex instructions and understand sequences in texts. **Understand Technical Vocabulary:** *Identify and define key terms used in instructions.* The curriculum focuses on expanding pupils' vocabulary, including understanding and using technical terms accurately within various contexts. **Locate Specific Information:** *Scan the text to find essential details such as materials, steps, and warnings. Pupil*s are encouraged to retrieve, record, and present information from non-fiction texts, honing their ability to scan for specific details. **Infer Purpose and Audience:** *Determine why the instructions were written and who they are intended for.* pupils learn to identify the purpose, audience, and context of texts, enhancing their comprehension and critical analysis skills. **Evaluate Clarity and Effectiveness:** *Assess whether the instructions are clear and suggest possible improvements.* The curriculum encourages pupils to evaluate the effectiveness of texts, considering how language, structure, and presentation contribute to meaning. **Use Instructions to Complete a Task: Apply** *the information to successfully carry out a practical activity.* pupils are expected to read for practical purposes, applying information from texts to real-life situations. **Organise Instructions Clearly:** Use *numbered or bulleted lists to ensure the steps are easy to follow and logically ordered.* pupils are taught to use organisational devices, such as bullet points and sub-headings, to structure their writing clearly. **Use Precise and Clear Language:** *Choose words carefully to make the instructions easy to understand, avoiding vague or overly complex terms.* The curriculum emphasises selecting appropriate grammar and vocabulary to enhance clarity and precision in writing. **Incorporate Time Connectives:** *Use words like "first," "next," "then," and "finally" to guide the reader through the process.* pupils are encouraged to use cohesive devices, including time connectives, to link ideas and guide readers through their writing. **Write in the Imperative Voice:** *Use direct, action-based verbs (e.g., "mix," "turn," "cut") to give clear commands.* Instructional writing often requires the use of the imperative mood, which pupils are taught to employ appropriately. **Include Visual or Sensory Details: Use** *descriptive language to make the instructions more engaging (e.g., "until the mixture turns a golden brown").* pupils learn to enhance their writing with descriptive details, appealing to the senses to engage readers. **Use Appropriate Punctuation:** *Ensure clear communication by using commas, full stops, and question marks correctly, especially for direct instructions.* Accurate use of punctuation is a key focus, as it ensures clarity and coherence in writing. **Create a Suitable Title:** *Give the instructions an appropriate and engaging title that clearly indicates what the instructions are for.* pupils are taught to consider the purpose and audience when crafting titles, ensuring they effectively convey the content of the text.	**Identifying the audience and purpose of writing; selecting the appropriate form; using other writing as models:** Pupils are taught to "identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own." **Using bullet points, numbered stages, chronological order, time adverbials** **Year 3 and 4**: pupils learn to "organise paragraphs around a theme" and "in narratives, create settings, characters and plot." **Year 5 and 6**: They are taught to "use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]." **Using informal and formal language in different sections** **Year 5 and 6**: Pupils should "recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms." **Present tense, imperative verbs, second person** **Year 3 and 4**: They learn to "extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although." **Shifts in formality** **Year 5 and 6**: Pupils are taught to "distinguish between the language of speech and writing and choose the appropriate register." **Using a neat, joined handwriting style with increasing accuracy and speed** **Year 3 and 4**: They are expected to "increase the legibility, consistency and quality of their handwriting." **Year 5 and 6**: Pupils should "write legibly, fluently and with increasing speed." **7. Consistently organising writing into paragraphs** **Year 3 and 4**: pupils learn to "organise paragraphs around a theme." **Year 5 and 6**: They are taught to "use a wide range of devices to build cohesion within and across paragraphs." **Proofreading consistently and amending own and others' writing, correcting errors** **Year 3 and 4**: Pupils are encouraged to "assess the effectiveness of their own and others' writing and suggest improvements." **Year 5 and 6**: They should "evaluate and edit by assessing the effectiveness of their own and others' writing" and "proof-read for spelling and punctuation errors."

Granny with NC Links	
Progression of skills	**Progression of Grammar and Punctuation**
Comprehension and Interpretation: **NC Link:** Pupils are taught to discuss the sequence of events in stories and explain their understanding of what they read. In KS2, they justify views with evidence. **Analysing Themes: NC Link:** Reading – comprehension and inference (KS2) **Year Introduced:** Year 3 **Details:** Pupils begin to identify themes in a text and discuss how they develop, making comparisons across books. **Character Development: NC Link:** Reading comprehension – making inferences (KS2) **Year Introduced:** Year 4 **Details:** Pupils explain character motivations, make inferences from dialogue, and track character development. **Vocabulary and Language: NC Link:** Reading – vocabulary development **Details:** Pupils explore unfamiliar words, use context to determine meaning, and discuss an author's choice of language. **Critical Thinking and Perspective: NC Link:** Discussion and evaluation of a text (KS2) **Year Introduced:** Year 5 **Details:** Pupils explore different perspectives, discussing how context (age, experience) shapes characters' viewpoints. **Textual Evidence: NC Link:** Justifying views with evidence (KS2) **Year Introduced:** Year 5 **Details:** Pupils support ideas with direct quotations and explain how details contribute to a broader understanding.	**Vipers** **Imagine and describe a setting** (Year 3) – Linked to creative writing and comprehension. **To explore characters** (Year 3) – Discussing character motives and actions. **To introduce foreshadowing** (Year 5) – Recognising how events hint at future developments. **Explaining words in context** (Year 3) – Understanding and explaining words in context rather than in isolation. **Explaining how language choices enhance meaning** (Year 4) – Understanding how authors use language for effect. **To understand a plot structure** (Year 4) – Recognising key elements of the plot. **To use knowledge of texts and organisation devices to retrieve, record, and discuss information from fiction** (Year 5) – Linked to retrieving and using text structures effectively.

Scheme of Learning	Character Descriptions (Aliens)	Setting Descriptions (A new planet)	Narrative (Voyage to a new planet)
Knowledge GPS Foci/ Sequencing Statements	• Using expanded noun phrases to convey complicated information concisely (Year 3) • Using relative clauses beginning with who and whose, using commas to clarify meaning or avoid ambiguity in writing • To use figurative language (Year 3) • Simple sentences are joined to make complex sentences using conjunctions (Year 3) • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning including adverbs (Year 3) • Considering how authors have developed characters in what pupils have read, listened to, or seen performed (Year 3) • Assessing the effectiveness of own and others' writing (Year 3)	• Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun • Using relative clauses beginning with which, where, when, that, or with an implied (i.e. omitted) relative pronoun • To use prepositions to extend sentences (Year 3) • To use more advanced punctuation, such as parenthesis and hyphenated words • To use the five senses to add detail • Considering how authors have developed characters and settings in what pupils have read, listened to, or seen performed • Using a wide range of devices to build cohesion within and across paragraphs including adverbials. • Proposing changes to vocabulary, grammar, and punctuation to enhance effects and clarify meaning (Year 3)	• To consider, when planning narratives, how to develop characters and settings (Year 3) • Use different cohesive devices to connect clauses in a sentence. (Year 3) • Use correctly punctuated direct speech to convey character. (Year 3) • To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (Year 3) • To proofread consistently and amend their own and others' writing, correcting errors (Year 3)
Cross- Curricular Learning	**Science- The Solar System and Beyond (Respect, Kindness.)** **Careers** Planetary Protection Officer: defending the planet from invaders	**Science- The Solar System and Beyond (Respect, Kindness)** **Careers** Astrophysicist: studying large objects and tiny particles in space	**Science – scientific vocabulary and diagrams (Ambition, Etiquette, Respect, Kindness.)** **Careers** Astronaut: explore new discoveries in outer space
Enrichment Opportunities and British Values	TOLERANCE OF THOSE WITH DIFFERENT FAITHS AND BELIEFS MUTUAL RESPECT		TOLERANCE OF THOSE WITH DIFFERENT FAITHS AND BELIEFS MUTUAL RESPECT

Character Description with NC Links	
Progression of skills	**Progression of Grammar and Punctuation**
Use vivid adjectives to describe physical appearance, emotions, and personality traits: **Writing - Composition:** *"Plan their writing by identifying the audience and purpose,and choosing the appropriate form."* *"Develop understanding of the use of descriptive language to create vivid imagery and to describe characters, settings, and events."* **Spelling, Punctuation, and Grammar:** *"Use a range of adjectives, including technical and descriptive adjectives, to add detail to sentences."* **Example link:** *"The use of precise and effective adjectives to describe emotions, physical appearance, and personality traits is a key feature of writing at this level."* **Incorporate actions and dialogue to reveal character traits, rather than just stating them:** **Writing - Composition:** *"Write narratives about personal experiences and those of others (real and fictional)."* *"Use actions, speech, and thoughts of characters to show character development and motivation."* **Reading - Comprehension:** *"Identify and explain characters' feelings, thoughts, and motives, based on their actions and speech.* **Example link:** *"Understanding the importance of using action and dialogue to show character traits is essential for writing engaging, dynamic characters in narrative form."* **Utilise similes and metaphors to enhance the portrayal of the character's qualities:** **Writing - Vocabulary, Grammar, and Punctuation:** *"Use figurative language such as similes and metaphors to create vivid imagery."* *"Understand how to use different kinds of figurative language, including personification, similes, and metaphors, to enhance writing."* **Example link:** *"Similes and metaphors play a significant role in enriching character descriptions, helping to show, rather than tell, about a character's qualities."* **Show the character's inner thoughts or feelings through indirect description: Writing - Composition:** *"Use descriptive techniques, such as showing a character's emotions through actions or indirect descriptions, to create engaging narratives."* *"Introduce and develop characters through dialogue, action, and inner thought, avoiding direct exposition."* **Example link:** *"The ability to convey a character's inner thoughts and feelings indirectly enhances the emotional depth and complexity of narrative writing."* **Create a clear character voice by using language that reflects their background, mood, or role in the story: Writing - Composition:** *"Develop an individual character voice by reflecting on their experiences, background, and role in the story through dialogue and actions."* **Spelling, Punctuation, and Grammar:** *"Use appropriate and varied sentence structures to reflect the character's mood or personality."* **Example link:** *"Creating a distinct character voice involves using language that is consistent with the character's background, role, and emotional state in the narrative."*	**Using expanded noun phrases to convey complicated information concisely:** pupils should be taught to **expand noun phrases** by adding adjectives, nouns, and prepositions (Year 3). Pupils should be taught to **use expanded noun phrases** to convey complicated information concisely (e.g., the precise meaning of a phrase using specific nouns and adjectives). **Using relative clauses beginning with who and whose, using commas to clarify meaning or avoid ambiguity in writing:** pupils should be taught to **use relative clauses** beginning with **who**, **which**, **where**, **whose**, or **that** to add extra information to sentences. They should also learn to **use commas** to clarify meaning or avoid ambiguity in sentences. **To use figurative language:** Pupils should be taught to **use figurative language** (e.g., similes, metaphors) in their writing.(Year 3) Pupils should continue to **use figurative language** effectively in narrative and descriptive writing. **Simple sentences are joined to make complex sentences using conjunctions** Pupils should be taught to **use conjunctions** (e.g., **but**, **so**, **because**, **if**) to join simple sentences into complex sentences. (Year 3.) Pupils should be taught to **use a range of conjunctions** to express relationships between clauses and to form more complex sentences. **Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning** Pupils should be taught to **select appropriate grammar and vocabulary** to match the context, audience, and purpose of their writing, considering how such choices enhance meaning (Year 3.) Pupils should be taught to **select appropriate grammar and vocabulary**, understanding how their choices influence meaning and effect in their writing. **Considering how authors have developed characters in what pupils have read, listened to, or seen performed:** Pupils should be taught to **identify how authors develop characters** in a text and how characters change over time, as well as the motivations behind their actions (Year 3). Pupils should be taught to **analyse how authors develop characters**, including how this development influences the narrative and the themes of the text. **Assessing the effectiveness of own and others' writing:** Pupils should be taught to **evaluate the effectiveness of their own and others' writing**, considering aspects like structure, vocabulary, and clarity (Year 3). Pupils should be taught to **review and edit** their writing, assessing its effectiveness, and suggesting improvements to structure, grammar, punctuation, and vocabulary.

Setting Description with NC Links	
Progression of skills	**Progression of Grammar and Punctuation**
Use sensory details (sight, sound, smell, touch, taste) to create a rich and immersive setting: "Write narratives inspired by reading, writing, and speaking. Use descriptive language, including sensory details, to create a vivid and immersive setting." This skill helps students create settings that appeal to the senses, making their writing more engaging. **Establish atmosphere or mood through descriptive language that conveys the tone** "Create and develop characters and settings in narratives. Use appropriate language to convey atmosphere and mood." Students are encouraged to select words that help to create and establish a particular tone or mood, such as "spooky," "cheerful," or "peaceful," depending on the context of the story. **Show the setting's impact on the character by describing how the surroundings affect the character's actions or emotions:** "In narrative writing, describe characters' reactions to their environment or the effect of the setting on their mood and emotions." This encourages students to explore how their characters are shaped or influenced by their surroundings. **Include specific details and comparisons to create a vivid picture:** "Use figurative language and comparisons (similes, metaphors) to create vivid images and enhance descriptions." This section encourages students to use literary devices like similes, metaphors, and personification to strengthen their writing and bring the setting to life. **Use dynamic description to show how the setting changes over time or in different conditions (e.g., day to night, seasons, weather)** "Describe settings, characters, and events by focusing on how these elements change over time, in different conditions, or across different perspectives." This part focuses on teaching students to highlight transformations in the environment, such as seasonal changes, weather shifts, or the passage of time, and how these shifts impact the story.	**Using relative clauses beginning with who, which, where, when, whose, that, or with an implied relative pronoun:** "Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e., omitted) relative pronoun" – **Writing (Grammar, Punctuation, and Spelling)** section. **Writing (Grammar, Punctuation, and Spelling):** "To use relative clauses to add detail and clarify meaning in sentences." **Using relative clauses beginning with which, where, when, that, or with an implied relative pronoun:** This is similar to the skill above, as it falls under the same grammar and punctuation guideline. **To use prepositions to extend sentences:** "Use prepositions to express time, place, and cause" (for example, in phrases like 'on the table,' 'before the storm'). (Year 3) **Writing (Grammar, Punctuation, and Spelling):** "Use prepositions to extend and modify sentences by indicating time, place, or cause." **To use more advanced punctuation, such as parenthesis and hyphenated words:** "Use commas, brackets, or dashes to indicate parenthesis. "Use hyphens to avoid ambiguity." **Writing (Grammar, Punctuation, and Spelling):** "Apply advanced punctuation such as parentheses, dashes, and hyphenation correctly." **To use the five senses to add detail:** "Use descriptive language and the five senses to convey detailed information." **Writing (Composition):** "Write in a way that creates a vivid picture using sensory language (sight, sound, touch, taste, and smell)." **Considering how authors have developed characters and settings in what pupils have read, listened to, or seen performed:** "Identify and explain how authors have created characters and settings." **Reading (Comprehension)**: "Make inferences about characters' feelings, thoughts, and motives from what they read, hear, or see." "Discuss how authors create vivid settings or characters." **Using a wide range of devices to build cohesion within and across paragraphs:** "Use a wide range of devices to build cohesion within and across paragraphs, e.g., conjunctions, adverbs, and pronouns. "**Writing (Composition)**: "Ensure coherence in writing by using conjunctions and adverbials to link ideas within and across paragraphs." **Proposing changes to vocabulary, grammar, and punctuation to enhance effects and clarify meaning:** "Evaluate the effectiveness of writing and suggest improvements to vocabulary, grammar, and punctuation." **Writing (Composition)**: "Edit and revise work to improve clarity, meaning, and overall effectiveness." (Year 3)

Descriptive Narrative (Voyage to Pandora) with NC Links	
Progression of skills	**Progression of Grammar and Punctuation**
Develop a Strong Setting: "Write narratives using well-chosen detail, describing settings, characters, and atmosphere in depth." *Example*: "Create a vivid and detailed setting for the voyage, describing the environment, weather, and the challenges the characters face." **Character Development:** "Use a range of descriptive techniques to develop characters, showing how they change or are influenced by events. "*Example*: "Introduce engaging characters who undergo change or face challenges, describing their emotions and motivations." **Plot Structure:** "Create a clear narrative with appropriate use of time, sequencing events coherently, and maintaining a clear direction for the story." *Example*: "Write a well-organised narrative where the voyage is central and drives the plot forward." **Use of Dialogue:** "Use dialogue to develop characters, plot, and themes, making it realistic and relevant to the context." *Example*: "Include realistic dialogue between characters to reveal personality, build relationships, and convey dynamics of the voyage." **Build Suspense and Tension:** : "Use language effectively to build suspense and maintain the reader's interest." *Example*: "Create a sense of anticipation or danger throughout the voyage, keeping the reader intrigued." **Use of Descriptive Language:** "Use sophisticated descriptive techniques, including sensory language, similes, metaphors, and personification, to create vivid imagery." *Example*: "Incorporate descriptive language (similes, metaphors, sensory details) to make the voyage feel real." **Theme Exploration:** "Explore and develop complex themes (e.g., overcoming adversity, personal growth) throughout the story." *Example*: "Explore themes such as bravery, discovery, friendship, or overcoming adversity within the context of the voyage." **Create Conflict and Resolution:** "Use conflict and resolution techniques to build narrative tension and to create a meaningful resolution to the story." *Example*: "Introduce obstacles (e.g., storms, wild creatures, difficult decisions) and resolve them meaningfully by the end of the narrative." **Additional Curriculum Areas: Spoken Language**: "Speak confidently and effectively, using language that is appropriate for a range of contexts." *Relevance*: These skills support the development of verbal storytelling and oral communication that would enhance the creation of dialogue and narration in the writing process.	**To consider, when planning narratives, how to develop characters and settings:** Pupils should be taught to plan or say out loud what they are going to write about, including: Pupils should be able to **"organise writing into paragraphs around a theme"** (e.g., developing characters and settings). (Year 3) Pupils should be able to **"select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning"** (i.e., character and setting development). **Use different cohesive devices to connect clauses in a sentence:** Use **"conjunctions, adverbs, and prepositions to express time, place, and cause"**. This helps in connecting clauses within a sentence, improving cohesion. (Year 3.) Use a range of **cohesive devices** within and across sentences and paragraphs, including **Conjunctions**: to connect clauses (e.g., because, if, while). **Adverbs**: to show time, place, or manner (e.g., later, then, carefully). **Pronouns**: to avoid repetition and enhance cohesion (e.g., he, she, they). **Use correctly punctuated direct speech to convey character: "Use direct speech"**, including punctuation, to indicate speech, showing that they understand how to convey character. This includes using **quotation marks** and punctuation marks like **commas** and **question marks** to express character through speech. (Year 3.) Demonstrate increasing accuracy in punctuation when using **direct speech** and understand how it **"can convey the character and emotions of a speaker"**. **To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures:** Practise **rehearsing sentences orally**, including dialogue, in preparation for writing, and to develop their ability to use a **rich and varied vocabulary** and sentence structures.(Year 3) Develop their ability to **speak audibly and fluently** with an increasing range of sentence structures and vocabulary, focusing on effective communication. **To proofread consistently and amend their own and others' writing, correcting errors:** **Proofread** their writing to check for errors in spelling, grammar, and punctuation (Year 3.) **Proofread** and **amend their writing**, identifying errors and improving the quality of their writing by correcting punctuation, spelling, and grammar.

Scheme of Learning	CLOUD BUSTING — MALORIE BLACKMAN	Performance Poetry Competition 🎤	A
Knowledge Grammar Foci/ Sequencing Statements/	• Vocabulary, Inference, Prediction, Explain, Retrieve, Summarise • Figurative language as a poetry device • Use of annotation to collect evidence • Types and structure of poetry • To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts, and motives. • To recognise and discuss some different forms of poetry**.**	• Listen and respond appropriately to adults and peers • Use relevant strategies to build vocabulary • Use spoken language to develop understanding through speculating, imagining, and exploring ideas Physical Oracy: • Pace of speech - Tonal variation - Clarity of pronunciation - Voice projection - Gesture & posture - Facial expression & eye contact Linguistic Oracy: • Vocabulary - Appropriate vocabulary choice - Register – Grammar	• Vocabulary, Inference, Prediction, Explain, Retrieve, Summarise • Retrieval- nouns/pronouns- inverted commas • Categories of nouns (Year 3) • Possessions/apostrophes (Year 3) • Non-fiction • Verb tenses • Subject-verb agreement (Year 3) • Definitions/ using a dictionary • Synonyms and Antonyms (Year 3) • Discuss the author's language choices
Cross-Curricular Learning	**PSHE - friendship (Ambition, Etiquette, Honesty, Respect, Kindness and Pride.)** **Careers Poet: writing for art organisations/ freelance writing/**	**Drama and Music- live performances (Ambition, Etiquette, Honesty, Respect, Kindness and Pride.)** **Careers Poet: Running workshops for educational sites**	**Geography – maps and countries** **(Ambition, Etiquette, Honesty, Respect, Kindness and Pride.)** **Careers Crew on a yacht/cruise ships. Lifeguard: oversee water activities Marine biologists: study ocean life**
Enrichment Opportunities and British Values	INDIVIDUAL LIBERTY TOLERANCE OF THOSE WITH DIFFERENT FAITHS AND BELIEFS MUTUAL RESPECT	MUTUAL RESPECT VOTE DEMOCRACY	. MUTUAL RESPECT TOLERANCE OF THOSE WITH DIFFERENT FAITHS AND BELIEFS

Cloud Busting with NC Links	
Progression of skills	**Progression of Skills in Oakfield Academy**
Understanding Poetic Structure *Identify and analyse how the novel uses free verse, rhythm, and line breaks to create meaning.* **Key Stage 2**: Pupils are expected to recognise different forms of poetry and discuss their understanding, including how structural features like verse, rhythm, and line breaks contribute to meaning. **Exploring Themes** *Examine key themes such as friendship, bullying, empathy, and personal growth.* **Key Stage 2**: Pupils are encouraged to identify and discuss themes and conventions in various genres, enhancing their comprehension and critical thinking skills. **Analysing Language and Imagery** *Explore Blackman's use of figurative language, including metaphors, similes, and sensory descriptions.* **Key Stage 2**: Learners examine how language, including figurative language, creates effects, deepening their analytical skills. **Developing Personal Responses** *Reflect on the emotions and messages conveyed in the poems and relate them to personal experiences.* **Key Stage 2**: Pupils discuss and evaluate how authors convey messages and emotions, fostering empathy and personal connections to the text. **Creative Writing** *Experiment with writing their own free verse poems inspired by the themes and style of "Cloud busting".* **Key Stage 2**: Children are encouraged to write poetry, experimenting with different forms and styles, including free verse, to express themes and personal experiences.	**VIPERS:** Pupils should be taught to Use dictionaries to check the meaning of words they read. Discuss words and phrases that capture the reader's interest and imagination. Ask questions to improve their understanding of a text. Predict what might happen from details stated and implied. Identify main ideas drawn from more than one paragraph and summarise these. Identify how language, structure, and presentation contribute to meaning. **Figurative Language as a Poetry Device:** The NC encourages the exploration of figurative language, particularly within poetry, to enhance pupils' expressive and interpretative skills: Pupils are introduced to figurative language, including similes and metaphors, to enrich their writing and comprehension Pupils delve deeper into various figurative language forms, such as personification and onomatopoeia, to analyse and create nuanced texts. **Use of Annotation to Collect Evidence:** While the NC does not explicitly mention annotation, it emphasises developing comprehension skills, which can be supported through annotation practices. Pupils are encouraged to identify and discuss themes and conventions in and across a wide range of writing. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. **Types and Structure of Poetry:** Understanding different poetic forms and structures is integral to the curriculum. Pupils are introduced to simple poetry forms, focusing on rhyme and rhythm. They then explore a variety of poetry types, including free verse, narrative poetry, and classic poetry, analysing their structures and features. **To Ask and Answer Questions Appropriately, Including Some Simple Inference Questions Based on Characters' Feelings, Thoughts, and Motives:** Developing questioning and inferential skills is a key focus. Pupils learn to Participate in discussions about what is read to them, taking turns and listening to others. They explain clearly their understanding of what is read to them. They ask questions to improve their understanding of a text. They draw inferences, such as inferring characters' feelings, thoughts, and motives from their actions, and justify inferences with evidence. **To Recognise and Discuss Some Different Forms of Poetry** Exposure to various poetic forms is encouraged to broaden literary appreciation. Pupils are introduced to various poems and learn to appreciate rhythm and rhyme. Pupils experience and discuss a variety of poetry forms, including free verse, narrative poems, and classic poetry, enhancing their understanding and appreciation of different poetic styles.

Performance Poetry with NC Links	
Progression of skills	**Progression of Skills in Oakfield Academy**
Express Personal Voice and Emotion: The NC encourages pupils to explore and convey their thoughts, feelings, and experiences through poetry. It highlights the significance of spoken language in pupils' development, stating that it underpins reading and writing development. Pupils are expected to become competent in the arts of speaking and listening, making formal presentations, demonstrating to others, and participating in debate. **Use Imagery and Descriptive Language:** Pupils are taught to understand and use descriptive language to create vivid imagery in their writing. The curriculum emphasizes the importance of pupils developing a wide vocabulary and an understanding of grammar, essential for crafting evocative poems. **Understand and Experiment with Poetic Forms:** The curriculum introduces pupils to various literary forms, including poetry. It specifies that pupils should be taught to write for various purposes and audiences, including poetry. This encourages experimentation with poetic structures, such as haiku, free verse, and rhyme schemes. **Develop Rhythm and Sound Techniques:** Pupils are encouraged to explore rhythm, meter, alliteration, assonance, and other sound devices in poetry. The curriculum emphasises the importance of pupils reading aloud a wider range of poetry, which helps them develop an understanding of these sound techniques. **Perform Poetry with Confidence:** The curriculum values pupils' ability to perform poetry. From Year 1 onwards, pupils are expected to learn and recite poems by heart, recognizing and discussing different poetic forms. This practice supports pupils in reciting their poems with appropriate tone, pace, and expression, enhancing their performance skills. **Revise and Edit Poetry:** Pupils are guided through reviewing and refining their writing. The curriculum states pupils should be taught to plan, revise, and evaluate their writing, focusing on clarity, precision, and impact.	In the NC, spoken language development is a fundamental aspect of primary education, encompassing both physical and linguistic oracy skills. While the curriculum outlines specific expectations for key stages, it does not prescribe detailed objectives for individual year groups. Below is an overview of how the curriculum addresses the specified skills across Key Stage 2: **Listen and respond appropriately to adults and peers:** Pupils are encouraged to develop attentive listening skills and respond appropriately to both adults and peers, fostering respectful communication and understanding. **Use relevant strategies to build vocabulary:** Children are introduced to new vocabulary through various contexts, including storytelling, discussions, and thematic learning, to enhance their language comprehension and expression. **Use spoken language to develop understanding through speculating, imagining, and exploring ideas:** Students engage in activities that promote imaginative thinking and idea exploration, such as role-playing and collaborative discussions, to deepen their understanding and creativity. **Listen and respond appropriately to adults and peers:** Pupils refine their listening skills by engaging in more complex discussions, debates, and presentations, which require thoughtful responses and consideration of different viewpoints. **Use relevant strategies to build vocabulary:** Students are encouraged to independently explore and apply new vocabulary across subjects, utilizing resources like dictionaries and thesauruses to broaden their linguistic repertoire. **Use spoken language to develop understanding through speculating, imagining, and exploring ideas:** Learners participate in structured activities that involve hypothesizing, problem-solving, and creative thinking, using spoken language to articulate and develop their ideas. **Physical Oracy Skills:** **Pace of speech, tonal variation, clarity of pronunciation, voice projection, gesture and posture, facial expression, and eye contact:** While the National Curriculum emphasizes the importance of spoken language, specific physical aspects of oracy, such as pace, tone, and non-verbal communication, are not explicitly detailed. However, educators often integrate these elements into teaching practices to enhance communication skills. **Linguistic Oracy Skills:** **Vocabulary, appropriate vocabulary choice, register, grammar:** The curriculum focuses on expanding vocabulary, understanding context-appropriate language use (register), and applying correct grammatical structures, enabling students to communicate effectively and adapt their language to different situations.

Kensuke's Kingdom with NC Links	
Progression of skills	**Progression of Grammar and Punctuation**
Character Development: *Pupils* are expected to identify themes and conventions in various texts, including analysing how characters develop and interact with others. **Setting Analysis:** *Pupils* explore how settings influence narratives, including how they affect characters' actions and emotions and contribute to the story's mood. **Themes Exploration:** A deeper discussion of central themes like survival, friendship, and the power of nature, understanding their development throughout the text. **Plot Structure:** *Pupils* analyse narrative structures, including tracking main events and understanding the significance of turning points in a story. **Perspective and Narration:** *Pupils* analyse how narrative perspective, such as first-person narration, influences the reader's understanding of events and characters. **Language and Imagery:** Examination of how authors use descriptive language, including figurative language and imagery, to enhance the reader's experience. **Emotional Responses:** Pupils express their personal responses to stories, discussing their likes and dislikes. *Pupils* identify moments that evoke strong emotions and analyze how these contribute to the text's overall impact.	**Retrieval (Nouns/Pronouns, Inverted Commas)** Nouns and pronouns, using simple punctuation like full stops, commas, and inverted commas. More advanced grammar and punctuation, including using inverted commas for direct speech. (Year 3) **Curriculum Reference**: "Children should be taught to use nouns and pronouns for clarity and to punctuate direct speech with inverted commas." **Categories of Nouns** Basic understanding of nouns (e.g., people, places, things). Understanding different categories of nouns, including proper nouns, common nouns, and abstract nouns. (Year 3) **Curriculum Reference**: "Children should be taught to identify and use different types of nouns, including proper, common, and abstract nouns." **Possessions (Apostrophes)** Using apostrophes for possession (e.g., the dog's bone). Advanced use of apostrophes for possession with singular and plural nouns. (Year 3) **Curriculum Reference**: "Children should be taught to use apostrophes for possession correctly." **Verb Tenses** Understanding simple verb tenses (past, present). Using more complex verb tenses, including future tense and perfect aspect. (Year 3) **Curriculum Reference**: "Children should be taught to use the present and past tenses correctly and consistently in their writing." **Subject-Verb Agreement** Basic subject-verb agreement (e.g., He runs, they run). Correct subject-verb agreement with more complex subjects. (Year 3) **Curriculum Reference**: "Children should be taught to ensure subject-verb agreement in their writing, even when the subject is complex." **Definitions/Using a Dictionary** Understanding and using simple dictionary definitions. Using a dictionary to find word meanings, including synonyms and antonyms. (Year 3) **Curriculum Reference**: "Children should be taught how to use a dictionary to find word meanings and improve their vocabulary."

Scheme of Learning	Explanation How does a contraption work?	Biographies (Authors)	
Knowledge Grammar Foci Sequencing Statements	• To note down and develop initial ideas, drawing on reading and research where necessary (Year 5) • To use further organisational and presentational devices to structure the text and to guide the reader (e.g. headings, bullet points, underlining) (Year 5) • To habitually proofread for spelling and punctuation errors (Year 3) • Time adverbials (Year 3) Coordinating conjunctions • Commas are used in a list. Present tense • To plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form, and using other similar writing as models (Year 5) • To consistently link ideas across paragraphs (Year 5)	• To consider, when planning non-fiction texts, how to develop characters and settings (Year 3) • To use personal pronouns consistently • To use past tense consistently To use passive voice • To habitually proofread for spelling and punctuation errors To consistently organise writing into paragraphs around a theme to add cohesion and aid the reader (Year 3) • To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to, or seen performed (Year 3)	• Vocabulary, Inference, Prediction, Explain, Retrieve, Summarise • To examine the use of superlatives to emphasise the description • Exploring similes • To make comparisons • To participate in discussions about books, building on one's own and others' ideas and challenging views courteously
Cross Curricular Learning	**Design and Technology – Resistant Materials .(Ambition.)** **Careers Product designer/ robotic engineer: developing ideas for products to suit a particular function and aesthetic**	**(Ambition, Etiquette, Honesty, Respect, Kindness and Pride.)** **Careers Journalism/archive research, creative writing, history, and interviewing**	**(Ambition, Etiquette, Honesty, Respect, Kindness and Pride.)** **Careers Author: create fiction stories, write research pieces, publish blogs or develop newspaper columns**
Enrichment Opportunities and British Values	 THE RULE OF LAW	 MUTUAL RESPECT	. TOLERANCE OF THOSE WITH DIFFERENT FAITHS AND BELIEFS MUTUAL RESPECT INDIVIDUAL LIBERTY

Explanations with NC Links	
Progression of skills	**Progression of Grammar and Punctuation**
Identify Purpose & Audience Pupils are taught to identify themes and conventions in a wide range of books, enhancing their ability to discern the purpose and audience of various texts. **Recognise Key Features** Pupils identify how language, structure, and presentation contribute to meaning, recognizing key structural elements such as introductions, causal language, and logical sequencing. **Extract Main Ideas** **Understand Cause & Effect** Pupils identify and discuss words and phrases that capture the reader's interest and imagination, including those that indicate cause and effect, such as 'compare,' 'therefore,' and 'consequently.' **Interpret Diagrams & Data** Pupils retrieve, record, and present information from non-fiction using illustrations, flowcharts, or graphs to enhance understanding. **Evaluate Clarity & Effectiveness** Pupils discuss and evaluate how authors use language, including figurative language, considering the impact on the reader, thereby assessing clarity and effectiveness. **Compare & Contrast** Pupils compare different texts, including explanations on the same topic, to identify similarities and differences.	**To note down and develop initial ideas, drawing on reading and research where necessary (Year 5)** **National Curriculum Reference**: "Plan their writing by noting and developing initial ideas, drawing on reading and research where necessary." (KS2, Year 5 & 6) **To use further organisational and presentational devices to structure the text and to guide the reader (e.g. headings, bullet points, underlining) (Year 5)** **National Curriculum Reference**: "Draft and write by using further organisational and presentational devices to structure the text and to guide the reader (e.g. headings, bullet points, underlining)." (KS2, Year 5 & 6) **To habitually proofread for spelling and punctuation errors (Year 3)** **National Curriculum Reference**: "Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements." (KS2, Year 3 & 4) Further emphasis in Years 5 & 6: "Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing." **Time adverbials** – (Year 3): "Use adverbs and adverbials (including fronted adverbials)." **Coordinating conjunctions** – "Learn how to use sentences with different forms: statement, question, exclamation, command. Learn how to use coordination (or, and, but)." **Commas are used in a list / Present tense** **Commas in a list** –: "Learn how to use commas to separate items in a list." **Present tense** –: "Use present and past tense mostly correctly and consistently." **To plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form, and using other similar writing as models (Year 5)** **National Curriculum Reference**: "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." (KS2, Year 5 & 6) **To consistently link ideas across paragraphs** **Year Introduced**: Year 5 **National Curriculum Reference**: "Draft and write by using devices to build cohesion within a paragraph (e.g. then, after that, this, firstly) and across paragraphs." (KS2, Year 5 & 6)

Biographies with NC Links	
Progression of skills	**Progression of Grammar and Punctuation**
Identify Key Events – Recognise and summarise significant events in a subject's life: *History*: Pupils are taught to learn about significant historical events, people, and places in their own locality. This includes recognising and recounting significant events in history. **Understand Chronology – Arrange events in order and understand how one event leads to another:** *History*: pupils develop an awareness of the past, using common words and phrases relating to the passing of time. They are taught to place events and objects chronologically and understand how events are sequenced. **Analyse Character Development – Describe how people's experiences shaped their personality and achievements.** *History*: In **KS2,** pupils study the lives of significant individuals in the past who have contributed to national and international achievements. They learn to understand how these individuals' experiences influenced their actions and legacies. **Infer and Deduce Information – Use clues in the text to understand a subject's thoughts, feelings, and motivations. Throughout, pupils are encouraged to develop comprehension skills, including making inferences about characters' feelings, thoughts, and motives from their actions** and justifying inferences with evidence. **Recognise Themes—Identify key themes such as perseverance, resilience, or innovation: In KS2, pupils are taught to identify themes and conventions in a wide range of books, including** recurring themes such as perseverance and resilience. **Evaluate Impact – Explain how an individual influenced their field or society:** *History*: During **KS2**, pupils explore the impact of significant historical figures and events, assessing how these individuals and occurrences influenced their respective fields or broader society. **Compare Perspectives – Identify different viewpoints about a person and their legacy:** *History*: In **KS2**, pupils learn to understand that different versions of past events may exist, and they begin to examine contrasting arguments and interpretations about historical figures and their legacies. **Use Evidence from the Text—Support ideas and opinions with specific details from the biography: Throughout KS2, students are taught to retrieve and record information from nonfiction** texts, supporting their ideas and opinions with specific details. **Understand Author's Purpose – Determine why a biography was written and how the author presents the subject:** In **KS2**, pupils are encouraged to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader and the purpose behind the text. **Develop Vocabulary—Learn and use new words related to historical events, achievements, and professions: English and History: There is a strong emphasis on vocabulary development across KS2**. In English, students are introduced to new words across various subjects, while in History, they learn terminology related to historical events, periods, and professions.	**Considering Character and Setting Development in Non-Fiction Texts:** While character and setting development are typically associated with narrative writing, the curriculum encourages exploring these elements in non-fiction contexts as well. This exploration begins in **Year 3** and continues through **Year 6**. Pupils are taught to plan their writing by discussing and recording ideas, including considering how to present characters and settings effectively in non-fiction formats. **Consistent Use of Personal Pronouns:** Pupils learn to write sentences by sequencing them to form short narratives, ensuring the correct and consistent use of pronouns to avoid ambiguity. **Consistent Use of Past Tense:** Pupils are expected to use the past tense accurately when writing narratives about their own and others' experiences. **Use of Passive Voice:** The passive voice is introduced in **Year 6**. Pupils learn to understand the difference between active and passive voice and how to use the passive form to affect the presentation of information in their writing. **Habitual Proofreading for Spelling and Punctuation Errors**. Pupils are encouraged to re-read their writing to check for errors in spelling, grammar, and punctuation, making corrections, as necessary. **Organising Writing into Paragraphs Around a Theme:** The skill of organising writing into paragraphs around a theme is introduced in **Year 3**. Pupils learn to group related material into paragraphs to add cohesion and aid the reader's understanding. **Considering How Authors Develop Characters and Settings in Narratives:** From **Year 3** onwards, pupils are encouraged to plan their narratives by discussing and recording ideas, including how authors they have read, listened to, or seen performed develop characters and settings. This analysis helps pupils incorporate similar techniques into their own writing.

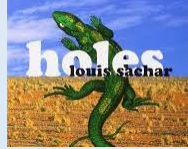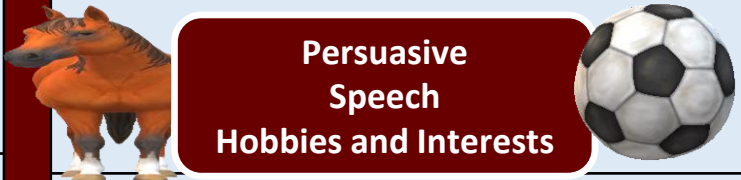| **Coraline with NC Links**	
Progression of skills	**Progression of Grammar and Punctuation**
Character Analysis: Year 1: Pupils begin by identifying main characters in stories they listen to or read. **Year 2:** They describe these characters, discussing their traits and motivations. **Years 3 and 4:** Analysis deepens to include understanding characters' feelings, thoughts, and actions, and how they influence the narrative. **Years 5 and 6:** Pupils evaluate characters' development throughout the story, considering factors that drive changes in their behaviour and relationships. **Setting Exploration: Year 1:** Children recognise and describe settings in familiar stories. **Year 2:** They discuss how settings influence events in a story. **Years 3 and 4:** Exploration includes comparing and contrasting different settings and understanding their significance to the plot. **Years 5 and 6:** Pupils analyse how settings, including contrasting worlds, affect the mood, atmosphere, and direction of the narrative. **Themes and Symbols: Years 1 and 2:** Introduction to identifying simple themes, such as friendship or bravery, in stories. **Years 3 and 4:** Pupils discuss recurring themes and begin to recognize basic symbols used by authors. **Years 5 and 6:** In-depth analysis of complex themes like identity and the dangers of curiosity, along with interpreting symbols and their relevance to the story's message. **Plot Structure: Year 1:** Understanding the beginning, middle, and end of stories. **Year 2:** Identifying main events and simple plot sequences. **Years 3 and 4:** Recognising elements such as introduction, build-up, climax, and resolution. **Years 5 and 6:** Analysing complex narrative structures, including subplots and key turning points. **Vocabulary and Language: Year 1:** Expanding vocabulary through exposure to a variety of texts. **Year 2:** Noticing descriptive language and discussing word meanings. **Years 3 and 4:** Exploring figurative language, such as metaphors and similes, and understanding how language choices enhance description. **Years 5 and 6:** Analysing how authors use language to create atmosphere, tension, and convey nuanced meanings. **Reflection: Years 1 and 2:** Expressing personal preferences and simple reflections on stories. **Years 3 and 4:** Discussing personal responses to events and characters and considering different perspectives. **Years 5 and 6:** Reflecting on moral and ethical questions raised by the text, relating them to personal experiences, and discussing lessons learned. These progressions ensure that pupils develop a comprehensive set of reading and analytical skills, preparing them for more advanced literary studies in secondary education.	**Vocabulary Development: (Years 1-2):** Children are encouraged to discuss word meanings, linking new meanings to those already known. They also learn to understand both the books they can read independently and those they listen to by drawing on what they already know or on background information and vocabulary provided by the teacher. **(Years 3-6):** Pupils continue to develop vocabulary through exposure to a wide range of texts. They use dictionaries to check the meaning of words they have read and discuss words and phrases that capture the reader's interest and imagination. **Inference: KS1:** Pupils begin to make simple inferences about characters' feelings, thoughts, and motives based on their actions, and they start to predict what might happen next in a story. **KS2:** Inference skills are further developed as pupils justify their inferences with evidence from the text, enhancing their comprehension and analytical abilities. **Prediction: KS1:** Children are taught to predict what might happen next in a text based on what has been read so far. **Key Stage 2:** Prediction skills are refined as pupils use details stated and implied to anticipate future events and outcomes in more complex texts. **Explanation: KS1:** Pupils begin to explain their understanding of texts, discussing the significance of the title and events. **KS2:** Pupils provide reasoned justifications for their views, explaining and discussing their understanding of what they have read, including through formal presentations and debates. **Retrieval: KS1:** Children learn to identify and retrieve key information from texts they read and listen to. **KS2:** Retrieval skills are honed as pupils locate and record information from non-fiction texts, using organizational features to find information efficiently. **Summarisation: KS1:** Students begin to identify the main events or key points in a text. **KS2:** Pupils learn to summarize the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. **Use of Superlatives to Emphasise Description: KS2:** While the curriculum does not explicitly mention superlatives, students are taught to choose appropriate grammar and vocabulary to enhance meaning and interest, which includes the use of descriptive language such as superlatives. **Exploring Similes: KS2:** The curriculum encourages the use of figurative language to enrich writing. Students learn about similes as a form of figurative language to create imagery and enhance descriptions. **Making Comparisons: KS2:** Pupils are taught to make comparisons within and across books, analysing themes, characters, and events to deepen their understanding of texts. **Participating in Discussions About Books: KS1:** Children are encouraged to participate in discussion about what is read to them, taking turns and listening to what others say. **KS2:** Pupils participate in discussions about books they have read and those read to them, building on their own and others' ideas and challenging views courteously. They learn to explain and discuss their understanding of what they have read, including through formal presentations and debates. These skills are integrated into the curriculum to develop proficient and thoughtful readers. The progression ensures that by the end of primary education, pupils have a solid foundation in reading comprehension and language use.

Scheme of Learning	Narrative The Blitz	Short Stories and Poetry (Classic)	Police Report (Traditional tales)
Knowledge Grammar Foci Sequencing Statements	• To consider, when planning narratives, how to develop characters and settings (Year 3) • Use different cohesive devices to connect clauses in a sentence • Use correctly punctuated direct speech to convey character. (Yr 3) Distinguish between the language of speech and writing using a shift in formality (Year 5) • To use ellipses for suspense. • To habitually proofread for spelling and punctuation errors (Year 2) • To consistently link ideas across paragraphs	• Vocabulary, Inference, Prediction. Explain. Retrieve summarise • Spelling: hyphens • Grammar: Past and Progressive Tense • Spelling: Prefixes and suffixes • Grammar: Commas for Clauses • What life was like pre-1950s • To understand and appreciate the classics • The difference between classic and modern-day texts • To analyse characters and settings from the period	• To use the passive voice. • To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, colons and semi-colons, underlining) (Year 5) • To habitually proofread for spelling and punctuation errors • To plan 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)
Cross Curricular Learning	History – WW2 **(Ambition, Etiquette, Honesty, Respect, Kindness and Pride.)** **Careers** Historical content writer/ freelance writer:	• History- pre-1950. **(Respect, Kindness and Pride.)** **Careers:** Author: using classic stories to create classic of the future	**(Etiquette, Honesty, Respect,)** **Careers:** Police and other law enforcement services
Enrichment Opportunities and British Values			

Narrative: The Blitz with NC Links

Progression of skills	Progression of Grammar and Punctuation
Identify Key Information: *Extracting important facts, such as dates, locations, and events.* Pupils are taught to retrieve and record information from non-fiction texts. They develop skills to identify main ideas, summarise content, and note key details, including dates and events. **Understand Cause and Effect:** *Explaining how real experiences can affect people's daily lives and their impact.* Pupils study significant events, people, and changes in history. They learn to understand the causes and consequences of historical events and how these have shaped society. **Infer and Deduce:** *Reading between the lines to understand the emotions and experiences of people.* Pupils are taught to draw inferences about characters' feelings, thoughts, and motives from their actions and justify these with evidence from the text. **Use Contextual Vocabulary:** *Defining and using key historical terms related to a historical event.* Pupils continue to build their vocabulary, using appropriate historical terms to describe events, periods, and phenomena. **Summarise and Present Information:** *Summarising key facts and presenting findings clearly and structured..* **KS2** Pupils are taught to summarise main ideas from texts, present information and ideas orally, and participate in discussions, considering different viewpoints. These skills are integrated into the curriculum to ensure a comprehensive development of pupils' analytical and communication abilities throughout their primary education.	**To consider, when planning narratives, how to develop characters and settings:** **Year Introduced:** Year 3. **Curriculum Link:** "Draft and write by… in narratives, creating settings, characters and plot" (Year 3 & 4) Further developed in Years 5 & 6: "In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action." **Use different cohesive devices to connect clauses in a sentence. Year Introduced:** (basic conjunctions), more advanced in Year 5. **Curriculum Link:** Year 5 & 6: "Use devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)." **Use correctly punctuated direct speech to convey character: Year Introduced:** Year 3. **Curriculum Link:** Year 3 & 4: "Use and punctuate direct speech" (Introduction of inverted commas) Year 5 & 6: "Integrate dialogue to convey character and advance the action." **Distinguish between the language of speech and writing using a shift in formality: Year Introduced:** Year 5. **Curriculum Link:** Year 5 & 6: "Recognising vocabulary and structures appropriate for formal speech and writing, including subjunctive forms." **To use ellipses for suspense: Year Introduced:** Year 6. **Curriculum Link:** Year 5 & 6: "Use of ellipsis" (Implied use in creative writing for suspense, though not explicitly stated in the curriculum.) **To habitually proofread for spelling and punctuation errors: Year Introduced Curriculum Link:** " Year 5 & 6: "Proofread for spelling and punctuation errors." **To consistently link ideas across paragraphs: Year Introduced:** Year 5. **Curriculum Link:** Year 5 & 6: "Linking ideas across paragraphs using a wider range of cohesive devices."

Classic Short Stories and Poetry with NC Links	
Progression of skills	**Progression of Grammar and Punctuation**
Understand Historical Context: *NC Link*: Understanding a text's historical setting and social customs is part of developing comprehension skills. Pupils explore texts set in different times and places, discussing how context influences content. **Analyse Language and Vocabulary:** *NC Link*: Pupils start to discuss word meanings with a more in-depth analysis of archaic language. **Character Development:** NC *Link*: Pupils describe characters in simple terms, with deeper analysis **Explore Themes:** NC *Link*: Recognising themes and messages within texts is part of reading comprehension. Pupils identify and discuss themes such as morality and society. **Compare and Contrast:** *NC Link*: Comparing texts, including themes and styles, is encouraged to develop critical reading skills. KS2. Pupils compare different texts and discuss similarities and differences **Infer Meaning:** *NC Link* Pupils begin to make simple inferences, maturing in KS2. **Analyse Plot Structure:** *NC Link*: Pupils learn about basic plot elements, with more complex analysis in KS2 and **Understand Author's Purpose:** *NC Link*: Discussing the author's intent and viewpoint is included in comprehension objectives. KS2. Pupils explore why authors write texts and what messages they convey. **Figurative Language:** *NC Link*: Identifying and interpreting figurative language, like metaphors and similes, is part of language comprehension. Pupils recognise and discuss figurative language in texts. **Symbolism** - *NC Link*: Recognising symbols and their meanings contributes to deeper text comprehension. - KS2. Pupils begin to identify symbols and discuss their significance. **Rhyme and Rhythm** - *NC Link*: Understanding poetic devices, including rhyme and rhythm, is part of poetry studies. - *Introduction*: KS1. Pupils explore rhyme and rhythm in simple poems, with more detailed analysis in KS2. **Creative Writing**: *NC Link*: Writing creatively using various literary devices to develop writing skills. - **Analysis Writing:** *NC Link*: Writing analyses of texts, focusing on literary elements, develops critical writing skills. Pupils start to write structured analyses of texts. **Perspective and Voice:** *NC Link*: Exploring different narrative perspectives and writing from various viewpoints enhances understanding of voice. – Pupils experiment with writing from different characters' perspectives. **Critical Thinking** – *NC Link*: Discussing and justifying interpretations of texts fosters critical thinking. - *Introduction*: KS2. Pupils engage in discussions to explore various interpretations of texts and **Comparative Analysis** – *NC Link*: Comparing themes, characters, and styles across texts develops analytical skills. Pupil compare different texts to analyse similarities and differences. **Group Discussions** – *NC Link*: Pupils begin with simple discussions, with more structured group work.	**Hyphens: KS2.** Pupils are taught to use hyphens to avoid ambiguity and to join words to form compound adjectives. NC **Link:** *Spelling* - "Use hyphens to join words to avoid ambiguity (e.g., man-eating shark)." **Grammar: NC Link:** *Grammar* - "Use past tense verbs in writing and speech." **KS2.** Pupils learn to use past and progressive tenses and understand when to use them appropriately. **NC Link:** *Grammar* - "Use the past progressive and present progressive tenses correctly in writing." **Spelling: Prefixes and Suffixes. NC Link:** *Spelling* - "Understand the concept of prefixes and suffixes." **KS2** Pupils focus on spelling words with common prefixes and suffixes. **NC Link:** *Spelling* - "Spell words with common prefixes and suffixes." **Grammar: Commas for Clauses: KS2** Pupils learn to use commas to separate clauses within a sentence. **NC Link.** *Grammar* - "Use commas to separate main and subordinate clauses." **What Life Was Like Pre-1950s: KS2.** Pupils explore historical periods with a focus on life before the 1950s. **NC Link:** *History: A Local History Study* - "Study events or changes in the past beyond living memory, including pre-1950s." NC **Link:** *History: Significant Events* - "Understand the impact of significant events such as the Second World War on daily life." **To Understand and Appreciate the Classics: KS2** Pupils are encouraged to read and appreciate classic literature and poetry. NC **Link:** *Reading* - "Read and discuss a range of classic literature and modern fiction, identifying themes and structures." **The Difference Between Classic and Modern-Day Texts: KS2** Pupils learn to identify the differences in themes, language, and structure between classic and modern texts. **NC Link:** *Reading* "Recognise differences between modern texts and classic literature in language and themes." **To Analyse Characters and Settings from the Period: KS2: Students analyse and explore characters and settings from classic literature, examining how they are presented in different periods. NC Link: Reading: Comprehension—**"Analyse the characters, settings, and themes in texts from different periods, including pre-1950s literature."

Police Reports with NC Links	
Progression of skills	**Progression of Grammar and Punctuation**

Progression of skills

Understand the Purpose of a Police Report
NC Link: Writing: Pupils are taught to write for a range of purposes, including formal and informal texts. This includes understanding how to write factually and with a clear purpose. Year 4 onward. The concept of writing for specific purposes is introduced in Years 3-4, with a deeper focus in Years 5-6
Use Formal Language and Tone: NC Link: Writing: Use of formal language, tone, and style is part of developing pupils' understanding of writing for different audiences and purposes. Year 5 onward. Formal writing styles are typically developed in Years 5-6, especially for texts such as reports or essays.
Present Information Clearly and Concisely: NC Link: Writing: Pupils are taught to express themselves clearly and succinctly, ensuring clarity of ideas and removing unnecessary detail. Year 4 onward. Clarity in writing is emphasized in Years 3-4 and increasingly in Years 5-6.
Organise Information Logically: NC Link: Writing: Pupils should organise their writing into paragraphs, using clear headings and appropriate structure for formal documents like reports. Year 3 onward. Structuring writing clearly is developed progressively throughout KS2, with more complex formats introduced by Year 6.
Use the Past Tense: NC: G and P: Pupils are taught to use the past tense accurately when recounting events. Year 1 onward. The basic understanding of tenses, including the past tense, is introduced in Year 1, and pupils continue to refine this skill in KS2.
Include Witness Statements and Evidence: NC: Writing: Pupils learn to write persuasively and factually, integrating evidence and statements into their writing, and quoting or referencing sources accurately.
Year 4 onward. The integration of evidence and reporting facts begins in Year 4, with more detailed use in Years 5 and 6.
Write in Third Person: NC Link: Writing: Writing in the third person is a key skill for formal writing, reports, and maintaining objectivity.
Year Introduced: Year 3 onward. Writing in the third person is taught from Year 3 but is used extensively in formal report writing starting in Year 4 and beyond.
Proofread for Accuracy and Clarity: NC Link: Writing: Pupils are taught to review and edit their work, checking for spelling, punctuation, grammar, and clarity. **Year Introduced:** Year 1 onward. The idea of checking and editing work is introduced early in KS1, with more focused and independent proofreading in Years 3-6

Progression of Grammar and Punctuation

To use the passive voice: Year Introduced: Year 6
Curriculum Link: Pupils are taught to understand the difference between active and passive voice and to use passive constructions to affect the presentation of information in their writing.
To use further organisational and presentational devices to structure text and to guide the reader (e.g., headings, bullet points, colons and semi-colons underlining):
Year Introduced: Year 5 **Curriculum Link:** Students learn to use a range of organisational and presentational devices to structure text effectively, guiding the reader through the content.
To habitually proofread for spelling and punctuation errors:
Year Introduced: Year 6
Curriculum Link: Students are encouraged to routinely proofread their work to identify and correct spelling and punctuation errors, enhancing the accuracy and quality of their writing.
To plan 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 Introduced: Year 5
Curriculum Link: Students are taught to plan their writing by considering the audience and purpose, choosing appropriate forms, and drawing on examples from similar writing to inform their own work. files.
These objectives are designed to build upon students' existing skills, ensuring a comprehensive development of writing proficiency as they progress through the curriculum.

Scheme of Learning	Formal and informal letters	holes louis sachar	Persuasive Speech Hobbies and Interests
Knowledge Grammar Foci Sequencing Statements	• To select vocabulary and grammatical structures that reflect what the writing requires – showing different levels of formality. • To use the subjunctive form in formal writing. • To habitually proofread for spelling and punctuation errors • To plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form, and using other similar writing as models. (Year 5)	• Vocabulary, Inference Prediction Explain. Retrieve, Summarise (Yr 3) • Exploring change in a novel • Effective use of adjectives • Use quotations as evidence • Modal verbs to give advice • To refer to authorial style, overall themes (e.g., the triumph of right versus wrong), and features • To begin to use ideas from one's own reading and Modelled examples to plan writing (Years 3) • To begin to explore the author's use of foreshadowing • To introduce the PEE paragraph structure	• To plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form, and using other similar writing as models • Use first person, direct address, modal verbs and rhetoric questions for persuasion • Use passive and subjunctive voice for authority and formality Physical Oracy: • Pace of speech - Tonal variation - Clarity of pronunciation - Voice projection - Gesture & posture - Facial expression & eye contact Linguistic Oracy • Vocabulary - Appropriate vocabulary choice - Register – Grammar
Cross-Curricular Learning	**(Etiquette, Honesty, Respect, Kindness and Pride.)** **Careers Applying for all jobs and careers and other personal/professional reasons**	**PSHE - friendship** **(Ambition, Etiquette, Honesty, Respect, Kindness and Pride.)** **Careers: Counsellor and teaching: active listening skills**	**(Etiquette, Honesty, Respect, Kindness and Pride.)**
Enrichment Opportunities and British Values			

Formal and Informal with NC Links	
Progression of skills	**Progression of Grammar and Punctuation**
Formal Letter Writing **Understand the structure of a formal letter.** Year 5 **NC Link**: Writing Composition – "Identifying the audience and purpose of the writing, selecting the appropriate form, and using other similar writing as models for their own." **Use appropriate tone and language for formal writing:** Year 5 **NC Link**: Writing Composition – "Noting and developing initial ideas, drawing on reading and research where necessary." **Use correct grammar and punctuation for clarity and professionalism:** Year 4-6. **NC Link**: Writing – "Using commas to clarify meaning or avoid ambiguity and using correct verb tenses consistently." **Develop clear and concise arguments in the body of the letter, maintaining a respectful tone:** Year 6. **NC Link**: Writing Composition – "Précising longer passages; using further organisational and presentational devices to structure text." **Apply appropriate conventions for addressing recipients:** **Year Introduced**: Year 5 **NC Link**: Writing Composition – "Using appropriate vocabulary and grammar for different contexts and audiences." **Informal Letter Writing** **Understand the structure of an informal letter:** Year 3-4. **NC Link** Writing Composition – "Planning writing by discussing writing similar to that which they are planning to write." **Write with a conversational tone, reflecting familiarity and personal connections:** Year 3-4. **NC Link**: Writing – "Using a range of sentence structures and vocabulary for effect." **Use informal language and colloquialisms where appropriate, while maintaining clarity:** Year 4-5. **NC Link**: Writing – "Considering how authors have developed characters and settings in what they have read, listened to, or seen performed." **Include personal details and expressive language to make the letter engaging and friendly:** Year 3-4. **NC Link**: Writing Composition – "Assessing the effectiveness of their own and others' writing and suggesting improvements." **Ensure punctuation and spelling are accurate to enhance readability and flow:** Year 3-6 (progressively refined) **NC Link**: Spelling, Punctuation, and Grammar – "Using expanded noun phrases, fronted adverbials, and appropriate punctuation."	**Selecting vocabulary and grammatical structures to reflect the writing's requirements, including varying levels of formality:** **NC:** Pupils are taught to "select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g., using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)." **Using the subjunctive form in formal writing:** **NC:** The subjunctive form is introduced to help students "distinguish between the language of speech and writing and to choose the appropriate level of formality." **Habitually proofreading for spelling and punctuation errors:** **NC Details:** Students are encouraged to "proofread for spelling and punctuation errors" as part of their writing process. **Planning writing by identifying the audience and purpose, selecting the appropriate form, and using similar writing as models:** **NC Details (Year 5):** Pupils learn 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."

Holes with NC Links	
Progression of skills	**Progression of Grammar and Punctuation**
Character Development: *Objective:* Understand what they read by drawing inferences such as inferring characters' feelings, thoughts, and motives from their actions, and justifying inferences with evidence. This objective encourages pupils to analyse characters' development, motivations, behaviours, and relationships throughout a narrative. **Themes:** *Objective:* Identify themes and conventions in a wide range of books. *Curriculum Link:* Pupils are guided to explore and reflect on key themes such as friendship, self-acceptance, bullying, and personal growth within texts. **Plot Structure:** *Objective:* Understand what they read by identifying how language, structure, and presentation contribute to meaning. This involves recognising and describing the beginning, middle, and end of stories, discussing main conflicts and their resolutions, and understanding how these elements contribute to character development. **Point of View:** *Objective:* Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Pupils discuss the narrative perspective, how it influences understanding of characters and events, and consider how stories might change if told from different viewpoints. **Vocabulary and Language:** *Objective:* Discuss their understanding and explain the meaning of words in context .Pupils analyse the author's use of language, including dialogue and descriptive passages, and identify new vocabulary words and phrases, discussing their meanings in context. assets. **Literary Devices:** *Objective:* Identify how language, structure, and presentation contribute to meaning. Pupils identify and discuss literary devices used by authors, such as symbolism, foreshadowing, or humour, and find examples within texts. **Empathy and Perspective:** *Objective:* Participate in discussions about books, building on their own and others' ideas and challenging views courteously. Pupils reflect on their own feelings towards characters, considering how perspectives might change after understanding characters' challenges and growth	**Vocabulary**: Discussing new word meanings, using knowledge of morphology and etymology to understand unfamiliar words. (Year 3-6): Using dictionaries to check meanings. (Year 5 and 6) Evaluating the impact of word choices. **Inference** : Making simple inferences (e.g., what a character is feeling). Drawing inferences from characters' thoughts, feelings, and actions with evidence. (Year 5 and 6) Justifying inferences with evidence from the text. **Prediction** (Predicting what might happen next based on details stated or implied. **Explain (Retrieve & Summarise)** **Retrieve**: Identifying key details and retrieving information from fiction and non-fiction texts. **Summarise**: Identifying key ideas and summarising main points. **Exploring Change in a Novel** Identifying themes in a novel, discussing how characters change, and considering how a novel's plot develops over time. **Use Quotations as Evidence** Retrieving and recording information from fiction and non-fiction. Justifying answers with direct reference to the text. **To Refer to Authorial Style, Overall Themes** Identifying themes such as good vs. evil. Recognising how language, structure, and presentation contribute to meaning. **Writing: Composition and Grammar** These aspects fall under the **Writing** objectives, focusing on planning, structuring, and improving writing. **Effective Use of Adjectives** Expanded noun phrases (e.g., 'the blue butterfly'). More sophisticated word choices for description. **Modal Verbs to Give Advice** Using modal verbs (e.g., should, must, could) to express degrees of possibility and advice. **To Begin to Use Ideas from Own Reading and Modelled Examples to Plan Writing** Drawing on reading and models of writing when planning compositions

Persuasive speeches with NC Links	
Progression of skills	**Progression of Grammar and Punctuation**
Physical Oracy (Pace of speech, tonal variation, clarity of pronunciation, voice projection, gesture & posture, facial expression & eye contact) **Developed through Key Stage 2 & Key Stage 3)** **National Curriculum Link**: Spoken Language (across all Key Stages) Pupils should be taught to "speak audibly and fluently with an increasing command of Standard English," including "using appropriate tone, volume, and gestures for different contexts." **Linguistic Oracy** (Vocabulary, appropriate vocabulary choice, register, grammar) **Developed throughout Key Stage 2 & Key Stage 3** **National Curriculum Link**: Spoken Language and Writing Pupils should "use relevant strategies to build their vocabulary," "articulate and justify answers, arguments, and opinions," and "consider and evaluate different viewpoints, attending to and building on the contributions of others." They should also "use standard English grammatical structures where appropriate."	**To plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form, and using other similar writing as models** **Introduced in Year 5 & Year 6** **National Curriculum Link**: English Programme of Study - Writing (Composition) Pupils should be taught 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." **Use first person, direct address, modal verbs, and rhetorical questions for persuasion** **Introduced in Year 5 & Year 6** **National Curriculum Link**: English Programme of Study - Writing (Vocabulary, Grammar & Punctuation) Pupils should be taught to "use modal verbs or adverbs to indicate degrees of possibility" and "select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning." These persuasive techniques are often applied in writing to argue, persuade, or debate. **Use passive and subjunctive voice for authority and formality** **Introduced in Year 6** **National Curriculum Link**: English Programme of Study - Writing (Vocabulary, Grammar & Punctuation) Pupils should be taught to "recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms" and "use passive verbs to affect the presentation of information in a sentence."

TOLERANCE
OF THOSE WITH DIFFERENT
FAITHS AND BELIEFS