



Acre Hall Primary School – English Long Term Curriculum Plan



<i>Year Group</i>	<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
<i>1</i>	<i>Lost and Found by Oliver Jeffers</i>	<i>Nibbles by Emma Yarlett</i>	<i>The Lion Inside by Rachel Bright</i>	<i>The Curious Case of the Missing Mammoth by Ellie Hattie</i>	<i>Toys in Space by Mini Grey</i>	<i>Goldilocks and Just the One Bear by Leigh Hodgkinson</i>
<i>1/2</i>	<i>Lost and Found by Oliver Jeffers</i>	<i>Nibbles by Emma Yarlett</i>	<i>The Lion Inside by Rachel Bright</i>	<i>The Curious Case of the Missing Mammoth by Ellie Hattie</i>	<i>Toys in Space by Mini Grey</i>	<i>Goldilocks and Just the One Bear by Leigh Hodgkinson</i>
<i>2</i>	<i>Troll Swap by Leigh Hodgkinson</i>	<i>The Owl who was afraid of the dark by Jill Tomlinson</i>	<i>Dragon Machine by Helen Ward</i>	<i>Major Glad, Major Dizzy by Jan Oke</i>	<i>The Last Wolf by Mini Grey</i>	<i>Grandad's Secret Giant by David Litchfield</i>
<i>KS1 SSC Robins</i>	<i>Familiar Stories Writing a simple story</i>	<i>Fairy Tales Re-telling a simple story</i>	<i>Let's Go to the Arctic Non-fiction labelling and writing</i>	<i>Favourite authors Writing simple stories Non-fiction writing about plants</i>	<i>Mini-beasts Non-fiction labelling and writing</i>	<i>The Seaside Poetry and rhymes</i>
<i>3</i>	<i>Seal Surfer by Michael Foreman</i>	<i>Winter's Child by Angela McAllister</i>	<i>Stone Age Boy by Satoshi Kitamura</i>	<i>Big Blue Whale by Nicola Davies</i>	<i>Journey by Aaron Becker</i>	<i>Zeraffa Giraffa by Dianne Hofmeyr</i>
<i>4</i>	<i>Gorilla by Anthony Browne</i>	<i>Leon and the place between</i>	<i>Escape From Pompeii by Christina Balit</i>	<i>When the Giant stirred by Celia Godkin</i>	<i>Where the Forest Meets the Sea</i>	<i>Blue John by Berlie Doherty</i>



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		<i>by Graham Baker-Smith</i>			<i>by Jeannie Baker & 100 facts - Rainforests by Miles Kelly</i>	
<i>LKS2 SSC Kingfishers</i>	<i>Lost and Found by Oliver Jeffers.</i>	<i>Nibbles by Emma Yarlett</i>	<i>The Lion Inside by Rachel Bright</i>	<i>The Curious Case of the Missing Mammoth by Ellie Hattie</i>	<i>Toys in Space by Mini Grey</i>	<i>Goldilocks and Just the One Bear by Leigh Hodgkinson</i>
<i>5</i>	<i>Queen of the falls by Chris Van Allsburg</i>	<i>The Lost Happy Endings by Carol Ann Duffy</i>	<i>Arthur and the Golden Rope by Joe Todd-Stanton</i>	<i>The Darkest Dark by Frank Cottrell Boyce</i>	<i>The Paperbag Prince by Colin Thompson</i>	<i>Radiant Child by Javaka Steptoe</i>
<i>6 SS</i>	<i>Star of Hope, Star of Fear by Jo Hoestlandt</i>	<i>Can we save the tiger? by Martin Jenkins</i>	<i>Selfish Giant by Oscar Wilde</i>	<i>Jemmy Button by Alix Barzelay</i>	<i>Manfish by Jennifer Berne</i>	<i>Sky Chasers by Emma Carroll (transition unit)</i>
<i>6 GT</i>	<i>Star of Hope, Star of Fear by Jo Hoestlandt</i>	<i>Can we save the tiger? by Martin Jenkins</i>	<i>Selfish Giant by Oscar Wilde</i>	<i>Jemmy Button by Alix Barzelay</i>	<i>Manfish by Jennifer Berne</i>	<i>Sky Chasers by Emma Carroll (transition unit)</i>
<i>UKS2 SSC Owls</i>	<i>Troll Swap by Leigh Hodgkinson (Y2)</i>	<i>The Owl who was afraid of the dark by Jill Tomlinson (Y2)</i>	<i>Seal Surfer by Michael Foreman (Y3)</i>	<i>Winter's Child by Angela McAllister (Y3)</i>	<i>Stone Age Boy by Satoshi Kitamura (Y3)</i>	<i>Big Blue Whale by Nicola Davies (Y3)</i>



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Year One

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Topic Enquiry Question:	What can we find in our school?		What would you put in your own museum?		Where would you travel to?	
Text	Lost and Found	Nibbles	The Lion Inside	The Curious Case of the Missing Mammoth	Toys in Space	Goldilocks and Just the One Bear
Writing Outcome	Fiction: story based on the structure of <i>Lost and Found</i> Greater Depth: Change the setting of the story	Recount: diary Greater Depth Add in further details about other characters' feelings	Fiction: story based on the structure of <i>The Lion Inside</i> . Greater Depth Change both animals in the story	Fiction: story based on the structure of <i>The Curious Case of the Missing Mammoth</i> . Greater Depth Change the setting of the story.	Fiction: story based on the structure of <i>Toys in Space</i> . Extension: Instructions Greater Depth Choose their own toy to write about and change the space creature.	Fiction: story based on the structure of <i>Goldilocks and just the one bear</i> . Extension: Non-chronological report Greater Depth Change the animal and the setting



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<p>NC English Links – Reading</p>	<p>Reading Retell stories and consider their particular characteristics Discuss word meanings, linking new meanings to those already known Discuss the significance of the title and events Make inferences on the basis of what is being said and done Predict what might happen on the basis of what has been read so far Participate in discussion about what has been read</p>	<p>Reading Become familiar with key stories, fairy stories and traditional tales Retell stories and consider their particular characteristics Make inferences on the basis of what is being said and done Predict what might happen on the basis of what has been read so far</p>	<p>Reading Link what is read or heard to own experiences Retell stories and consider their particular characteristics Discuss word meanings, linking new meanings to those already known Draw on what they already know Discuss the significance of the title and events Make inferences on the basis of what is being said and done Predict what might happen on the basis of what has been read so far Participate in discussion about what has been read Explain clearly understanding of what is read</p>	<p>Reading Retell stories and consider their particular characteristics Learn to appreciate rhymes and poems Recite some rhymes and poems by heart Draw on what they already know Check that the text makes sense Make inferences on the basis on what is being said and done Predict what might happen on the basis of what has been read so far</p>	<p>Reading Learn to appreciate rhymes and poems Recite some rhymes and poems by heart Discuss word meanings, linking new meanings to those already known Make inferences on the basis of what is being said and done Predict what might happen on the basis of what has been read so far Participate in discussion about what has been read Explain clearly understanding of what is read</p>	<p>Reading Become familiar with key stories, fairy stories and traditional tales Retell stories and consider their particular characteristics Make inferences on the basis of what is being said and done Predict what might happen on the basis of what has been read so far Participate in discussion about what has been read</p>
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NC Links – Spoken Language	Spoken Language Listen and respond Ask relevant questions Build vocabulary Participate in discussions , presentations, performances, role play , improvisations and debates	Spoken Language Listen and respond Ask relevant questions Build vocabulary Participate in discussions , presentations, performances, role play, improvisations and debates	Spoken Language Build vocabulary Give well-structured descriptions, explanations and narratives Participate in discussions , presentations, performances, role play , improvisations and debates	Spoken Language Ask relevant questions Articulate and justify answer Build vocabulary Use spoken language: speculating, imagining and exploring ideas	Spoken Language Build vocabulary Articulate and justify answers Give well-structured descriptions, explanations and narratives Participate in discussions , presentations, performances, role play , improvisations and debates	Spoken Language Listen and respond Ask relevant questions Build vocabulary Participate in discussions , presentations, performances, role play , improvisations and debates
NC Links - Writing	Word <i>Not a main teaching and learning focus in this book</i>	Word Use plural noun suffixes -s and -es	Word Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est Some accurate use of the prefix un	Word Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est	Word Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est Change the meaning of verbs/ adjectives by adding prefix un-	Word <i>Not a main teaching and learning focus in this book</i>
	Word Throughout each unit of Pathways to Write there will be opportunities to teach and apply word skills: Spell words containing each of the 40+ phonemes already taught and spell common exception words					
	Sentence Combine words to make sentences	Sentence Join words using and	Sentence Join words and clauses using and	Sentence Join words and clauses using and	Sentence Join words and clauses using and	Sentence Join words and clauses using and Use simple description
	Text <i>Not a main teaching and learning focus in this book</i>	Text Sequence sentences to form short narratives (link ideas or events by pronoun)	Text <i>Not a main teaching and learning focus in this book</i>	Text <i>Not a main teaching and learning focus in this book</i>	Text <i>Not a main teaching and learning focus in this book</i>	Text Sequence sentences to form short narratives (link ideas or events by pronoun)



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	Punctuation Leave spaces between words Begin to use capital letters and full stops Use a capital letter for names of people and the personal pronoun 'I'	Punctuation Punctuate sentences using a capital letter and a full stop Use a capital letter for names of people	Punctuation Punctuate sentences using a capital letter and a full stop, some question marks and exclamation marks	Punctuation Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	Punctuation Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	Punctuation Use a capital letter for places and days of the week Punctuate sentences using a capital letter, full stop, question mark or exclamation mark
Revisit and review opportunities	Gateway Keys (non-negotiables/basic skills) for each unit are listed at the start of the planning documents for each book. These should be practised/revisited before pupils move onto Mastery Keys (year group NC expectations).					
Curriculum Driver Links						
Learning Behaviours	Ownership	Responsibility	Friendship	Questioning	Anticipation	Relationships
Vocabulary	Vocabulary to explore within each unit is available in the planning documents for each book.					



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Year Two

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Topic Enquiry Question:	Where do owls live?		What can we learn from events in the past?		How can we look after our environment and community?	
Text	Troll swap	The Owl who was afraid of the dark	Dragon Machine	Major Glad, Major Dizzy	The Last Wolf	Grandad's Secret Giant
Writing Outcome	Fiction: story with focus on characters Greater Depth: Story about two independently invented contrasting characters who swap places	Non-chronological report: report about owls Greater Depth: Alter the layout to include own subheadings and extra features	Fiction: story with adventure focus Extension: Instructions Greater Depth: Story written in 1st person	Recount: diary entry from point of view of a toy Greater Depth: Recount: diary entry from point of view of one of the children	Letter: letter in role as the character persuading to save the trees Greater Depth: Real life letter to specific audience e.g. local MP	Fiction: story with moral focus Greater Depth: Story from the point of view of the giant



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<p>NC English Links – Reading</p>	<p>Discuss the sequence of events in books and how items of information are related Make inferences on the basis of what is being said and done Answer and ask questions Predict what might happen on the basis of what has been read so far Participate in discussion about books, poems and other works Explain and discuss their understanding of books, poems and other material</p>	<p>Discuss the sequence of events in books and how items of information are related Read non-fiction books that are structured in different ways Draw on what is already known or on background information and vocabulary provided by the teacher Make inferences on the basis of what is being said and done Answer and ask questions Participate in discussion about books, poems and other works Explain and discuss their understanding of books, poems and other material</p>	<p>Check the text makes sense Make inferences on the basis of what is being said and done Answer and ask questions Predict what might happen on the basis of what has been read so far</p>	<p>Read non-fiction books that are structured in different ways Discuss and clarify the meaning of words Answer and ask questions Predict what might happen on the basis of what has been read so far Explain and discuss their understanding of books, poems and other material</p>	<p>Listen to, discuss and express views about a wide range of books at a level beyond that which can be read independently Become familiar with and re-tell a wider range of traditional tales Recognise simple recurring literary language Draw on what is already known and on background information and vocabulary provided by the teacher Predict what might happen on the basis of what has been read so far</p>	<p>Listen to, discuss and express views about a wide range of books at a level beyond that which can be read independently Discuss the sequence of events in books and how items of information are related Make inferences on the basis of what is being said and done Ask and answer questions Predict what might happen on the basis of what has been read so far.</p>
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NC English Links – Spoken Language	Listen and respond Build vocabulary Give well-structured descriptions, explanations and narratives Participate in discussions , presentations, performances, role play, improvisations and debates	Listen and respond Ask relevant questions Build vocabulary Maintain attention and participate actively in collaborative conversations	Ask relevant questions Build vocabulary Articulate and justify answers Use spoken language: speculating, hypothesising, imagining and exploring ideas	Listen and respond Ask relevant questions Build vocabulary Participate in discussions , presentations, performances, role play, improvisations and debates	Articulate and justify answers Maintain attention and participate in collaborative conversations Speak audibly and fluently Participate in discussions , presentations, performances, role play, improvisations and debates	Listen and respond Ask relevant questions Give well-structured descriptions, explanations and narratives Participate in discussions , presentations, performances, role play, improvisations and debates
NC English Links – Writing	Word <i>Not a main teaching and learning focus in this book</i>	Word Add -ly to turn adjectives into adverbs	Word <i>Not a main teaching and learning focus in this book</i>	Word <i>Not a main teaching and learning focus in this book</i>	Word Add -er and -est to adjectives Use homophones and near homophones	Word Add suffixes to spell longer words (e.g -ment,- ful)
	Word Throughout each unit of Pathways to Write there will be opportunities to apply word skills: Spell many words correctly by segmenting spoken words into phonemes and representing these by graphemes and spell common exception words					
	Sentence Use subordination (because) and co-ordination (and) Use expanded noun phrases to describe and specify	Sentence Use co-ordination (but, or)	Sentence Write sentences with different forms: statement, question, exclamation, command Use subordination (apply because, introduce when)	Sentence Use subordination (apply because, when; introduce that)	Sentence Use subordination (if, that)	Sentence Use subordination (when, if, that, because) and coordination (or, and, but) Use expanded noun phrases to describe and specify



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	Text <i>Not a main teaching and learning focus in this book</i>	Text <i>Not a main teaching and learning focus in this book</i>	Text Use present and past tenses correctly and consistently (some progressive)	Text Use present and past tenses correctly and consistently Use the progressive form of verbs in the present and past tense	Text <i>Not a main teaching and learning focus in this book</i>	Text Use present and past tenses correctly and consistently including the progressive form
	Punctuation Use punctuation correctly - full stops, capital letters	Punctuation Use commas to separate items in a list	Punctuation Use punctuation correctly - exclamation marks, question marks	Punctuation Use punctuation correctly – introduce apostrophe for the possessive (singular)	Punctuation Use punctuation correctly – apostrophes for contracted forms	Punctuation <i>Not a main teaching and learning focus in this book</i>
Revisit and review opportunities	Gateway Keys (non-negotiables/basic skills) for each unit are listed at the start of the planning documents for each book. These should be practised/revisited before pupils move onto Mastery Keys (year group NC expectations).					
Curriculum Driver Links						
Learning behaviours	Diversity	Perseverance	Resilience	Flexibility	Making links and connections	Collaboration
Vocabulary	Vocabulary to explore within each unit is available in the planning documents for each book.					



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Year Three

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Topic Enquiry Questions/ headings	Water, water everywhere One little drop Rivers, lakes, oceans and seas Where my wellies take me		What's below the surface? Deep, deep down		Journeys Voyages and discoveries	
Text	Seal Surfer	Winter's Child	Stone Age Boy	Big Blue Whale	Journey	Zeraffa Giraffa
Writing Outcome	Recount: letter in role recounting events of the story Greater Depth: Write a letter from Grandad in response to one of his grandson's letters	Fiction: fantasy story based on a fable Greater Depth: Narrative from a different point of view	Fiction: historical narrative set in the Stone Age Greater Depth: Write from the point of view of a person from the Stone Age	Persuasion: informative article persuading for the protection of the blue whale Greater Depth: Include a fact file about other endangered sea creatures	Fiction: adventure story based on Journey using the language of Berlie Doherty Greater Depth: Include a new setting route to lead from one place into another	Persuasion: tourism leaflet for the Jardin des Plantes in Paris Greater Depth: Include a section of a researched Paris landmark



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NC English Links – Reading	Use dictionaries to check the meanings of words Prepare poems to read aloud and perform Recognise different forms of poetry Check text makes sense Ask questions to improve understanding of a text Draw inferences (characters' feelings, thoughts and motives); justify with evidence Predict from details stated and implied Participate in discussion about books	Use dictionaries to check the meanings of words Identify themes and conventions Discuss words and phrases that capture the reader's interest and imagination Recognise different forms of poetry Explain meaning of words in context Draw inferences (characters' feelings, thoughts and motives); justify with evidence Predict from details stated and implied	Read for a range of purposes Use dictionaries to check the meanings of words Explain meaning of words in context Draw inferences (characters' feelings, thoughts and motives); justify with evidence Predict from details stated and implied Identify main ideas drawn from more than one paragraph and summarise Retrieve and record information from non-fiction	Read for a range of purposes Predict from details stated and implied Identify main ideas drawn from more than one paragraph and summarise Identify how language, structure and presentation contribute to meaning Retrieve and record information from non-fiction Participate in discussion about books	Identify themes and conventions Discuss words and phrases that capture the reader's interest and imagination Explain meaning of words in context Draw inferences (characters' feelings, thoughts and motives); justify with evidence Predict from details stated and implied Participate in discussion about books	Read for a range of purposes Use dictionaries to check the meanings of words Explain meaning of words in context Ask questions to improve understanding of a text Draw inferences (characters' feelings, thoughts and motives); justify with evidence Predict from details stated and implied Identify how language, structure and presentation contribute to meaning Retrieve and record information from non-fiction
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NC English Links – Spoken Language	Ask relevant questions Build vocabulary Articulate and justify answers Participate in discussions , presentations, performances, role play , improvisations and debates Consider and evaluate different viewpoints	Ask relevant questions Build vocabulary Give well-structured descriptions, explanations and narratives Participate in discussions, presentations, performances, role play , improvisations and debates Consider and evaluate different viewpoints	Listen and respond Build vocabulary Ask relevant questions Participate in discussions , presentations, performances, role play , improvisations and debates	Listen and respond Ask relevant questions Build vocabulary Articulate and justify answers Speak audibly and fluently Participate in discussions, presentations , performances, role play , improvisations and debates Select appropriate registers for effective communication	Build vocabulary Articulate and justify answers Use spoken language: speculating, hypothesising, imagining and exploring ideas Participate in discussions , presentations, performances, role play , improvisations and debates Consider and evaluate different viewpoints	Listen and respond Build vocabulary Give well-structured descriptions, explanations and narratives Maintain attention and participate actively in collaborative conversations Use Standard English Participate in discussions , presentations , performances, role play , improvisations and debates Gain, maintain and monitor the interest of listener(s) Select and use appropriate registers for effective communication
	Word <i>Not a main teaching and learning focus in this book</i>	Word Use a or an according to whether the next word begins with a vowel or consonant	Word Form nouns with a range of prefixes	Word <i>Not a main teaching and learning focus in this book</i>	Word Use a or an according to whether the next word begins with a vowel or consonant	Word <i>Not a main teaching and learning focus in this book</i>
	Sentence Use prepositions to express time, place and cause.	Sentence Use conjunctions and adverbs to express, time, place and cause	Sentence <i>Not a main teaching and learning focus in this book</i>	Sentence Build an increasing range of sentence structures Use adverbs to express time, place and cause	Sentence Use prepositions, conjunctions and adverbs to express time, place and cause	Sentence Build an increasing range of sentence structures
	Text Group related ideas into paragraphs Build	Text In narratives, create characters, settings and plot	Text Use present and past tenses correctly and consistently including	Text Use headings and subheadings to aid presentation Assess	Text Group related ideas into paragraphs Use the present perfect	Text Use present and past tenses correctly and consistently including



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	a varied and rich vocabulary		the progressive and present perfect forms Build a varied and rich vocabulary	the effectiveness of own and others' writing	form of verbs in contrast to the past tense	the progressive form and the present perfect form In non-narrative material, use simple organisational devices including headings and subheadings to aid presentation
	Punctuation Introduce inverted commas to punctuate direct speech	Punctuation Use inverted commas to punctuate direct speech	Punctuation Use inverted commas to punctuate direct speech (using dialogue to show relationship between characters)	Punctuation <i>Not a main teaching and learning focus in this book</i>	Punctuation <i>Not a main teaching and learning focus in this book</i>	Punctuation <i>Not a main teaching and learning focus in this book</i>
Revisit and review opportunities	Gateway Keys (non-negotiables/basic skills) for each unit are listed at the start of the planning documents for each book. These should be practised/revisited before pupils move onto Mastery Keys (year group NC expectations).					
Curriculum Driver Links						
Learning behaviours	Collaboration	Friendship	Flexibility	Responsibility	Imagination	Resourcefulness
Vocabulary	Vocabulary to explore within each unit is available in the planning documents for each book.					



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Year Four

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Topic Enquiry Question:	Let me entertain you! That's entertainment The greatest show Should you keep a gorilla in a zoo?		Growing up global Race around the world Natural disasters		Forests or caves: where would you like to live? Save our environment Rainforests and rocks Planet Earth	
Text	Gorilla	Leon and the Place Between	Escape from Pompeii	When the Giant Stirred	Where the Forest Meets the Sea & 100 facts – Rainforests	Blue John
Writing Outcome	Fiction: fantasy story based on Gorilla Greater Depth: Re-tell the story from the animal's viewpoint and include speech	Recount: diary from Leon's point of view Greater Depth: Write from Abdul Kazam's point of view	Fiction: historical narrative from character's point of view Greater Depth: Write from the point of view of the captain	Fiction: adventure story from point of view of the boy Greater Depth: Write from the point of view of the God	Non-chronological report: information board for a rainforest exhibit Greater Depth: Include an interactive element	Explanation: letter in role as a caving expert, including an explanation Greater Depth: Include a persuasive section about Treak Cliff Caverns



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<p>NC English Links – Reading</p>	<p>Read for a range of purposes Identify themes and conventions Discuss words and phrases that capture the reader's interest and imagination Recognise different forms of poetry Check text makes sense Explain meaning of words in context Ask questions to improve understanding of a text Draw inferences (characters' feelings, thoughts and motives); justify with evidence Predict what might happen from what is stated and implied Retrieve and record information from non-fiction Participate in discussion about books</p>	<p>Read for a range of purposes Discuss words and phrases that capture the reader's interest and imagination Draw inferences (characters' feelings, thoughts and motives); justify with evidence Predict from details stated and implied Identify main ideas drawn from more than one paragraph and summarise Identify how language, structure, and presentation contribute to meaning</p>	<p>Read for a range of purposes Discuss words and phrases that capture the reader's interest and imagination Check text makes sense Ask questions to improve understanding of a text Draw inferences (characters' feelings, thoughts and motives); justify with evidence Predict from details stated and implied Participate in discussion about books</p>	<p>Use dictionaries to check the meaning of words Identify themes and conventions Check text makes sense Draw inferences (characters' feelings, thoughts and motives); justify with evidence Predict from details stated and implied Identify main ideas drawn from more than one paragraph and summarise Participate in discussion about books</p>	<p>Read for a range of purposes Use dictionaries to check the meaning of words Explain meaning of words in context Predict from details stated and implied Identify main ideas drawn from more than one paragraph and summarise Identify how language, structure, and presentation contribute to meaning Retrieve and record information from non-fiction</p>	<p>Identify themes and conventions Discuss words and phrases that capture the reader's interest and imagination Explain meaning of words in context Draw inferences (characters' feelings, thoughts and motives); justify with evidence Predict from details stated and implied Identify main ideas drawn from more than one paragraph and summarise Identify how language, structure, and presentation contribute to meaning Retrieve and record information from non-fiction</p>
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NC English Links – Spoken Language	Listen and respond Ask relevant questions Maintain attention and participate actively in collaborative conversations Use spoken language to develop understanding by hypothesising, imagining and exploring ideas Participate in discussions, presentations, performances, role play, improvisations and debates Consider and evaluate different viewpoints	Build vocabulary Articulate and justify answers Maintain attention and participate actively in collaborative conversations Use spoken language: speculating, hypothesising, imagining and exploring ideas Use Standard English Participate in discussions, presentations, performances, role play, improvisations and debates Consider and evaluate different viewpoints	Listen and respond Ask relevant questions Build vocabulary Articulate and justify answers Give well-structured descriptions, explanations and narratives Speak audibly and fluently Use Standard English Participate in discussions, presentations, performances, role play, improvisations and debates Consider and evaluate different viewpoints	Build vocabulary Articulate and justify answers Use spoken language: speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently Participate in discussions, presentations, performances, role play, improvisations and debates	Listen and respond Ask relevant questions Give well-structured descriptions, explanations and narratives Maintain attention and participate actively in collaborative conversations Gain, maintain and monitor the interest of the listener(s) Consider and evaluate different viewpoints Select and use appropriate registers for effective communication	Ask relevant questions Articulate and justify answers Give well-structured descriptions, explanations and narratives Use spoken language: speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently Participate in discussions, presentations, performances, role play, improvisations and debates
	Word <i>Not a main teaching and learning focus in this book</i>	Word Use Standard English forms for verb inflections Recognise the grammatical difference between plural and possessive 's'	Word <i>Use Standard English forms for verb inflections</i>	Word Not a main teaching and learning focus in this book	Word Recognise the grammatical difference between plural and possessive 's'	Word <i>Not a main teaching and learning focus in this book</i>
NC English Links – Writing	Sentence Expand noun phrases by the addition of modifying adjectives, nouns and	Sentence Extend the range of sentences with more than one clause by using a wider range of conjunctions including	Sentence <i>Not a main teaching and learning focus in this book</i>	Sentence Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases	Sentence <i>Not a main teaching and learning focus in this book</i>	Sentence Build a varied and rich vocabulary and an increasing range of sentence structures



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	prepositional phrases Use fronted adverbials	when, if, because, although				
	Text Organise paragraphs around a theme (to organise and sequence more extended narrative structures) Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	Text Build a varied and rich vocabulary	Text Organise paragraphs around a theme (using fronted adverbials to introduce or connect paragraphs) Recap: Variety of verb forms used correctly and consistently including the progressive and the present perfect forms	Text Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	Text Build a varied and rich vocabulary Use paragraphs to organise information and ideas around a theme Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns	Text Use paragraphs to organise information and ideas around a theme Recap: Variety of verb forms used correctly and consistently including the progressive and the present perfect forms
	Punctuation Use commas after fronted adverbials Recap: Use inverted commas for direct speech	Punctuation Indicate possession by using the possessive apostrophe with plural nouns	Punctuation Use and punctuate direct speech (using dialogue to show the relationship between characters)	Punctuation Use and punctuate direct speech Use commas after fronted adverbials	Punctuation Indicate possession by using the possessive apostrophe with plural nouns.	Punctuation <i>Not a main teaching and learning focus in this book</i>
Revisit and review opportunities	Gateway Keys (non-negotiables/basic skills) for each unit are listed at the start of the planning documents for each book. These should be practised/revisited before pupils move onto Mastery Keys (year group NC expectations).					
Curriculum Driver Links						
Learning behaviours	Reflectiveness	Creativity	Strength	Challenge	Questioning	Resilience
Vocabulary	Vocabulary to explore within each unit is available in the planning documents for each book.					



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Year Five

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Topic Enquiry Questions/ headings	Rebel girls Tra la la America!		Heroes and villains Exploration and discovery		One world Caring for our world	
Text	Queen of the falls	The Lost Happy Endings	Arthur and the Golden Rope	The Darkest Dark	The Paperbag Prince	Radiant Child
Writing Outcome	Recount: series of diaries Greater Depth: Series of diaries with viewpoint of other characters	Fiction: traditional tale Greater Depth: Traditional tale from another character's POV	Fiction: myth Create heroes, villains and monsters Greater Depth: Vary the viewpoint from which the myth is told	Recount: biography Greater Depth: A first-person recount with an experience from the person's life within the biography	Persuasion/ information: Hybrid leaflet Greater Depth: Write an oral presentation for a TV or online broadcast as expert	Information: text suitable for an art gallery Greater Depth: Plan structure and layout of information text



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<p>NC English Links – Reading</p>	<p>Draw inferences (characters feelings, thoughts and motives); justify with evidence Predict from details stated and implied Summarise main ideas, identifying key details Identify how language, structure and presentation contribute to meaning Evaluate authors' language choice Distinguish between fact and opinion Participate in discussion about books Explain and discuss understanding of reading Provide reasoned justifications for views</p>	<p>Identify and discuss themes and conventions Draw inferences (characters' feelings, thoughts and motives); justify with evidence Predict from details stated and implied Summarise main ideas, identifying key details Identify how language, structure and presentation contribute to meaning Evaluate authors' language choice Explain and discuss understanding of reading Participate in discussion about books Provide reasoned justifications for views</p>	<p>Identify and discuss themes and conventions Make comparisons within and across texts Learn poetry by heart Check sense, discuss understanding and explore meaning of words in context Ask questions to improve understanding Draw inferences (characters' feelings, thoughts and motives); justify with evidence Summarise main ideas, identifying key details Retrieve, record and present information from non-fiction Explain and discuss understanding of reading</p>	<p>Identify and discuss themes and conventions Check sense, discuss understanding and explore meaning of words in context Draw inferences (characters' feelings, thoughts and motives); justify with evidence Predict from details stated and implied Summarise main ideas, identifying key details Identify how language, structure and presentation contribute to meaning Evaluate authors' language choice Distinguish between fact and opinion Retrieve, record and present information from non-fiction</p>	<p>Make comparisons within and across texts Check sense, discuss understanding and explore meaning of words in context Ask questions to improve understanding Predict from details stated and implied Identify how language, structure and presentation contribute to meaning Distinguish between fact and opinion Retrieve, record and present information Explain and discuss understanding of reading Provide reasoned justifications for views</p>	<p>Make comparisons within and across books Check sense, discuss understanding and explore meaning of words in context Draw inferences (characters' feelings, thoughts and motives); justify with evidence Predict what might happen from details stated and implied Evaluate authors' language choice Participate in discussion about books Provide reasoned justifications for views</p>
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NC English Links – Spoken Language	Articulate and justify answers Give well-structured descriptions, explanations and narratives Participate in discussions, presentations, performances, role play, improvisations and debates Gain, maintain and monitor the interest of the listener(s) Consider and evaluate different viewpoints	Ask relevant questions Build vocabulary Give well-structured descriptions, explanations and narratives Participate in discussions, presentations, performances, role play, improvisations and debates Gain, maintain and monitor the interest of the listener(s) Consider and evaluate different viewpoints	Listen and respond Ask relevant questions Build vocabulary Articulate and justify answers Use spoken language: speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently Participate in discussions, presentations, performances, role play, improvisations and debates	Build vocabulary Articulate and justify answers Maintain attention and participate actively in collaborative conversations Speak audibly and fluently Use Standard English Participate in discussions, presentations, performances, role play, improvisations and debates Select and use appropriate registers for communication	Listen and respond Build vocabulary Articulate and justify answers Give well-structured descriptions, explanations and narratives Maintain attention and participate actively in collaborative conversations Speak audibly and fluently Participate in discussions, presentations, performances, role play, improvisations and debates Select and use appropriate registers for communication	Listen and respond Give well-structured descriptions, explanations and narratives Maintain attention and participate actively in collaborative conversations Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas Participate in discussions, presentations, performances, role play, improvisations and debates Consider and evaluate different viewpoints
NC English Links – Writing	Word <i>Not a main teaching and learning focus in this book</i>	Word <i>Not a main teaching and learning focus in this book</i>	Word <i>Not a main teaching and learning focus in this book</i>	Word <i>Not a main teaching and learning focus in this book</i>	Word <i>Not a main teaching and learning focus in this book</i>	Word <i>Not a main teaching and learning focus in this book</i>



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	Sentence <i>Not a main teaching and learning focus in this book</i>	Sentence Use expanded noun phrases to convey complicated information concisely	Sentence Use expanded noun phrases to convey complicated information concisely Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun	Sentence Recap: Extend the range of sentences with more than one clause by using a wider range of conjunctions	Sentence Use modal verbs to indicate degrees of possibility	Sentence Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Use adverbs to indicate degrees of possibility
	Text Identify the audience for and purpose of writing Organise paragraphs around a theme with a focus on more complex narrative structures	Text Describe settings, characters and atmosphere Integrate dialogue to convey character and advance the action	Text Link ideas across paragraphs using adverbials	Text Link ideas across paragraphs using adverbials and tense choices Recap: Variety of verb forms used correctly and consistently	Text Use devices to build cohesion within a paragraph Choose the appropriate register Enhance meaning through selecting appropriate grammar and vocabulary	Text Use a wider range of devices to build cohesion across paragraphs Link ideas using tense choices
	Punctuation Recap: Use commas after fronted adverbials Use commas to clarify meaning or avoid ambiguity in writing	Punctuation Recap: Use of inverted commas and other punctuation to punctuate direct speech	Punctuation Use commas to clarify meaning or avoid ambiguity in writing	Punctuation Use commas to clarify meaning or avoid ambiguity in writing Use brackets, dashes or commas to indicate parenthesis	Punctuation Use brackets, dashes or commas to indicate parenthesis	Punctuation <i>Not a main teaching and learning focus in this book</i>
Revisit and review opportunities	Gateway Keys (non-negotiables/basic skills) for each unit are listed at the start of the planning documents for each book. These should be practised/revisited before pupils move onto Mastery Keys (year group NC expectations).					
Curriculum Driver Links						
Learning behaviours	Perseverance	Imagining	Enthusiasm	Independence	Reciprocity	Reasoning
Vocabulary	Vocabulary to explore within each unit is available in the planning documents for each book.					



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Year Six-

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Topic Enquiry Questions/ headings	Conflict and resolution Is it ever right to fight?		Evolution and inheritance Have we always looked like this? Seeds of change		Can we change the world? Hopes and dreams Dream big/sky-high thinking	
Text	Star of Hope, Star of Fear	Can we save the tiger?	Selfish Giant	Jemmy Button	Manfish	Transition unit
Outcome	Flashback story Information text Greater Depth: write a narrative with a flashback	Hybrid text: information and explanation Greater Depth: Write a Newsround TV style story	Classic fiction: Explanation Greater Depth: Write the narrative from a different viewpoint	Journalistic Discussion Greater Depth: Write a magazine article/hybrid text	Biography /hybrid text Greater Depth: Add in a script commentary about role in conservation debate	Narrative Fiction: Autobiography Greater Depth: Write the narrative from a different viewpoint Include section from an alternative viewpoint in the autobiography



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<p>NC English Links – Reading</p>	<p>Identify and discuss themes and conventions Ask questions to improve understanding Draw inferences (characters' feelings, thoughts and motives); justify with evidence Predict from details stated and implied Summarise main ideas, identifying key details Identify how language, structure and presentation contribute to meaning Provide reasoned justifications, for views</p>	<p>Prepare poems and plays for performance Check sense, discuss understanding and explore meaning of words in context Summarise main ideas, identifying key details Identify how language, structure and presentation contribute to meaning Retrieve, record and present information from non-fiction Explain and discuss understanding of reading</p>	<p>Identify and discuss themes and conventions Make comparisons within and across books Ask questions to improve understanding Draw inferences (characters feelings, thoughts and motives); justify inferences with evidence Predict from details stated and implied Summarise main ideas, identifying key details Evaluate authors' language choice Distinguish fact and opinion (GD) Participate in discussion about books Explain and discuss understanding of reading Provide reasoned justifications for views</p>	<p>Make comparisons within and across texts Check sense, discuss understanding and explore meaning of words in context Ask questions to improve understanding Draw inferences (characters, feelings, thoughts, motives); justify with evidence Predict from details stated and implied Summarise main ideas, identifying key details Identify how language, structure and presentation contribute to meaning Evaluate authors' language choice Retrieve, record and present information from non-fiction</p>	<p>Identify and discuss themes and conventions Check sense, discuss understanding and explore meaning of words in context Ask questions to improve understanding Predict from details stated and implied Identify how language, structure and presentation contribute to meaning Evaluate authors' language choice Distinguish between fact and opinion Retrieve, record and present information from non-fiction Participate in discussion about books Provide reasoned justifications for views</p>	<p>Recommend books to peers Learn poetry by heart Prepare poems and plays for performance Draw inferences (characters' feelings, thoughts and motives); justify with evidence Summarise main ideas, identifying key details Evaluate authors' language choice Participate in discussion about books</p>
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NC English Links – Spoken Language	Build vocabulary Articulate and justify answers Maintain attention and participate actively in collaborative conversations Use spoken language: speculating, hypothesising, imagining and exploring ideas Participate in discussions, presentations, performances, role play, improvisations and debates Consider and evaluate different viewpoints	Ask relevant questions Build vocabulary Give well-structured descriptions, explanations and narratives Maintain attention and participate actively in collaborative conversations Speak audibly and fluently Participate in discussions, presentations, performances, role play, improvisations and debates Gain, maintain and monitor the interest of the listener(s) Consider and evaluate different viewpoints	Build vocabulary Articulate and justify answers Use standard English Use spoken language: speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently Use Standard English Participate in discussions, presentations, performances, role play, improvisations and debates Select and use appropriate registers for effective communication	Listen and respond Build vocabulary Maintain attention and participate actively in collaborative conversations Speak audibly and fluently Participate in discussions, presentations, performances, role play, improvisations and debates Gain, maintain and monitor the interest of the listener(s) Consider and evaluate different viewpoints Select and use appropriate registers for effective communication	Ask relevant questions Build vocabulary Give well-structured descriptions, explanations and narratives Use spoken language: speculating, hypothesising, imagining and exploring ideas Participate in discussions, presentations, performances, role play, improvisations and debates	Listen and respond Build vocabulary Use spoken language: speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently Use Standard English Select and use appropriate registers for effective communication
	NC English Links – Writing	Word <i>Not a main teaching and learning focus in this book</i>	Word <i>Not a main teaching and learning focus in this book</i>	Word <i>Not a main teaching and learning focus in this book</i>	Word <i>Not a main teaching and learning focus in this book</i>	Word <i>Not a main teaching and learning focus in this book</i>
	Sentence Recap: Use expanded noun phrases to convey complicated information concisely Use passive verbs	Sentence Recap: Use modal verbs or adverbs to indicate degrees of possibility	Sentence Recognise structures for formal speech and writing, including subjunctive forms Use passive verbs	Sentence Use passive verbs	Sentence Recap: Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun	Sentence Recognise structures for formal speech and writing, including subjunctive forms



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	Text Link ideas across paragraphs using a wider range of cohesive devices Integrate dialogue to convey character and advance the action	Text Enhance meaning through selecting appropriate grammar and vocabulary	Text Distinguish between the language of speech and writing Integrate dialogue to convey character and advance the action	Text Use a wider range of devices to build cohesion Use organisational and presentational devices to structure text Recap: Variety of verb forms used correctly and consistently (progressive present perfect forms)	Text Use a wider range of devices to build cohesion	Text Identify the audience and purpose for writing Choose the appropriate register
	Punctuation Punctuate bullet points consistently Additional writing: Use a colon to introduce a list	Punctuation Recap: Use brackets, dashes or commas to indicate parenthesis	Punctuation Use semi-colons to mark boundaries between independent clauses Additional writing: Punctuate bullet points consistently	Punctuation Use colons or dashes to mark boundaries between independent clauses	Punctuation Use a colon to introduce a list and use of semi-colons within lists Use hyphens to avoid ambiguity	Punctuation Use semi-colons, colons or dashes to mark boundaries between independent clauses
Revisit and review opportunities	Gateway Keys (non-negotiables/basic skills) for each unit are listed at the start of the planning documents for each book. These should be practised/revisited before pupils move onto Mastery Keys (year group NC expectations).					
Curriculum Driver Links						
Learning behaviours	Empathy	Responding	Optimism	Connecting	Engagement	Ambition
Vocabulary	Vocabulary to explore within each unit is available in the planning documents for each book.					



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SSC1 – Robins (KS1 pupils)

Our main English focus is speaking and listening. We sometimes use PECs (picture exchange communication system) and sign language to help the children in our class to communicate.

We follow the EYFs Development Matters Curriculum for Literacy until our children are ready to start National Curriculum Year 1 targets:

When writing, our children will be encouraged to think of words, phrases and sentences and to try and remember them.

We use sound buttons to help with this. At first, all writing tasks are highly supported although we do encourage mark-making in different areas around the classroom.

The children will start by mark-making, then use initial letters to represent words, moving on to using their phonic knowledge to start writing whole words independently. As our children progress, some of them will be able to think of and write a number of sentences independently. We introduce children to punctuation as part of their reading programme and teach it directly as part of writing when each child is ready.

SSC3 – Owls (UKS2 pupils)

Within the UKS2 small class, the majority of pupils are working well below age related expectations in both reading and writing. We provide daily phonics lessons in streamed ability groups, using the Little Wandle scheme and for those that are already secure with phonetic knowledge, daily spelling lessons (Phase 6) where the focus is on spelling patterns/rules and developing of reading skills (comprehension, prediction and inference etc). Some members of the class are fluent readers and use the Star Literacy assessment tool, choosing reading books that relate to their ZPD score. Pupils complete the quizzes on Accelerated Reader upon completion of their books. The children that are not quite ready to access this use Star Early Literacy instead and are provided with a reading book based on their phonic level (hard copy and access to Collins ebook library). Little Wandle assessments are used for these pupils. We also use the Salford Reading test to assess word reading skills of pupils. Children partake in 3 reading lessons a week in line with the Little Wandle scheme and our



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less fluent readers read with adults in school daily. Further assessments for reading, writing and spoken language are recorded using B-Squared Connecting Steps to show progress made by pupils.

Pupils in the SSC3 now have access to Spelling Shed, and have opportunities to complete spelling tasks during morning registration, in spelling lessons and as part of their English homework. Handwriting and letter formation are taught explicitly, as well as forming part of phonics lessons and a small number of our pupils complete daily handwriting intervention. With regards to writing, we currently follow Pathways2Write. We started following Year 2 units, as objectives covered during these units were the best fit for the class. As many of our pupils remain in the UKS2 small class for two years, we will soon be moving on to the Year 3 units. We also provide weekly 'speech and language' intervention for our pupils, based on recommendations from the SALT specialist, Penny Moran.