



St Silas Church of England Primary Academy
 'Loving God and one another, we work together to be
 the best we can be'

English Curriculum Coverage

Year 2 - Writing

Reading Focus	Objectives
The Place Where I Live	Stories with familiar settings Non-chronological reports Poems on a theme
Fighting Fit	Traditional tales with a twist Instructions
Explorers	Stories by the same author Non-chronological reports
The Farm Shop	Stories with familiar settings Persuasion Riddles
The Wind in the Willows	Animal adventure stories Recount: letters Classic poetry
Buckets and Spades	Story as a theme Explanations Poems on a theme

Year 2 - Grammar

Reading Focus	Objectives
The Place Where I Live	<p>say, write and punctuate sentences using the joining words and, but.</p> <p>select, generate and effectively use nouns, building on prior learning from Y1.</p> <p>say, write and punctuate simple and compound sentences using the joining words and, but, so.</p> <p>focus on compound words using nouns, e.g. whiteboard and football.</p> <p>select, generate and effectively use adjectives.</p> <p>focus on identifying and generating noun phrases, e.g. the shimmering blue butterfly (for description).</p>
Fighting Fit	<p>focus on writing and punctuating simple and compound sentences using the joining words and, but, so and or.</p> <p>select, generate and effectively use verbs. Link to using the past tense for narrative.</p> <p>focus on selecting, generating and effectively using adverbs.</p> <p>focus on using the suffix ly to turn adjectives into adverbs e.g. slowly, gently, carefully.</p>
Explorers	<p>focus on using subordination for time using when, before and after. E.g. We went out to play when we had finished our writing. When we had finished our writing, we went out to play.</p> <p>focus on apostrophes for contracted forms e.g. don't, can't, wouldn't, you're, and I'll.</p> <p>focus on subordination for reason using because and if e.g. I put on my coat because it was raining. Because it was raining, I put on my coat.</p> <p>focus on identifying past and present tense. (Note: use present tense for non-chronological reports and past tense for historical reports).</p>
The Farm Shop	<p>focus on selecting, generating and effectively using adjectives.</p> <p>focus on adding suffixes –ful or –less to create adjectives e.g. playful, careful, careless, hopeless.</p>

	<p>focus on the use of present tense for persuasive adverts. Also explore the progressive form of verbs in the present tense (e.g. she is drumming) to mark actions in progress.</p> <p>building on earlier work on adjectives and suffixes, focus on using the suffixes -er and -est to create adjectives e.g. faster, fastest, smaller, smallest.</p> <p>build on existing knowledge of nouns to identify, generate and effectively use noun phrases, e.g. the blue butterfly with shimmering wings (for description), granulated sugar (for specification).</p> <p>focus on subordination for time using when, before and after and reason using because and if</p>
<p>The Wind in the Willows</p>	<p>focus on using the subordinating conjunction that in a sentence, e.g. I hope that it doesn't rain on sports day.</p> <p>select, generate and effectively use adverbs.</p> <p>revise the use of apostrophes for contracted forms, e.g. don't, can't, wouldn't, you're, I'll, and for singular possession in nouns, e.g. the girl's name.</p> <p>focus on the revision of selecting, generating and effectively using nouns. Extend to include adding suffixes ness and er to create nouns, e.g. happiness, sadness, teacher, baker.</p> <p>focus on selecting, generating and effectively using verbs.</p> <p>focus on creating compound words using nouns, e.g. whiteboard and football.</p>
<p>Buckets and Spades</p>	<p>focus on the revision of apostrophes for contracted forms, e.g. don't, can't, wouldn't, you're, I'll, and for singular possession in nouns, e.g. the girl's name.</p> <p>adding suffixes -ness and -er to create nouns, e.g. happiness, sadness, teacher, baker.</p> <p>focus on selecting, generating and effectively using adjectives. Extend to include: adding suffixes -ful or -less to create adjectives e.g. playful, careful, careless, hopeless.</p> <p>focus on selecting, generating and effectively using adjectives. Extend to include: using suffixes -er and -est to create adjectives e.g. faster, fastest, smaller, smallest.</p> <p>focus on using subordination for time and reason.</p> <p>focus on using the subordinating conjunction that in a sentence.</p>

Year 2 - Suggested Text

Reading Focus	Suggested Text
The Place Where I Live	<p>The Jolly Postman by Janet and Allan Ahlberg Katie Morag by Mairi Hedderwick The Pirates Next Door by Jonny Duddle</p> <p>Range of non-chronological report texts, including ICT. http://www.kidzone.ws/animals/ https://www.natgeokids.com http://www.bbc.co.uk/education/clips/zwxsb9q http://www.discoveryeducation.co.uk/ (requires subscription) http://www.literacywagoll.com/non-chronological-report.html http://www.visitlancashire.com/things-to-do https://www.visitsealife.com/blackpool/discover/ Frederick's Ice Cream Parlour http://www.visitlancashire.com/food-and-drink/fredericks-ice-cream-parlour-p25660 Mrs Dowson's Ice Cream http://www.visitlancashire.com/things-to-do/mrs-dowsons-visitor-centre-and-farm-p31650</p> <p>Poems linked to schools, families or other familiar settings Jumpstart! Poetry: Games and Activities for Ages 7-12 by Pie Corbett Please Mrs Butler by Allan Ahlberg Heard it in the Playground by Allan Ahlberg Revenge of the Lunch Ladies: The Hilarious Book of School Poetry by Ken Nesbitt A First Poetry Book by Pie Corbett and Gaby Morgan</p>
Fighting Fit	<p>Prince Cinders by Babette Cole. Snow White in New York by Fiona French. The Pea and the Princess by Mini Grey. The True Story of the Three Little Pigs by Jon Scieszka and Lane Smith. Red Riding Hood and the Sweet Little Wolf by Rachael Mortimer. Jack and the Baked Beanstalk by Colin Stimpson.</p> <p>101 Playground Games by Therese Hoyle. Hopscotch rules YouTube clip. How to play 'What's the Time Mr Wolf?' YouTube clip. Woodlands Junior School - Playground games for kids website Games kids play website</p>
Explorers	<p>Books by Simon Bartram:</p> <ul style="list-style-type: none"> - The Man on the Moon – It is recommended to start with this text as this provides the context for Simon Bartram's series of books. - The Disappearing Moon. - A Right Royal Disaster. - The Heartless Robots. - Clone Chaos.

- Bob's Best Ever Friend.
- Bob and the Moon Tree Mystery.
- Dougal's Deep Sea Diary.

Books by Jonny Duddle:

- The King of Space.
- The Pirate Cruncher.
- The Pirates Next Door.
- The Jolley-Rogers and the Ghostly Galleon.

Film clip La Luna

<https://www.youtube.com/watch?v=10OVn8UT2bQ>

Range of information texts, e.g.

- Information texts about explorers – see learning opportunities for history.

- 100 Facts on Explorers by Dan North

If theming the unit around space exploration;

- Neil Armstrong (Fact Cat: History) by Jane Bingham
- Moon (Fact Cat: Space) by Alice Harman
- One Giant Leap – The Story of Neil Armstrong by Don Brown
- Who was Neil Armstrong? by Roberta Edwards
- The Usborne Official Astronaut's Handbook by Louie Stowell
- One Giant Leap: A Historical Account of the First Moon Landing by Robert Burleigh

- See Inside Space – an Usborne Flap Book by Katie Daynes

- The Little Kids' First Big Book of Space (National Geographic Kids) by Catherine D. Hughes

- Christopher Columbus and Neil Armstrong – Comparing People from the Past by Nick Hunter

- Great Explorers: Christopher Columbus and Neil Armstrong: Band 09/Gold (Collins Big Cat) by Charlotte Guillain

If theming the unit around world/ocean exploration;

- Who was Christopher Columbus? by Bonnie Bader
- Christopher Columbus (Fact Cat: History) by Jane Bingham
- Who was Ernest Shackleton? by Janes Buckley
- Christopher Columbus (Usborne Young Readers) by M. Lacey
- Nelson (Usborne Famous Lives) by M. Lacey
- Captain Cook (Usborne Famous Lives) by Rebecca Levene
- Avoid Exploring with Captain Cook (Danger Zone) by Mark Bergin

- Avoid Sailing with Christopher Columbus (Danger Zone) by Fiona MacDonald

- Avoid Sailing with Francis Drake (Danger Zone) by David Stewart

- Captain Scott: Journey to the South Pole: Band 08/Purple (Collins Big Cat) by Adran Bradbury

- Manfish: A Story of Jacques Cousteau by Jennifer Berne

Additional texts to enrich and support the unit

- Bob's Alien Spotter's Guide by Simon Bartram
- The Darkest Dark by Chris Hadfield
- Here We Are – Notes for Living on Planet Earth by Oliver Jeffers
- Up Close: T-Rex – Paul Harrison

The Farm Shop

Mudpuddle Farm: Six Animal Adventures by Michael Morpurgo
Mudpuddle Farm: Hee-Haw Hooray! by Michael Morpurgo
Mudpuddle Farm: Pigs Might Fly by Michael Morpurgo
Mudpuddle Farm: Alien Invasion by Michael Morpurgo
Mudpuddle Farm: Cock-A-Doodle-Do! by Michael Morpurgo
Mudpuddle Farm: Mossop's Last Chance by Michael Morpurgo
The Sheep-Pig by Dick King-Smith
A Calf Called Valentine (Peak Dale Farm Stories) by Berlie Doherty
Valentine's Day (Peak Dale Farm Stories) by Berlie Doherty
Sophie is Seven by Dick King-Smith
Sophie's Lucky by Dick King-Smith
Sophie's Tom by Dick King-Smith
Sophie's Snail by Dick King-Smith
Sophie Hits Six by Dick King-Smith
Sophie in the Saddle by Dick King-Smith
The Cherry Tree Farm Story Collection by Enid Blyton
Farmer Dan and his Big Brother Stan by Rod Simpson – animated version available on You Tube

Range of posters and leaflets from local attractions including farms and farm shops (these may need simplifying), e.g.

- Farmer Parr's Animal World <http://www.farmerparrs.com/>
 - Old Holly Farm <http://www.oldhollyfarm.com/>
 - Greenlands Farm Village <http://www.greenlandsfarmvillage.co.uk>
 - Farmer Ted's Farm Park <https://www.farmerteds.com/>
- Bee Bright: On the Farm (Justin Fletcher). Various chapters including sheep shearing and incredible crops on YouTube
https://www.youtube.com/watch?v=g_UCx8wfzXA
<https://www.youtube.com/user/buzzfizz1/videos>

Range of non-fiction books to support the gathering of information, including a selection for the children to read independently, e.g.

- First Facts Farm by Dorling Kindersley.
- Farm (Scholastic Discover More) by Penny Arlon and Tory Gordon-Harris
- Usborne Look Inside a Farm by Katie Daynes
- A Visit to the Farm: Band 07/Turquoise (Collins Big Cat) by Michael Morpurgo
- See How They Work and Look Inside Farm Equipment (World of Wonder) by Johannah Gilman Paiva and Ashley Rideout (Editors)
- Farm Animals (National Geographic Kids' Readers Level One) by Joanne Mattern
- Farming Jobs! Fun Jobs to do on the Farm (Farming for Kids) by Left Brain Kids
- Machines on the Farm (Machines at Work) by Sian Smith
- Mighty Machines – Tractors and Farm Vehicles by Jean Coppendale
- How did that get in my lunchbox? The Story of Food by Chris Butterworth
- Where do Vegetables Come From? (From Farm to Fork series) by Linda Staniford
- Where does Fruit Come From? (From Farm to Fork series) by Linda Staniford

	<p>Black Dot by Libby Houston (in The Works Key Stage 2 chosen by Pie Corbett).</p> <p>What in the Wild by David Schwartz and Dwight Kuhn.</p> <p>Where else in the Wild by David Schwartz and Yael Schy.</p> <p>Yummy Riddles (Kids can Read series) by Marilyn Helmer.</p> <p>Animal Riddles from the Meddybemps website https://www.meddybemps.com/riddles/Index.html</p> <p>Fruit and Vegetable riddles https://i.pinimg.com/originals/8d/8a/d5/8d8ad5b9663353fa6fd8fba8a169826b.jpg</p> <p>Jumpstart Poetry by Pie Corbett</p> <p>Big Book of Riddles by Lisa Regan</p> <p>Riddles for Kids by Alex Addo</p> <p>Riddles for Kids – Over 300 Riddles and Jokes for Children by M. Prefronatine</p>
<p>The Wind in the Willows</p>	<ul style="list-style-type: none"> - The Owl Who Was Afraid of the Dark by Jill Tomlinson - The Cat Who Wanted to Go Home by Jill Tomlinson - The Hen Who Wouldn't Give Up by Jill Tomlinson - The Otter Who Wanted to Know by Jill Tomlinson - The Penguin Who Wanted to Find Out by Jill Tomlinson - The Gorilla Who Wanted to Grow by Jill Tomlinson - The Hodgeheg by Dick King Smith - The Fox Busters by Dick King Smith - Martin's Mice by Dick King Smith - The Queen's Nose by Dick King Smith - The Invisible Dog by Dick King Smith - Harriet's Hare by Dick King Smith - A Mouse Called Wolf by Dick King Smith - The Diary of a Killer Cat by Anne Fine - The Return of the Killer Cat by Anne Fine - The Killer Cat Strikes Back by Anne Fine <p>The Day the Crayons Quit by Drew Daywalt.</p> <p>The Day the Crayons Came Home by Drew Daywalt</p> <p>An animal story to use as a vehicle, through which the children can write letters in role as one of the characters, recounting some of the key events, e.g. 'The Wind in the Willows' by Kenneth Grahame.</p> <p>Yours Truly, Goldilocks by Alma Flor Ada.</p> <p>Meerkat Mail by Emily Gravett.</p> <p>Further reading to support letter writing;</p> <p>Dear Greenpeace by Simon James (simpler text).</p> <p>Dear Mr. Blueberry by Simon James (simpler text).</p> <p>Dear Teacher by Amy Husband (contains some Americanisms).</p> <p>Letters to Africa – with contributions from Mary Hoffman, Ifeoma Onyefulu and Lauren St John (challenging text)</p> <p>Dear Peter Miniature Letters by Beatrix Potter.</p> <p>Dear Peter Rabbit by Alma Flor Ada.</p> <p>Ducks' Ditty from Wind in the Willows by Kenneth Grahame.</p> <p>The Wind in the Willows: the Original Movie.</p> <p>The Owl and the Pussycat by Edward Lear.</p>

	<p>The Owl and the Pussycat animation – numerous examples available on YouTube</p> <p>Further reading</p> <p>I Am the Seed That Grew the Tree; a nature poem for every day of the year – selected by Fiona Waters (contains both classic and modern poetry)</p>
Buckets and Spades	<p>The Sand Horse by Ann Turnbull.</p> <p>The Whales' Song by Dyan Sheldon.</p> <p>Dolphin Boy by Michael Morpurgo.</p> <p>Billy's Bucket by Kes Gray and Garry Parsons.</p> <p>One Smart Fish by Chris Wormell.</p> <p>Gracie the Lighthouse Cat by Ruth Brown.</p> <p>The Mermaid of Zennor by Charles Causley.</p> <p>Winnie at the Seaside by Valerie Thomas.</p> <p>At the Beach by Roland Harvey.</p> <p>The Lighthouse Keeper Stories by Ronda Armitage and David Armitage.</p> <p>Desriptosaurus by Alison Wilcox - for seaside vocabulary</p> <p>For use in the gathering content and writing phases:</p> <ul style="list-style-type: none"> - Flotsam by David Wiesner. - Something Fishy by the Ringling College of Art and Design https://www.youtube.com/watch?v=iiVkdMLh81w - Bubbles by Gabriela Zapata https://www.youtube.com/watch?v=XEpiCEPkX7o - A challenging descriptive writing model using a collection of seaside vocabulary on the BBC Primary Geography website https://www.bbc.co.uk/programmes/p0113zqv <p>Stimulus sounds collection on the BBC School Radio website including sounds from a beach, harbour, seawash and various weather conditions. http://bbcsfx.acropolis.org.uk/?cat=beach&q=sea</p> <p>Seaside Poems by Jill Bennett.</p> <p>A First Poetry Book by Pie Corbett and Gaby Morgan. In addition to the Seaside chapter in this book, also refer to:</p> <ul style="list-style-type: none"> - What we found at the seaside by Kate Williams in the Nature chapter. - Mermaid's Purse by Kate Sedgwick in the Fairies, Mermaids and Princesses chapter. - Cream Curdled Oceans by Violet Macdonald in the Food chapter. - Living at the Seaside by Marian Swinger in the Where We Live chapter. <p>I Am the Seed that Grew the Tree – selected by Fiona Waters, containing;</p> <ul style="list-style-type: none"> - Until I Saw the Sea by Lilian Moore - The Shell by John Foster - Sea Shell by Amy Lowell - At the Seaside by Robert Louis Stevenson - The Sea by James Reeves - On the Beach by Michael Harrison - The Wild White Horses by Berlie Doherty (links with The Sand Horse – a suggested text for the narrative unit above).

Sea Shoals See Shows on the Sea Bed by Paul Cookson (ideal for performance).

Talk for Writing Across the Curriculum: How to teach non-fiction writing 5-12 years by Pie Corbett and Julia Strong.

How does it work? by Sylvia Karavis and Gill Matthews (Collins Big Cat).

The Sea Book by Charlotte Milner

CBeebies Do you know? series in which Maddie Moate discovers how things work. 22 episodes available.

<https://www.bbc.co.uk/cbeebies/shows/do-you-know>

An explanation about Beach Formation on the BBC Bitesize website <https://www.bbc.com/bitesize/clips/zc2pvcw>

Can you spot the differences between a rabbit and a hare? on the BBC Bitesize website <https://www.bbc.com/bitesize/clips/zpfpjrd>

How animals move on the BBC Bitesize website

<https://www.bbc.com/bitesize/clips/z6ntsbk>

Coastlines – longshore drift on the BBC Bitesize website

<https://www.bbc.com/bitesize/clips/zpcwmp3>

How caves, arches and stacks are formed at the coastline on the BBC Primary Geography website

<https://www.bbc.co.uk/programmes/p0115j83>

Introduce the term 'erosion' prior to viewing.

Note – The last two clips are challenging but accessible with effective teacher questioning and scaffolding.

Year 2 - Spelling

Block 1 – autumn first half term

Week 1	Lesson 1 Revise/Teach/ Practise/Apply Phase 5 GPCs including polysyllabic words. Homophones (<i>sea/see</i> and <i>be/bee</i>)	Lesson 2 Teach Strategies at the point of writing: using a GPC chart	Lesson 3 Practise Phase 5 GPCs	Lesson 4 Teach Strategies for learning words: using spelling journals	Lesson 5 Practise Using segmentation strategy for learning selected words
Week 2	Lesson 6 Revise/Teach/ Practise/Apply Phase 5 GPCs Homophones (<i>blue/blew</i>)	Lesson 7 Revise/Teach/ Practise/Apply Phase 5 GPCs and relevant homophones.	Lesson 8 Teach Strategies at the point of writing: using the environment	Lesson 9 Practise Using segmentation and Phase 5 GPCs to learn words from this week	Lesson 10 Assess Selected Phase 5 GPCs and homophones: dictation
Week 3	Lesson 11 Teach Strategies at the point of writing: Have a go sheets	Lesson 12 Revise/Teach/ Practise/Apply Phase 5 GPCs and homophones	Lesson 13 Revise/Teach/ Practise/Apply Phase 5 GPCs and homophones	Lesson 14 Teach Strategies for learning words: highlighting the tricky part in common exception words	Lesson 15 Practise Words learnt this week: common exception words and Phase 5 GPCs
Week 4	Lesson 16 Revise/Teach/ Practise/Apply Phase 5 GPCs including polysyllabic words	Lesson 17 Revise Strategies at the point of writing: Have a go sheets	Lesson 18 Teach/Practise/ Apply Proofreading: using word banks for common exception words	Lesson 19 Learn Strategies for learning words: polysyllabic and common exception words	Lesson 20 Apply Strategies for learning words: polysyllabic and common exception words
Week 5	Lesson 21 Teach/Practise/ Apply Proofreading, especially high-frequency words	Lesson 22 Teach Homophones	Lesson 23 Teach Strategies for learning words: tricky parts of words and Look, say, cover, write, check	Lesson 24 Revise/Learn Strategies for learning words: Look, say, cover, write, check	Lesson 25 Apply Homophones learnt so far
Week 6	Lesson 26 Revise /aɪ/ spelt 'i' in common exception words (<i>find, kind, mind, behind, child, wild, climb</i>)	Lesson 27 Practise /aɪ/ spelt 'i' in common exception words (<i>find, kind, mind, behind, child, wild, climb</i>)	Lesson 28 Revise/Practise Strategies for learning words: selected words from personal lists	Lesson 29 Learn Strategies for learning words: words from this half term	Lesson 30 Assess Words from this half term

Block 2 – autumn second half term

Week 1	Lesson 1 Teach/Practise/ Apply Strategies for learning words: Look, say, cover, write, check for common exception words	Lesson 2 Teach Strategies for learning words: kinaesthetic and visual strategies for learning common exception words	Lesson 3 Teach/Practise Proofreading common exception words and high-frequency words	Lesson 4 Practise Strategies for learning words: common exception words and personal words	Lesson 5 Apply Common exception words and personal words: dictation
Week 2	Lesson 6 Revise Phase 5 GPCs that are not secure	Lesson 7 Teach Homophones (to/two/too)	Lesson 8 Revise/ Teach/Apply Homophones (to/two/too)	Lesson 9 Revise Strategies at the point of writing: Have a go	Lesson 10 Apply Strategies for learning words: Rainbow write
Week 3	Lesson 11 Revise Selected Phase 5 GPCs	Lesson 12 Teach Strategies at the point of writing: Word sort	Lesson 13 Revise/Teach/ Practise Strategies at the point of writing: Have a go	Lesson 14 Practise Strategies at the point of writing: Which one looks right?	Lesson 15 Learn Strategies for learning words: selected topic words for this term
Week 4	Lesson 16 Revise /dʒ/ sound spelt as 'ge' and 'dge' at the end of words, and sometimes as 'g' elsewhere in words before 'e', 'i' and 'y'	Lesson 17 Practise /dʒ/ sound spelt as 'ge' and 'dge' at the end of words, and sometimes as 'g' elsewhere in words before 'e', 'i' and 'y'	Lesson 18 Teach/Practise Proofreading: using the environment and the working wall	Lesson 19 Apply /dʒ/ sound spelt as 'ge' and 'dge' at the end of words, and sometimes as 'g' elsewhere in words before 'e', 'i' and 'y'	Lesson 20 Practise Strategies for learning words: selected spellings from personal lists, common errors and /dʒ/ words
Week 5	Lesson 21 Teach /s/ sound spelt 'c' before 'e', 'i' and 'y'	Lesson 22 Practise /s/ sound spelt 'c' before 'e', 'i' and 'y'	Lesson 23 Apply /s/ sound spelt 'c' before 'e', 'i' and 'y': dictation	Lesson 24 Teach/Revise Homophones (here/hear, one/won, sun/son) Revise homophones taught so far	Lesson 25 Practise/Apply Homophones (here/hear, one/won, sun/son) Revise homophones taught so far
Week 6	Lesson 26 Revise /n/ sound spelt 'kn' and 'gn' at the beginning of words	Lesson 27 Practise /n/ sound spelt 'kn' and 'gn' at the beginning of words	Lesson 28 Teach Strategies for learning words: saying the word in a funny way	Lesson 29 Learn Strategies for learning words: saying the word in a funny way	Lesson 30 Assess /n/ sound spelt 'kn' and 'gn' at the beginning of words: dictation

Block 3 – spring first half term

Week 1	Lesson 1 Revise Strategies at the point of writing: Have a go sheets	Lesson 2 Teach /aɪ/ sound spelt 'y'	Lesson 3 Practise /aɪ/ sound spelt 'y'	Lesson 4 Apply /aɪ/ sound spelt 'y'	Lesson 5 Teach Strategies for learning words: common exception words and high-frequency words (could, should, would)
Week 2	Lesson 6 Teach Contractions (can't, didn't, hasn't, it's, couldn't, I'll, they're)	Lesson 7 Practise/Apply Contractions (can't, didn't, hasn't, it's, couldn't, I'll, they're)	Lesson 8 Revise /l/ or /əl/ sound spelt '-le' at the end of words and following a consonant	Lesson 9 Practise /l/ or /əl/ sound spelt '-le' at the end of words and following a consonant	Lesson 10 Teach/Practise Proofreading
Week 3	Lesson 11 Teach/Practise Adding endings '-ing', '-ed', '-er', '-est' to words ending in 'e' with a consonant before it	Lesson 12 Teach/Practise Adding endings '-ing', '-ed', '-er', '-est' to words ending in 'e' with a consonant before it	Lesson 13 Teach/Practise Adding the ending 'y' to words ending in 'e' with a consonant before it	Lesson 14 Revise/Learn Strategies for learning words: selected words from this half term, focusing on polysyllabic and topic words	Lesson 15 Apply Selected words from this half term: dictation
Week 4	Lesson 16 Teach /i:/ sound spelt 'ey'	Lesson 17 Practise /i:/ sound spelt 'ey'	Lesson 18 Apply /i:/ sound spelt 'ey': dictation	Lesson 19 Teach/Revise Near homophones (quite/quiet)	Lesson 20 Practise/Apply Homophones and near homophones
Week 5	Lesson 21 Teach /r/ sound spelt 'wr'	Lesson 22 Practise /r/ sound spelt 'wr'	Lesson 23 Teach/Practise Common exception words (most, both, only)	Lesson 24 Practise Strategies for learning words: selected words from personal lists, including common exception words, topic words, /r/ words	Lesson 25 Assess /r/ sound spelt 'wr' and common exception words
Week 6	Lesson 26 Teach Adding '-ing', '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant after a single vowel	Lesson 27 Practise Adding '-ing', '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant after a single vowel	Lesson 28 Apply Adding '-ing', '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant after a single vowel	Lesson 29 Teach/Practise Common exception words (move, prove, improve, should, would, could, most, both, only)	Lesson 30 Practise/Apply Strategies at the point of writing: using a working wall

Block 4 – spring second half term

Week 1	Lesson 1 Teach /v/ spelt 'a' after 'w' and 'qu'	Lesson 2 Practise Strategies for learning words: /v/ spelt 'a' after 'w' and 'qu'	Lesson 3 Assess /v/ spelt 'a' after 'w' and 'qu': dictation	Lesson 4 Teach Strategies for learning spellings: mnemonics	Lesson 5 Practise Strategies for learning spellings: mnemonics
Week 2	Lesson 6 Revise /z/ spelt 's', segmentation and syllable clapping	Lesson 7 Practise /z/ spelt 's'	Lesson 8 Assess /z/ spelt 's'	Lesson 9 Revise Homophones (new/knew)	Lesson 10 Teach/Practise Homophones (there, their, they're)
Week 3	Lesson 11 Teach Adding '-es' to nouns and verbs ending in 'y'	Lesson 12 Practise Adding '-es' to nouns and verbs ending in 'y'	Lesson 13 Apply Adding '-es' to nouns and verbs ending in 'y'	Lesson 14 Revise Strategies for learning words: Look, say, cover, write, check for selected words	Lesson 15 Practise/Apply Strategies for learning words
Week 4	Lesson 16 Teach The possessive apostrophe (singular nouns)	Lesson 17 Practise The possessive apostrophe (singular nouns)	Lesson 18 Apply The possessive apostrophe (singular nouns)	Lesson 19 Teach Strategies at the point of writing: using an alphabetically-ordered word bank	Lesson 20 Practise Strategies at the point of writing: using an alphabetically-ordered word bank
Week 5	Lesson 21 Teach Adding suffixes '-ful', '-less' and '-ly'	Lesson 22 Practise Adding suffixes '-ful', '-less' and '-ly'	Lesson 23 Apply Adding suffixes '-ful', '-less' and '-ly'	Lesson 24 Revise/Learn Strategies for learning words from this half term	Lesson 25 Assess Words from this half term
Week 6	Lesson 26 Revise Contractions (can't, didn't, hasn't, it's, couldn't, I'll, they're)	Lesson 27 Teach Words ending '-tion'	Lesson 28 Practise Words ending '-tion'	Lesson 29 Teach Proofreading: dictionary skills	Lesson 30 Practise Proofreading: dictionary skills

Block 5 – summer first half term

Week 1	Lesson 1 Revise Strategies at the point of writing: Have a go sheets	Lesson 2 Teach The /l/ or /əl/ sound spelt '-el' at the end of words	Lesson 3 Practise The /l/ or /əl/ sound spelt '-el' at the end of words	Lesson 4 Apply The /l/ or /əl/ sound spelt '-el' at the end of words	Lesson 5 Revise Proofreading: using a dictionary/ word bank
Week 2	Lesson 6 Teach Adding endings '-ing', '-ed', '-er', and '-est' to words ending in 'y'	Lesson 7 Practise Adding endings '-ing', '-ed', '-er', and '-est' to words ending in 'y'	Lesson 8 Apply Adding endings '-ing', '-ed', '-er', and '-est' to words ending in 'y'	Lesson 9 Teach/ Practise/Apply Strategies at the point of writing: using analogy (includes dictation)	Lesson 10 Revise/Learn Strategies for learning words
Week 3	Lesson 11 Teach The /ɔ:/ sound spelt 'a' before 'l' and 'll'	Lesson 12 Practise The /ɔ:/ sound spelt 'a' before 'l' and 'll'	Lesson 13 Teach The /ɔ:/ sound spelt 'ar' after 'w'	Lesson 14 Practise The /ɔ:/ sound spelt 'ar' after 'w'	Lesson 15 Apply Strategies for learning words: words including /ɔ:/ spelt 'a' before 'l' and 'll' and /ɔ:/ spelt 'ar' after 'w'
Week 4	Lesson 16 Teach Suffixes '-ment' and '-ness'	Lesson 17 Practise Suffixes '-ment' and '-ness'	Lesson 18 Apply Suffixes '-ment' and '-ness'	Lesson 19 Teach Strategies for learning words: selected words using cards	Lesson 20 Learn Strategies for learning words: common exception words and words from errors
Week 5	Lesson 21 Teach The /ɜ:/ sound spelt 'or' after 'w'	Lesson 22 Practise The /ɜ:/ sound spelt 'or' after 'w'	Lesson 23 Assess The /ɜ:/ sound spelt 'or' after 'w': dictation	Lesson 24 Revise The possessive apostrophe (singular nouns)	Lesson 25 Practise/Assess The possessive apostrophe (singular nouns): dictation
Week 6	Lesson 26 Teach The /l/ or /əl/ sound spelt '-al' at the end of words	Lesson 27 Practise The /l/ or /əl/ sound spelt '-al' at the end of words	Lesson 28 Apply The /l/ or /əl/ sound spelt '-al' at the end of words	Lesson 29 Teach Strategies for learning words: using Look, say, cover, write and check for common exception words	Lesson 30 Practise/Apply Common exception words

Block 6 – summer second half term

Week 1	Lesson 1 Revise Spellings and concepts that pupils need to secure	Lesson 2 Revise Spellings and concepts that pupils need to secure	Lesson 3 Revise Spellings and concepts that pupils need to secure	Lesson 4 Revise Spellings and concepts that pupils need to secure	Lesson 5 Revise Spellings and concepts that pupils need to secure
Week 2	Lesson 6 Revise Homophones	Lesson 7 Apply Homophones	Lesson 8 Teach /ʌ/ sound spelt 'o'	Lesson 9 Practise/Apply /ʌ/ sound spelt 'o'	Lesson 10 Apply Words revised or learnt this week
Week 3	Lesson 11 Teach /ɪ/ or /əɪ/ sounds spelt 'il' at the end of words	Lesson 12 Practise /ɪ/ or /əɪ/ sounds spelt 'il' at the end of words	Lesson 13 Apply /ɪ/ or /əɪ/ sounds spelt 'il' at the end of words	Lesson 14 Revise Strategies for learning words: common exception words	Lesson 15 Apply Common exception words
The remainder of the term	<p>Spelling lessons should now focus on the following:</p> <ul style="list-style-type: none"> • Revision of all the content from the Year 2 programme • Securing spelling strategies • At the point of writing – introducing personal Have a go sheets for all writing if these have not already been introduced • After writing – developing proofreading and checking skills including using a dictionary • Learning spellings – developing children's personal spelling journals to reflect their growing independence in using taught strategies to learn new words. 				

Year 3 - Writing

Reading Focus	Objectives
There's no place like home	Folk Tales Recount: biographies
Healthy Humans	Fables Poems with a structure Persuasion: letters
Rock and Roll	Story as a theme Poems on a theme Discussion
The Iron Man	Novel as a theme Recount: diaries
What did the Romans do for us?	Playscripts Non-chronological reports
How does your garden grow?	Classic poetry Mystery / Adventure / Fantasy stories Explanations

Year 3 - Grammar

Reading focus	Objectives
There's no place like home	focus on inverted commas focus on prepositions. Use prepositions to create sentences with different structures, orally and in writing. focus on identifying clauses in sentences, and main and subordinate clauses in complex sentences. focus on conjunctions to create complex sentences e.g. when, while, after, before.
Healthy Humans	focus on determiners a/an focus on adverbs. Select, generate and effectively use adverbs e.g. suddenly, silently, soon, eventually. focus on exploring and collecting word families e.g. glide, glider, gliding, glided to extend vocabulary. focus on exploring and collecting word families e.g. glide, glider, gliding, glided to extend vocabulary.

	<p>focus on using the present perfect form of verbs using have and had to indicate a completed action e.g. Year Three have researched different foods which are healthy. We have been learning about eating healthy foods. James has eaten five fruits or vegetables every day this week.</p>
<p>Rock and Roll</p>	<p>focus on prepositions used within sentences e.g. above, below, beneath, within, around, beyond.</p> <p>focus on</p> <ul style="list-style-type: none"> - identify clauses in sentences. - exploring, identifying and creating complex sentences using a range of conjunctions e.g. when, before, after, until. - using a comma to separate clauses in complex sentences where the subordinate clause appears first, e.g. After Barney arrived at the dump, he looked around for Stig. <p>focus on using knowledge of root words to understand meanings of words e.g. volcano, volcanic, earth, earthy, earthquake, stone, stony, Stone Age, Stonehenge.</p> <p>focus on exploring and collecting word families linked to the theme.</p> <p>focus on exploring, identifying and creating sentences using a range of conjunctions e.g. because, if, although and identifying main and subordinate clauses in sentences Use the comma to separate clauses in complex sentences where the subordinate clause appears first, e.g. Although wearing a school uniform looks smart, I would prefer not to wear one when the weather is hot.</p> <p>focus on exploring, identifying and creating sentences using a range of conjunctions e.g. because, if, although, and identifying main and subordinate clauses. Use the comma to separate clauses in complex sentences where the subordinate clause appears first.</p>
<p>The Iron Man</p>	<p>focus on selecting, generating and using adverbs for when e.g. soon, next, meanwhile, later and adverbs for how e.g. silently, carefully,</p> <p>focus on using inverted commas to punctuate direct speech (speech marks).</p> <p>explore, identify and create complex sentences using a range of conjunctions e.g. since, until, before, as and demarcate with commas.</p> <p>focus on determiners a and an.</p>
<p>What did the</p>	<p>select, generate and effectively use adverbs for time e.g. before</p>

Romans do for us?	<p>long, soon, eventually, meanwhile, moments later, it wasn't long before</p> <p>explore and identify main and subordinate clauses in complex sentences.</p> <p>explore and identify main and subordinate clauses in complex sentences in non-fiction texts. Focus on the use of conjunctions e.g. when, before, after, since, until, as</p> <p>focus on conjunctions e.g. although, while, if, so.</p>
How does your garden grow?	<p>use knowledge of root words to understand meanings of words.</p> <p>focus on using suffixes to understand meanings e.g. -ly, -ous, -tion, -ing, -ed.</p> <p>focus on exploring and identifying main and subordinate clauses in complex sentences.</p> <p>focus on inverted commas to punctuate direct speech (speech marks).</p> <p>focus on creating complex sentences using a range of conjunctions e.g. if, while, after, before, so, although, until, since, as (All conjunctions will need to have been taught prior to this unit in order to incorporate the full range).</p> <p>focus on the use perfect form of verbs to indicate a completed action and/or prepositions linked to explanation texts.</p>

Year 3 - Suggested Text

Reading Focus	Suggested Text
The Place Where I Live	<p>Regional folk tales e.g. The Lancashire Giant – Espresso. The Tin Forest by Helen Ward. The Tin Forest on Vimeo - https://vimeo.com/36088583 Storyteller 7-9 by Pie Corbett – Dragonory and other stories for 7-9 year olds. Tales suggested:</p> <ul style="list-style-type: none"> - The Liar - Lazy Jack - The Monster Over the Hill - Master of all Masters <p>The Three Wishes The Old Lady who lived in a Vinegar Bottle Greenling by Levi Pinfold Black Dog by Levi Pinfold</p>

	<p>The Green Children by Kevin Crossley-Holland</p> <p>Range of simple biographies including print and film versions. Stories from School Years - BBC Class Clips (here). http://www.ducksters.com/biography/entrepreneurs/walt_disney.php Biography of Walt Disney http://www.literacywagoll.com/biographies.html Biographies of Roald Dahl and David Beckham</p>
<p>There's no place like home</p>	<p>Aesop's Fables by Michael Rosen. Penguin and Ostrich YouTube clip (here). Little Fables – The Lion and the Mouse YouTube clip (here). Aesop's Fables – BBC School Radio (here). The Hare and the Tortoise – BBC Learning Zone http://www.bbc.co.uk/programmes/p011syc1 Sesame Street: Kermit Reports News on the Tortoise and the Hare YouTube clip (here). The Sun and the Wind – BBC Learning Zone (here). The Town Rat and the Country Rat – BBC Learning Zone (here).</p> <p>Snake Glides by Keith Bosley The Raindrop by John Travers Moore Word Whirls and other Shape Poems by John Foster Kenn Nesbitt's Poetry 4 Kids – How to write concrete poetry (here) Angela's Poems – Shape Poems or Calligram (here) Young Writers – Shape Poems (here) Pie Corbett – Writing a Shape Poem YouTube clip (here) The Oxford Book of Children's Poetry by Michael Harrison The Works Key Stage 2 by Pie Corbett Descriptosaurus by Alison Wilcox Appropriate poetry websites</p> <p>Rumblewick Letters: My Unwilling Witch by Hiawyn Oram Dear Greenpeace by Simon James Dear Teacher by Amy Husband The Jolly Postman by Allan Ahlberg Letters to Edward by Wendy Body Little Wolf's Book of Badness by Ian Whybrow Meerkat Mail by Emily Gravett An Introduction to Letter Writing – Reading Rockets website (here)</p> <p>Persuasion Talk for Writing across the Curriculum: How to teach non-fiction writing 5-12 years by Pie Corbett. Adverts Variety of television adverts e.g. Aquafresh toothpaste advert – YouTube clip (here) Colgate advert - https://www.youtube.com/watch?v=gdcVRueT2cw Rice Krispies 1996 advert – YouTube clip (here) Information about healthy eating https://www.nhs.uk/change4life-beta/cards#hUYjwoKZYHULdgTA.97</p>

<p>Healthy Humans</p>	<p>Aesop's Fables by Michael Rosen. Penguin and Ostrich YouTube clip (here). Little Fables – The Lion and the Mouse YouTube clip (here). Aesop's Fables – BBC School Radio (here). The Hare and the Tortoise – BBC Learning Zone http://www.bbc.co.uk/programmes/p011syc1 Sesame Street: Kermit Reports News on the Tortoise and the Hare YouTube clip (here). The Sun and the Wind – BBC Learning Zone (here). The Town Rat and the Country Rat – BBC Learning Zone (here).</p> <p>Snake Glides by Keith Bosley The Raindrop by John Travers Moore Word Whirls and other Shape Poems by John Foster Kenn Nesbitt's Poetry 4 Kids – How to write concrete poetry Angela's Poems – Shape Poems or Calligram Young Writers – Shape Poems Pie Corbett – Writing a Shape Poem YouTube clip The Oxford Book of Children's Poetry by Michael Harrison The Works Key Stage 2 by Pie Corbett Descriptosaurus by Alison Wilcox Appropriate poetry websites</p> <p>Rumblewick Letters: My Unwilling Witch by Hiawyn Oram Dear Greenpeace by Simon James Dear Teacher by Amy Husband The Jolly Postman by Allan Ahlberg Letters to Edward by Wendy Body Little Wolf's Book of Badness by Ian Whybrow Meerkat Mail by Emily Gravett An Introduction to Letter Writing – Reading Rockets website</p>
<p>Rock and Roll</p>	<p>Stig of the Dump by Clive King. Stig of the Dump: Complete BBC Series (2002). Stig of the Dump: 1981 Children's BBC Series YouTube clip https://www.youtube.com/watch?v=prbCQaSXFBg Oogo the Cave Boy by Christy Davies. Stone Girl, Bone Girl by Laurence Anholt. Fossil Girl by Catherine Brighton. Stone Soup by Heather Forest (American).</p> <p>Dave's Cave (series) by Frann Preston-Gannon. Glog by Pippa Goodhart. Stone Age Rampage by Chris Blake. Dawn of the Ice Age by David Zelster. The Road to Stonehenge by Jan Shirley. Hands on History: A Day in the Life of a 10-year-old in the Stone Age from the BBC website https://www.youtube.com/watch?v=cE6OeRZB_Wc The Flintstones cartoons. 1066 and Before That by Brian Moses – poetry. Stone Age Tales by Terry Deary.</p> <p>The Old Dry Stone Wall by Ann Perrin YouTube clip</p>

	<p>https://www.youtube.com/watch?v=ivCbN7GjsYo 1066 and Before That by Brian Moses If You Find a Rock by Peggy Christian A Rock is Lively by Dianna Hutts Aston My Teacher Is a Dinosaur: And Other Prehistoric Poems, Jokes, Riddles and Amazing Facts. Caveman Manners and Other Polite Poems by David Steinberg.</p> <p>Dinosaur Poems by John Foster Stone themed poems – linked to music and creating rhythms/raps from the CanTeach website http://www.canteach.ca/elementary/songspoems81.html Poems to Perform by Julia Donaldson. I Can Read! Oxford Poetry for 7 year olds by John Foster. All the Wild Wonders: Poems of our Earth by Wendy Cooling. Sensational! Poems Inspired by the Five Senses by Roger McGough. The Works Key Stage 2 by Pie Corbett. Book of Nature Poetry by National Geographic Kids. Sticky Ends by Jeanne Willis. Never Nudge a Budgie by Colin West. The Penguin in Lost Property by Jan Dean and Roger Stevens. You Tell Me by Roger McGough and Michael Rosen. The Dragon with a Big Nose by Kathy Henderson.</p> <p>Feeding the World by Sarah Leveté. Who's in Charge? by Andrew Marr. https://vimeo.com/23588015 Judge Jenny's Folktale Court series Uniform vs non-uniform clip from the BBC Bitesize website https://www.bbc.com/education/clips/zjpmhyc http://archive.teachfind.com/ttv/www.teachers.tv/videos/news-report.html Ideas for content linked to cross-curricular contexts, such as volcanoes on the CBBC Newsround website https://vimeo.com/23588015 http://www.literacywagoll.com/debate.html www.pobble.com – range of debates written by children. Information texts to supplement the unit</p> <ul style="list-style-type: none"> • The History Detective Investigates: Stone Age to Iron Age by Clare Hibbert. • www.booksfortopics.com • http://www.booksfortopics.com/#!stone-age-to-iron-age/v7q81 • The Street Beneath My Feet by Charlotte Gullian • The Rock Factory: A Story About Rocks and Stones
The Iron Man	<p>The Iron Man by Ted Hughes. The Iron Woman by Ted Hughes. The Iron Giant DVD. Alternative texts:</p> <ul style="list-style-type: none"> • Mrs Pepperpot Stories by Alf Proysen • James and the Giant Peach by Roald Dahl. • The Hodgeheg by Dick-King Smith. • The Sheep-Pig by Dick-King Smith. • Charlotte's Web by E.B. White.

	<ul style="list-style-type: none"> • The Borrowers by Mary Norton. <p>Range of diary extracts. The Dinosaur's Diary by Julia Donaldson Diary models written by the teacher at as appropriate for the class. My Secret Scrapbook Diary - Little Red Riding Hood - Fairy Tale Diaries by Kees Moerbeek. Maggie Moore and the Secret School Diary by Firna Rex Shaw. The Amazing Story of Adolphus Tips by Michael Morpurgo. The Diary of Dennis the Menace by Stephen Butler. Diary of a Mine Craft Zombie by Zack Zombie Diary of a Wimpy Geek by Jeff Child Diary of a Soccer Star by Shamini Flint Diary of a Wimpy Kid by Jeff Kinney. The Diary of a Killer Cat by Anne Fine. Recounts page from the BBC Bitesize website http://www.bbc.co.uk/bitesize/ks2/english/writing/recounts/read/1/ https://www.literacywagoll.com/diary-entry.html http://archive.teachfind.com/ttv/www.teachers.tv/series/a-victorian-diary.html</p>
<p>What did the Romans do for us?</p>	<p><u>Playscripts</u> Play Time by Julia Donaldson (The Three Billy Goats Gruff; The Boy Who Cried Wolf; Turtle Tug; The Magic Twig). Stage Start 20 Plays for Children by Julie Meighan. Further range of plays for children according to reading level.</p> <p><u>Films linked to Roman theme</u> Dum Spiro https://www.youtube.com/watch?v=JyZ5rRQISuo Gladiators – Cartoon Series https://www.youtube.com/watch?v=KMkqn3JsVo8</p> <p><u>Story or Novel linked to Roman theme</u> Romans on the Rampage by Jeremy Strong. Charlie and Bandit Adventures: A Roman Rescue by Kelly Gerrard. Wanted! by Kate Thompson. The Orchard Book of Roman Myths by Geraldine McCaughrean. Escape from Pompeii by Christina Balit. Gladiator Boy by David Grimstone.</p> <p>Romans in Britain - The Study Book by CGP Books. What the Romans did for us by Alison Hawes. 100 Facts Roman Britain by Philip Steele. The Usborne Time Traveller – Rome and Romans by Heather Amery. Who Were the Romans? by Phil Roxbee Cox. Avoid Being a Roman Soldier by David Stewart.</p> <p><u>Film Clips</u> The Roman Empire - a selection of clips from the BBC Bitesize website https://www.bbc.com/bitesize/topics/zqtf34j Children in Roman Britain on the BBC Bitesize website</p>

	<p>https://www.bbc.com/teach/class-clips-video/children-in-roman-britain/zkdy47h How did the Romans change Britain from the BBC Bitesize website https://www.bbc.com/bitesize/articles/z2dr4wx A Day in The Life of a 10 Year Old in Roman Britain on the BBC Hands on History website https://www.bbc.co.uk/programmes/p00hldw</p>
<p>How does your Garden Grow?</p>	<p>Child's Garden of Verses by Robert Louis Stevenson. - Virtual Book: http://www.archive.org/stream/childsgardenofve00stev#mode/2up Different versions of The Spider and the Fly by Mary Howitt, such as: - A print version of The Spider and The Fly on the University of California at Berkeley website: https://www.ocf.berkeley.edu/~aathavan/poems/The%20Spider%20and%20The%20Fly%20A%20Fable.htm - A selection of versions on YouTube: https://www.youtube.com/watch?v=XOjXlqoCyo https://www.youtube.com/watch?v=-EJDP6va9uc https://www.youtube.com/watch?v=ndL_qElqZ60 iF Poems app for iPhone https://www.educationalappstore.com/app/if-poems-for-the-iphone (Please note that this is not a free app) BBC School Radio Nursery Rhymes and Songs: https://www.bbc.co.uk/programmes/p038dg5k Animal Spider Diaries: The Life and Times of a Young Spider – Steve Parker Classic</p> <p>The Enchanted Wood by Enid Blyton. The Enchanted Wood audiobook read by Kate Winslet https://www.youtube.com/watch?v=85idz5tsYtA The Magic Faraway Tree by Enid Blyton. The Magic Faraway Tree audiobook read by Kate Winslet https://www.youtube.com/watch?v=vKBUD9QbKCI The Folk of the Faraway Tree by Enid Blyton. The Folk of The Faraway Tree audiobook read by Kate Winslet https://www.youtube.com/watch?v=6fLJS0vdRD0 Please note: In modern reprints, the names of some of the characters have been changed. Jo has been changed to Joe, the more common spelling for males, and Bessie is now Beth, the former name having fallen out of usage as a nickname for Elizabeth. Fanny and Dick, whose names now carry connotations, have been renamed Frannie and Rick. Dame Slap has become Dame Snap, and no longer practises corporal punishment but instead reprimands her students by shouting at them. Entire passages of the original have been rewritten to remove references to fighting. Please ensure the modern versions are used. Other suggested texts: The Way through the Woods by Rudyard Kipling.</p>

	<p>The Hidden Forest by Jeannie Baker. The Famous Five by Enid Blyton. The Secret Seven by Enid Blyton. The Thing in the Basement by Michaela Morgan. The Mystery Series Collection by Paul Moxham. The Matchbox Mysteries by Sally Gardner. Hansel and Gretel by Anthony Browne.</p> <p>Eyewitness Books: Plant: Discover the Fascinating World of Plants from Flowers and Fruit to Plants That Sting. The Life of a Sunflower by Clare Hibbert The Gardener's Year by Jane Courtier RHS Grow Your Own Flowers by Helen Yemm Grow Your Own in Lancashire by Malcolm Greenhalgh Allotment Month by Month by Alan Buckingham Kids' First Gardening by Jenny Hendy Talk for Writing Across the Curriculum by Pie Corbett. Writing Guides: Explanation Texts by Huw Thomas. Various explanation texts https://www.literacywagoll.com/explanation.html How plants spread seeds from the BBC website http://www.bbc.co.uk/gardening/gardening_with_children/didyouknow_seeds.shtml Seed dispersal from the BBC Bitesize website https://www.bbc.com/bitesize/clips/znvfb9q Seasonal environmental education packs from the Open Air Laboratories website https://www.opalexplornature.org/education-packs-seasonal</p> <p>Fruits, seeds and their dispersal from the Science and Plants for Schools website http://www.saps.org.uk/primary/teaching-resources/223-fruits-seeds-and-their-dispersal</p>
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Block 1 – autumn first half term

Week 1	Lesson 1 Revise Suffixes from Year 2: '-s', '-es', '-er', '-ed', '-ing'	Lesson 2 Practise Suffixes from Year 2: '-s', '-es', '-er', '-ed', '-ing'	Lesson 3 Revise/Teach Revise prefix 'un-' Teach prefix 'dis-' (disappoint, disagree, disobey)
Week 2	Lesson 4 Practise/Apply Practise prefix 'dis-' Apply prefix 'un-'	Lesson 5 Revise From Year 2: apostrophe for contraction	
Week 3	Lesson 6 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 7 Revise/Teach Strategies at the point of writing: Have a go	
Week 4	Lesson 8 Teach Rarer GPCs: words with the /eɪ/ sound spelt 'ei' (vein), 'eigh' (eight), 'aigh' (straight) or 'ey' (they)	Lesson 9 Practise Rarer GPCs: words with the /eɪ/ sound spelt 'ei' (vein), 'eigh' (eight), 'aigh' (straight) or 'ey' (they)	Lesson 10 Assess Rarer GPCs: words with the /eɪ/ sound spelt 'ei' (vein), 'eigh' (eight), 'aigh' (straight) or 'ey' (they): dictation
Week 5	Lesson 11 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 12 Teach Homophones (brake/ break, grate/great, eight/ ate, weight/wait, son/sun)	
Week 6	Lesson 13 Practise Homophones (brake/ break, grate/great, eight/ ate, weight/wait, son/sun)	Lesson 14 Assess Homophones (brake/ break, grate/great, eight/ ate, weight/wait, son/sun)	

Block 2 – autumn second half term

Week 1	Lesson 1 Revise Statutory words learnt last half term Strategies at the point of writing: Have a go	Lesson 2 Revise Homophones	Lesson 3 Revise Year 2 prefixes and suffixes
Week 2	Lesson 4 Teach Prefixes 'mis-' and 're-'	Lesson 5 Practise Prefixes 'mis-' and 're-'	
Week 3	Lesson 6 Apply Prefixes 'mis-' and 're-'	Lesson 7 Learn Strategies for learning words: words from statutory and personal spelling lists	
Week 4	Lesson 8 Assess Words from statutory and personal spelling lists: pair-testing	Lesson 9 Teach The /ɪ/ sound spelt 'y'	Lesson 10 Practise/Apply The /ɪ/ sound spelt 'y'
Week 5	Lesson 11 Teach Proofreading	Lesson 12 Practise Proofreading	
Week 6	Lesson 13 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 14 Teach Words ending with the /g/ sound spelt '-gue' and the /k/ sound spelt '-que' (French in origin)	

Block 3 – spring first half term

Week 1	Lesson 1 Revise/Teach From Year 2: suffixes '-ness' and '-ful' following a consonant	Lesson 2 Practise/Apply From Year 2: suffixes '-ness' and '-ful' following a consonant	
Week 2	Lesson 3 Teach Prefixes 'sub-' and 'tele-'	Lesson 4 Practise Prefixes 'sub-' and 'tele-'	Lesson 5 Apply Prefixes 'sub-' and 'tele-'
Week 3	Lesson 6 Practise From Year 2: apostrophe for contraction	Lesson 7 Learn Strategies for learning words: words from statutory and personal spelling lists	
Week 4	Lesson 8 Apply Words from statutory and personal spelling lists: pair testing	Lesson 9 Teach Words with the /ʃ/ sound spelt 'ch' (mostly French in origin) as well as 's', 'ss(ion/ure)'	Lesson 10 Practise Words with the /ʃ/ sound spelt 'ch' (mostly French in origin) as well as 's', 'ss(ion/ure)'
Week 5	Lesson 11 Apply Words with the /ʃ/ sound spelt 'ch' (mostly French in origin) as well as 's', 'ss(ion/ure)': dictation	Lesson 12 Learn Strategies for learning words: words from statutory and personal spelling lists	
Week 6	Lesson 13 Revise/Teach Revise suffixes '-ness' and '-ful' Teach suffixes '-less' and '-ly'	Lesson 14 Practise Suffixes '-less', '-ness', '-ful' and '-ly'	Lesson 15 Assess Suffixes '-less', '-ness', '-ful' and '-ly': spelling test

Block 4 – spring second half term

Week 1	Lesson 1 Practise/Revise Strategies at the point of writing: Have a go Elements from the previous half term that require practice	Lesson 2 Practise/Revise Strategies at the point of writing: Have a go Elements from the previous half term that require practice	Lesson 3 Practise/Revise Strategies at the point of writing: Have a go Elements from the previous half term that require practice
Week 2	Lesson 4 Teach Prefixes 'super-' and 'auto-'	Lesson 5 Practise Prefixes 'super-' and 'auto-'	
Week 3	Lesson 6 Apply Prefixes 'super-' and 'auto-'	Lesson 7 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 8 Assess Words from statutory and personal spelling lists: pair testing
Week 4	Lesson 9 Teach Strategies at the point of writing: homophones	Lesson 10 Practise Strategies at the point of writing: homophones	
Week 5	Lesson 11 Apply Homophones	Lesson 12 Revise Proofreading	Lesson 13 Apply Proofreading
Week 6	Lesson 14 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 15 Teach/Apply Words with the /k/ sound spelt 'ch' (Greek in origin)	

Block 5 – summer first half term

Week 1	Lesson 1 Revise Previously taught suffixes (‘-ed’, ‘-ing’, ‘-s’, ‘-es’, ‘-ness’, ‘-ful’, ‘-less’ and ‘-ly’)	Lesson 2 Practise Previously taught suffixes (‘-ed’, ‘-ing’, ‘-s’, ‘-es’, ‘-ness’, ‘-ful’, ‘-less’ and ‘-ly’)	Lesson 3 Apply Previously taught suffixes: dictation
Week 2	Lesson 4 Teach Suffix ‘-ly’ with root words ending in ‘le’ and ‘ic’	Lesson 5 Practise Suffix ‘-ly’	Lesson 6 Apply Suffix ‘-ly’
Week 3	Lesson 7 Revise From Year 2: apostrophe for contraction	Lesson 8 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 9 Assess Words from statutory and personal spelling lists
Week 4	Lesson 10 Teach Rare GPCs (/I/ sound)	Lesson 11 Practise Rare GPCs (/I/ sound)	
Week 5	Lesson 12 Apply Rare GPCs (/I/ sound)	Lesson 13 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 14 Practise Strategies for learning words: words from statutory and personal spelling lists
Week 6	Lesson 15 Apply/Assess Words from statutory and personal spelling lists	Lesson 16 Revise From Years 1 and 2: vowel digraphs	

Block 6 – summer second half term

Week 1	Lesson 1 Revise Strategies at the point of writing: Have a go Spellings learnt in the last half term	Lesson 2 Revise Spellings learnt in the last half term	Lesson 3 Revise Spellings learnt in the last half term
Week 2	Lesson 4 Teach The /ʌ/ sound spelt 'ou'	Lesson 5 Practise The /ʌ/ sound spelt 'ou'	
Week 3	Lesson 6 Apply The /ʌ/ sound spelt 'ou': dictation	Lesson 7 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 8 Assess Words from statutory and personal spelling lists: pair testing
Week 4	Lesson 9 Teach Homophones (including heel/heal/he'll, plain/plane, groan/grown and rain/rein/reign)	Lesson 10 Practise Homophones (including heel/heal/he'll, plain/plane, groan/grown and rain/rein/reign)	
Week 5	Lesson 11 Apply Homophones (including heel/heal/he'll, plain/plane, groan/grown and rain/rein/reign)	Lesson 12 Teach Proofreading	Lesson 13 Learn Strategies for learning words: words from statutory and personal spelling lists
Week 6	Lesson 14 Apply Words from statutory and personal spelling lists	Lesson 15 Revise Aspects from this half term	

Year 4 - Writing

Reading Focus	Objectives
Sparks Might Fly!	Stories with fantasy settings Explanations Film and playscripts
The Great Plague	Fairy tales Classic poetry Recount: newspapers
The Art of Food	Stories with issues and dilemmas Persuasion
Passport to Europe	Novel as a theme Non-chronological reports
Water, Water Everywhere	Stories with a theme Poems with a structure Information booklets
Hunted	Folk tales Debate Poems on a theme

Year 4 - Grammar

Reading Focus	Objectives
Sparks Might Fly!	<p>focus on creating sentences using subordinating conjunctions to show time – e.g. when, later, after, after that, before, meanwhile, first of all, following this, eventually, next. Use commas to demarcate clauses.</p> <p>focus on creating sentences using subordinating conjunctions to show cause and effect – e.g. because, if, therefore, as a result, this causes, which causes, consequently.</p> <p>focus on specific nouns and noun phrases.</p> <p>focus on Identifying, selecting and using determiners including: - demonstratives: this/that; these/those - possessives: my/your</p> <p>focus on prior learning of writing speech with inverted commas in previous unit and from Y3 – link to writing speech with playscript conventions.</p>
The Great Plague	focus on using fronted adverbials for 'where'. Use commas after fronted adverbials.

	<p>focus on the use of inverted commas and other punctuation for speech.</p> <p>focus on exploring, identifying, collecting and using noun phrases.</p> <p>focus on identifying, selecting and effectively using pronouns.</p> <p>focus on exploring, identifying collecting and using noun phrases for application in a newspaper report.</p>
The Art of Food	<p>create complex sentences with adverb starters e.g. Cautiously approaching the unsuspecting baker, the villain raised the rolling pin ready to strike. Frantically, I tried to put the balaclava back before anybody noticed.</p> <p>focus on inverted commas (speech marks) for dialogue, including the use of Standard and non-Standard English to represent different characters.</p> <p>focus on pronouns for first and third person. Focus on noun phrases and expanded noun phrases.</p> <p>focus on noun phrases and expanded noun phrases.</p>
Passport to Europe	<p>focus on nouns for precision and noun phrases</p> <p>ups throughout the gathering content phase – focus on the use of Standard English e.g. pronouns and was/were agreement.</p> <p>focus on the use of determiners e.g. a, the, this, that, these, those, some, many, every.</p> <p>focus on the use of Standard English e.g. is/are.</p>
Water, Water Everywhere	<p>focus on identifying, generating and using noun phrases for description.</p> <p>focus on creating complex sentences with adverb starters</p> <p>focus on suffixes -ssion and -cian</p> <p>Identify, select and use determiners</p> <p>focus on using commas to mark clauses in complex sentences.</p>
Hunted	<p>focus on complex sentences with adverb starters e.g. Silently trudging through the snow, Sam made his way up the mountain.</p> <p>focus on use apostrophes for singular and plural possession e.g.</p>

	<p>the dog's bone and the dogs' bones. Apply within the folk tales read during the unit e.g. Anansi's yams, the sea creatures' food.</p> <p>focus on creating complex sentences with commas to mark clauses.</p> <p>explore, identify and use Standard English verb inflections for writing e.g. We were instead of we was; I was instead of I were; I did instead of I done; She saw it instead of she</p> <p>focus on using apostrophes for singular and plural possession e.g. the dog's bone and the dogs' bones.</p> <p>focus on identifying, selecting and using determiners</p>
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Year 4 - Suggested Text

Reading Focus	Suggested Text
Sparks Might Fly!	<ul style="list-style-type: none"> • Glass blowing https://www.youtube.com/watch?v=qWISIZrt4SE • Cracking Contraptions by Nick Park (Aardman Animations) • Wallace and Gromit's World of Invention (DVD) • Wallace and Gromit: The Complete Cracking Contraptions Manual: Volumes 1 and 2 by Derek Smith and Graham Bleathman • The Shirt Machine • Until I Met Dudley By Roger McGough • How Dogs Really Work by Alan Snow • How Cats Really Work by Alan Snow • How Santa Really Works by Alan Snow • Heath Robinson <p>https://www.google.co.uk/search?q=Heath+Robinson+explanation&safe=strict&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKewjpi4eT3ufTAhUIBsAKHdcTDnIQsAQIUA&biw=1024&bih=638</p> <ul style="list-style-type: none"> • http://www.bbc.co.uk/cbeebies/shows/do-you-know • http://www.literacywagoll.com/explanation.html <p>The Firework Maker's Daughter by Phillip Pullman. How to Fight a Dragon's Fury by Cressida Cowell BBC Bitesize http://www.bbc.co.uk/programmes/p011p02j Mimi and the Mountain Dragon by Michael Morpurgo and Helen Stephens Dragons at Crumbling Castle: and other stories by Terry Pratchett Tell me a Dragon by Jackie Morris http://www.talk4writing.co.uk/wp-content/uploads/2014/09/Tell-Me-a-Dragon-Teachers-Notes.pdf Greek Myth As an alternative, use a Greek myth as a focus text. • http://www.dltk-kids.com/world/greece/m-story-prometheus-fire.htm</p>

	<p>Films</p> <p>The Lighthouse https://www.youtube.com/watch?v=6HfBbSUORvo</p> <p>Marshmallows https://www.youtube.com/watch?v=GwXFVqKuH-w</p> <p>A Cloudy Lesson https://www.youtube.com/watch?v=Da1jeVEcpg0</p> <p>Mon Ami Le Robot https://www.youtube.com/watch?v=YCggs7VzLI</p> <p>Playscripts</p> <ul style="list-style-type: none"> • Stage Start 20 Plays for Children by Julie Meighan • Play Time: Plays for all ages by Julia Donaldson
The Great Plague	<p>The Pied Piper from Short Stories Short.</p> <ul style="list-style-type: none"> • The Pied Piper from Read Room. • The Pied Piper Disney version https://www.youtube.com/watch?v=UXOCHn7Vfec • The Pied Piper full movie https://www.youtube.com/watch?v=85fMqvcmaU • The Pied Piper from Lancashire Grid for Learning. • Puss in Boots by Phillip Pullman. • Puss in Boots film (2011). • Puss in Boots from Storynory. • Puss in Boots YouTube clip. • An Illustrated Treasury of Hans Christian Andersen's Fairy Tales: The Little Mermaid, Thumbelina, the Princess and the Pea and Many More Classic Stories • The Little Match Girl https://www.youtube.com/watch?v=EHnDT1SO8sc • The Tinderbox https://www.youtube.com/watch?v=z3InOBS3SBg <p>The Pied Piper of Hamelin illustrated version by Robert Browning and Kate Greenaway.</p> <p>The Pied Piper YouTube clip (here).</p> <p>The Pied Piper from Lancashire Grid for Learning.</p> <p>Old Possum's Book of Practical Cats by T.S. Eliot with illustrations by Rebecca Ashdown.</p> <p>Macavity: The Mystery Cat (Old Possum's Cats) by T.S. Eliot and Arthur Robins</p> <p>Mr Mistoffelees: The Conjuring Cat (Old Possum's Cats) by T.S. Eliot and Arthur Robins</p> <p>Skimbleshanks: The Railway Cat (Old Possum's Cats) by T.S. Eliot and Arthur Robins</p> <p>Macavity the Mystery Cat by T.S. Eliot, recited by Michael Rosen on the BBC Schools website.</p> <ul style="list-style-type: none"> • http://www.bbc.co.uk/newsround • First News (here) (subscription needed or individual copies available for purchase) • First News ihub (subscription needed) • The Week Junior (subscription needed) • BBC News 'Hamelin: German town hit by new plague of rats' (here). • Fairy Tale News by Colin and Jacqui Hawkins.

	<ul style="list-style-type: none"> • The Fairy Tale Times by Sherill B Flora and J. Browning Wroe. • Extra! Extra!: Fairy-Tale News from Hidden Forest by Alma Flor Ada (be aware of American spellings). • Sesame Street News Flash - The Pied Piper YouTube clip (here). • Talk for Writing across the Curriculum: How to teach non-fiction writing 5-12 years by Pie Corbett.
The Art of Food	<p>The Balaclava Story in The Fib by George Layton. The Fastest Boy in the World by Elizabeth Laird. A Matter of Loaf and Death – Wallace and Gromit – DVD by Nick Park and Novelisation by Penny Worms. Just William series by Richmal Crompton, illustrated by Chris Riddell. A Boy and a Bear in a Boat by Dave Shelton. The Chilli Challenge by Angela Barry. Woof! by Allan Ahlberg. Bill’s New Frock by Anne Fine. Poems for Creating Interest Please Mrs Butler by Allan Ahlberg. I Did a Bad Thing Once in Please Mrs Butler by Allan Ahlberg. Dog in the Playground in Please Mrs Butler by Allan Ahlberg. Oral version available https://www.youtube.com/watch?v=aG9tH03Jpdo What Has Happened to Lulu? by Charles Causley.</p> <p>Range of persuasive adverts and leaflets, such as:</p> <ul style="list-style-type: none"> - Aquafresh advert from YouTube https://www.youtube.com/watch?v=luVtgX4S3y4 - Cillit Bang advert from YouTube https://www.youtube.com/watch?v=lrMD_z_FnNk - Flexi Torch advert from YouTube https://www.youtube.com/watch?v=hP8qsyFA7-8 - JML website https://www.jmldirect.com/ - Range of adverts from JML https://www.youtube.com/results?search_query=jml+adverts+on+t v - Marks and Spencer’s TV adverts https://www.youtube.com/watch?v=EHFKE6PD_6U - Adventures in Imagination series by Marks and Spencer’s https://www.youtube.com/watch?v=DVIGdlmq5Oc - Make an advert for the Brussels sprouts from the BBC Bitesize website https://www.bbc.com/education/clips/zqxjmp3

<p>Passport to Europe</p>	<p>Gulliver's Travels by Miss Marie Crook. Gulliver's Travels - A Chapter Book by Nick Eliopoulos. Ladybird Classics: Gulliver's Travels by Ladybird. Jonathan Swift's Gulliver. Fig's Giant by Geraldine McCaughrean. Lilliput by Sam Gayton Gulliver's Travels 1939 Film on YouTube https://www.youtube.com/watch?v=9BQwDif4UxY Gulliver's Travels 1977 Film (U Rated). Gulliver's Travels 2010 Film (PG Rated). Aladdin Arabian Nights Kindle Edition - Maplewood Books. Around the World in Eighty Days – Ladybird version by Joyce Faraday. The Dancing Bear by Michael Morpurgo. Picture Books: Leon and the Place Between by Graham Baker-Smith. Hurricane by David Wiesner. Free Fall by David Wiesner. The Fantastic Flying Books of Mr Morris Lessmore by W.E Joyce.</p> <p>Planet Earth by Katie Daynes. Welcome to My Country book series e.g. Welcome to Spain by Geraldine Mesenas. Why is Madrid so popular with tourists? From the BBC Bitesize website https://www.bbc.co.uk/programmes/p011t4tt Usborne First Encyclopaedia of Our World by Felicity Brooks.</p> <p>Information on foods/ flags/ fun facts from European Countries on Kids-World-Travel-Guide.com https://www.kids-world-travel-guide.com/europe-facts.html</p> <p>Interactive map of Europe http://www.yourchildlearns.com/europe_map.htm Range of resources available at http://www.discoveryeducation.co.uk/what-we-offer/discovery-education-espresso (subscription required)</p>
<p>Water, Water Everywhere</p>	<p>The Mousehole Cat by Antonia Barber. The Mousehole Cat DVD, read by Sian Phillips (Rated: Universal) The Sea Swallow by Gareth Thompson. The Water Horse by Dick King-Smith. The Water Horse: Legend of the Deep DVD. A River Ran Wild by Lynne Cherry. The Little Mermaid by Hans Christian Andersen. Maui and the Big Fish by Barbara Ker Wilson. Why the Whales Came by Michael Morpurgo When the Whales Came DVD starring David Suchet, Helen Mirren. (1989, Rated: Universal) 'The Wonderfully Surreal Art of Jim Warren' including: "Wild Wave" (2015), "Dream Comes True" (2015) and "Mystic Mountain" (2015) https://www.parkwestgallery.com/the-wonderfully-surreal-art-of-jim-warren/35821</p>

	<p>The Water is Wide (traditional folk song) by Hayley Westenra Harbour sound effects/ seaside market ambience. https://www.youtube.com/watch?v=frEJTGfLOhM A video including images of harbour videos from Cornwall (including Mousehole) https://www.youtube.com/watch?v=l7rNYWbE9os</p> <p>Water Dance by Thomas Locker (riddles) Water, Water Everywhere by James Casey on the Poem Hunter website. https://www.poemhunter.com/poem/water-water-everywhere/ Waterfall by James Casey on the Poem Hunter website. https://www.poemhunter.com/poem/waterfall-22/#content Poems for the Geography Classroom by Mark Cowan. How to Write a Haiku on the Poetry for Kids website. https://www.poetry4kids.com/blog/lessons/how-to-write-a-haiku/ Kennings on the Angela's Poems website. http://angelaspoe.ms.com/teacherspage/different-poetry-forms/kennings/ Kennings on the Poetry Zone website. http://poetryzone.co.uk/childrens-archive/kennings/ Rhyming and Spelling Dictionary by Pie Corbett and Ruth Thompson The Fisherman by Abbie Farwell Brown https://www.familyfriendpoems.com/poem/the-fisherman-by-abbie-farwell-brown</p> <p>Information books, leaflets and websites linked to water. Water Dance by Thomas Locker (information at the end of book). Once Upon a Raindrop: The Story of Water by James Carter Mousehole on the Visit Cornwall website. https://www.visitcornwall.com/places/mousehole</p> <p>Places to Visit on the Canal and River Trust website. https://canalrivertrust.org.uk/places-to-visit?bounds=50.064192%2C-4.424194%2C55.50375%2C1.699585&tags=489&radius=20&post code</p> <p>St Ives, Cornwall - Tourist Information Website https://canalrivertrust.org.uk/places-to-visit?bounds=50.064192%2C-4.424194%2C55.50375%2C1.699585&tags=489&radius=20&post code</p> <p>All About Cornwall website http://allaboutcornwall.com/Cornwall_Places/West_Cornwall/Mousehole/Mousehole_Cornwall.html A video including images of beautiful harbour videos from Cornwall (including Mousehole) https://www.youtube.com/watch?v=l7rNYWbE9os</p>
Hunted	Hunted film clip on Vimeo https://vimeo.com/36998393 Anansi The Trickster Spider Stories.

The Classic Tales of Brer Rabbit by Joel Chandler Harris.
The Brer Rabbit Collection by Enid Blyton.
A Year Full of Stories: 52 folk tales and legends from around the world by Angela McAllister.
A World Full of Animal Stories UK: 50 favourite animal folk tales, myths and legends by Angela McAllister.
Range of folk tales on the American Folklore website
http://americanfolklore.net/folklore/2008/09/brer_fox_goes_hunting.html
Road Runner and Wile E. Coyote on YouTube
<https://www.youtube.com/watch?v=GdKkI1vGsmE>
Tom and Jerry on YouTube
<https://www.youtube.com/watch?v=2mJZYY16SUI>
Anansi and Turtle go to Dinner
<https://www.youtube.com/watch?v=Ugi5KYfQO-0>
Peter and the Wolf by S.S. Prokofiev.
Peter and the Wolf by Selina Hastings.

Range of discussion texts at appropriate reading levels for different groups.
Literacy WAGOLL website
<https://www.literacywagoll.com/debate.html#>
What is a debate? BBC Bitesize
<https://www.bbc.com/bitesize/articles/ztx8pbk>
Donald Duck: No Hunting on YouTube
https://www.youtube.com/watch?v=bYQpDf4Ps_Q
Donald and Goofy: The Fox Hunt on YouTube
<https://www.youtube.com/watch?v=XMbbUziS4tw>
Should students wear school uniform?
<https://www.youtube.com/watch?v=lwXZisYEQZs>
Should students be allowed mobile phones in class?
https://www.youtube.com/watch?v=Ld_9-1xXjvk
Class Clips – BBC
<https://www.bbc.com/bitesize/topics/zxvv4wx/resources/1>
Clip from the animated film Mary Poppins on YouTube
<https://www.youtube.com/watch?v=ryKgv5Wm8BI>
Fox Hunting on the CBBC Newsround website
http://news.bbc.co.uk/cbbcnews/hi/find_out/guides/animals/fox_hunting/newsid_1717000/1717812.stm
History of Hunting' on the History for Kids Website
<https://quatr.us/economy/history-hunting.htm#!>
NLS Planning Exemplification for Arguments on the Institute of Education website
https://dera.ioe.ac.uk/4825/7/nls_y6t2exunits075202argue.pdf
Writing Models for Y4 by Pie Corbett.
Talk for Writing Across the Curriculum by Pie Corbett and Julia Strong.

Peter and the Wolf on the Boosey and Hawkes website
<http://www.boosey.com/downloads/peterwolf/text.pdf>
My Mother Saw a Dancing Bear by Charles Causley
<http://www.jccsskc.edu.hk/english/poem/SpeechFestival11-12/S4B11.htm>
The Fox's Forey from the Poetry Foundation website

	https://www.poetryfoundation.org/poems/56589/the-foxs-foray A Poem for Every Day of the Year by Allie Esiri A Poem for Every Night of the Year by Allie Esiri
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Year 4 - Spelling

Block 1 – autumn first half term

Week 1	Lesson 1 Revise Strategies at the point of writing: Have a go	Lesson 2 Assess Strategies for learning words: words from statutory spelling list	Lesson 3 Learn Words from statutory and personal spelling lists
Week 2	Lesson 4 Teach Words ending /ʒə/	Lesson 5 Practise Words ending /ʒə/	
Week 3	Lesson 6 Assess Words ending /ʒə/	Lesson 7 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 8 Teach From Year 2: possessive apostrophe with singular proper nouns
Week 4	Lesson 9 Practise From Year 2: possessive apostrophe with singular proper nouns	Lesson 10 Teach Homophones (peace/piece, main/mane, fair/fare)	
Week 5	Lesson 11 Practise Homophones (peace/piece, main/mane, fair/fare)	Lesson 12 Apply Strategies for learning words: homophones (peace/piece, main/mane, fair/fare)	Lesson 13 Learn Strategies for learning words: words from statutory and personal spelling lists
Week 6	Lesson 14 Practise Strategies for learning words: words from statutory and personal spelling lists	Lesson 15 Assess Words from statutory and personal spelling lists: pair testing	

Block 2 – autumn second half term

Week 1	Lesson 1 Revise Strategies for learning words: words from statutory list learnt previously Strategies at the point of writing: Have a go	Lesson 2 Revise Strategies for learning words: words from statutory list learnt previously Strategies at the point of writing: Have a go	Lesson 3 Teach Proofreading
Week 2	Lesson 4 Teach Prefixes 'in-', 'il-', 'im-' and 'ir-'	Lesson 5 Practise Prefixes 'in-', 'il-', 'im-' and 'ir-'	
Week 3	Lesson 6 Apply Prefixes 'in-', 'il-', 'im-' and 'ir-'	Lesson 7 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 8 Assess Words from statutory and personal spelling lists: pair testing
Week 4	Lesson 9 Revise from Year 3 Words with the /eɪ/ sound spelt 'ei', 'eigh' or 'ey' Words with the /ʃ/ sound spelt 'ch' and the /ʌ/ sound spelt 'ou'	Lesson 10 Practise/Apply Words with the /eɪ/ sound spelt 'ei', 'eigh' or 'ey' Words with the /ʃ/ sound spelt 'ch' and the /ʌ/ sound spelt 'ou'	
Week 5	Lesson 11 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 12 Assess Words from statutory and personal spelling lists: pair testing	
Week 6	Lesson 13 Teach Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-er', '-en', '-ed')	Lesson 14 Practise Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-er', '-en', '-ed')	Lesson 15 Apply Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-er', '-en', '-ed')

Block 3 – spring first half term

Week 1	Lesson 1 Teach The /g/ sound spelt 'gu'	Lesson 2 Practise The /g/ sound spelt 'gu'	Lesson 3 Learn Strategies for learning words: words from statutory and personal spelling lists
Week 2	Lesson 4 Teach Words with endings sounding like /tʃə/ spelt '-ture'	Lesson 5 Practise Words with endings sounding like /tʃə/ spelt '-ture'	
Week 3	Lesson 6 Assess Words with endings sounding like /tʃə/ spelt '-ture': dictation	Lesson 7 Learn Strategies for learning words: selected words from statutory and personal spelling lists	Lesson 8 Teach Possessive apostrophe with plurals
Week 4	Lesson 9 Practise Possessive apostrophe with plurals	Lesson 10 Teach Homophones (<i>scene/seen, mail/male, bawl/ball</i>)	
Week 5	Lesson 11 Practise Strategies for learning words: homophones (<i>scene/seen, mail/male, bawl/ball</i>)	Lesson 12 Apply Homophones (<i>scene/seen, mail/male, bawl/ball</i>)	Lesson 13 Assess Words already learnt from the statutory spelling test
Week 6	Lesson 14 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 15 Assess Error Analysis (teacher to do)	

Block 4 – spring second half term

Week 1	Lesson 1 Assess Statutory spellings learnt so far	Lesson 2 Revise Strategies at the point of writing: Have a go	Lesson 3 Teach Proofreading
Week 2	Lesson 4 Teach Prefixes 'anti-' and 'inter-'	Lesson 5 Practise Prefixes 'anti-' and 'inter-'	
Week 3	Lesson 6 Assess Prefixes 'anti-' and 'inter-'	Lesson 7 Learn Strategies for learning words: selected words from statutory and personal spelling lists	Lesson 8 Assess Spellings learnt so far
Week 4	Lesson 9 Teach Endings that sound like /ʃən/ spelt '-cian', '-sion', '-tion' and '-ssion'	Lesson 10 Practise Strategies at the point of writing: Endings that sound like /ʃən/ spelt '-cian', '-sion', '-tion' and '-ssion'	
Week 5	Lesson 11 Assess Strategies at the point of writing: Endings that sound like /ʃən/ spelt '-cian', '-sion', '-tion' and '-ssion'	Lesson 12 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 13 Assess Spellings learnt so far this term
Week 6	Lesson 14 Revise/Assess Spellings taught so far	Lesson 15 Revise/Assess Spellings taught so far	

Block 5 – Summer first half term

Week 1	Lesson 1 Teach Words with the /s/ sound spelt 'sc' (Latin in origin)	Lesson 2 Practise Words with the /s/ sound spelt 'sc' (Latin in origin)	Lesson 3 Learn Strategies for learning words: words from statutory and personal spelling lists Strategies at the point of writing: Have a go
Week 2	Lesson 4 Teach Endings that sound like /ʃən/ spelt 'sion'	Lesson 5 Practise Endings that sound like /ʃən/ spelt 'sion'	
Week 3	Lesson 6 Assess Endings that sound like /ʃən/ spelt 'sion'	Lesson 7 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 8 Revise Apostrophes for possession, including singular and plural
Week 4	Lesson 9 Practise Apostrophes for possession, including singular and plural	Lesson 10 Teach Homophones	
Week 5	Lesson 11 Practise Homophones	Lesson 12 Apply Homophones	Lesson 13 Assess Statutory words learnt during the year
Week 6	Lesson 14 Revise/Learn Strategies for learning words: words from statutory list that need further learning	Lesson 15 Revise/Learn Strategies for learning words: words from statutory list that need further learning	

Block 6 – summer second half term

Week 1	Lesson 1 Teach Suffix '-ous'	Lesson 2 Practise Suffix '-ous'	Lesson 3 Apply Suffix '-ous'
Week 2	Lesson 4 Practise Proofreading	Lesson 5 Revise Prefixes 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-'	Lesson 6 Practise/Apply Prefixes 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-'
Week 3	Lesson 7 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 8 Assess Words learnt so far	
Week 4	Lesson 9 Teach/Revise Suffix '-ly' added to words ending in 'y', 'le' and 'ic'	Lesson 10 Practise Suffix '-ly' added to words ending in 'y', 'le' and 'ic'	
Week 5	Lesson 11 Assess Suffix '-ly' added to words ending in 'y', 'le' and 'ic'	Lesson 12 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 13 Assess Words learnt so far
Week 6	Lesson 14 Revise Work covered this term	Lesson 15 Revise Work covered this term	

Year 5 - Writing

Reading Focus	Objectives
A Kingdom United	Legends Persuasion
Food, Glorious Food!	Stories with historical settings Film and play scripts Classic narrative poetry
Earthlings	Science fiction stories Information booklets Poems with a structure
Inventors and Inventions	Novel as a theme Magazine: information text hybrid
Amazon Adventure	Stories from other cultures Debate
Faster, Higher, Stronger	Myths Reports Poems with figurative language

Year 5 - Grammar

Reading Focus	Objectives
A Kingdom United	<p>focus on creating and punctuating complex sentences using '-ed' openers.</p> <p>focus on blending action and dialogue.</p> <p>focus on modal verbs - explore, collect and use modal verbs to indicate</p> <p>focus on writing sentences with relative clauses using relative pronouns using who, which and where following a main clause (e.g. Blackpool's Sea Life Centre attracts many tourists who come back year after year).</p>
Food, Glorious Food!	<p>focus on creating complex sentences by using relative clauses with relative pronouns who, which, where, e.g. Fagin, who was the leader of the pickpockets, was a despicable character.</p> <p>focus on creating and punctuating complex sentences using -ing openers.</p> <p>focus on demarcating complex sentences using commas and explore ambiguity of meaning.</p>

	<p>focus on identifying and using brackets and dashes.</p> <p>focus on creating and punctuating sentences using simile starters.</p> <p>focus on creating and punctuating sentences using simile#</p>
Earthlings	<p>focus on using expanded noun phrases to convey complicated information concisely, e.g. carnivorous predators with surprisingly weak jaws and teeth. (Ensure to build on Y4 Key Learning; - use nouns for precision, e.g. burglar rather than man, bungalow rather than house; - explore, identify and collect noun phrases, e.g. the crumbly cookie with tasty marshmallow pieces)</p> <p>focus on blending action and description within a paragraph.</p> <p>focus on linking ideas across paragraphs using adverbials for place e.g. on a nearby planet.</p> <p>focus on using identifying and using brackets to indicate parenthesis e.g. in formal writing: The cheetah (Acinonyx jubatus) inhabits open grassland in Africa</p> <p>focus on identifying and using commas to indicate parenthesis, e.g. Neptune, the eighth planet from the sun, was named after the Roman god of the sea.</p> <p>focus on identifying similes and metaphors</p>
Inventors and Inventions	<p>focus on blending action and description within a paragraph.</p> <p>focus on creating complex sentences by using relative clauses with pronouns 'who', and 'where' and demarcate with commas, e.g. Sam, who had remembered his wellies, was first to</p> <p>focus on identifying and using commas, brackets and dashes to indicate parenthesis.</p> <p>focus on creating complex sentences by using relative clauses with pronouns which, and whose e.g. The robberies, which had taken place over the past month, remained unsolved. The residents, whose lives had been terrorised by the burglars, longed to be sleep soundly once more.</p>
Amazon Adventure	<p>focus on:</p> <ul style="list-style-type: none"> - blending action, dialogue and/or description within and across paragraphs. - converting nouns and adjectives to verbs by adding appropriate suffixes e.g. -ate, -ise, -ify

	<p>focus on identifying and using dashes to indicate parenthesis e.g. in less formal writing: The cake was lovely - delicious in fact- so I had another slice. An example from the text, Journey to the River Sea by Eva Ibbotson (pg 19) ‘Clovis didn’t have much to do in MacBeth – Mr Goodley had cut most of the parts with children – but the next day they rehearsed Little Lord Fauntleroy’.</p> <p>focus on:</p> <ul style="list-style-type: none"> - exploring, collecting and using modal verbs to indicate degrees of possibility e.g. might, could, shall, will, must. - creating complex sentences by using relative clauses with relative pronouns when and that. <p>focus on the use of devices to build cohesion, e.g firstly, furthermore, as a consequence.</p>
Faster, Higher, Stronger	<p>focus on creating effective similes (encourage the children to avoid clichés and think of something completely new); creating and punctuating complex sentences using simile starters, e.g. Galloping as fast as the wind, the unicorn fled from danger.</p> <p>focus on blending action, dialogue and description within and across paragraphs.</p> <p>focus on creating and punctuating complex sentences using -ed opening clauses and –ing opening clauses (non-fiction context).</p> <p>focus on creating complex sentences where the relative pronoun is omitted e.g. Tina, standing at the bus stop, pondered the day ahead.</p> <p>focus on selecting appropriate vocabulary and language effects for impact, e.g. simile, metaphor, personification.</p>

Year 5 - Suggested Text

Reading Focus	Suggested Text
A Kingdom United	<p>Range of legends from England, Ireland, Scotland and Wales: texts, audio and/or film versions e.g.</p> <p>English - George and the Dragon https://www.youtube.com/watch?v=2V8A4btHJNc</p> <p>Scotland – The Fairy Flag of MacLeod http://myths.e2bn.org/mythsandlegends/story981-the-fairy-flag-of-the-macleod.html</p> <p>Scotland - The Fairies of Merlin’s Craig - Storynory website (here)</p> <p>Ireland - Finn McCool and the Giant’s Causeway - Youtube (here)</p> <p>Wales - The Story of Gelert http://myths.e2bn.org/mythsandlegends/story760-the-story-of-gelert.html</p>

	<p>Novels Arthur, High King of Britain by Michael Morpurgo Outlaw by Michael Morpurgo Beowulf by Michael Morpurgo Beowulf (Graphic Novel) by Gareth Hinds</p> <p>Persuasive films/TV broadcasts Junior Dragons' Den BBC Children in Need - Youtube. Pocket Money Pitch http://www.bbc.co.uk/cbbc/watch/pocket-money-pitch-first-look https://www.youtube.com/watch?v=2RTkoll7xEw Range of formal and informal persuasive texts http://www.lancashire.gov.uk/outdooreducation/our-centres/borwick-hall.aspx https://www.visitsealife.com/blackpool/ https://manchester.legolanddiscoverycentre.co.uk/ http://www.chesterzoo.org/ http://www.burnley.gov.uk/residents/towneley-hall http://www.hoghtontower.co.uk/ http://www.lancashire.gov.uk/leisure-and-culture/museums.aspx?utm_source=Redirect&utm_medium=Shorturl&utm_campaign=Shorturl http://www.liverpoolmuseums.org.uk/wml/</p>
<p>Food, Glorious Food!</p>	<p>Oliver Twist by Charles Dickens. Oliver Twist retold by Gill Tavner. https://www.mousetrap.org.uk/images/-Resources/MainstreamPacks/Oliver_Education_Pack_Compressed.pdf The Lion the Witch and Wardrobe by CS Lewis. https://www.mousetrap.org.uk/images/-Resources/SENResources/Lion-Witch-Wardrobe_SEN_FINAL.pdf Alice in Wonderland by Lewis Carroll. A Christmas Carol by Charles Dickens. A Christmas Carol retold by Gill Tavner Opening extract of A Christmas Carol http://www.lovereadng4kids.co.uk/search?advselect=0&indsearch=Christmas+Carol Opening extract of Alice in Wonderland http://www.lovereadng4kids.co.uk/search?advselect=0&indsearch=Alice+in+Wonderland Opening extract of The Lion the Witch and the Wardrobe https://www.google.co.uk/search?q=lion+witch+and+wardrobe&rlz=1C1LENP_enGB697GB697&oq=lion+witch+&aqs=chrome.1.69i57j0l5.6336j0j8&sourceid=chrome&ie=UTF-8#safe=strict&q=lion+witch+and+wardrobe+chapter+1 Description of Fagin http://www.literacywagoll.com/characters.html</p> <p>Films: Oliver! (1968). The Chronicles of Narnia: the Lion the Witch and the Wardrobe (2005). Alice in Wonderland (2010, 1951).</p>

	<p>Scrooge (1970, 1951). Ratatouille (2007). Cloudy with a Chance of Meatballs (2009). Scripts: Inkheart script extracts from the Scholastic website (here). Oliver Twist scene from the Film Education website (here).</p> <p>Timothy Winters by Charles Causley. Chip the glasses and crack the plates, JRR Tolkien YouTube clip (here). King John's Christmas by AA Milne. A Visit from St Nicholas by Clement Clarke Moore. Descriptosaurus: Supporting Creative Writing by Alison Wilcox</p>
Earthlings	<p>Time Spinner by Roy Apps. The Fun They Had by Isaac Asimov: available on the Visual Memory website (http://visual-memory.co.uk/daniel/funtheyhad.html). The Portal by Andrew Norriss. Aquila by Andrew Norriss. Aquila 2 by Andrew Norriss. Dr Xargle's book of Earthlets by Jean Willis and Tony Ross. Blast Off! by Tom Bradman. Crash Course by Tom Bradman. Bug Wars by Tom Bradman. Ice Breaker by Tom Bradman. Space Pirates and Other Sci-fi Stories by Tony Bradman. Stanley in Space by Jeff Brown. George's Secret Key to the Universe by Lucy Hawking. Film; E.T. – the Extra-Terrestrial (1982) E.T. the Extra-Terrestrial: the Classic Illustrated Storybook by Kim Smith George's Secret Key to the Universe by Steven Hawking</p> <p>During Reading and Responding Phase: Explanation: Story of the Universe from the European Space Agency website http://www.esa.int/esaKIDSen/SEMSZ5WJD1E_OurUniverse_0.html Explanation: How do you do a spacewalk? https://www.bbc.co.uk/newsround/35242594 Non-chronological report: The Sun, Our Nearest Star from the European Space Agency website http://www.esa.int/esaKIDSen/SEMIS5WJD1E_OurUniverse_0.html</p> <p>Recount: Astronaut Recalls Spacewalk Drowning from the News 24 website https://www.news24.com/Technology/News/Astronaut-recounts-spacewalk-drowning-terror-20130821</p> <p>Instructions: Making a Gingerbread Spacecraft from the NASA website file:///C:/Users/user/Downloads/313_Edible_Cassini.pdf</p>

	<p>Discussion: India's First Space Rocket Blasts Off to Mars from the BBC Newsround website https://www.bbc.co.uk/newsround/24815541 Biography: Timothy Peake http://www.esa.int/esaKIDSen/SEMD42DR5GG_LifeinSpace_0.html Persuasion: SMASH instant mashed potato advert YouTube clip https://www.youtube.com/watch?v=3SAbJjtk7E The Story of Astronomy and Space by Louie Stowell and Peter Allen How to be a Space Explorer - Lonely Planet Kids by Mark Brake Space: a Children's Encyclopedia (DK books) Cool Astronomy – 50 Fantastic Facts by Malcolm Croft Playing through the Seasons from the Nature Detectives (Woodland Trust) website http://www.woodlandtrust.org.uk/naturedetectives/ During Reading and Analysing Phase; Leaflets to use; Downloadable resources on various planets from http://education.spacecentre.co.uk/information/learning-resources (information) http://www.tourismleafletsonline.com/pdfs/national-space-centre-to-tourism-leaflet.pdf (information and persuasion)</p> <p>Haiku poems on the Word Wizard website http://www.mywordwizard.com/haiku-poems.html. Limerick poems on the Kidzone website http://www.kidzone.ws/poetry/limerick.htm. Limericks read aloud on the Children's Poetry Archive website https://www.childrenspetryarchive.org/search/site/PAM%20AYRES%20MICHAEL%20ROSEN%20LIMERICKS. The Works by Paul Cookson Jumpstart – Poetry by Pie Corbett Where My Wellies Take Me by Clare and Michael Morpurgo The Lost Words by Robert Macfarlane and Jackie Morris Silly Verse for Kids by Spike Milligan New and Collected Poems for Children by Carol Ann Duffy</p>
Inventors and Inventions	<p>The Invention of Hugo Cabret by Brian Selznick. The Invention of Hugo Cabret website http://www.theinventionofhugocabret.com/about_hugo_auto.htm Tin by Pdraig Kenny Small Change for Stuart by Lissa Evans. Mortimer Keene: Attack of the Slime by Tim Healey. Fantastic Frankie and the Brain Drain Machine by Anna Kemp. The Incredible Adventures of Professor Branestawm by Norman Hunter. The Cleaning Machine – The Incredible Adventures of Professor Branestawm from the BBC on YouTube https://www.youtube.com/watch?v=qcjGZ_NCZLA The Flying Horse Part 1 - Storynory – Inventor of Horse Robot from the Storynory website https://www.storynory.com/the-flying-horse-part-1/</p>

	<p>Non-fiction texts for children to use during gathering content phase:</p> <p>A Robot World by Clive Gifford</p> <p>A Mindboggling History of Scientists and Inventors by Izzi Howell</p> <p>Eco Kids Planet Magazine (more information from the Eco Kids Planet website https://www.ecokidsplanet.co.uk)</p> <p>National Geographic KiDS Magazine (more information from the NG Kids website http://www.natgeokids.com/uk)</p> <p>First News https://subscribe.firstnews.co.uk/?gclid=CjwKCAjwyrvaBRACEiwAcyuzRHaPR4S8IXuf5x_apIDYKhniV6h9wclHHQpHsX-PIK_7EPRboglHtxoCkskQAvD_BwE&gclsrc=aw.ds</p> <p>The Week Junior https://theweekjunior.co.uk/?ppcad=true&gclid=CjwKCAjwyrvaBRACEiwAcyuzRPSyYa91e2f_gLP9ZDylis1prRdikrHpX1PW9LbGScvIKtG75pY-SxoCq4QQAvD_BwE&gclsrc=aw.ds</p> <p>How It Works Magazine (more information from the Magazine website https://www.magazine.co.uk/magazines/how-it-works-magazine)</p> <p>Amazing! Magazine (more information from the Magazine website https://amazing.org.uk)</p> <p>Lego life magazine https://www.lego.com/en-gb/life/subscription</p> <p>Information Text Hybrid</p>
Amazon Adventure	<p>Journey to the River Sea by Eva Ibbotson</p> <p>The Explorer by Katherine Rundell</p> <p>Jumanji by Chris Van Allsburg</p> <p>Jumanji DVD (appropriately selected clips)</p> <p>Jumanji: Welcome to the Jungle DVD (appropriately selected clips)</p> <p>The Great Kapok Tree; a Tale of the Amazon Rainforest by Lynne Cherry</p> <p>The Jungle Book by Rudyard Kipling (appropriately selected extracts)</p> <p>The Jungle Books (Alma Children's Classics) by Rudyard Kipling and Ian Beck</p> <p>Ladybird Classics: The Jungle Book Hardcover – Abridged by Rudyard Kipling and Galia Bernstein</p> <p>The Jungle Book DVD 2016 (appropriately selected film clips)</p> <p>Walt Disney Jungle Book DVD</p> <p>The Wings of the Butterfly; A Tale of the Amazon Rainforest available on the Aaron Shepherd website http://www.aaronsherp.com/stories/030.html</p> <p>Storm in the Rainforest https://earth2mother.wordpress.com/category/rainforest-poems-2/</p> <p>Descriptosaurus: Action and Adventure by Alison Wilcox</p> <p>The Vanishing Rainforest by Richard Platt.</p> <p>The Shaman's Apprentice by Lynne Cherry and Mark Plotkin.</p>

	<p>Hymn to the Rainforest - short film on YouTube https://www.youtube.com/watch?reload=9&v=MSdNIHo_Zms The Deforestation Debate on the Scholastic website http://images.scholastic.co.uk/assets/a/7d/14/ceissue3a2iiback4-in-p-528011.pdf Threats to the Rainforest from Businesses and Farming from the BBC Bitesize website https://www.bbc.com/bitesize/clips/zfp34wx Talk for Writing across the Curriculum: How to teach non-fiction writing 5-12 years by Pie Corbett and Julia Strong.</p>
<p>Faster, Higher, Stronger</p>	<p>Short Stories The Orchard Book of Greek Myths by Geraldine Mccaughrean. Greek Myths: Stories of Sun, Stone and Sea by Sally Pomme Clayton. Stories from Ancient Civilisations: Greece by Shahrukh Husain. Greek Myths by Marcia Williams. Tales of the Greek Heroes by Roger Lancelyn Green The Comic Strip Greatest Greek Myths by Tracey Turner. An opening extract can be found on the Love Reading 4 Kids website https://www.lovereadings4kids.co.uk/book/5951/The-Comic-Strip-Greatest-Greek-Myths-by-Tracey-Turner.html Treasury of Greek Mythology; Classic Stories of Gods, Goddesses, Heroes and Monsters by Donna Jo Napoli The Usborne Book of Greek Myths by Anna Milbourne and Louie Stowell Myths and legends website for pupils and teachers- http://myths.e2bn.org/mythsandlegends/</p> <p>Novels The Fire Thief by Terry Deary. Zeus on the Loose! by John Dougherty. Who let the Gods Out? by Maz Evans Simply the Quest by Maz Evans Beyond the Odyssey by Maz Evans Against All Gods by Maz Evans Percy Jackson and the Lightning Thief by Rick Riordan Percy Jackson and the Sea of Monsters Percy Jackson and the Titan's Curse Percy Jackson and the Battle of the Labyrinth Percy Jackson and the Last Olympian See also the Trials of Apollo series by Rick Riordan See also the Heroes of Olympus series by Rick Riordan Go for Gold – Musicline – sample musical script https://www.musiclinedirect.com/_data/samples/pdf/gfg-script-sample.pdf Descriptosaurus by Alison Wilcox Descriptosaurus Myths and Legends by Alison Wilcox</p> <p>Films and Audio Versions (with downloadable print transcripts) Arachne – the animated story of the ancient myth Arachne https://www.youtube.com/watch?v=qW3Bbav7w4A Tales from Ancient Greece: a range of stories on the BBC School Radio website https://www.bbc.co.uk/programmes/b03g64rg</p>

	<p>The Story of King Midas animation https://www.youtube.com/watch?v=AceF6b3CE3o Links to Skittles advert https://www.youtube.com/watch?v=qp0WBIME_fm Greek myths: a range of stories on the Storynory website https://www.storynory.com/category/myths/greek-myths/</p> <p>Official Website of the Olympic Movement https://www.olympic.org/ The Modern Olympic Games on the official Olympic website https://stillmed.olympic.org/Documents/Reports/EN/en_report_668.pdf Ancient Greeks: The Olympic Games on the BBC Primary History website https://www.bbc.com/bitesize/articles/z36j7ty History for Kids website http://www.history-for-kids.com/history-of-the-olympics.html Avoid Entering the Ancient Greek Olympics! (Danger Zone) by Michael Ford A Visitor's Guide to Ancient Greece by Lesley Sims Ancient Greece and the Olympics (A Magic Treehouse Research Guide) by Mary Pope Osborne DK Eyewitness Books: Olympics by Chris Oxlade Reports</p> <p>Year 5 Summer 2: Faster, Higher, Stronger</p> <p>Suggested Texts</p> <p>https://www.poetry4kids.com/links/poetry-websites/ In Ramshackle Rainbow: Poems for Year 5 chosen by Pie Corbett: - Winter Morning by Sue Cowling. - Winter and Snow by Vasko Popa. - A Poem to be Spoken Silently by Pie Corbett. - Sunset by Gina Douthwaite. - Smiles Like Roses by Helen Dunmore. - Cat Began by Andrew Matthews. - Don't be Scared by Carol Ann Duffy. In I Am the Seed that Grew the Tree selected by Fiona Waters: - Wind Song by Lilian Moore (in the March chapter) - O Dandelion –anonymous (in the May chapter) - The Sea by James Reeves (in the June chapter) - Solitude by Archibald Lampman (in the June chapter) - The Moon by Iain Crichton Smith (in the June chapter) - The Moon at Knowle Hill by Jackie Kay (in the July chapter) - I Am the Rain by Grace Nichols (in the August chapter) The Lost Words by Robert MacFarlane Predictable by Bruce Lansky https://d3jc3ahdjad7x7.cloudfront.net/cRWCJnMxi3fJLTDRvS4M5TY9BmtCKP56A1ExhfhERBvYjJUx.pdf</p>
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Block 1 – autumn first half term

Week 1	Lesson 1 Revise Strategies at the point of writing: Have a go	Lesson 2 Teach Words with the letter string 'ough'	Lesson 3 Practise Words with the letter string 'ough'
Week 2	Lesson 4 Apply Words with the letter string 'ough'	Lesson 5 Teach Words with 'silent' letters	
Week 3	Lesson 6 Learn Strategies for learning words: words with 'silent' letters from statutory and personal spelling lists	Lesson 7 Assess Words with 'silent' letters: dictation	Lesson 8 Teach Use of spelling journals for etymology
Week 4	Lesson 9 Teach Words ending in '-able' and '-ible'	Lesson 10 Practise Words ending in '-able' and '-ible'	
Week 5	Lesson 11 Assess Words ending in '-able' and '-ible'	Lesson 12 Teach Homophones (<i>isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed</i>)	Lesson 13 Practise Homophones (<i>isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed</i>)
Week 6	Lesson 14 Apply Strategies for learning words: homophones (<i>isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed</i>)	Lesson 15 Learn Strategies for learning words: words from statutory and personal spelling lists	

Block 2 – autumn second half term

Week 1	Lesson 1 Revise Selected spellings taught last half term and new spellings for this half term	Lesson 2 Revise Selected spellings taught last half term and new spellings for this half term	Lesson 3 Revise/Teach Selected spellings taught last half term and new spellings for this half term
Week 2	Lesson 4 Revise/Teach From previous years: plurals (adding '-s', '-es' and '-ies')	Lesson 5 Revise From previous years: apostrophe for contraction and possession	
Week 3	Lesson 6 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 7 Teach Use of the hyphen	Lesson 8 Practise Use of the hyphen
Week 4	Lesson 9 Assess Use of the hyphen	Lesson 10 Learn Strategies for learning words: words from statutory and personal spelling lists	
Week 5	Lesson 11 Teach Proofreading, focusing on checking words from personal lists	Lesson 12 Practise Proofreading, focusing on checking words from personal lists	Lesson 13 Teach Using a dictionary to support learning word roots, derivations and spelling patterns
Week 6	Lesson 14 Practise Using dictionaries to create word webs	Lesson 15 Assess Strategies at the point of writing: building new words from known morphemes	

Year 5 term 2 overview

Block 3 – spring first half term

Week 1	Lesson 1 Revise Strategies at the point of writing: Have a go	Lesson 2 Revise From Years 3 and 4: apostrophe for possession	Lesson 3 Learn Strategies for learning words: words from personal spelling lists
Week 2	Lesson 4 Assess Words from statutory and personal spelling lists	Lesson 5 Teach Rare GPCs (<i>bruise, guarantee, immediately, vehicle, yacht</i>)	
Week 3	Lesson 6 Teach Rare GPCs (<i>bruise, guarantee, immediately, vehicle, yacht</i>)	Lesson 7 Assess Rare GPCs: dictation	Lesson 8 Revise/Teach Using spelling journals for etymology
Week 4	Lesson 9 Teach Words ending in '-ably' and '-ibly'	Lesson 10 Practise Words ending in '-ably' and '-ibly'	
Week 5	Lesson 11 Assess Words ending in '-ably' and '-ibly'	Lesson 12 Teach Homophones (<i>led/lead, steel/steal, alter/altar</i>)	Lesson 13 Practise Strategies for learning words: homophones
Week 6	Lesson 14 Apply Homophones	Lesson 15 Learn/Assess Strategies for learning words: words from statutory and personal spelling lists	

Block 4 – spring second half term

Week 1	Lesson 1 Revise Spellings taught in previous half term	Lesson 2 Revise Spellings taught in previous half term	Lesson 3 Assess Words from statutory and personal spelling lists
Week 2	Lesson 4 Teach Proofreading: checking from another source after writing	Lesson 5 Practise Proofreading	
Week 3	Lesson 6 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 7 Revise Building words from root words	Lesson 8 Practise Building words from root words
Week 4	Lesson 9 Assess Building words from root words	Lesson 10 Revise Homophones	
Week 5	Lesson 11 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 12 Assess Words from statutory and personal lists	Lesson 13 Teach Words with the /i:/ sound spelt 'ei'
Week 6	Lesson 14 Teach 'ei' and 'ie' words	Lesson 15 Assess 'ei' and 'ie' words	

Block 5 – summer first half term

Week 1	Lesson 1 Revise Strategies at the point of writing: Have a go	Lesson 2 Revise Strategies for learning words: using a range of strategies	Lesson 3 Revise Strategies for learning words: using a range of strategies
Week 2	Lesson 4 Assess Words from statutory and personal spelling lists	Lesson 5 Teach Strategies at the point of writing: using etymological/morphological strategies for spelling	Lesson 6 Assess Strategies at the point of writing: using etymological/morphological strategies for spelling
Week 3	Lesson 7 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 8 Assess Words from statutory and personal spelling lists	Lesson 9 Teach Using spelling journals for etymology
Week 4	Lesson 10 Teach Proofreading for words on statutory list	Lesson 11 Practise Proofreading for words on statutory list	
Week 5	Lesson 12 Apply Proofreading for words on statutory list	Lesson 13 Teach Homophones (<i>cereal/serial, father/farther, guessed/guest, morning/mourning, who's/whose</i>)	Lesson 14 Practise Homophones
Week 6	Lesson 15 Apply/Assess Homophones	Lesson 16 Learn Strategies for learning words: words from statutory and personal spelling lists	

Block 6 – summer second half term

Week 1	Lesson 1 Revise Spellings taught in the last half term	Lesson 2 Revise Spellings taught in the last half term	Lesson 3 Revise/Assess Spellings taught in the last half term: pair testing
Week 2	Lesson 4 Teach Proofreading: use of dictionary to check words, referring to first three or four letters	Lesson 5 Practise Proofreading: use of dictionary to check words	
Week 3	Lesson 6 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 7 Revise Strategies for learning words: problem suffixes	Lesson 8 Practise Strategies for learning words: problem suffixes
Week 4	Lesson 9 Assess Problem suffixes	Lesson 10 Revise/Practise Homophones	
Week 5	Lesson 11 Revise/Practise Homophones	Lesson 12 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 13 Assess Words from statutory and personal spelling lists: pair testing
Week 6	Lesson 14 Revise Spelling aspects from Year 5 that are not secure	Lesson 15 Revise Spelling aspects from Year 5 that are not secure	

Year 6 - Writing

Reading Focus	Objectives
Survival!	Novel as a theme Biography
Britten's Got Talent?	Older literature Information text hybrid Poems with imagery
Heroes and Villains	Detective / crime fiction Explanations
Super Sleuth	Short stories with flashbacks Discussion and debate Classic narrative poetry
Oh! I Do Like To Be Beside The Seaside	Novel as a theme Recount: autobiography Poems on a theme
Wonder	Recount Diary entry Story writing Addressing areas that need further coverage for transition to High School

Year 6 - Grammar

Reading Focus	Objectives
Survival!	<p>focus on identifying the subject and object within a sentence.</p> <p>focus on blending action and description within a sentence.</p> <p>focus on devices to build cohesion between paragraphs in recount e.g. in the meantime, meanwhile, in due course, until then.</p> <p>focus on manipulating sentences to create particular effects. This may involve revising sentence types and openers (see Year 5 Key Learning in Writing - e.g. selecting from –ing, -ed, or simile starters; adverbials for time, place or number; relative clauses and including simple and compound sentences).</p>
Britten's Got Talent?	<p>focus on:</p> <p>i) investigating and collecting a range of synonyms and antonyms e.g. naughty - mischievous, wicked, evil, impish, spiteful, well-behaved;</p> <p>ii) exploring, collecting and using vocabulary typical of formal and informal speech.</p>

	<p>focus on devices to build cohesion between paragraphs in narrative e.g. in the meantime, meanwhile, in due course, until then:</p> <p>focus on consciously controlling the use of different sentence structures for effect e.g. figurative language: similes and metaphors.</p> <p>focus on using devices to build cohesion between paragraphs in persuasive texts e.g. on the other hand, similarly, in contrast, although, another possibility, alternatively, as a consequence.</p> <p>focus on using devices to build cohesion between paragraphs in persuasive texts e.g. on the other hand, similarly, in contrast, although, another possibility, alternatively, as a consequence.</p>
Heroes and Villains	<p>focus on investigating and collecting a range of synonyms and antonyms e.g. heroic – bold, courageous, daring, fearless, gallant, noble, valiant, cowardly, fearful, meek. Collect, discuss and use a range of Shakespearian language and display on working wall. Continue to build collections throughout the unit to be incorporated in writing outcomes.</p> <p>focus on manipulating sentences to create particular effects.</p> <p>focus on identifying and using colons to introduce a list.</p> <p>focus on punctuating bullet points correctly.</p> <p>focus on selecting appropriate vocabulary and language effects for impact, e.g. simile, metaphor, personification.</p> <p>focus on selecting appropriate vocabulary and language effects for impact, e.g. simile, metaphor, personification.</p>
Super Sleuth	<p>identifying the subject and object of a sentence.</p> <p>use of the active and passive voice.</p> <p>focus on use of devices to build cohesion between paragraphs in explanatory texts e.g. similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence.</p> <p>focus on use of the passive voice.</p>
Oh! I Do Like To Be Beside The Seaside	<p>focus on identifying and using semi-colons to mark the boundary between independent clauses e.g. It is raining; I am fed up.</p> <p>focus on using knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g.</p>

	<p>un+happy+ness; dis+repute+able; dis+respect+ful; re+engage+ment. Words from Carrie's War might include the following: arthritic, government, electrified, archaeologist, impatiently.</p> <p>focus on investigating and collecting a range of synonyms and antonyms e.g. bad: awful, substandard, unacceptable, unsatisfactory, dreadful, inferior, inadequate; superior, beneficial.</p> <p>focus on devices to build cohesion between paragraphs in persuasive and discursive texts e.g. on the other hand; the opposing view; similarly; in contrast; although; additionally; another possibility; alternatively; as a consequence.</p> <p>focus on exploring and collecting vocabulary typical of formal and informal speech and writing e.g. find out – discover, ask for - request, go in – enter.</p> <p>focus on investigating and collecting a range of synonyms and antonyms using vocabulary from the poem e.g. lad, ferocious, fear, nice, nasty, awkward, occurrence.</p>
Wonder	<p>Use devices to build cohesion between paragraphs in narrative e.g. adverbials such as: in the meantime; meanwhile; in due course; until then, etc.</p> <p>Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action.</p> <p>Explore, collect and use vocabulary typical of formal and informal speech and writing e.g. find out / discover; ask for / request; go in/ enter.</p> <p>Explore, collect and use question tags typical of informal speech and writing e.g. "He's your friend, isn't he?"</p> <p>Explore, collect and use subjunctive forms for formal speech and writing e.g. If I were able to come to your party, I would; The school requires that all pupils be honest.</p> <p>Plus any relevant statements from the Teacher Assessment Framework for Writing</p>

Year 6 - Suggested Text

Reading Focus	Suggested Text
Survival!	Running Wild by Michael Morpurgo http://runningwildlive.co.uk/downloads/RunningWildEducationPack

	<p>.pdf Robinson Crusoe by Daniel Defoe Bear Grylls Mission Survival: Gold of the Gods Amazon Adventure by Willard Price My Side of the Mountain by Jean Craighead George http://www.literacywagoll.com/adventure.html</p> <p>Range of simple biographies including print and film versions. Candlewick Biographies: One Beetle Too Many – The Extraordinary Adventures of Charles Darwin by Kathryn Laskey Handel, Who Knew What He Liked by M.T Anderson The Secret World Of Walter Anderson by Hester Bass Footwork – The Story of Fred and Adele Astaire by Roxanne Orgill Use the Biography.com website to investigate famous people such as:</p> <ul style="list-style-type: none"> - Neil Armstrong. - Steve Irwin. - Michelle Obama. <p>Watch a range of relevant biographies on Mini Bios (available on Youtube)</p>
Britten's Got Talent?	<p>Classic Novels which have been made into musicals, e.g. - Chitty Chitty Bang Bang by Ian Fleming. - The Wizard of Oz by L Frank Baum. https://www.mousetrap.org.uk/images/-Resources/SENResources/WOZ_SEN_PACK_FINAL_smallfile.pdf - Mary Poppins by PL Travers. Alice in Wonderland by Lewis Carroll.</p> <p>What a Wonderful World by Louis Armstrong. Imagine by John Lennon. Blowin' in the Wind by Bob Dylan. Eleanor Rigby by Lennon and McCartney. I am a Rock by Simon and Garfunkel. Bridge over Troubled Water by Simon and Garfunkel. Streets of London by Ralph McTell. A Little Help from my Friends by Lennon and McCartney. He Ain't Heavy, He's my Brother by Bobby Scott and Bob Russell. Autumn Leaves by Paolo Nutini.</p> <p>Selection of reviews of theatre productions and film versions of musicals. Local reviews of pantomimes or theatre performances on websites or in the local press Formal reviews - https://childrenstheatrereviews.com http://www.ayoungentheatre.com/review-the-railway-children-waterloo-station-2/ https://www.londontheatre.co.uk/reviews/review-of-the-wind-in-the-willows-at-the-london-palladium</p>
Heroes and Villains	<p>Macbeth by William Shakespeare Macbeth by Andrew Matthews and Tony Ross</p>

Romeo and Juliet by Andrew Matthews and Tony Ross
https://www.youtube.com/watch?v=qfnUq2_0FOY
https://www.youtube.com/watch?v=cdclUm95_yA&list=PLfY3ZD2hRjOnORDBtey0bbEnZQpWSWwZt

Year 6 Spring 1: Heroes and Villains
Animated modern version set to music
<https://www.bbc.com/bitesize/clips/zgd4qty>
Horrible Histories- Shakespeare Song
www.dailymotion.com/video/x2vt2m3
Further Resources to support the unit:
Teacher resource pack:
https://downloads.bbc.co.uk/schoolradio/pdfs/macbeth_notes.pdf
BBC Video Clips: Macbeth
<https://www.bbc.co.uk/programmes/p0573v6m>

Music units to support the learning of the plot
<http://www.bbc.co.uk/programmes/articles/2wTCQs3RwT9qQ6J86MktWC4/ks2-music-macbeth-info>
BBC School Radio

Romeo and Juliet by William Shakespeare
Shakespeare Stories by Leon Garfield
Stories from Shakespeare by Usborne
Jane Eyre by Charlotte Bronte
Jane Eyre retold by Gill Tavner
David Copperfield by Charles Dickens
David Copperfield retold by Gill Tavner
Shakespeare for all Ages and Stages from the National Strategies Archives website

Thomson in-flight safety film YouTube clip
<https://www.youtube.com/watch?v=syozl4DAPs4>
<https://www.tes.com/teaching-resource/superman-hybrid-text-11625964?>

<https://www.worldbookday.com/2016/02/female-heroes-and-villains-outnumber-males-in-national-book-tokens-poll-of-favourite-childrens-book-characters/>

Scarlett Overkill introduction
https://www.youtube.com/watch?v=AtZvCObo_es
Hybrid texts in print:
The Week Junior- sample available on website
https://drive.google.com/file/d/1-5R1L_fHMc5J9SRdnpWUAF_9hc_HfcZm/view
Amazing Magazine <https://amazing.org.uk/>

The Warm and the Cold by Ted Hughes on the All Poetry website
<https://allpoetry.com/The-Warm-and-the-Cold>
Owl by Pie Corbett and City Jungle by Pie Corbett from the National Literacy Strategy Year 6 Revision Unit on the Digital Education Resource Archive

	<p>website http://dera.ioe.ac.uk/4825/8/nls_y6t3exunits075202revise.pdf The Sea by James Reeves on the Poem Hunter website www.poemhunter.com/poem/the-sea-36/ Beach by John Coldwell in Ramshackle Rainbow Poems for Year 5 Chosen by Pie Corbett. Ten Things Found in a Wizard's Pocket by Ian McMillan.</p> <p>Winter Morning by Ogden Nash on Google https://sites.google.com/site/andrewminerportfolio/home/inspiration-continued/winter-morning-poem-by-ogden-nash</p> <p>Opening Doors to Famous Poetry and Prose contains many examples of Classic Poems and resources which could be used to support this unit- further information can be found on the website https://www.crownhouse.co.uk/featured/opening-doors-to-famous-poetry-and-prose-pupils-work</p>
Super Sleuth	<p>Skulduggery Pleasant by Derek Landy (series of titles). An Oxford Anthology of Mystery Stories by Dennis Hamley. The Hangman's Lair and Other Case Files by Simon Cheshire. Foul Play by Tom Palmer. Whodunit? Detective Stories Chosen by Philip Pullman. The London Eye Mystery by Siobhan Dowd. Adventure Island: The Mystery of the Whistling Caves by Helen Moss (series of titles).</p> <p>Further texts to support immersion Hoakes Island: A Fiendish Puzzle Adventure by Helen Friel A Jungle Camp Mystery/ A Mediaeval Mystery/ M14 3/4 : The Party Palaver by Red Herring Games The Name of this Book is Secret- Pseudonymous Bosch The Red Herring Mystery by Paul Adshead</p> <p>Talk for Writing Across the Curriculum: How to teach non-fiction writing 5-12 years by Pie Corbett and Julia Strong. The History Detective Investigates: Anglo-Saxons by Neil Tonge. The Boys' Book: How to be the Best at Everything by Guy MacDonald (note: take care to select explanation texts from this book – such as How to Fly a Helicopter – not instruction texts). Why? Encyclopaedia by DK. A Really Short History of Nearly Everything by Bill Bryson. The Complete Skeleton Book for Non-Fiction Text Types by Sue Palmer www.literacywagoll.com CSI Expert!: Forensic Science for Kids by Karen K Schulz Forensic Science Eyewitness book by DK Science Fair Winners: Crime Scene Science by Karen Romano Young</p>

	<p> https://www.youtube.com/watch?v=7-esqwmLmCs https://www.youtube.com/watch?v=0FS_eT5PR1Q https://a2zhomeschooling.com/explore/chemistry_kids/csi_unit_study_forensics_for_kids/ https://www.explainthatstuff.com/forensicscience.html </p>
<p>Oh! I Do Like To Be Beside The Seaside</p>	<ul style="list-style-type: none"> • Kaspar: Prince of Cats by Michael Morpurgo • The Giant's Necklace by Michael Morpurgo. • Nightmare Staircase by Robert Swindells. • Walk Two Moons by Sharon Creech. • Mysterious Traveller by Mal Peet and Elspeth Graham. • I survived – The sinking of the Titanic 1912 by Lauren Tarshis. • https://www.natgeokids.com/uk/discover/history/general-history/would-you-have-survived-the-titanic/ <p>Short story</p> <ul style="list-style-type: none"> • Kidnapped by Pie Corbett on the Teach Primary website: https://www.teachwire.net/teaching-resources/pie-corbetts-fiction-kidnapped-literacy-resource-for-ks2 <p>Picture books</p> <ul style="list-style-type: none"> • The Sea Chest by Toni Buzzeo. • Miss Rumphius: a picture book by Barbara Cooney. <p>Extracts</p> <ul style="list-style-type: none"> • Carrie's War by Nina Bawden - the opening chapter is available on the Love Reading 4 Kids website: https://www.lovereadings4kids.co.uk/book/10136/Carries-War-by-Nina-Bawden.html • The Time Machine by H G Wells, retold by Eric Brown - the opening chapter is available on the Love Reading 4 Kids website: https://www.lovereadings4kids.co.uk/book/3664/The-Time-Machine-by-H-G-Wells-retold-by-Eric-Brown.html <p>Films</p> <ul style="list-style-type: none"> • Up! (2009) - a clip is available on the Trailer Addict website: https://www.traileraddict.com/up/carl-and-ellie • Titanic (1997) (selected scenes). • Encyclopaedia Titanica website: https://www.encyclopedia-titanica.org/children-on-titanic/ (copy and paste this link into a URL) • Titanic: A Child Survivor's Story on the BBC website: https://www.bbc.co.uk/programmes/p029z376 • The Piano by Aidan Gibbons on YouTube: https://www.youtube.com/watch?v=gEAnre-s4-o • Mourning Dove on YouTube: https://www.youtube.com/watch?v=jSIgTUIYbXl <p>How to write a balanced argument on the BBC Bitesize website: https://www.bbc.com/bitesize/clips/zm3nvcw Talk for Writing across the Curriculum: How to teach non-fiction writing 5-12 years by Pie Corbett and Julia Strong. Animals in the entertainment world and conservation Norman Barrett MBE and his budgie circus act on YouTube:</p>

https://www.youtube.com/watch?v=_JRWfKszjvg
 Sea World:
 - Shamu Show on the Sea World website:
<https://www.youtube.com/watch?v=VbttH5w4fB8>
 - Conservation on the Sea World website:
<http://www.seaworldparks.co.uk/conservation>
 Knowsley Safari Park:
 - Sea Lion Show on the Knowsley Safari Park website:
<https://www.knowsleysafariexperience.co.uk/explore/foot-safari/sea-lion-displays/>
 - Conservation and Research on the Knowsley Safari Park website:
<https://www.knowsleysafariexperience.co.uk/conservation/research/>
 Blackpool Zoo:
 - Sea Lion Trainer on the Blackpool Zoo website:
<https://www.blackpoolzoo.org.uk/animal-experiences/sealion-experiences>
 - Conservation on the Blackpool Zoo website:
<https://www.blackpoolzoo.org.uk/animals/conservation>
 - Chester Zoo:
<https://www.chesterzoo.org/conservation-and-science/where-we-work>
 - London Zoo:
<https://www.zsl.org/conservation/our-priorities/wildlife-and-people>
 Wild Animals in Captivity on the RSPCA website:
<https://www.rspca.org.uk/adviceandwelfare/wildlife/captivity>
 Animal Actors on the PETA website:
<https://www.peta.org/issues/animals-in-entertainment/animal-actors/>
 Plastics in the Ocean –a guide for children:
<http://tiki.oneworld.org/plastic/plastic.html>
 Meredith's Mission:
<https://www.natgeokids.com/uk/kids-club/cool-kids/general-kids-club/meredith-moss-mcdonalds-plastic-petition/>
 CBBC Newsround: <https://www.bbc.co.uk/newsround/42810179>
 CBBC Plastic Ocean SOS:
<https://www.bbc.co.uk/cbbc/joinin/the-deep-plastic-ocean-part-one>

The Lion and Albert by Marriott Edgar on the Monologues.co.uk website: <http://monologues.co.uk/Albert-and-the-Lion.htm>
 Albert's Return by Marriott Edgar on the Monologues.co.uk website: <http://monologues.co.uk/Alberts-Return.htm>
 Albert and the Pancakes by Col Gray on the Monologues website: http://monologues.co.uk/More_Albert/Albert_and_the_Pancakes.htm
 The Lion and Albert performed by Stanley Holloway on YouTube:
<https://www.youtube.com/watch?v=oaw-savyK0s>
 I Do Like to be Beside the seaside on the Monologues website:
<http://monologues.co.uk/musichall/Songs-I-I-Do-Like-To-Be-Beside-The-Seaside.htm>

The Convergence of the Twain (Lines on the loss of the Titanic) by Thomas Hardy:

	https://www.poetryfoundation.org/poems/47266/the-convergence-of-the-twain
Wonder	<p>Wonder by RJ Palacio</p> <p>Wonder DVD and film trailer on you tube https://www.youtube.com/watch?v=ngiK1gQKgK8</p> <p>Auggie and Me: Three Wonder Stories by RJ Palacio</p> <p>Mini-trailers from characters' perspectives https://www.youtube.com/watch?v=PKG2_qQiB-U&index=1&list=PLJ7A97yl9oXo1V-4H_yJc1bPC_bRmNc0_</p> <p>Tamara animation https://www.youtube.com/watch?v=B4frsp-rR6c</p> <p>The Present animation https://www.youtube.com/watch?v=WjqIU5FgsYc</p> <p>Little Freak animation https://www.youtube.com/watch?v=INHVxA-rM48</p>

Block 1 – autumn first half term

Week 1	Lesson 1 Revise/Learn Words from statutory word lists	Lesson 2 Revise/Learn Words from statutory word lists	Lesson 3 Revise Strategies at the point of writing: Have a go
Week 2	Lesson 4 Practise Strategies at the point of writing: Have a go	Lesson 5 Revise Words ending '-able'/'-ably', and '-ible'/'-ibly'	
Week 3	Lesson 6 Practise Strategies for learning words: words ending '-able' and '-ible'	Lesson 7 Assess Words ending '-able' and '-ible'	Lesson 8 Teach Adding suffixes beginning with vowels to words ending in '-fer'
Week 4	Lesson 9 Practise Adding suffixes beginning with vowels to words ending in '-fer'	Lesson 10 Assess Adding suffixes beginning with vowels to words ending in '-fer'	
Week 5	Lesson 11 Practise SATS practice	Lesson 12 Practise SATS practice	Lesson 13 Practise SATS practice
Week 6	Lesson 14 Teach Proofreading in smaller chunks (sentences, paragraphs)	Lesson 15 Practise Proofreading in smaller chunks (sentences, paragraphs)	

Block 2 – autumn second half term

Week 1	Lesson 1 Revise/Assess Words from statutory word lists	Lesson 2 Revise/Assess Words from statutory word lists	Lesson 3 Learn Strategies for learning words: words from statutory word list
Week 2	Lesson 4 Learn Homophones ('ce'/'se')	Lesson 5 Practise Homophones ('ce'/'se')	
Week 3	Lesson 6 Assess Homophones ('ce'/'se'): dictation	Lesson 7 Learn Strategies for learning words: words from personal spelling lists	Lesson 8 Assess Words from personal spelling lists
Week 4	Lesson 9 Teach Endings that sound like /ʃəs/ spelt '-cious' or '-tious'	Lesson 10 Practise Endings that sound like /ʃəs/ spelt '-cious' or '-tious'	
Week 5	Lesson 11 Assess Endings that sound like /ʃəs/ spelt '-cious' or '-tious': dictation	Lesson 12 Learn Strategies for learning words: words from statutory word list	Lesson 13 Learn Strategies for learning words: words from statutory word list
Week 6	Lesson 14 Assess Words from statutory word lists	Lesson 15 Revise Spelling learning from this term	

Block 3 – spring first half term

Week 1	Lesson 1 Revise Words with 'ough' letter string	Lesson 2 Practise Words with 'ough' letter string	Lesson 3 Assess Words with 'ough' letter string: pair testing
Week 2	Lesson 4 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 5 Learn Strategies for learning words: words from statutory and personal spelling lists	
Week 3	Lesson 6 Assess Words from statutory and personal spelling lists: pair testing	Lesson 7 Teach Words ending '-cial' and '-tial'	Lesson 8 Practise Words ending '-cial' and '-tial'
Week 4	Lesson 9 Apply Words ending '-cial' and '-tial'	Lesson 10 Teach Proofreading someone else's writing	
Week 5	Lesson 11 Learn Strategies for learning words: words from personal spelling lists	Lesson 12 Assess Words from personal spelling lists: pair testing	Lesson 13 Revise Generating words from prefixes
Week 6	Lesson 14 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 15 Assess All statutory words learnt so far this term	

Block 4 – spring second half term

Week 1	Lesson 1 Revise Spelling learning from the previous half term	Lesson 2 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 3 Learn Strategies for learning words: words from statutory and personal spelling lists
Week 2	Lesson 4 Assess Words from statutory and personal spelling lists	Lesson 5 Teach Homophones (<i>dessert/desert, stationery/stationary, complement/compliment, principle/principal, prophet/profit</i>)	
Week 3	Lesson 6 Revise Homophones covered in KS2	Lesson 7 Assess Homophones covered in KS2: dictation	Lesson 8 Revise Proofreading
Week 4	Lesson 9 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 10 Assess Words from statutory and personal spelling lists	
Week 5	Lesson 11 Revise Generating words from prefixes and roots	Lesson 12 Practise/Apply Generating words from prefixes and roots	
Week 6	Lesson 13 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 14 Assess Words from statutory spelling lists	

Block 5 – summer first half term

Week 1	Lesson 1 Teach Strategies for learning words: rare GPCs from statutory word list	Lesson 2 Practise Strategies for learning words: rare GPCs from statutory word list	Lesson 3 Apply/Assess Rare GPCs from statutory word list
Week 2	Lesson 4 Revise Strategies at the point of writing: Have a go	Lesson 5 Practise/Apply Strategies at the point of writing: Have a go	
Week 3	Lesson 6 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 7 Assess Words from statutory and personal spelling lists	
Week 4	Lesson 8 Teach Words ending in 'ant', '-ance' and '-ancy'	Lesson 9 Practise Words ending in 'ant', '-ance' and '-ancy'	
Week 5	Lesson 10 Practise Words ending in 'ant', '-ance' and '-ancy'	Lesson 11 Teach Proofreading own writing independently	Lesson 12 Practise/Apply Proofreading own writing independently
Week 6	Lesson 13 Revise Root words and meaning	Lesson 14 Practise Root words and meaning	

Block 6 – summer second half term

Week 1	Lesson 1 Revise Spellings taught last half term	Lesson 2 Revise Spellings taught last half term	Lesson 3 Assess Spellings taught last half term
Week 2	Lesson 4 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 5 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 6 Assess Words from statutory and personal spelling lists: pair testing
Week 3	Lesson 7 Teach Words ending '-ent', '-ence' and '-ency'	Lesson 8 Practise Words ending '-ent', '-ence' and '-ency'	Lesson 9 Practise Words ending '-ent', '-ence' and '-ency'
Week 4	Lesson 10 Assess Words ending '-ent', '-ence' and '-ency'	Lesson 11 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 12 Learn Strategies for learning words: words from statutory and personal spelling lists
Week 5	Lesson 13 Assess Words from statutory and personal spelling lists	Lesson 14 Teach Homophones (<i>draught/draft, dissent/descent, precede/proceed, wary/weary</i>)	Lesson 15 Practise Homophones (<i>draught/draft, dissent/descent, precede/proceed, wary/weary</i>)
Week 6	Lesson 16 Assess Homophones (<i>draught/draft, dissent/descent, precede/proceed, wary/weary</i>): dictation	Lesson 17 Learn Strategies for learning words: commonly misspelt homophones	Lesson 18 Apply Strategies for learning words: commonly misspelt homophones