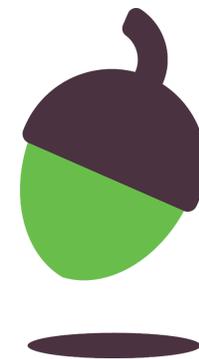


# English

Primary: EYFS, Key Stage 1, Key Stage 2

Curriculum plan 2020-21



**OAK**  
NATIONAL  
ACADEMY

# 1. Curriculum Principles

## Coherence and flexibility

We strive to support schools by giving them an online learning offer that can be flexible to fit alongside their existing curriculum. We need to balance this together with coherence as complete flexibility would imply only standalone lessons where none can build upon any other. This is particularly important in English where we need to expose students to whole stories or texts and therefore require longer sequences of lessons to build up knowledge and skills.

## Knowledge organisation

For English at EYFS, KS1 and KS2 we have organised units to ensure a balance of coverage and progression across the year, incorporating key knowledge and skills relating to Phonics, Reading, Writing, Grammar and Spelling. Oracy underpins teaching in all units. All elements of English are embedded within the units, rather than being taught as separate strands. We will offer suggested sequences to ensure logical progression and development of knowledge and skills. The curriculum reinforces the reciprocal relationship between Reading and Writing. Although some phonics practice is embedded, Oak is not providing a phonics programme.



## **Knowledge selection**

We are seeking to support schools to deliver their curriculum to children who cannot attend school. Our choice of what to teach will primarily be guided by what is being taught in schools so that we can serve them well and will follow the guiding principles of The National Curriculum.

## **Inclusive and ambitious**

We want Oak to be able to support all children. Our units will appropriately scaffolded so that children with different starting points can access them. This is supported by developing children's skills in Communication and Language throughout the Primary English Curriculum. Schools, who know their pupils best, will be essential in directing pupils to the lessons that will most help them.

## **Pupil engagement**

We need pupils to be thinking during their lessons - both to engage with the subject and to strengthen memory of what is being learnt. Our lessons will not be video lectures. We seek to exercise pupils' minds throughout their lessons. This will involve questions and tasks throughout instruction, just as we would with classroom teaching.

## **Motivation through learning**

Like all teachers, we recognise that clear presentation and teaching helps pupils keep participating in our lessons. We will build intrinsic motivation through children's success and enjoyment within lessons. However, we are



teachers, and not entertainers. As English teachers, we believe in the power of storytelling and language to motivate and inspire children, and we hope to capture this in our video resources.

## 2. Subject structure overview

The demands of Literacy at EYFS and English at KS1 and KS2 differ in scope and, in order to be developmentally appropriate, they are organised slightly differently. Writing effectively for purpose incorporates significant knowledge and skills: the knowledge of conventions within specific text types, wide ranging vocabulary, awareness of the reader – and using grammar and punctuation precisely and for effect. Writing units ensure that pupils are first clear on the ‘what to write’ – the content, the sequencing, the ideas, the vocabulary so that they can the focus on ‘how to write’ – effective use of punctuation, sentence structure, cohesive and stylistic devices in order to achieve the intended purpose on the reader. Knowledge of spelling, grammar and punctuation is applied in context – with specific rules and conventions taught incrementally, to ensure mastery of application.

The units detailed below are the units we hope to teach. In some cases we are still awaiting agreement from publishers to use texts that are subject to copyright. In the event that publishers do not agree to certain texts being used we will update the plan and use the closest substitute available.

The below lays out the structure of literacy and English within EYFS and both primary key stages.

### **Literacy at EYFS**

We know that learning in the EYFS is driven by a combination of adult-led sessions and facilitation of learning as part of continuous provision. Our ability to do the latter is limited by the online nature of the resources but we endeavour to present videos that provide options for further independent learning and high quality play. We know that the division of learning into subjects can sit contrary to the EYFS framework, in which one task can engage the



child in developing in multiple areas. Although, given the nature of this project, our Literacy provision may initially seem 'stand alone', it will heavily integrate other areas including Understanding the World, Physical, Social and Emotional, Communication and Language and Expressive Arts and Design. 'Playing and exploring, 'active learning' and 'creating and thinking critically' will drive the way children learn in Literacy. Literacy in EYFS aims to build solid foundations in the key areas of communication and language, reading and writing through engagement with stories. Stories will provide meaningful context and purpose for all learning.

## Unit structure

The curriculum is organised through 10 lesson (2 week) units. Units are ideally taught in the sequence provided for progression, however, they can also be taught as stand-alone units if desired. The learning in each unit will centre on a particular story or non-fiction type, deliberately sequenced for progression in terms of complexity of language/plot/non-fiction genre. Oral stories from around the world provide the engaging context for teaching literacy in EYFS. For fiction, each unit has an overall learning focus designed to provide clear overarching purpose and explicitly teach great fiction writing based on key story building blocks, for example, character, action, setting and description. These build progressively over the year. For non-fiction, we have selected 6 non-fiction writing types that are also taught progressively over the course of each year. These are: Instructions, Recounts, Non-chronological reports, Persuasion, Discussion and Explanation. Each of these will be taught in an age-appropriate manner. Our aim is to provide balance between breadth and depth so that pupils have a strong foundation in these 6 genres.

**Phonics:** Schools will have their preferred phonics programme. As there are a range of commonly used programmes, all of which use different sequences, it would not be appropriate to include explicit phonics instruction in Oak lessons. We would not want to disrupt the sequence in which a child is learning to read.



**Communication and Language:** Oral rehearsal is placed at the heart of learning within every unit to support acquisition of language and fluent, confident communication. By the end of the year, pupils will be able to tell lots of nursery rhymes as well as 9 stories from memory, filling them with language, turn of phrase, ideas and plots to draw upon. The foundations of all 6 non-fiction types will be taught as they provide the basis for everyday thinking and communication, even at this young age. There will be a strong focus on using song, music, dance, drama, movement and art linked to story to embed language and structures.

**Reading and writing:** Daily rhyming, as well as short reading and writing activities, will take place within a creative story-context to revisit key knowledge and provide frequent application of skills. Teaching of writing will maximise opportunities for imaginative input from pupils, building self-esteem and motivation. There is an overarching purpose for each fiction unit which builds progressively over the year (action, character, setting, description, mood and middles) so that each of these can be explicitly taught to support great fiction writing. Towards the end of the year, story writing will focus on drawing a combination of these elements together to support application of what has been learnt. At the end of some units, there will be the opportunity for pupils to recycle/innovate the original story.

**Grammar:** this is taught and continually reinforced in context in relation to the stories/non-fiction type so that this knowledge can be used ‘in-action’.

Year group	Unit title	Length of unit	Prior knowledge required
Reading, writing and grammar are all incorporated within every unit.			
Reception	The Little Red Hen	10 lessons (2 weeks)	N/A

Reception	The Skinny Old Lady	10 lessons (2 weeks)	N/A
Reception	The Lion's Roar	10 lessons (2 weeks)	N/A
Reception	The Three Billy Goats Gruff	10 lessons (2 weeks)	N/A
Reception	The King and the Moon	10 lessons (2 weeks)	N/A
Reception	Bat Learns to Dance	10 lessons (2 weeks)	N/A
Reception	The Gingerbread Man	10 lessons (2 weeks)	Phase 2 phonics
Reception	Persuasion	10 lessons (2 weeks)	Phase 2 phonics
Reception	The Three Little Pigs	10 lessons (2 weeks)	Phase 2 phonics
Reception	Goldilocks and the Three Bears	10 lessons (2 weeks)	Phase 2 phonics
Reception	Recount	10 lessons (2 weeks)	Phase 2 phonics
Reception	The Giant Turnip	10 lessons (2 weeks)	Phase 2 phonics
Reception	Little Red Riding Hood	10 lessons (2 weeks)	Phase 3 phonics



Reception	Little Red Riding Hood	10 lessons (2 weeks)	Phase 3 phonics
Reception	Discussion	10 lessons (2 weeks)	Phase 3 phonics
Reception	The Sweet-Talking Potato	10 lessons (2 weeks)	Phase 3 phonics
Reception	The Sweet-Talking Potato	10 lessons (2 weeks)	Phase 3 phonics
Reception	Explanation	10 lessons (2 weeks)	Phase 3 phonics

## English at KS1

Oral stories from around the world provide the engaging context for teaching fiction, non-fiction, grammar and punctuation at KS1. Each year is divided into 2 week units with a focus on either fiction or non-fiction. For fiction, each unit has an overall learning focus designed to provide clear overarching purpose and explicitly teach high-quality fiction writing based on the following areas: action, character, problem, setting, description, openings, middles, and endings. These build progressively over the year. For non-fiction, 6 non-fiction writing types are taught progressively over the course of each year. This is to provide balance between breadth and depth so that pupils have a strong foundation in these 6 genres before KS2.

**Communication and Language:** Oral rehearsal is placed at the heart of learning within every unit to support acquisition of language and fluent, confident communication. We know that pupils are not able to effectively write



stories until they can effectively communicate their ideas. We will therefore continue to build upon the Communication and Language skills developed throughout the EYFS as part of our KS1 English Curriculum.

## Reading

Each unit comprises 1 specific reading lesson linked to a key skill. Reading also takes place at various other points throughout a unit, in warm-ups, reading as a writer activities and when drafting and editing writing. Skills in reading are taught in relation to the stories and non-fiction pieces used in each unit. Key skills are repeated throughout the year to embed strategies and behaviours. The idea is that reading in context motivates pupils, supports understanding and reinforces the interrelationship between reading and writing.

Spelling is taught discretely with a new spelling rule taught every week. Spelling is taught in a fun, interactive way in 3 discrete sessions per week with a 'consolidation and review' week at the end of each half term. Common exception words are also taught each half term. Where possible, application will be linked to words in the story or non-fiction piece used in the corresponding unit.

## Writing

The idea is that pupils learn to tell stories and non-fiction pieces from memory in their own words which develops memory, sequence and language. As mentioned above, there is a strong focus on writing for purpose. Each unit comprises a progressive sequence which builds towards an extended writing outcome for a particular purpose. First, the story or non-fiction piece is learnt orally. The learnt piece is then deepened for understanding and language acquisition using the creative arts including drama, poetry and writing. Once language and structure is internalised, pupils move into writing. Pupils will be taught to think like writers with key tools for planning, drafting (through



shared writing) and editing. Pieces can then be recycled/created leading to independence. Over the course of the year, this process of learning will become familiar for pupils, building confidence, motivation and metacognition.

## Year 1

Year group	Unit title	Length of unit	Prior knowledge required
Reading, writing, spelling and grammar are all incorporated within every unit.			
Year 1	Monkeys and Hats: problems	10 lessons (2 weeks)	N / A
Year 1	Monkeys and Hats: recycled story (problems)	10 lessons (2 weeks)	N / A
Year 1	Instructions: How to make a paper crown	10 lessons (2 weeks)	N / A
Year 1	Snip Snip: endings	10 lessons (2 weeks)	Phonics and Y1 T1 grammatical knowledge
Year 1	Snip Snip: recycled story (endings)	10 lessons (2 weeks)	Y1 T1 Phonics and Y1 T1 grammatical knowledge
Year 1	Persuasive advert	10 lessons (2 weeks)	Phonics and Y1 T1 grammatical knowledge
Year 1	Honey and Trouble: character	10 lessons (2 weeks)	Phonics and Y1 T2 grammatical knowledge



Year 1	Honey and Trouble: recycled story (character)	10 lessons (2 weeks)	Phonics and Y1 T2 grammatical knowledge
Year 1	Non-chronological report: Honey	10 lessons (2 weeks)	Phonics and Y1 T2 grammatical knowledge
Year 1	The Magic Paintbrush: mood	10 lessons (2 weeks)	Phonics and Y1 T2 grammatical knowledge
Year 1	The Magic Paintbrush: created story ( mood)	10 lessons (2 weeks)	Phonics and Y1 T2 grammatical knowledge
Year 1	Recount: diary entry	10 lessons (2 weeks)	Phonics and Y1 T2 grammatical knowledge
Year 1	Awongalema: description	10 lessons (2 weeks)	Phonics and Y1 T3 grammatical knowledge
Year 1	Awongalema: recycled story (description)	10 lessons (2 weeks)	Phonics and Y1 T3 grammatical knowledge
Year 1	Discussion: Should animals be kept in zoos?	10 lessons (2 weeks)	Phonics and Y1 T3 grammatical knowledge
Year 1	Jack and the Beanstalk: characters, mood, problems	10 lessons (2 weeks)	Phonics and Y1 T3 grammatical knowledge
Year 1	Jack and the Beanstalk: created story (characters, mood, problems)	10 lessons (2 weeks)	Phonics and Y1 T3 grammatical knowledge
Year 1	Explanation: How beans grow	10 lessons (2 weeks)	Phonics and Y1 T3 grammatical knowledge



**Reading** is taught in context, however, the lessons can also be used discretely if desired. Each unit will include 1 specific reading lesson dedicated to a particular skill, although key skills will be revisited throughout. These skills are outlined below:

Skill	Retrieval: to find key information in the text	5 lessons	N / A
Skill	Inference: to make inferences based on what is said and done	5 lessons	N / A
Skill	Prediction: To make informed predictions	2 lessons	N / A
Skill	Summarise: to summarise the main points	3 lessons	N / A
Skill	Personal interpretation: To give personal opinions about what is read/to link reading to our own experiences	4 lessons	N / A

Grammar and Spelling are incorporated into the Reading and Writing units. However, these objectives can be pulled out in isolation where needed.

### **Grammar units**

Year 1	Term 1A: LO: To use full stops and capital letters LO: To use time conjunctions LO: To use capital letters for names of people and places	+3 specific lessons + warm ups	N/A
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	Ongoing focus: spaces between words, full stops and capital letters		
Year 1	<p>Term 1B:  LO: To use the conjunction 'and' to join clauses  LO: To add suffixes to verbs  LO: To write questions</p> <p>Ongoing focus: full stops, capital letters, spaces between words, 'and', suffixes, ?s</p>	3 specific lessons + warm ups	Y1 T1A grammatical knowledge
Year 1	<p>Term 2A:  LO: To use adjectives  LO: To use the relative clause 'who'  LO: To add 's' to make nouns plural</p> <p>Ongoing focus: coordinating conjunctions, full stops, capital letters, question marks, adjectives</p>	3 specific lessons + warm ups	Y1 T1 grammatical knowledge
Year 1	<p>Term 2B:  LO: To use exclamation marks  LO: To use past tense verbs -ed  LO: To use past tense verbs -ed</p>	3 specific lessons + warm ups	Y1 T1 grammatical knowledge



	Ongoing focus: coordinating conjunctions, full stops, capital letters, question marks, exclamation marks, adjectives		
Year 1	<p>Term 3A</p> <p>LO: To use adjectives for description</p> <p>LO: To use repetition for description</p> <p>LO: To add -es for plural nouns</p> <p>Ongoing focus: coordinating conjunctions, full stops, capital letters, question marks</p>	3 specific lessons + warm ups	Y1 T2 grammatical knowledge
Year 1	<p>Term 3B:</p> <p>LO: To use expanded noun phrases</p> <p>LO: To use prepositions</p> <p>LO: To use 'because'</p> <p>Ongoing focus: full stops, capital letters, past tense</p>	3 specific lessons + warm ups	Y2 T2 grammatical knowledge
Spelling is taught discretely (made applicable to context where possible) and taught in 3 short burst sessions every week. Coverage is outlined below:			



Year 1	Spelling: Letter string 'tch' (e.g. catch, fetch)	3 sessions	N /A
Year 1	Spelling: When to use 'k' (e.g. skin, sketch)	3 sessions	N /A
Year 1	Spelling: Letter string 'tch' (e.g. catch, fetch)	3 sessions	N /A
Year 1	Spelling: When to use 'k' (e.g. skin, sketch)	3 sessions	N /A
Year 1	CEWs: today, were, was, my, so, I, me, of, ask	3 sessions	N /A
Year 1	Spelling: review and consolidation	3 sessions	N /A
Year 1	Spelling: Words ending in y (e.g. happy, funny)	3 sessions	N /A
Year 1	Spelling: 'Wh' grapheme (e.g. when, where)	3 sessions	N /A
Year 1	Spellings: Letter string 'are' (e.g. care, aware, glare)	3 sessions	N /A
Year 1	Spelling: Suffix 's' and 'es' (e.g. cats, catches)	3 sessions	N /A
Year 1	CEWs: today, were, was, my, so, I, me, of, ask	3 sessions	N /A



Year 1	Spelling: review and consolidation	3 sessions	N /A
Year 1	Spelling: Letter string 'ear' (e.g. pear)	3 sessions	N /A
Year 1	Spellings: f, l, s, z and k - ff, ll, ss, zz, ck after vowel (e.g. off, miss, buzz, back)	3 sessions	N /A
Year 1	Spellings: Prefix -un (e.g. unhappy, unhelpful)	3 sessions	N /A
Year 1	Spellings: Letter string 'ore' (e.g. more)	3 sessions	N /A
Year 1	CEWs: One, love, your, once, be	3 sessions	N /A
Year 1	Spelling: review and consolidation	3 sessions	N /A
Year 1	Spelling: 'Ve' grapheme. Words do not usually end in v (e.g. love, give)	3 sessions	N /A
Year 1	Spelling: suffix 's' and 'es' (e.g. cats, catches)	3 sessions	N /A
Year 1	CEWs: recap	3 sessions	N /A
Year 1	Spelling: review and consolidation	3 sessions	N /A



## Year 2

Year group	Unit title	Length of unit	Prior knowledge required
Reading, writing, spelling and grammar are all incorporated within every unit.			
Year 2	The Freedom Bird: Action and Description	10 lessons (2 weeks)	N /A
Year 2	The Freedom Bird: plot recycled story (action and description)	10 lessons (2 weeks)	N /A
Year 2	Instructions: How to make bird stew	10 lessons (2 weeks)	N /A
Year 2	Baba Yaga: openings	10 lessons (2 weeks)	Y2 T1 grammatical knowledge
Year 2	Baba Yaga: created story (openings)	10 lessons (2 weeks)	Y2 T1 grammatical knowledge
Year 2	Non-chronological report: All about Witches	10 lessons (2 weeks)	Y2 T1 grammatical knowledge
Year 2	The Eagle Who Thought He Was A Chicken: characters and problems	10 lessons (2 weeks)	Y2 T2 grammatical knowledge
Year 2	The Eagle Who Thought He Was A Chicken: recycled story	10 lessons (2 weeks)	Y2 T2 grammatical knowledge



	(characters and problems)		
Year 2	Explanation: How birds fly	10 lessons (2 weeks)	Y2 T2 grammatical knowledge
Year 2	Snow White: mood	10 lessons (2 weeks)	Y2 T2 grammatical knowledge
Year 2	Snow White: recycled version from Wicked Queen's point of view	10 lessons (2 weeks)	Y2 T2 grammatical knowledge
Year 2	Discussion: Should the Queen be punished?	10 lessons (2 weeks)	Y2 T2 grammatical knowledge
Year 2	Persephone: endings	10 lessons (2 weeks)	Y2 T3 grammatical knowledge
Year 2	Persephone: creation story (endings)	10 lessons (2 weeks)	Y2 T3 grammatical knowledge
Year 2	Recount: news report	10 lessons (2 weeks)	Y2 T3 grammatical knowledge
Year 2	The Bird and the Forest Fire: middles	10 lessons (2 weeks)	Y2 T3 grammatical knowledge
Year 2	The Bird and the Forest Fire: recycled story (middles)	10 lessons (2 weeks)	Y2 T3 grammatical knowledge
Year 2	Persuasion: Why you should never light fires in a dry forest	10 lessons (2 weeks)	Y2 T3 grammatical knowledge



Each unit will include 1 specific reading lesson dedicated to a particular skill, although key skills will be revisited throughout. These skills are outlined below:

Skill	Retrieval: to find key information in the text	5 lessons	N / A
Skill	Inference: to make inferences based on what is said and done	5 lessons	N / A
Skill	Prediction: To make informed predictions	3 lessons	N / A
Skill	Summarise: to summarise the main points	3 lessons	N / A
Skill	Personal interpretation: To give personal opinions about what is read	2 lessons	N / A

Grammar and Spelling are incorporated into the Reading and Writing units. However, these objectives can be pulled out in isolation where needed.

### **Grammar units**

Year 2	Term 1A: LO: To use expanded noun phrases for description LO: To use irregular past tense verbs LO: To use the subordinating conjunction 'because' Ongoing focus: coordinating conjunctions, full stops,	3 specific lessons + warm ups	Y1 grammatical knowledge
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	capital letters, question marks, exclamation marks, adjectives		
Year 2	<p>Term 1B:  LO: To use prepositional phrases  LO: To use similes for description  LO: To use the present tense (third person for report)</p> <p>Ongoing focus: coordinating conjunctions, full stops, capital letters, question marks, exclamation marks, adjectives</p>	3 specific lessons + warm ups	Y2 T1 grammatical knowledge
Year 2	<p>Term 2A:  LO: To use subordinating conjunctions: when, as, because  LO: To use standard English (relative clause who and that)  LO: To use subordinating conjunctions: although, if</p> <p>Ongoing focus: coordinating conjunctions, full stops, capital letters, question marks, exclamation marks, adjectives</p>	3 specific lessons + warm ups	Y2 T1 grammatical knowledge



Year 2	<p>Term 2B:  LO: To vary sentence openers  LO: To use the 4 sentence types  LO: To use subordinating conjunctions e.g. whereas, while, because, although to present a balanced argument</p> <p>Ongoing focus: coordinating conjunctions, full stops, capital letters, question marks, exclamation marks, adjectives</p>	3 specific lessons + warm ups	Y2 T1 grammatical knowledge
Year 2	<p>Term 3A:  To use singular possessive apostrophes  To use apostrophes for contraction  To use past tense verbs</p> <p>Ongoing focus: coordinating conjunctions, full stops, capital letters, question marks, exclamation marks, adjectives</p>	3 specific lessons + warm ups	Y2 T2 grammatical knowledge
Year 2	<p>Term 3B:  LO: vary sentence length for effect  LO: To vary sentence openers</p>	3 specific lessons + warm ups	Y2 T3 grammatical knowledge



	LO: To use commas in a list  Ongoing focus: coordinating conjunctions, full stops, capital letters, question marks, exclamation marks, adjectives		
<b>Spelling units</b>			
Year 2	Spellings: Suffix -ful and -ly (beautiful, quickly)	3 sessions	N / A
Year 2	Spellings: suffixes -ment and -ness and less(e.g. excitement, hopeless, witness)	3 sessions	N / A
Year 2	Spellings: 'u' sound spelt 'o' (e.g. other, mother, brother)	3 sessions	N / A
Year 2	Spellings: /b/ sound spelt 'a' after 'qu' and 'w' (e.g. was, walk)	3 sessions	N / A
Year 2	CEWs: find, behind, pretty, beautiful, after, last, father, move, because, both, bath	3 sessions	N / A
Year 2	Spelling review and consolidation	3 sessions	N / A



Year 2	Spellings: suffix -ed and -ing (e.g. hunted, buzzed, jumped)	3 sessions	N / A
Year 2	Spellings: possessive apostrophe (e.g. the whale's)	3 sessions	N / A
Year 2	Spelling: 'l' spelt 'le' at end of words (e.g. whale, mile)	3 sessions	N / A
Year 2	Spelling: contractions (e.g. shouldn't, couldn't, can't)	3 sessions	N / A
Year 2	CEWS: every, most, great, water, only, many, even, any	3 sessions	N / A
Year 2	Spelling: review and consolidation	3 sessions	N / A
Year 2	Spelling: 'l' spelt 'il' (e.g. pencil, fossil, nostril)	3 sessions	N / A
Year 2	Spelling: 'r' sound with 'a' before 'l' (e.g. walk, also, already)	3 sessions	N / A
Year 2	Spelling: contractions (e.g. shouldn't, couldn't, can't)	3 sessions	N / A
Year 2	Spelling: suffixes -ment and -ness and less(e.g.	3 sessions	N / A



	excitement, hopeless, witness		
Year 2	CEWs: every, most, great, water, only, many, even, any	3 sessions	N / A
Year 2	Spelling: review and consolidation	3 sessions	N / A
Year 2	Spelling: 'r' sound with 'a' before 'l' (e.g. walk, also, already)	3 sessions	N / A
Year 2	Spelling: suffix 's' and 'es' (e.g. cats, catches)	3 sessions	N / A
Year 2	Spellings: 'r' sound spelt 'wr' (e.g. wreck, wrote)	3 sessions	N / A
Year 2	Spellings: 'e' sound spelt -ey (e.g. key, journey, nosey)	3 sessions	N / A
Year 2	CEWs: child, children, poor, old, cold, would, people, sure, told, hold	3 sessions	N / A
Year 2	Spelling: review and consolidation	3 sessions	N / A
Year 2	Spelling: -ge and -dge (e.g. hedge, large)	3 sessions	N / A
Year 2	Spellings: 'n' sound spelt 'gn' & 'kn (e.g. gnome, knock)	3 sessions	N / A



Year 2	Spellings: 'u' sound spelt 'or' after 'w' (e.g. work, world, worse)	3 sessions	N / A
Year 2	Spellings: prefix -un (e.g. unhappy, unhelpful)	3 sessions	N / A
Year 2	CEWs: wild, door, floor, could, eye, clothes, fast, grass, path, gold, pass, break, busy	3 sessions	N / A
Year 2	Spelling: review and consolidation	3 sessions	N / A
Year 2	Spelling: suffix -tion (e.g. station, portion)	3 sessions	N / A
Year 2	Spelling: 's' sound spelt 'c' before e, i & y (e.g. scissors, circle)	3 sessions	N / A
Year 2	Spellings: 'z' sound spelled 's' (e.g. measure, decision)	3 sessions	N / A
Year 2	Spellings: letter string 'tch' (e.g. catch, fetch)	3 sessions	N / A
Year 2	CEWs: plant, improve, whole, should, again, half, money, class, sugar, steak	3 sessions	N / A



Year 2	Spelling: review and consolidation	3 sessions	N / A
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## English at KS2

English at KS2 comprises several elements that complement each other, and can work together or discretely. These are Writing, Reading, Spelling, Grammar and Vocabulary.

Reading units are 5 day units centred around a specific text, author or genre. These are primarily reading focused. Some of these units link to writing units. However, they are designed to be accessed discretely. Reading is also taught and reinforced through the writing units.

Writing units are centred around a specific text or theme. The units also incorporate the other skills and knowledge within the wider English curriculum: Reading, Grammar, Spelling and Vocabulary building. They build towards written outcomes with a focus on writing for purpose. The writing units are in blocks of 2 weeks, building towards a written outcome of a specific text type. Within this fortnight (10 days of lessons), there are 6 lessons centred around the text/theme alongside 2 spelling lessons, a linked grammar lesson and a linked vocabulary lesson. Texts/themes may have between 1-3 blocks of 6 writing lessons. These can be accessed in isolation – however, pupils will benefit the most, if they begin a block within a unit.

Spelling units are organised into 5 blocks of 2 lessons per term: the first lesson teaches the explicit spelling objective and the second lesson provides opportunities to practise and apply this knowledge and a test. The test is given a specific time code within the video, so that it can be viewed at a later date. There are 10 lessons each term. These align with objectives set out by the National Curriculum. The spelling lessons take place on Tuesdays within the writing units, however, they can be selected by unit in order for teachers, parents or pupils to match their own curriculum requirements. Key stage specific spelling knowledge is also applied and reinforced throughout writing units.



Grammar is taught and reinforced continually through writing and reading units. However, there are 5 lessons per term that can also be accessed discretely – where a teacher might want to direct pupils to practise a specific objective – or address a specific gap in knowledge.

Year group	Unit title	Length of unit	Prior knowledge required
<b>Writing units -</b> Incorporating Reading, Writing, Grammar, Spelling and Vocabulary Building and a 'Reading for Pleasure' lesson			
Year 3	The BFG - Narrative Writing	20 lessons (4 weeks)	N / A
Year 3	Portia Spiders - Non-Chronological Report	20 lessons (4 weeks)	N / A
Year 3	The Man on the Moon - Narrative Writing	15 lessons (3 weeks)	N / A
Year 3	El Caminante - Narrative writing	20 lessons (4 weeks)	Y3 T1 grammatical knowledge
Year 3	Monster Pizza - Instructions	10 lessons (2 weeks)	Y3 T1 grammatical knowledge
Year 3	Healthy Food - Persuasive writing	10 lessons (2 weeks)	Y3 T1 grammatical knowledge
Year 3	The Day the Crayons Quit - Persuasive writing	15 lessons (3 weeks)	Y3 T1 grammatical knowledge

Year 3	Aladdin - Narrative Writing	20 lessons (4 weeks)	Y3 T2 grammatical knowledge
Year 3	The Happy Prince - Narrative writing	20 lessons (4 weeks)	Y3 T2 grammatical knowledge
Year 3	How Bees make Honey - Explanation writing	15 lessons (3 weeks)	Y3 T2 grammatical knowledge
<b>Reading units -</b> NB: text selection subject to change, pending copyright permission			
Year 3	Voices in the Park by Anthony Browne	5 lessons (1 week)	N / A
Year 3	Mulan	5 lessons (1 week)	N / A
Year 3	The Firework Maker's Daughter by Phillip Pullman	5 lessons (1 week)	N / A
Year 3	Deep Sea Creatures information texts	5 lessons (1 week)	N / A
Year 3	Walter Tull's Scrapbook by Michaela Morgan	5 lessons (1 week)	N / A
Year 3	Mischief Makers	5 lessons (1 week)	N / A



Grammar and Spelling are incorporated into the Reading and Writing units. However, these objectives can be pulled out in isolation where needed.

**Grammar units**

Year 3	Term 1: Sentence level objectives	5 lessons	Y2 grammatical knowledge
Year 3	Term 2: Word level objectives	5 lessons	Y3 T1 grammatical knowledge
Year 3	Term 3: Punctuation level objectives	5 lessons	Y3 T2 grammatical knowledge

**Spelling units**

Year 3	Suffixes - past and present tense	4 lessons	N /A
Year 3	Suffixes - plural	4 lessons	N /A
Year 3	Suffixes - y	2 lessons	N /A
Year 3	Suffixes - ly	2 lessons	N /A
Year 3	Suffixes -ful and -less	2 lessons	N /A
Year 3	Suffixes - er and -est	4 lessons	N /A
Year 3	Silent letters	2 lessons	N /A
Year 3	Prefixes	4 lessons	N /A



Year 3	Homophones and homonyms	4 lessons	N /A
Year 3	Compound words	2 lessons	N /A

Year group	Unit title	Length of unit	Prior knowledge required
<b>Writing units -</b> Incorporating Reading, Writing, Grammar, Spelling, Vocabulary Building and a 'Reading for Pleasure' lesson			
Year 4	Angler Fish - Non chronological report	20 lessons (4 weeks)	N /A
Year 4	Into the Forest - Narrative writing	20 lessons (4 weeks)	N /A
Year 4	A Christmas Carol - Narrative writing	15 lessons (3 weeks)	N /A
Year 4	John Lyons - Poetry	20 lessons (4 weeks)	Y4 T1 grammatical knowledge
Year 4	Chocolate Making - Explanation writing	20 lessons (4 weeks)	Y4 T1 grammatical knowledge
Year 4	The Borrowers - Narrative writing	15 lessons (2 weeks)	Y4 T1 grammatical knowledge



Year 4	The Jabberwocky - Narrative writing	20 lessons (4 weeks)	Y4 T2 grammatical knowledge
Year 4	Unit TBC (copyright denied for previous unit)- Journalistic writing	20 lessons (4 weeks)	Y4 T2 grammatical knowledge
Year 4	Whale Rider - Narrative writing	15 lessons (3 weeks)	Y4 T2 grammatical knowledge
<b>Reading units -</b> NB: text selection subject to change, pending copyright permission			
Year 4	The Suitcase Kid by Jacqueline Wilson	5 lessons (1 week)	N / A
Year 4	Mulan	5 lessons (1 week)	N / A
Year 4	I Was a Rat by Michael Morpurgo	5 lessons (1 week)	N / A
Year 4	Deep Sea Creatures	5 lessons (1 week)	N / A
Year 4	Walter Tull's Scrapbook by Micheaela Morgan	5 lessons (1 week)	N / A
Year 4	Tom's Midnight Garden by Philippa Pearce	5 lessons (1 week)	N / A
Grammar and Spelling are incorporated into the Reading and Writing units. However, these objectives can be pulled out in isolation where needed.			



<b>Grammar units</b>			
Year 4	Term 1: Sentence level objectives	5 lessons	Y3 grammatical knowledge
Year 4	Term 2: Word level objectives	5 lessons	Y4 T1 grammatical knowledge
Year 4	Term 3: Punctuation level objectives	5 lessons	Y4 T1 grammatical knowledge
<b>Spelling units</b>			
Year 4	Suffixes - Past and present tense	4 lessons	N / A
Year 4	Suffixes: -ate -en -ify -ise	2 lessons	N / A
Year 4	Suffixes: -tion -ity -ness	2 lessons	N / A
Year 4	Suffixes: - tion -cian -sion -ssion	2 lessons	N / A
Year 4	Suffixes: -ous	2 lessons	N / A
Year 4	Suffixes: -ial	2 lessons	N / A
Year 4	Suffixes: -al	2 lessons	N / A
Year 4	Suffixes:	2 lessons	N / A



	-ic		
Year 4	Suffixes: -ary / -ery	2 lessons	N / A
Year 4	French-derived sounds - sh (ch) g (gue) k (que)	2 lessons	N / A
Year 4	Double consonants	2 lessons	N / A
Year 4	Compound words	2 lessons	N / A
Year 4	Homophones	2 lessons	N / A
Year 4	Suffixes: -ate -en -ify -ise	2 lessons	N / A

Year group	Unit title	Length of unit	Prior knowledge required
<b>Writing units -</b> Incorporating Reading, Writing, Grammar, Spelling, Vocabulary Building and a 'Reading for Pleasure' lesson			
Year 5	How to Train your Dragon - Mixed outcomes	40 lessons (8 weeks)	N / A
Year 5	Wild Cats - Non-chronological reports	15 lesson (3 weeks)	N / A
Year 5	Oliver Twist -	30 lessons	Y5 T1 grammatical knowledge



	Narrative writing	(6 weeks)	
Year 5	School Uniform - Persuasive writing	10 lessons (2 weeks)	Y5 T1 grammatical knowledge
Year 5	The Piano - Narrative writing	15 lessons (3 weeks)	Y5 T1 grammatical knowledge
Year 5	Macbeth - Narrative writing	20 lessons (4 weeks)	Y5 T2 grammatical knowledge
Year 5	Inspirational figures - Biographical writing	10 lessons (2 weeks)	Y5 T2 grammatical knowledge
Year 5	The Highwayman - Narrative writing	25 lessons (4 weeks)	Y5 T2 grammatical knowledge
<b>Reading units -</b> NB: text selection subject to change, pending copyright permission			
Year 5	The Witches by Roald Dahl	5 lessons (1 week)	N / A
Year 5	The British by Benjamin Zephaniah	5 lessons (1 week)	N / A
Year 5	Demon Dentist by David Walliams	5 lessons (1 week)	N / A
Year 5	Poetry - The Listeners by Walter de la Mare and The Raven by Edgar Allen Poe	5 lessons (1 week)	N / A



Year 5	Street Child by Berlie Doherty	5 lessons (1 week)	N / A
Year 5	Holes by Louis Sachar	5 lessons (1 week)	N / A
Grammar and Spelling are incorporated into the Reading and Writing units. However, these objectives can be pulled out in isolation where needed.			
<b>Grammar units</b>			
Year 5	Term 1: Sentence level objectives	5 lessons	Y4 grammatical knowledge
Year 5	Term 2: Word level objectives	5 lessons	Y5 T1 grammatical knowledge
Year 5	Term 3: Punctuation level objectives	5 lessons	Y5 T2 grammatical knowledge
<b>Spelling units</b>			
Year 5	Suffixes - plurals	2 lessons	N / A
Year 5	Suffixes: ate -en -ify -ise -tion -ity -ness -al -ic -ary -ery -ful -less	4 lessons	N / A
Year 5	Homophones + near homophones	2 lessons	N / A
Year 5	Syllables - fer syllables	2 lessons	N / A
Year 5	Suffixes: - tion / -cian / -sion / -ssion	2 lessons	N / A



Year 5	/ee/ sound 'ie' or 'ei' spelling	2 lessons	N / A
Year 5	Word endings: -ant and -ent	4 lessons	N / A
Year 5	Suffixes: -able -ible	2 lessons	N / A
Year 5	C making soft and hard sound	2 lessons	N / A
Year 5	Etymology - words of Greek origin 'ch' 'ph' and 'sc' spellings	2 lessons	N / A
Year 5	Unstressed vowels in polysyllabic words	2 lessons	N / A
Year 5	Prefixes: un- dis- mis- in- il- im- ir- re- sub- inter- super- anti- auto- bi- trans- tele- circum- de- pre- pro- sus- con- com- a-	4 lessons	N / A

Year group	Unit title	Length of unit	Prior knowledge required
<b>Writing units -</b> Incorporating Reading, Writing, Grammar, Spelling, Vocabulary Building and a 'Reading for Pleasure' lesson			
Year 6	Sherlock Holmes - Mixed outcomes	30 lessons (6 weeks)	N / A
Year 6	The Windrush - Diary writing	25 lessons (5 weeks)	N / A
Year 6	Spiderman - Journalistic writing	20 lessons (4 weeks)	Y6 T1 grammatical knowledge
Year 6	The Golden Compass - Mixed outcomes	30 lessons (7 weeks)	Y6 T1 grammatical knowledge
Year 6	Rabbit Proof Fence - Narrative writing	20 lessons (4 weeks)	Y6 T2 grammatical knowledge
Year 6	Important Scientists - Biographical writing	10 lessons (2 weeks)	Y6 T2 grammatical knowledge
Year 6	Pandas - Non-chronological report	20 lessons (4 weeks)	Y6 T2 grammatical knowledge
<b>Reading units -</b> NB: text selection subject to change, pending copyright permission			
Year 6	The Giant's Necklace by Michael Morpurgo	5 lessons (1 week)	N / A



Year 6	Holes by Louis Sachar	5 lessons (1 week)	N / A
Year 6	The Blitz Survivor Stories	5 lessons (1 week)	N / A
Year 6	Poetry - The Listeners by Walter de la Mare and The Raven by Edgar Allen Poe	5 lessons (1 week)	N / A
Year 6	London is the Place for Me by Lord Kitchner	5 lessons (1 week)	N / A
Year 6	Goodnight Mister Tom Michelle Magorian	5 lessons (1 week)	N / A
Grammar and Spelling are incorporated into the Reading and Writing units. However, these objectives can be pulled out in isolation where needed.			
<b>Grammar units</b>			
Year 6	Term 1: Sentence level objectives	5 lessons	Y4 grammatical knowledge
Year 6	Term 2: Word level objectives	5 lessons	Y5 T1 grammatical knowledge
Year 6	Term 3: Punctuation level objectives	5 lessons	Y5 T2 grammatical knowledge
<b>Spelling units</b>			
Year 6	Homophones	2 lessons	N / A



Year 6	Suffixes - Past and present	2 lessons	N / A
Year 6	Suffixes: -er and -est comparative and superlative	2 lessons	N / A
Year 6	Suffixes - plural	2 lessons	N / A
Year 6	Suffixes: -le -el - al - il	2 lessons	N / A
Year 6	Letter strings: -ough, ear, ou, au, ice	2 lessons	N / A
Year 6	Suffixes: -tion, -cian, -sion, -ssion	2 lessons	N / A
Year 6	Suffixes: -ous	2 lessons	N / A
Year 6	Suffixes -ial	2 lessons	N / A
Year 6	/ee/ sound spelt ie or ei	2 lessons	N / A
Year 6	Word endings: -ant -ent -ance -ence	2 lessons	N / A
Year 6	Suffixes: -ible -able	2 lessons	N / A
Year 6	Silent letters	2 lessons	N / A
Year 6	French and Greek etymology	2 lessons	N / A
Year 6	Curriculum words	2 lessons	N / A





### 3. Suggested sequence

The EYFS, KS1 and KS2 writing units above are sequenced in the proposed order. This allows for logical progression of knowledge and skills across the year - specifically relating to expectations in grammar and punctuation. The reading units can be accessed in any order. They can interspersed between writing units or sit alongside them.

## 4. Unit specifics

### EYFS Specific Unit Breakdown

#### TERM 1A

Early Years Development Goals Autumn term 1	
Communication and Language	Listening: To listen to, concentrate on and enjoy a rhyme/story. To listen to and copy sounds/letters, words and phrases.
	Understanding: To follow instructions, to sequence the main events in a rhyme/story, to understand how a character feels and why.
	Speaking: To tell rhymes and orally, to talk about what I like, to link rhymes and stories to my own experiences
Literacy	Reading: To segment and blend sounds to read key words and phrases linked to stories, to read repetitive phrases
	Writing: To make a range of marks and talk about their meanings, to write initial sounds in words, to write legible letters, to write key words and short phrases linked to rhymes and stories and personal preferences/feelings.
Expressive arts and design	To change known rhymes and stories to include my own imaginative ideas



<b>Term 1A: The Little Red Hen</b>	
<b>Lesson number</b>	<b>Core content</b>
1	LO: To listen and join in with a story
2	LO: To tell a story from memory
3	LO: To explore the main events through song and movement
4	LO: To explore the main events through role play
5	LO: To explore the main events through role play
6	LO: To explore character
7	LO: To change the ending in a story
8	LO: To recycle a story with my own ideas
9	LO: To tell my recycled story from memory
10	LO: To create a follow-up story about helping

<b>Term 1A: The Skinny Old Lady</b>	
<b>Lesson number</b>	<b>Core content</b>
1	LO: To listen and join in with a story
2	LO: To tell a story from memory
3	LO: To explore the main events in a story
4	LO: To explore character through role play
5	LO: To explore character through what they say and do
6	LO: To explore character through what they think and feel
7	LO: To write letters and words to describe character
8	LO: To recycle a story with my own ideas
9	LO: To tell my recycled story
10	LO: To create a story about my own character



<b>Term 1A: The Lion's Roar</b>	
<b>Lesson number</b>	<b>Core content</b>
1	LO: To listen and join in with a story
2	LO: To tell a story from memory
3	LO: To re-enact the main events in a story
4	LO: To explore the problem through mime and song
5	LO: To explore the problem through role play
6	LO: To explore how a character feels about the problem
7	LO: To write letters and key words
8	LO: To recycle a story with my own ideas
9	LO: To recycle a story
10	LO: To create a follow-up story about a big problem



## TERM 1B

### Early Years Development Goals Autumn 2

**Listening:** To listen to, concentrate on and enjoy a rhyme/story. To listen to and copy sounds/letters, words and phrases.

**Understanding:** To follow instructions, to sequence the main events in a rhyme/story, to understand how a character feels and why, to understand the meaning of new vocabulary

**Speaking:** To tell rhymes and orally, to talk about what I like, to link rhymes and stories to my own experiences

**Reading:** To read and understand simple sentences, to read high frequency words in context

**Writing:** To compose a simple sentence orally and hold it to help me write. To write words, phrases and simple sentences. To write lower case and capitals correctly. To use finger spaces in between words. To begin to punctuate sentences using capital letters and full stops. To use my sounds to help me spell words correctly.

To change known rhymes and stories to include my own imaginative ideas



<b>Term 1B: The Three Billy Goats Gruff</b>	
<b>Lesson number</b>	<b>Core content</b>
1	LO: To listen to and join in with a story
2	LO: To tell a story from memory
3	LO: To re-enact the main events in a story
4	LO: To explore a character through song and movement
5	LO: To explore character through role play
6	LO: To describe a character
7	LO: To label a character
8	LO: To recycle a story
9	LO: To recycle a story
10	LO: To create a follow-up story



<b>Term 1B: The King and the Moon</b>	
<b>Lesson number</b>	<b>Core content</b>
1	LO: To listen to and join in with a story
2	LO: To tell a story from memory
3	LO: To re-enact the main events in a story
4	LO: To explore the setting in a story
5	LO: To explore the setting in a story
6	LO: To explore the setting in a story
7	LO: To write letters and words
8	LO: To tell my recycled story
9	LO: To tell my recycled story
10	LO: To create a follow-up story that takes place on the moon



<b>Term 1B: Fiction: Bat Learns to Dance</b>	
<b>Lesson number</b>	<b>Core content</b>
1	LO: To listen to and join in with a story
2	LO: To tell a story from memory
3	LO: To re-enact the main events in a story
4	LO: To explore the main events through song and movement
5	LO: To explore the main events through role play
6	LO: To explore the character in a story
7	LO: To write simple sentences.
8	LO: To recycle a story
9	LO: To tell a recycled story
10	LO: To create a follow-up story



## TERM 2A

Early Years Development Goals Spring term 1	
Communication and Language	<b>Listening:</b> To listen to, concentrate on and enjoy a rhyme/story. To listen to and copy sounds/letters, words and phrases.
	<b>Understanding:</b> To follow instructions, to sequence the main events in a rhyme/story, to understand how a character feels and why.
	<b>Speaking:</b> To tell rhymes and stories orally, to talk about what I like, to discuss stories, to link rhymes and stories to my own experiences
Literacy	<b>Reading:</b> To read words of more than one syllable, to read high frequency words in context, to read a more complex sentence with a conjunction and adjective, to recognise speech bubbles and use expression when reading speech, to make predictions and answer questions about a story
	<b>Writing:</b> To write lower case and capital letters correctly, to spell words that are phonetically plausible, to write some HFWs correctly, to use capital letters and full stops, to leave finger spaces between words, to write simple lists, captions and labels, to write sentences in a meaningful context.
Expressive arts and design	To change known rhymes and stories to include my own imaginative ideas



<b>Term 2A: Fiction: The Gingerbread Man</b>	
<b>Lesson number</b>	<b>Core content</b>
1	LO: To listen to and join in with a story
2	LO: To tell a story from memory
3	LO: To re-enact a story
4	LO: To explore a story through role play
5	LO: To draw and describe a character
6	LO: To draw and describe a setting
7	LO: To write simple sentences with an adjective
8	LO: To recycle a story
9	LO: To recycle a story
10	LO: To create a follow-up story about safety



<b>Term 2A: Non-fiction: Persuasion: Buy my gingerbread</b>	
<b>Lesson number</b>	<b>Core content</b>
1	LO: To listen and join in with a persuasive piece
2	LO: To map and speak a persuasive piece
3	LO: To step and speak a persuasive piece
4	LO: To sing a persuasive song
5	LO: To role play being persuasive
6	LO: To box up a persuasive piece
7	LO: To write simple phrases/sentences.
8	LO: To recycle a persuasive piece
9	LO: To recycle a persuasive piece
10	LO: To recycle a persuasive piece

<b>Term 2A: Fiction: The Three Little Pigs</b>	
<b>Lesson number</b>	<b>Core content</b>
1	LO: To listen to and join in with a story
2	LO: To tell a story from memory
3	LO: To re-enact a story
4	LO: To explore how a character feels
5	LO: To explore how a character feels
6	LO: To role play feelings with speech
7	LO: To write simple sentences with an adjective
8	LO: To recycle a story
9	LO: To recycle a story
10	LO: To create a follow-up story (about listening to advice)



## TERM 2B

Spring term 2	
Communication and Language	<b>Listening:</b> To listen to, concentrate on and enjoy a rhyme/story. To listen to and copy sounds/letters, words and phrases.
	<b>Understanding:</b> To follow instructions, to sequence the main events in a rhyme/story, to understand how a character feels and why.
	<b>Speaking:</b> To tell rhymes and orally, to talk about what I like, to link rhymes and stories to my own experiences
Literacy	<b>Reading:</b> To read words of more than one syllable, to read high frequency words in context, to read a more complex sentence with a conjunction and adjective, to recognise speech bubbles and use expression when reading speech, to make predictions and answer questions about a story
	<b>Writing:</b> To write lower case and capital letters correctly, to spell words that are phonetically plausible, to write some HFWs correctly, to use capital letters and full stops, to leave finger spaces between words, to write simple lists, captions and labels, to write sentences in a meaningful context, to use question marks, to use exclamation marks, to use an adjective to describe, to use 'and' to link ideas in a sentence
Expressive arts and design	To change known rhymes and stories to include my own imaginative ideas



<b>Term 2B: Fiction: Goldilocks and the Three Bears</b>	
<b>Lesson number</b>	<b>Core content</b>
1	LO: To listen to and join in with a story
2	LO: To tell a story from memory
3	LO: To re-enact a story
4	LO: To explore the setting in a story
5	LO: To explore the setting in a story
6	LO: To explore the setting in a story
7	LO: To box up a recycled story
8	LO: To tell a recycled story
9	LO: To write a recycled story
10	LO: To write a recycled story

<b>Term 2B: Non-fiction: Recount: How Goldilocks stole from me</b>	
<b>Lesson number</b>	<b>Core content</b>
1	LO: To listen and join in with a recount
2	LO: To map and speak a recount
3	LO: To step and speak a recount
4	LO: To retell what happened through song
5	LO: To retell what happened through role play
6	LO: To box up a recount
7	LO: To write sentences using 'and'
8	LO: To write a recount
9	LO: To write a recount
10	LO: To write a recount

<b>Term 2B: Fiction: The Giant Turnip</b> <b>Focus: action and description</b>	
<b>Lesson number</b>	<b>Core content</b>
1	LO: To listen to and join in with a story
2	LO: To tell a story from memory
3	LO: To re-enact the main events in a story
4	LO: To describe the setting in a story
5	LO: To describe the character in a story
6	LO: To describe an object in a story
7	LO: To box up a story
8	LO: To write a story
9	LO: To write a story
10	LO: To write a story



## TERM 3A

Summer Term 1	
Communication and Language	<b>Listening:</b> To listen to, concentrate on and enjoy a rhyme/story. To listen to and copy sounds/letters, words and phrases.
	<b>Understanding:</b> To follow instructions, to sequence the main events in a rhyme/story, to understand how a character feels and why.
	<b>Speaking:</b> To tell rhymes and orally, to talk about what I like, to link rhymes and stories to my own experiences
Literacy	<b>Reading:</b> To recognise first 100 HFWs, to read and understand a sentence I have written, to ask questions about what I have read, to make predictions, to recognise speech bubbles and use expression when reading speech, to retell stories in own words, to begin to recognise features of non-fiction texts
	<b>Writing:</b> To form lower case and capital letters correctly and sitting on the line, to write an increasing range of HFWs accurately, to punctuate sentences using a capital letter and full stop, to write sentences that can be read by myself and others, to use conjunctions such as and, or because, to be able to write with greater stamina- 2 or more sentences, beginning to compose own stories.
Expressive arts and design	To change known rhymes and stories to include my own imaginative ideas



<b>Term 3A: Fiction: Little Red Riding Hood</b>	
<b>Lesson number</b>	<b>Core content</b>
1	LO: To listen to and join in with a story
2	LO: To commit a story to memory by drawing a map
3	LO: To commit a story to memory by doing actions
4	LO: To explore dramatic middles through song
5	LO: To draw and describe characters
6	LO: To show how characters feel through speech and action
7	LO: To box up a story
8	LO: To write a story with a dramatic middle
9	LO: To write a story with a dramatic middle
10	LO: To write a story with a dramatic middle



<b>Term 3A: Fiction: Little Red Riding Hood</b>	
<b>Lesson number</b>	<b>Core content</b>
1	LO: To generate ideas for a recycled story
2	LO: To map and speak a recycled story
3	LO: To step and speak a recycled story
4	LO: To draw and describe characters
5	LO: To write speech and thought bubbles
6	LO: To build drama in the middle of a story
7	LO: To box up a recycled story
8	LO: To write a recycled story
9	LO: To write a recycled story
10	LO: To write a recycled story



<b>Term 3A: Non-fiction: Discussion: Should LRRH go into the woods alone?</b>	
<b>Lesson number</b>	<b>Core content</b>
1	LO: To listen and join in with a discussion
2	LO: To map and speak a discussion
3	LO: To step and speak a discussion
4	LO: To explore discussion through song
5	LO: To explore discussion through role play
6	LO: To explore discussion through role play
7	LO: To box up a discussion
8	LO: To write a discussion
9	LO: To write a discussion
10	LO: To write a discussion

## TERM 3B

Summer term 2	
Communication and Language	<b>Listening:</b> To listen to, concentrate on and enjoy a rhyme/story. To listen to and copy sounds/letters, words and phrases.
	<b>Understanding:</b> To follow instructions, to sequence the main events in a rhyme/story, to understand how a character feels and why.
	<b>Speaking:</b> To tell rhymes and orally, to talk about what I like, to link rhymes and stories to my own experiences
Literacy	<b>Reading:</b> To read words of more than one syllable, to read high frequency words in context, to read a more complex sentence with a conjunction and adjective, to recognise speech bubbles and use expression when reading speech, to make predictions and answer questions about a story, to read and understand a sentence I have written, describe main events in stories,
	<b>Writing:</b> All of the above for the previous term + I can use key features of narrative in my own writing e.g. 'one morning, 'once upon a time', beginning to use characterisation e.g. 'The wolf was scary and mean because...', beginning to introduce setting e.g. 'Terry the T-Rex lived in a big cave in the forest', to punctuate sentences accurately with full stops, capital letters, question marks and exclamation marks, to write with greater stamina – stories.
Expressive arts and design	To change known rhymes and stories to include my own imaginative ideas



**Term 3B: Fiction: The Sweet Talking Potato**  
**Focus: action and character**

<b>Lesson number</b>	<b>Core content</b>
1	LO: To listen to and join in with a story
2	LO: To tell a story from memory
3	LO: To re-enact the main events in a story
4	LO: To explore the character through role play
5	LO: To draw and describe characters
6	LO: To role play feelings with speech
7	LO: To write sentences with 'and'
8	LO: To write a story
9	LO: To write a story
10	LO: To write a story



<b>Term 3B: Fiction: The Sweet Talking Potato</b>	
<b>Focus: action and character</b>	
<b>Lesson number</b>	<b>Core content</b>
1	LO: To generate ideas for a recycled story
2	LO: To tell a recycled story from memory
3	LO: To re-enact a recycled story
4	LO: To explore a recycled story through role-play
5	LO: To draw and describe characters in a recycled story
6	LO: To write sentences with 'because'
7	LO: To box up a recycled story
8	LO: To write a recycled story
9	LO: To write a recycled story
10	LO: To tell a created story (using a vegetable)



<b>Term 3A: Non-fiction: Explanation: Why the King was amazed</b>	
<b>Lesson number</b>	<b>Core content</b>
1	LO: To listen and join in with an explanation
2	LO: To map and speak an explanation
3	LO: To step and speak an explanation
4	LO: To sing an explanation
5	LO: To role play an explanation
6	LO: To box up an explanation
7	LO: To write an explanation
8	LO: To write an explanation
9	LO: To write an explanation
10	LO: To write an explanation

## Year 1 Specific Unit Breakdown

The following provides a simple lesson by lesson breakdown for each unit:

<b>Term 1A: Fiction: Monkeys and Hats</b> <b>Focus: Problems</b>	
<b>Lesson number</b>	<b>Core content</b>
1	LO: To listen to a story and answer questions
2	LO: To tell a story from memory
3	LO: To retell the main events in the story
4	LO: To use full stops and capital letters
5	LO: To find key information in the text
6	LO: To explore a character's thoughts and feelings
7	LO: To write the first problem in the story
8	LO: To explore a character's thoughts and feelings
9	LO: To explore a character's thoughts and feelings
10	LO: To write the second problem in the story



<b>Term 1A: Fiction: Monkeys and Hats</b>	
<b>Focus: Problems</b>	
<b>Lesson number</b>	<b>Core content</b>
1	LO: To generate ideas for a recycled story
2	LO: To tell a recycled story from memory
3	LO: To design and label new objects
4	LO: To use adjectives
5	LO: To find key information in the text
6	LO: To box up for purpose
7	LO: To explore how writers make problems matter: (read as a writer)
8	LO: To write the problem in a recycled story
9	LO: To write the problem in a recycled story
10	LO: To write the problem in a recycled story



<b>Term 1A: Non-fiction</b>	
<b>Instructions: How to make a paper crown</b>	
<b>Lesson number</b>	<b>Core content</b>
1	LO: To listen to a set of instructions
2	LO: To tell a set of instructions from memory
3	LO: To role play a set of instructions
4	LO: To use adverbials of time to order key steps
5	LO: To find key information in the text
6	LO: To box up for purpose
7	LO: To identify key features of instructions: read as a writer
8	LO: To write a clear set of instructions
9	LO: To write a clear set of instructions
10	LO: To write a clear set of instructions



<b>Term 1B: Fiction: Snip Snip</b>	
<b>Focus: Endings</b>	
<b>Lesson number</b>	<b>Core content</b>
1	LO: To listen to a story
2	LO: To tell a story from memory
3	LO: To deepen the ending of a story
4	LO: To use the conjunction 'and' to join clauses
5	LO: To give personal opinions about what is read
6	LO: To box up for purpose
7	LO: To explore how writers create satisfying endings (read as a writer)
8	LO: To write satisfying endings
9	LO: To write satisfying endings
10	LO: To write satisfying endings



<b>Term 1B: Fiction: Snip Snip</b>	
<b>Focus: Endings</b>	
<b>Lesson number</b>	<b>Core content</b>
1	LO: To use adjectives to describe (Design and label own favourite item of clothing for the new story)
2	LO: To map and box up a recycled story
3	LO: To tell a recycled story from memory
4	LO: To add suffixes to verbs
5	LO: To make inferences based on what is said and done
6	LO: To read as a writer
7	LO: To write a recycled story
8	LO: To write a recycled story
9	LO: To write a recycled story
10	LO: To write a recycled story



<b>Term 1B: Non-fiction Persuasive advert: item of clothing</b>	
<b>Lesson number</b>	<b>Core content</b>
1	LO: To tell a persuasive advert from memory
2	LO: To use boastful language
3	LO: To use power of three for description
4	LO: To write questions to hook the reader
5	LO: To summarise key points (in an advert)
6	LO: To box up for purpose
7	LO: To identify key features of adverts: read as a writer
8	LO: To write a persuasive advert
9	LO: To write a persuasive advert
10	LO: To edit and perform a persuasive advert

<b>Term 2A: Fiction: Honey and Trouble</b>	
<b>Focus: Character</b>	
<b>Lesson number</b>	<b>Core content</b>
1	LO: To listen to a story
2	LO: To tell a story from memory
3	LO: To explore character through what they say, do, think and feel
4	LO: To use adjectives to describe (draw and describe the characters)
5	LO: To make inferences about what is said and done
6	LO: To box up for purpose
7	LO: To explore how writers create interesting characters: read as a writer
8	LO: To develop character in a story
9	LO: To develop character in a story
10	LO: To develop character in a story



<b>Term 2A: Fiction: Honey and Trouble</b>	
<b>Focus: Character</b>	
<b>Lesson number</b>	<b>Core content</b>
1	LO: To generate ideas for a recycled story
2	LO: To tell a recycled story from memory
3	LO: To explore character through what they say, do, think and feel (with new characters)
4	LO: To use exclamations
5	LO: To find key information in the text
6	LO: To box up for purpose
7	LO: To explore how writers create interesting characters: read as a writer
8	LO: To show character clearly in a recycled story
9	LO: To show character clearly in a recycled story
10	LO: To show character clearly in a recycled story



<b>Term 2A: Non-fiction Information / Non-chronological report</b>	
<b>Lesson number</b>	<b>Core content</b>
1	LO: To listen to an information text a
2	LO: To tell an information text from memory
3	LO: To explore information through role play
4	LO: To add 's' to make nouns plural
5	LO: To find key information in the text
6	LO: To box up for purpose
7	LO: To identify key features of an information text: read as a writer
8	LO: To write an information text
9	LO: To write an information text
10	LO: To write an information text



<b>Term 2B: Fiction: The Magic Paintbrush</b>	
<b>Focus: Mood</b>	
<b>Lesson number</b>	<b>Core content</b>
1	LO: To listen to a story
2	LO: To tell a story from memory
3	LO: To explore the main moods in a story
4	LO: To use the past tense -ed
5	LO: To make inferences based on what is said and done.
6	LO: To box up for purpose
7	LO: To explore how writers create mood: read as a writer
8	LO: To write a story with clear moods
9	LO: To write a story with clear moods
10	LO: To write a story with clear moods



<b>Term 2B: Fiction: The Magic Paintbrush</b>	
<b>Focus: Mood</b>	
<b>Lesson number</b>	<b>Core content</b>
1	LO: To generate ideas for a created story about helping
2	LO: To tell a created story from memory
3	LO: To explore the moods in a created story
4	LO: To use the coordinating conjunction 'but'
5	LO: To give personal opinions about what is read
6	LO: To box up for purpose
7	LO: To explore how writers create mood: read as a writer
8	LO: To write a created story showing mood
9	LO: To write a created story showing mood
10	LO: To write a created story showing mood



<b>Term 2B: Non-fiction Recount</b>	
<b>Lesson number</b>	<b>Core content</b>
1	LO: To listen to a recount
2	LO: To tell a recount from memory
3	LO: To deepen a recount through role play
4	LO: To use the past tense -ed
5	LO: To find key information in the text
6	LO: To box up for purpose
7	LO: To identify key features of a recount: read as a writer
8	LO: To write a recount
9	LO: To write a recount
10	LO: To write a recount



<b>Term 3A: Fiction: Awongalema</b>	
<b>Focus: Multisensory description</b>	
<b>Lesson number</b>	<b>Core content</b>
1	LO: To listen to a story
2	LO: To tell a story from memory
3	LO: To use the senses to describe
4	LO: To add -es for plural nouns
5	LO: To make inferences based on what is said and done.
6	LO: To box up for purpose
7	LO: To explore how writers create vivid description (read as a writer)
8	LO: To write a story vivid description
9	LO: To write a story with vivid description
10	LO: To write a story with vivid description



<b>Term 3A: Fiction: Awongalema</b> <b>Focus: Multisensory description</b>	
<b>Lesson number</b>	<b>Core content</b>
1	LO: To generate ideas for a recycled story
2	LO: To tell a recycled story from memory
3	LO: To use the senses to describe
4	LO: To use repetition for description
5	LO: To summarise key information
6	LO: To box up for purpose
7	LO: To explore how writers create vivid description (read as a writer)
8	LO: To write a recycled story with vivid description
9	LO: To write a recycled story with vivid description
10	LO: To write a recycled story with vivid description



<b>Term 3A: Non-fiction</b>	
<b>Discussion: Should animals be kept in zoos?</b>	
<b>Lesson number</b>	<b>Core content</b>
1	LO: To listen to a discussion
2	LO: To tell a discussion text from memory
3	LO: To give reasons for and against
4	LO: To use coordinating conjunctions
5	LO: To give personal opinions about what is read
6	LO: To box up for purpose
7	LO: To identify features of a discussion text (read as a writer)
8	LO: To write a discussion
9	LO: To write a discussion
10	LO: To write a discussion



<b>Term 3B: Fiction: Jack and the Beanstalk</b> <b>Focus: Recap - characters, mood, problems</b>	
<b>Lesson number</b>	<b>Core content</b>
1	LO: To listen to a story
2	LO: To tell a story from memory
3	LO: To describe character
4	LO: To use coordinating conjunctions
5	LO: To make inferences based on what is said and done.
6	LO: To box up for purpose
7	LO: To explore how writers make character, mood and problem clear (read as a writer)
8	LO: To write a story (character, mood and problem focus)
9	LO: To write a story (character, mood and problem focus)
10	LO: To write a story (character, mood and problem focus)



<b>Term 3B: Fiction: Jack and the Beanstalk</b> <b>Focus: Recap - multisensory description</b>	
<b>Lesson number</b>	<b>Core content</b>
1	LO: To generate ideas for a created story
2	LO: To tell a created story from memory
3	LO: To deepen character, mood and problem in the story
4	LO: To add suffixes to verbs
5	LO: To find key information in the text
6	LO: To box up for purpose
7	LO: To read as a writer
8	LO: To write a created story with clear character, mood and problem
9	LO: To write a created story with clear character, mood and problem
10	LO: To write a created story with clear character, mood and problem



<b>Term 3B: Non-fiction Explanation: How beans grow</b>	
<b>Lesson number</b>	<b>Core content</b>
1	LO: To listen to an explanation
2	LO: To tell an explanation text from memory
3	LO: To explain the steps in a process
4	LO: To use full stops
5	LO: To give personal opinions about what is read
6	LO: To box up for purpose
7	LO: To identify features of an explanation text (read as a writer)
8	LO: To write an explanation text
9	LO: To write an explanation text
10	LO: To write an explanation text



## Year 2 Specific Unit Breakdown

A simple lesson by lesson breakdown for some sample units is provided here:

<b>Term 1A: Fiction: The Freedom Bird</b> <b>Focus: description</b>	
<b>Lesson number</b>	<b>Core content</b>
1	LO: To listen to a story and answer questions
2	LO: To tell a story from memory
3	LO: To build descriptive vocabulary
4	LO: To use expanded noun phrases for description
5	LO: To find key information in the text
6	LO: To explore how writers create vivid description: read as a writer
7	LO: To describe character
8	LO: To describe character
9	LO: To describe setting
10	LO: To describe setting



<b>Term 1A: Fiction: The Freedom Bird</b>	
<b>Focus: description</b>	
<b>Lesson number</b>	<b>Core content</b>
1	LO: To generate ideas for a recycled story
2	LO: To tell a recycled story from memory
3	LO: To build descriptive phrases
4	LO: To use the 4 types of sentences
5	LO: To make predictions
6	LO: To box up for purpose
7	LO: To write a recycled story
8	LO: To write a recycled story
9	LO: To write a recycled story
10	LO: To write a recycled story



<b>Term 1A: Non-fiction</b>	
<b>Instructions: How to make bird stew</b>	
<b>Lesson number</b>	<b>Core content</b>
1	LO: To listen to a set of instructions and answer questions
2	LO: To tell a set of instructions from memory
3	LO: To use imperative verbs
4	LO: To use the subordinating conjunction 'when and if'
5	LO: To summarise key points
6	LO: To box up for purpose
7	LO: To identify key features of instructions: read as a writer
8	LO: To write a clear set of instructions
9	LO: To write a clear set of instructions
10	LO: To write a clear set of instructions



<b>Term 1B: Baba Yaga</b> <b>Focus: Openings that hook</b>	
<b>Lesson number</b>	<b>Core content</b>
1	LO: To listen to a story and answer questions
2	LO: To tell a story from memory
3	LO: To develop detail in the opening scene
4	LO: To use prepositional phrases of place (Opening with description of setting)
5	LO: To make inferences based on what is said and done
6	LO: To box up for purpose
7	LO: To explore how writers create openings that hook (read as a writer)
8	LO: To write an opening that hooks (setting focus)
9	LO: To write an opening that hooks (action focus)
10	LO: To write an opening that hooks (character focus)



<b>Term 1B: Baba Yaga Focus: Openings</b>	
<b>Lesson number</b>	<b>Core content</b>
1	LO: To generate ideas for a recycled story
2	LO: To tell a recycled story from memory
3	LO: To deepen the opening
4	LO: To use similes for description
5	LO: To give personal opinions about what is read (teacher rescue story)
6	LO: To box up for purpose
7	LO: To explore how writers create openings that hook (read as a writer)
8	LO: To write an opening that hooks (setting focus)
9	LO: To write an opening that hooks (action focus)
10	LO: To write an opening that hooks (character focus)



<b>Term 1B: Non-fiction Information: All About Witches</b>	
<b>Lesson number</b>	<b>Core content</b>
1	LO: To listen to an information text and answer questions
2	LO: To tell an information text from memory
3	LO: To use descriptive phrases (design and label own witch for their text)
4	LO: To use the present tense (third person for report)
5	LO: To find key information in the text (information)
6	LO: To box up for purpose
7	LO: To identify features of information texts (read as a writer)
8	LO: To write an information text
9	LO: To write an information text
10	LO: To write an information text



<b>Term 2A: The Eagle Who Thought He Was A Chicken</b>	
<b>Focus: Problems</b>	
<b>Lesson number</b>	<b>Core content</b>
1	LO: To listen to a story and answer questions
2	LO: To tell a story from memory
3	LO: To explore the problem from different characters' perspectives
4	LO: To use the progressive form of verbs
5	LO: To make predictions
6	LO: To box up for purpose
7	LO: To explore how writers make problems matter (read as a writer)
8	LO: To write the problem in a story
9	LO: To write the problem in a story
10	LO: To write the problem in a story

<b>Term 2A: The Eagle Who Thought He Was A Chicken</b>	
<b>Focus: Problems</b>	
<b>Lesson number</b>	<b>Core content</b>
1	LO: To generate ideas for a recycled story (focus on changing problem and making it matter)
2	LO: To tell a recycled story from memory (make problem matter)
3	LO: To show not tell how a character is feeling
4	LO: To use irregular past tense verbs
5	LO: To make inferences based on what is said and done.
6	LO: To box up for purpose
7	LO: To write a recycled story with a problem that matters
8	LO: To write a recycled story with a problem that matters
9	LO: To write a recycled story with a problem that matters
10	LO: To write a recycled story with a problem that matters



<b>Term 2A: Non-fiction</b> <b>Explanation: How birds fly</b>	
<b>Lesson number</b>	<b>Core content</b>
1	LO: To listen to an explanation and answer questions
2	LO: To tell an explanation text from memory
3	LO: To explore cause and effect
4	LO: To use subordinating conjunctions: when, if, then, because
5	LO: To summarise (explanations)
6	LO: To box up for purpose
7	LO: To identify features of explanations (read as a writer)
8	LO: To write an explanation text
9	LO: To write an explanation text
10	LO: To write an explanation text



<b>Term 2B: Snow White</b> <b>Focus: Mood</b>	
<b>Lesson number</b>	<b>Core content</b>
1	LO: To listen to a story
2	LO: To tell a story from memory
3	LO: To explore the main moods in the story
4	LO: To use the 4 sentence types
5	LO: To make inferences based on what is said and done.
6	LO: To box up for purpose
7	LO: To explore how writers create mood
8	LO: To make our reader feel a certain mood
9	LO: To make our reader feel a certain mood
10	LO: To make our reader feel a certain mood



<b>Term 2B: Snow White</b> <b>Focus: Mood</b>	
<b>Lesson number</b>	<b>Core content</b>
1	LO: To explore a character's feelings
2	LO: To develop a character's point of view
3	LO: To develop a character's point of view
4	LO: To vary sentences for effect
5	LO: To find key information in the text
6	LO: To box up for purpose
7	LO: To explore how writers create mood
8	LO: To recycle a story from another point of view
9	LO: To recycle a story from another point of view
10	LO: To recycle a story from another point of view



<b>Term 2B: Non-fiction</b>	
<b>Discussion: Should the Queen be punished? If so, how?</b>	
<b>Lesson number</b>	<b>Core content</b>
1	LO: To listen to a discussion and answer questions
2	LO: To tell a discussion from memory
3	LO: To explore arguments for and against
4	LO: To use subordinating conjunctions e.g. whereas, while, because, although to present a balanced argument
5	LO: To find key information in the text
6	LO: To box up for purpose
7	LO: To read as a writer
8	LO: To write a discussion
9	LO: To write a discussion
10	LO: To write a discussion



<b>Term 3A: Persephone</b> <b>Focus: Endings</b>	
<b>Lesson number</b>	<b>Core content</b>
1	LO: To listen to a story
2	LO: To tell a story from memory
3	LO: To deepen the ending of a story
4	LO: To use singular possessive apostrophes
5	LO: To make inferences based on what is said and done (explore show not tell in ending)
6	LO: To box up for purpose
7	LO: To explore how writers creates satisfying endings
8	LO: To write an ending showing consequences
9	LO: To generate ideas for an alternative ending
10	LO: To write an alternative ending



<b>Term 3A: Persephone</b>	
<b>Focus: Endings</b>	
<b>Lesson number</b>	<b>Core content</b>
1	LO: To generate ideas for a created story
2	LO: To tell a new creation story from memory
3	LO: To explore the consequences of a character's actions
4	LO: To use apostrophes for contraction
5	LO: To summarise key information (teacher created story)
6	LO: To box up for purpose
7	LO: To explore how writers create satisfying endings: read as a writer
8	LO: To write the ending of a new creation story
9	LO: To generate ideas for an alternative ending
10	LO: To write an alternative ending



<b>Term 3A: Non-fiction</b>	
<b>Recount: Demeter retells what happened</b>	
<b>Lesson number</b>	<b>Core content</b>
1	LO: To listen to a news report
2	LO: To tell a news report from memory
3	LO: To deepen a news report through role play
4	LO: To use past tense verbs
5	LO: To find key information in the text
6	LO: To box up for purpose
7	LO: To identify the features of a news report
8	LO: To write a news report
9	LO: To write a news report
10	LO: To write a news report

**Term 3B: The Bird and the Forest Fire**  
**Focus: Middles**

<b>Lesson number</b>	<b>Core content</b>
1	LO: To listen to a story
2	LO: To tell a story from memory
3	LO: To explore tension in the middle of a story
4	LO: vary sentence length for effect
5	LO: To make predictions
6	LO: To box up for purpose
7	LO: To explore how writers build drama
8	LO: To write a story with a dramatic middle
9	LO: To write a story with a dramatic middle
10	LO: To write a story with a dramatic middle



<b>Term 3B: The Bird and the Forest Fire</b>	
<b>Focus: Middles</b>	
<b>Lesson number</b>	<b>Core content</b>
1	LO: To generate ideas for a recycled story
2	LO: To tell a recycled story from memory
3	LO: To deepen the tension in the middle of the story
4	LO: To vary sentence openers
5	LO: To make inferences based on what is said and done
6	LO: To box up for purpose
7	LO: To explore how writers build drama
8	LO: To write a recycled story with a dramatic middle
9	LO: To write a recycled story with a dramatic middle
10	LO: To write a recycled story with a dramatic middle

<b>Term 3B: Non-fiction Persuasion: Why you should never light fires in a dry forest</b>	
<b>Lesson number</b>	<b>Core content</b>
1	LO: To listen to a speech and answer questions
2	LO: To tell a speech from memory
3	LO: To use persuasive language techniques
4	LO: To use commas in a list
5	LO: To give personal opinions about what is read (persuasion texts)
6	LO: To box up for purpose
7	LO: To identify persuasive techniques
8	LO: To write a persuasive speech
9	LO: To write a persuasive speech
10	LO: To write and perform a persuasive speech

## English KS2 Specific Unit Breakdowns

Below are sample units to show the breakdown of each English unit. The full scope of unit breakdowns will be added shortly as soon as copyright permissions are confirmed.

### Writing: The BFG, Narrative Writing, Year 3

<b>The BFG Narrative outcome 1: The opening</b>	
<b>Lesson Number</b>	<b>Core Content</b>
1	LO: To analyse an opening chapter.
2	LO: To investigate suffixes past and present tense
3	LO: To explore simple sentences
4	LO: To analyse the opening scene of The BFG.
5	LO: To develop rich understanding of words associated with night (dusk, eerie, nocturnal)
6	LO: To generate vocabulary to describe the characters and setting of the BFG.
7	LO: To practise and apply knowledge of suffixes past and present tense, including test
9	LO: To plan the first part of the opening.



8	LO: To write the first part of the opening.
10	LO: To plan the second part of the opening.
11	LO: To write the second part of the opening.
12	LO: To investigate suffixes more past and present tense
13	LO: To explore compound sentences
14	LO: To analyse the build-up scene of The BFG.
15	LO: To develop rich understanding of words associated with night (silvery, sleepless, twilight)
<b>The BFG Narrative outcome 2: The Build up</b>	
16	LO: To generate vocabulary for the build-up.
17	LO: To practise and apply knowledge of suffixes more past and present tense, including test
18	LO: To plan a suspense build-up.
19	LO: To write ambitious sentences for the build-up.
20	LO: To write a suspense build-up.



## Writing: Portia Spiders, Non Chronological Report writing, Year 3

<b>Portia Spiders: Non chronological report</b>	
<b>Lesson Number</b>	<b>Core Content</b>
1.	LO: To explore text type and text type features
2.	LO: To investigate suffixes - plural
3.	LO: To revise compound sentences
4.	LO: To learn about the Portia spider and generate vocabulary
5.	LO: To develop rich understanding of words associated with the jungle
6.	LO: To write ENPs about the Portia Spider
7.	LO: To practise and apply knowledge of suffixes – plural including test
8.	LO: To plan a report (first section)
9.	LO: To write the opening
10.	LO: To write compound sentences about the Portia Spider
11.	LO: To write complex sentences about the Portia Spider



12.	LO: To investigate suffixes – more plurals
13.	LO: To explore subordinate clauses
14.	LO: To write the first section
15.	LO: To develop rich understanding of words associated with the jungle
16.	LO: To edit the first section
17.	LO: To practise and apply knowledge of suffixes – more plurals, including test
18.	LO: To plan a report (second section)
19.	LO: To write the second section
20.	LO: To write the closing



## Writing: Man on the Moon, Narrative writing, Year 3

Man on the moon: Narrative writing	
Lesson number	Core Content
1.	LO: To develop initial responses to the film clip
2.	LO: To investigate – y suffix
3.	LO: To explore complex sentences
4.	LO: To describe two contrasting settings and characters
5.	LO: To develop rich understanding of words associated with sadness
6.	LO: To write the opening of Man on the Moon
7.	LO: To practise and apply knowledge of suffixes – y suffix including test
8.	LO: To develop show not tell to describe how characters are feeling
9.	LO: To plan the build up
10.	LO: To write compound sentences for the build up
11.	LO: To write the build up
12.	LO: To plan the climax



13.	LO: To write complex sentences for the climax
14.	LO.: To write the climax
15.	Reading For Pleasure

## Writing: Monster Pizza, Instruction writing, Year 3

Monster Pizza: Instructional writing	
Lesson number	Core content
1.	LO: To identify the features of instructions
2.	LO: To investigate suffixes: -er and -est suffixes
3.	LO: To explore 'being' verbs
4.	LO: To generate vocabulary for our monster pizza * (imperative verbs, ordering conjunctions, adverbs)
5.	LO: To develop rich understanding of words associated with disgusting food
6.	LO: To devise ingredients for our monster pizza
7.	LO: To practise and apply knowledge of suffixes: - er and -est suffixes, including test
8.	LO: To plan our monster pizza
9.	L O: To write the instructions for our monster pizza
10	LO: To write an invitation to our monster friends inviting them to our pizza party



## Writing: Healthy Eating, Persuasive leaflet, Year 3

<b>Healthy Eating: Persuasive leaflet</b>	
<b>Lesson number</b>	<b>Core content</b>
1.	LO: To identify the features of information leaflets
2.	LO: To investigate suffixes - more -er and -est suffixes
3.	LO: To explore prepositions
4.	LO: To explore the vocabulary of information leaflets
5.	LO: To develop rich understanding of words associated with meals
6.	LO: To generate scientific vocabulary to use in our information leaflets
7.	LO: To practise and apply knowledge of suffixes - more - er and -est suffixes, including test
8.	LO: To write complex sentences about healthy food choices
9.	LO: To plan a healthy lunchbox
10	LO: To write an information leaflet about healthy lunchboxes



## Writing: The Day the Crayons Quit, Persuasive writing, Year 3

<b>The Day the Crayons Quit</b>	
<b>Lesson Number</b>	<b>Core content</b>
1.	LO: To share the story
2.	LO: To investigate silent letters
3.	LO: To explore conjunctions
4.	LO: To explore the features of a persuasive letter
5.	LO: To develop rich understanding of words associated with negative emotions
6.	LO: To devise a character and describe how they are feeling
7.	LO: To practise and apply knowledge of silent letters, including test
8.	LO: To use complex sentences to express opinions and give reasons for them
9.	LO: To use commands and exaggeration to persuade
10.	LO: To plan a persuasive letter (paragraph 1)
11.	LO: To write a persuasive letter (paragraph 2)
12.	LO: To plan a persuasive letter (paragraph 1)



13.	LO: To write a persuasive letter (paragraph 2)
14.	LO: To write a persuasive letter (Free Write)
15.	LO: Reading for pleasure

## Writing: How Bees Make Honey, Explanation writing, Year 3

How Bees Make Honey	
Lesson number	Core content
1.	LO: To identify the features of an explanation text
2.	LO: To investigate compound words
3.	LO: To explore using apostrophes for plural possession
4.	LO: To understand and sequence how bees make honey.
5.	LO: To develop rich understanding of words associated with trying hard
6.	LO: To link ideas with causal conjunctions/LO: To generate vocabulary.
7.	LO: To practise and apply knowledge of compound words, including test
8.	LO: To orally explain how bees make honey
9.	LO: To plan an explanation text
10.	LO: To orally practice and write complex and compound sentences.
11.	LO: To write the introduction to an explanation text.
12.	L.O. To write the first section of an explanation text



13.	LO: To edit an explanation text
14.	LO: To write the second section of an explanation text
15.	Reading for Pleasure

## Writing: The Anglerfish, Non Chronological Report Year 4

<b>The Anglerfish 1 - NCR</b>	
<b>Lesson number</b>	<b>Core content</b>
1	L.O: To explore text type and text type features
2	L.O: To investigate suffixes - past and present tense
3	L.O: To explore simple and compound sentences
4	L.O: To learn about the anglerfish and generate vocabulary
5	L.O: To develop rich understanding of words associated with water
6	L.O: To write a variety of ENPs about the anglerfish
7	L.O: To practise and apply knowledge of suffixes - past and present tense, including test
9	L.O: To plan a report (first section)
8	L.O: To write the opening
10	L.O: To write compound sentences about the anglerfish
<b>The Anglerfish 1 - NCR 2</b>	
11	L.O: To write complex sentences about anglerfish.



12	L.O: To investigate suffixes - more past and present tense
13	L.O: To revise our understanding of simple and compound sentences
14	L.O: To write the first section
15	L.O: To develop rich understanding of words associated with being wet
16	L.O: To edit the first section
17	L.O: to practise and apply knowledge of suffixes - more past and present tense, including test
18	L.O: To plan a report (second section)
19	L.O: To write the second section
20	L.O: To write the closing



## Writing: A Christmas Carol, Narrative, Year 4

<b>A Christmas Carol: Narrative</b>	
<b>Lesson Number</b>	<b>Core Content</b>
1.	LO: To analyse a visual clip
2.	LO: To investigate suffixes: -tion, -cian, -sion, ssion
3.	LO: To develop our understanding of simple, compound and complex sentences
4.	LO: To generate vocabulary to describe the setting
5.	LO: To develop rich understanding of words associated with anger
6.	LO: To generate vocabulary to describe a character
7.	LO: To practise and apply knowledge of suffixes: tion, -cian, -sion, -ssion
8.	LO: To practise writing speech
9.	LO To plan the opening
10.	LO: To write the opening
11.	LO: To generate vocabulary for the build up
12.	LO: To practise writing fronted adverbials
13.	LO: To plan the build up



14.	LO: To write the build up
15.	Reading for Pleasure

## Writing: The Borrowers, Narrative writing, Year 4

<b>The Borrowers: Narrative 1 The Opening</b>	
<b>Lesson number</b>	<b>Core Content</b>
1	L.O: To develop an understanding of key characters.
2.	L.O: To investigate suffixes: -ary/-ery
3.	L.O: To revise our knowledge of word class
4.	L.O: To generate vocabulary for a character description.
5.	L.O To develop rich understanding of words associated with large objects
6.	L.O: To analyse and interpret the setting description from an extract.
7.	L.O: To practise and apply knowledge of suffixes –ary/-ery
8.	L.O: To plan the opening.
9.	L.O: To write the opening.
10.	L.O: To practise speech with punctuation.
<b>The Borrowers: Narrative 2 The Build-Up</b>	
11.	L.O: To generate vocabulary for the build-up.
12.	L.O: To plan the build-up.
13.	L.O: To write the build-up.



14.	L.O: To analyse the climax and resolution.
15.	Reading for Pleasure

## Writing: The Jabberwocky, Narrative Year 4

<b>The Jabberwocky, Narrative 1: Opening</b>	
<b>Lesson number</b>	<b>Core content</b>
1	LO: To engage with the poem
2	LO: To investigate French-derived sounds: sh (ch) g (gue) k (que)
3	LO: To explore the functions of apostrophes
4	LO: To generate vocabulary to describe the setting and characters
5	LO: To develop rich understanding of words associated with stormy weather
6	LO: To write the opening (verse 1)
7	LO: To practise and apply knowledge of French-derived sounds: sh (ch) g (gue) k (que), including test
9	LO: To practise writing speech first
8	LO: To plan the opening of Jabberwocky (verse 2)
10	LO: To write the opening of Jabberwocky (verse 2)
<b>The Jabberwocky, Narrative 2: Climax</b>	
11	LO: To analyse the build up



12	LO: To investigate double consonants
13	LO: To explore punctuating speech first
14	LO: To generate vocabulary for the climax
15	LO: To develop rich understanding of words associated with being confident
16	LO: To plan the climax
17	LO: To practise and apply knowledge of double consonants, including test
18	LO: To write the climax
19	LO: To edit the climax
20	LO: To analyse the ending



## Writing: How to Train Your Dragon, Narrative Year 5

<b>How to Train Your Dragon 1: Narrative opening</b>	
<b>Lesson Number</b>	<b>Core Content</b>
1	LO: To engage with the narrative of HTTYD
2	LO: To investigate suffixes - plurals
3	LO: To explore simple and compound sentences
4	LO: To identify the C and S features of an opening scene.
5	LO: to develop rich understanding of words associated with clumsiness
6	LO: To generate precise adverbs and verbs to describe the opening scene.
7	LO: To practise and apply knowledge of suffixes - plurals, including test
8	LO: To plan the opening scene.
9	LO: To write the opening scene (paragraph 1)
10	LO: To write the opening scene (paragraph 2)
<b>How to Train Your Dragon 2: Narrative build up</b>	
11	LO: To plan the first part of a build-up scene.



12	LO: To investigate suffixes: - ate -en -ify -ise -tion -ity -ness -al -ic -ary -ery -ful -less suffixes
13	LO: To explore complex sentences
14	LO: To write descriptive sentences.
15	LO: To develop rich understanding of words associated with clumsiness
16	LO: To write the first part of a build-up scene.
17	LO: To practise and apply knowledge of suffixes - - ate -en -ify -ise -tion -ity -ness -al -ic -ary -ery -ful -less suffixes, including test
18	LO: To plan the second part of a build-up scene.
19	LO: To write the second part of a build-up scene.
20	LO: To edit the build-up.
<b>How to Train Your Dragon 3: Instructions</b>	
21	LO: To identify the features of an instructional text.
22	LO: To investigate suffixes: more -ate -en -ify -ise -tion -ity -ness -al -ic -ary -ery -ful -less suffixes
23	LO: To revise complex sentences
24	LO: To write an introduction.
25	LO: To develop rich understanding of words associated with small or thin characteristics



26	LO: To plan a first set of instructions.
27	LO: To practise and apply knowledge of suffixes: more -ate -en -ify -ise -tion -ity -ness -al -ic -ary -ery -ful -less suffixes, including test
28	LO: To write a first set of instructions.
29	LO: To plan a second set of instructions.
30	LO: To write a second set of instructions.
<b>How to Train Your Dragon 4: Persuasive Letter</b>	
31	LO: To identify the features of a persuasive letter.
32	LO: To investigate homophones and near homophones
33	LO: To explore relative clauses
34	LO: To plan a persuasive letter.
35	LO: To develop rich understanding of words associated with small or thin characteristics
36	LO: To write the opening to a persuasive letter.
37	LO: To practise and apply knowledge of homophones and near homophones, including test
38	LO: To write the first paragraph of a persuasive letter.
39	LO: To write the second paragraph of a persuasive letter.
40	LO: To write the closing paragraph of a persuasive letter.



## Writing: School Uniform, Persuasive writing, Year 5

School uniform: persuasive writing	
Lesson number	Core Content
1.	LO: To develop understanding of the features of persuasive letters
2.	LO: To investigate word endings -more, -ent and -ant
3.	LO: To explore pronouns
4.	LO: To develop understanding of how to use formal conjunctions
5.	LO: To develop rich understanding of words associated with surprised
6.	LO: To build a knowledge of how to structure a persuasive point.
7.	LO: To practise and apply knowledge of suffixes: -ent and -ant, including test
8.	LO: To prepare to write a persuasive letter
9.	LO: To plan a persuasive letter
10.	LO: To write a persuasive letter



## Writing: The Viewer, Narrative, Year 5

School uniform: persuasive writing	
Lesson number	Core content
1.	LO: To analyse a text
2.	LO: To investigate suffixes: -able and -ible
3.	LO: To explore relative pronouns
4.	To generate vocabulary to describe the setting
5.	LO: To develop rich understanding of words associated with sadness
6.	LO: To generate vocabulary to describe a character
7.	LO: To practise and apply knowledge of suffixes: -able and -ible, including test
8.	LO: To practise using prepositions of place
9.	LO: To plan a setting description
10.	LO: To write a setting description
11.	LO: To create a character and setting for my own story
12.	LO: To generate vocabulary for writing the build-up
13.	LO: To plan the build-up
14.	LO: To write the build-up
15.	LO: Reading for Pleasure



## Writing: Macbeth, Narrative Year 5

<b>Macbeth: Narrative 1 - Setting Description</b>	
<b>Lesson number</b>	<b>Core content</b>
1.	LO: To build knowledge of the historical context of the play
2.	LO: To investigate C making soft and hard sounds
3.	LO: To explore using the simple past, present and future tense
4.	LO: To analyse opening of the play
5.	LO: To develop rich understanding of words associated with dark and rainy weather
6.	LO: To generate vocabulary
7.	LO: To practise and apply knowledge of C making soft and hard sounds, including test
9.	LO: To practise writing complex sentences
8.	LO: To plan the setting description
10.	LO: To write the setting description
<b>Macbeth, Narrative 2 - Character Description</b>	
11.	LO: To analyse quotes from the script



12.	LO: To investigate etymology - words of Greek origin 'ch' 'ph' and 'sc' spellings
13.	LO: To explore the past, present and future progressive tense
14.	LO: To analyse evidence from the clip
15.	LO: To develop rich understanding of words associated with dark and rainy weather
16.	LO: To practise using precise verbs and adverbs for characterisation
17.	LO: To practise and apply knowledge of etymology - words of Greek origin 'ch' 'ph' and 'sc' spellings
18.	LO: To plan a character description
19.	LO: To write a character description (part 2)
20.	LO: To write a character description (part 2)

## Writing: Inspirational Figures, Biography, Year 5

<b>Biography Writing: Harriet Tubman</b>	
<b>Lesson Number</b>	<b>Core Content</b>
1	LO: To identify features of a biography
2	LO: To investigate unstressed vowels in polysyllabic words
3	LO: To revise the past, present and future progressive tense
4	LO: To retrieve information from a non-fiction text
5	LO: To develop rich understanding of words associated with trying hard
6	LO: To research an inspirational figure
7	LO: To practise and apply knowledge of unstressed vowels in polysyllabic words, including test
8	LO: To plan a biography
9	LO: To write a biography
10	LO: To write a biography



## Writing: The Highwayman, Narrative, Year 5

<b>The Highwayman, Narrative 1: Opening</b>	
<b>Lesson number</b>	<b>Core content</b>
1.	LO: To build knowledge of the historical context of the poem
2.	LO: To investigate more prefixes
3.	LO: To explore relative clauses
4.	LO: To analyse the opening
5.	LO: To develop rich understanding of words with night
6.	LO: To generate vocabulary for the opening
7.	LO: To practise and apply knowledge of more prefixes, including test
9.	LO: To practise adverbial complex sentences
8.	LO: To plan the opening
10.	LO: To write the opening
<b>The Highwayman, Narrative 1: Build up</b>	
11.	LO: To analyse the build up (part 1)
12.	LO: To investigate more prefixes



13.	LO: To develop our knowledge of relative clauses
14.	LO: To generate vocabulary for the build up
15.	LO: To develop rich understanding of words about night
16.	LO: To plan the build up (part 1)
17.	LO: To practise and apply knowledge of more prefixes, including test
18.	LO: To write the build up (part 1)
19.	LO: To analyse the build up (part 2)
20.	LO: To generate vocabulary for the build up
21.	LO: To practise writing speech
22.	LO: To plan the build up (part 2)
23.	LO: To write the build up (part 2)
24.	LO: To write the ending (free write)
25.	Reading for Pleasure



## Writing: Sherlock Holmes, Narrative, Year 6

Lesson number	Core content
<b>Sherlock Holmes 1: Narrative (setting description)</b>	
1	LO: To build knowledge of the historical context of the narrative
2	LO: To investigate homophones
3	LO: To explore simple and compound sentences
4	LO: To analyse a visual clip
5	LO: To develop rich understanding of words associated with houses
6	LO: To write compound and complex sentences
7	LO: To practise and apply knowledge of homophones, including test
8	LO: To write a setting description
9	LO: To plan a setting description
10	LO: To write a setting description
<b>Sherlock Holmes 2: Narrative (introducing the characters)</b>	
11	LO: To develop understanding of the key characters



12	LO: To investigate suffixes - past and present
13	LO: To explore complex sentences
14	LO: To generate descriptive vocabulary
15	LO: To develop rich understanding of words associated with looking or seeing
16	LO: To practise speech punctuation
17	LO: To practise and apply knowledge of suffixes - past and present, including test
18	LO: To introduce the characters
19	LO: To edit
20	LO: To write a narrative (free write)
<b>Sherlock Holmes 3: Persuasive Letter</b>	
21	LO: To identify the features of a persuasive letter
22	LO: To investigate suffixes: -er and -est comparative and superlative
23	LO: To explore relative clauses
24	LO: To develop a context for a persuasive letter
25	LO: To develop rich understanding of words associated with looking or seeing
26	LO: To practise persuasive techniques



27	LO: To practise and apply knowledge of suffixes: - er and -est comparative and superlative, including test
28	LO: To write the opening of a persuasive letter
29	LO: To write the main body of a persuasive letter
30	LO: To write the main body of a persuasive letter

## Writing: The Windrush, Diary entry and Letter writing, Year 6

<b>The Windrush, Narrative 1: Diary Entry</b>	
<b>Lesson number</b>	<b>Core content</b>
1	LO: To consider the purpose and features of a diary
2	LO: To investigate suffixes - plurals
3	LO: To develop our knowledge of relative clauses
4	LO: To develop a character and plan the opening
5	LO: To develop rich understanding of words associated with feeling hopeful
6	LO: To write the opening
7	LO: To practise and apply knowledge of suffixes - plurals, including test
8	LO: To plan the chronology paragraph
9	LO: To write the chronology paragraph
10	LO: To plan and write the closing
<b>The Windrush, Narrative 2: Letter Home</b>	
11	LO: To build understanding of the historical context, to develop a character and to consider the tone of a this letter



12	LO: To investigate suffixes: - le -el - al - il
13	LO: To explore non-finite subordinate clauses
14	LO: To plan the opening of a letter
15	LO: To develop rich understanding of words associated with feeling stressed or scared
16	LO: To write the opening of a letter
17	LO: To practise and apply knowledge of suffixes: - le -el - al - il, including test
18	LO: To plan the main body of a letter - housing
19	LO: To write the main body of a letter- housing
20	LO: To plan the main body of a letter - jobs
21	LO: To write the main body of a letter - jobs
22	Plan closing
23	Write closing
24	Free write: What is Windrush day and why do we celebrate it?
25	Reading for pleasure



## Writing: Spiderman, Journalistic Writing, Year 6

Spiderman: Journalistic Writing	
Lesson number	Core content
1	LO: To analyse features of a newspaper report
2	LO: To investigate letter strings: ough, ear, ou, au, ice
3	LO: To explore word class
4	LO: To gather evidence for a newspaper report
5	LO: To develop rich understanding of words associated with chaos and confusion
6	LO: To write the opening paragraph
7	LO: To practise and apply knowledge of letter strings: ough, ear, ou, au, ice, including test
8	LO: To plan the recount of events
9	LO: To write a recount
10	LO: To edit recount
11	LO: To practise speech punctuation
12	LO: To investigate suffixes: -tion, -cian, -sion, -ssion



13	LO: To develop our knowledge of determiners
14	LO: To plan final paragraphs of a newspaper article
15	LO: To develop rich understanding of words associated with chaos and confusion
16	LO: To write eye witness statements
17	LO: To practise and apply knowledge of suffixes: -tion, -cian, -sion, -ssion, including test
18	LO: To write final paragraph of newspaper article
19	LO: To edit newspaper article
20	LO: To write a newspaper article (free write)

## Writing: The Golden Compass, Narrative, Year 6

<b>The Golden Compass, Narrative 1</b>	
<b>Lesson number</b>	<b>Core content</b>
1	LO: To identify key characters and events in the plot
2	LO: To investigate suffixes: -ous
3	LO: To explore expanded noun phrases
4	LO: To generate vocabulary to describe a character
5	LO: To develop rich understanding of words associated with houses
6	LO: To analyse the opening scene
7	LO: To practise and apply knowledge of suffixes: -ous, including test
8	LO: To write prepositional phrases
9	LO: To write the opening
10	LO: To edit writing



<b>The Golden Compass, Narrative 2</b>	
11	LO: To plan a narrative scene
12	LO: To investigate suffixes: -ial
13	LO: To explore the functions of fronted adverbials
14	LO: To write a narrative scene (free write)
15	LO: To develop rich understanding of words associated with being surprised
16	LO: To write non-finite clauses
17	LO: To practise and apply knowledge of suffixes: -ial, including test
18	LO: To develop text cohesion through use of adverbial clauses
19	LO: To plan a diary
20	LO: To write a diary
<b>The Golden Compass, Narrative 3</b>	
21	LO: To generate vocabulary
22	LO: To investigate /ee/ sound spelt ie or ei



23	LO: To explore using pronouns (including relative and possessive pronouns)
24	LO: To practise speech punctuation
25	LO: To develop rich understanding of words associated with being clever or sly
26	LO: To plan a narrative scene
27	LO: To practise and apply knowledge of /ee/ sound spelt ie or ei, including test
28	LO: To write a narrative scene
29	LO: To plan a narrative scene
30	LO: To write a narrative scene



## Writing: Rabbit-Proof Fence, Narrative, Year 6

Lesson number	Core content
<b>Rabbit Proof Fence 1: Narrative (Opening scene)</b>	
1	LO: To understand the context of the film
2	LO: To investigate word endings: -ant -ent -ance -ence
3	LO: To explore the function of apostrophes
4	LO: To generate vocabulary
5	LO: To develop rich understanding of words associated with hot weather
6	LO: To practise non-finite complex sentences
7	LO: To practise and apply knowledge of word endings: -ant -ent -ance -ence, including test
8	LO: To plan a narrative scene
9	LO: To write a narrative scene
10	LO: To edit a narrative scene
<b>Rabbit Proof Fence 2: Narrative (Escape scene)</b>	



11	LO: To plan a narrative scene
12	LO: To investigate suffixes: -ible and -able
13	LO: To explore subject, verb, object
14	LO: To write a narrative scene (free write)
15	LO: To develop rich understanding of words associated with hot weather
16	LO: To convey character and advance action through use of speech
17	LO: To practise and apply knowledge of suffixes: -ible and -able, including test
18	LO: To plan a narrative scene
19	LO: To write a narrative scene
20	LO: To edit a narrative scene
<b>Rabbit Proof Fence 3: Narrative (The journey)</b>	
21	LO: To analyse and scene and generate vocabulary
22	LO: To investigate silent letters
23	LO: To explore active and passive voice
24	LO: To practise conveying character through precise verb and adverb choices
25	LO: To develop rich understanding of words



	associated with trying hard words
26	LO: To plan a narrative (Paragraph 1)
27	LO: To practise and apply knowledge of silent letters, including test
28	LO: To write a narrative (Paragraph 1)
29	LO: To plan a narrative (Paragraph 2)
30	LO: To write a narrative (Paragraph 2)

## Writing: Famous Scientist, Biography, Year 6

Lesson Number	Core content
1	LO: To identify features of a biography
2	LO: To investigate French and Greek etymology
3	LO: To explore the functions of a colon
4	LO: To retrieve information from a non-fiction text
5	LO: To develop rich understanding of words associated with trying hard
6	LO: To research a scientist



7	LO: To practise and apply knowledge of French and Greek etymology, including test
8	LO: To plan a biography
9	LO: To write a biography
10	LO: To write a biography

## Writing: Pandas, Non Chronological Report, Year 6

<b>Non-Chronological Report: Pandas</b>	
<b>Lesson Number</b>	<b>Core Content</b>
1	LO: To analyse the features of a non-chronological report
2	LO: To investigate curriculum words
3	LO: To develop our knowledge of the functions of a colon
4	LO: To gather information for a non-chronological report
5	LO: To develop rich understanding of words associated with large objects



6	LO: To plan the opening of a non-chronological report
7	LO: To practise and apply knowledge of curriculum words, including test
8	LO: To write the opening of a non-chronological report
9	LO: To plan the paragraph on appearance
10	LO: To write the paragraph on appearance
11	LO: To edit a non-chronological report paragraph
12	LO: To plan the paragraphs on habitat and diet
13	LO: To write the paragraphs on habitat and diet
14	LO: To write the conclusion
15	Reading for pleasure





## Reading: Year 3

### The Firework Maker's Daughter, Phillip Pullman, Year 3

<b>Narrative: The Firework Maker's Daughter by Phillip Pullman</b>	
<b>Lesson Number</b>	<b>Core Content</b>
1	LO: to engage with the text
2	LO: to answer questions on the text, orally and in written form
3	LO: to analyse Lila's character traits
4	LO: to explore theme
5	LO: to explore genre



## Mulan, Year 3

Traditional Tale: Mulan	
Lesson Number	Core Content
1	LO: to read the text and introduce genre
2	LO: to answer retrieval questions
3	LO: to answer inference questions
4	LO: to discuss character relationships
5	LO: to analyse character traits



## Mischief Makers, Year 3

<b>Traditional Tale: Mischief Makers</b>	
<b>Lesson Number</b>	<b>Core Content</b>
1	LO: to read the text and introduce genre
2	LO: to answer retrieval questions
3	LO: to make predictions
4	LO: to discuss character motives and relationships
5	LO: to explore genre



## Voices in the Park , Anthony Browne, Year 3

<b>Picture Book: Voices in the Park by Anthony Browne</b>	
<b>Lesson Number</b>	<b>Core Content</b>
1	LO: to read the text and ask questions
2	LO: to answer questions on the text, orally and in written form
3	LO: to answer questions on the text, orally and in written form
4	LO: to explore character's emotions
5	LO: to explore the author's style



## Reading: Year 4

### The Suitcase Kid, Jacqueline Wilson, Year 4

<b>Narrative: The Suitcase Kid by Jacqueline Wilson</b>	
<b>Lesson Number</b>	<b>Core Content</b>
1	LO: to read the text and engage with the plot
2	LO: to answer retrieval questions
3	LO: to answer inference questions
4	LO: to explore character's emotions and motives
5	LO: to summarise key ideas and themes



## I Was a Rat, Phillip Pullman, Year 4

<b>Narrative: I Was a Rat by Phillip Pullman</b>	
<b>Lesson Number</b>	<b>Core Content</b>
1	LO: to introduce the text and author
2	LO: to analyse the opening chapter
3	LO: to answer true or false questions based on evidence
4	LO: to explore the use of language
5	LO: to explore character's emotions



## Reading: Year 6

### Holes, Louis Sachar, Year 6

Narrative: Holes by Louis Sachar	
Lesson Number	Core Content
1	LO: to introduce the text and author
2	LO: to analyse setting
3	LO: to analyse character
4	LO: to analyse character
5	LO: to write a diary entry based on a character's emotions

