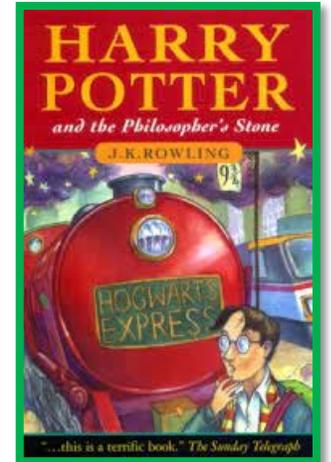
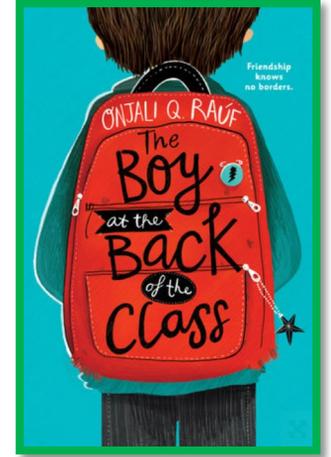
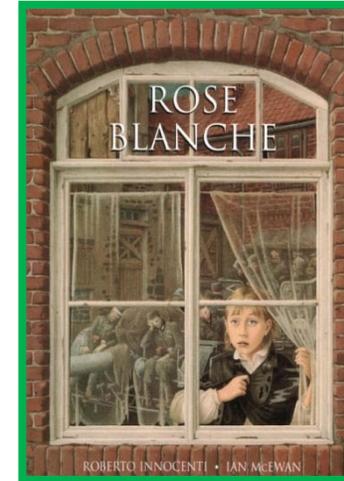
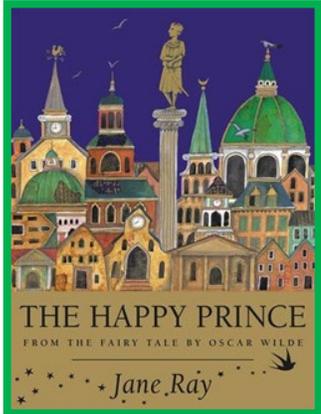
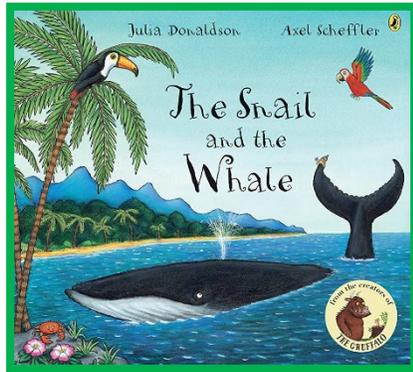
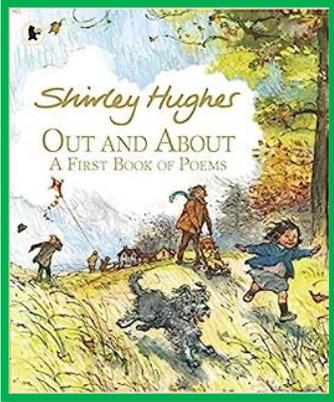


Priority's English Overview

2024/25



- Teachers should develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. **English is both a subject in its own right and the medium for teaching**; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.
- Teachers should develop pupils' reading and writing in all subjects to support their acquisition of knowledge. Pupils should be taught to read fluently, understand extended prose (both fiction and non-fiction) and be encouraged to read for pleasure. Schools should do everything to promote wider reading. They should provide library facilities and set ambitious expectations for reading at home. Pupils should develop the stamina and skills to write at length, with accurate spelling and punctuation. They should be taught the correct use of grammar. They should build on what they have been taught to expand the range of their writing and the variety of the grammar they use. The writing they do should include narratives, explanations, descriptions, comparisons, summaries and evaluations: such writing supports them in rehearsing, understanding and consolidating what they have heard or read.
- Pupils' acquisition and command of vocabulary are key to their learning and progress across the whole curriculum. Teachers should therefore develop vocabulary actively, building systematically on pupils' current knowledge. They should increase pupils' store of words in general; simultaneously, they should also make links between known and new vocabulary and discuss the shades of meaning in similar words. In this way, pupils expand the vocabulary choices that are available to them when they write. In addition, it is vital for pupils' comprehension that they understand the meanings of words they meet in their reading across all subjects, and older pupils should be taught the meaning of instruction verbs that they may meet in examination questions. It is particularly important to induct pupils into the language which defines each subject in its own right, such as accurate mathematical and scientific language.

Purpose of Study

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Priory's Intent for our English Curriculum:

The aim of Priory's English curriculum is to teach our children to, not only survive, but thrive in our modern world. We strive to achieve this by ensuring that each child can read, write, express themselves and communicate effectively by the time that they leave us in Year 6. For this reason, each year group and phase is responsible for ensuring that their children have the skills, knowledge and attitudes for the next stage of their education.

High-quality texts are at the heart of all of our English teaching and we consider a number of factors when selecting texts for study. Our reading curriculum boasts a range of engaging contemporary and classic, fiction and non-fiction texts which reflect and celebrate the diversity of Priory. Texts are chosen in recognition of current events and to instil empathy, respect and a love of reading in all of our children.

All children are taught that writing is still a necessary, relevant and exciting way to express oneself and are taught how to write for a range of purposes and audiences during their time with us. We are dedicated in ensuring that writing is purposeful and is adapted to suit technological changes.

Reflective and progressive English planning ensures that our lessons are creative and encourage pupils to develop their own creativity and individuality. We hope that the experiences the children have at Priory will be remembered long after they have left us.

Approaches to writing:



"Writing comes from reading, and reading is the finest teacher of how to write."

- Annie Proulx

<https://clpe.org.uk/teaching-resources/power-of-reading-teaching-sequences>



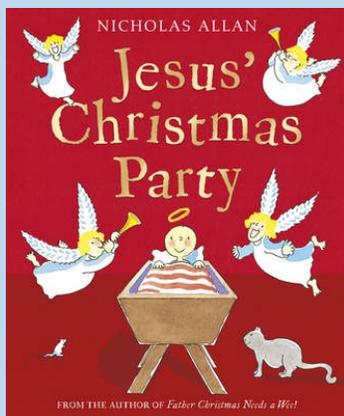
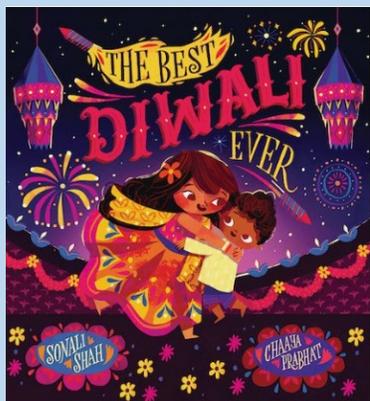
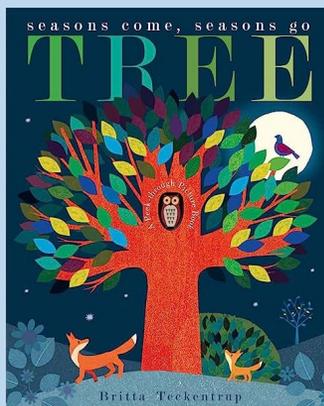
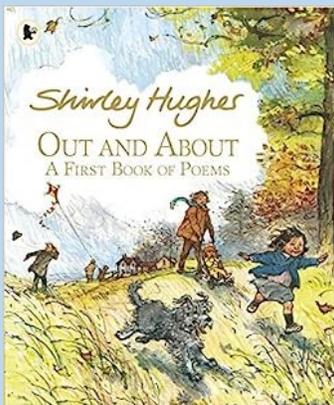
"Reading is an exercise in empathy; an exercise in walking in someone else's shoes for a while."

- Malorie Blackman

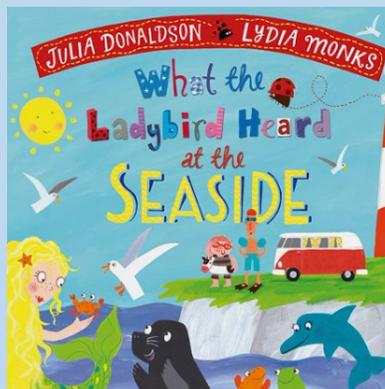
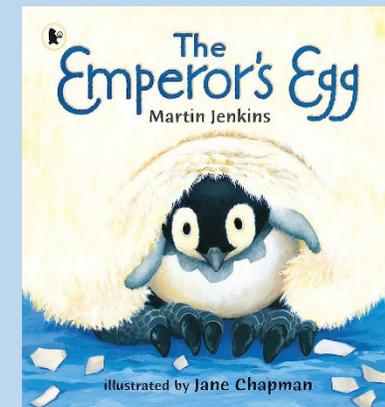
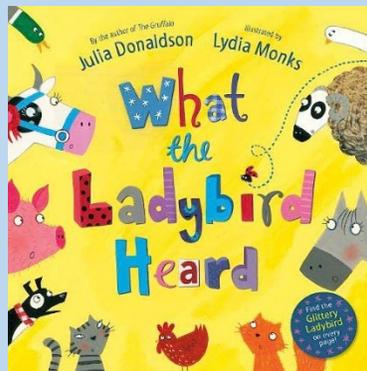
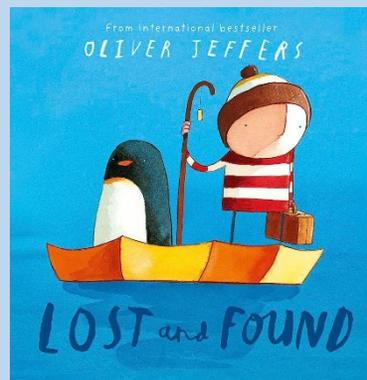
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Year 1

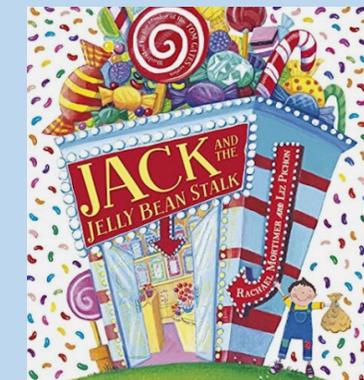
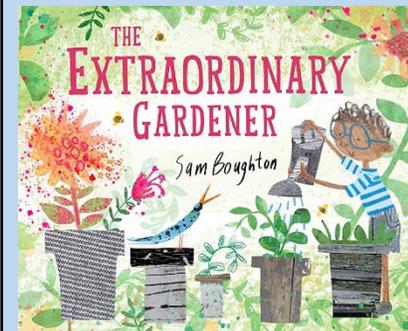
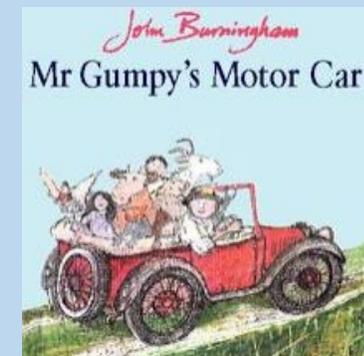
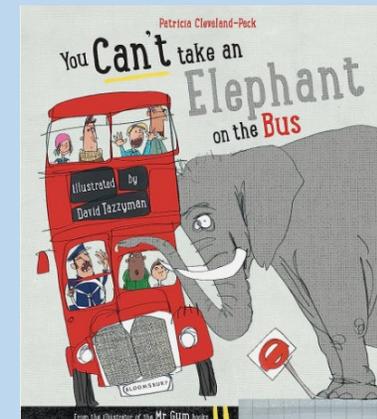
Autumn



Spring



Summer



Year 1 Autumn Term – Seasons and Celebrations

Core Text(s)	Seasons		Celebrations	
	<i>Out and About by Shirley Hughes</i>	<i>Tree: Seasons come and seasons go by Patricia Hegarty</i>	<i>The Best Diwali Ever by Sonali Shah</i>	<i>Jesus' Christmas Party by Nicholas Allan</i>
Literary Form	Poetry	Narrative	Narrative	Narrative
Rough Time Frame	2 Weeks	3 Weeks	3 Weeks	3 Weeks
Scheme/Supporting Resources	CLPE's Power of Reading	CLPE's Power of Reading <i>inspired</i>	CLPE's Power of Reading <i>inspired</i>	CLPE's Power of Reading <i>inspired</i>
Main Writing Outcome (s)	The children will articulate their ideas and generate words to describe pictures from the book. Shared writing.	Children will create simple descriptive sentences describing the change in the tree through the seasons. Begin to describe the different creatures throughout the year.	Children write action sentences to explain what they do to celebrate certain events (Halloween, firework night, Diwali etc.)	Children to create sentences to explain the inn keepers' emotions. Storyboard or retell the story.
National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)	<ul style="list-style-type: none"> • Plural nouns' suffixes; suffixes and prefixes of verbs and adjectives with no change to root word. • Combining words to make sentences; joining words and joining clauses using 'and'. • Sequencing sentences to form short narratives. • Separable words; capital letters, full stops, question marks and demarcating sentences. • Capital letters for names and the personal pronoun 'I'. • Terminology: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark. 			

Year 1 Spring Term – Where in the World?

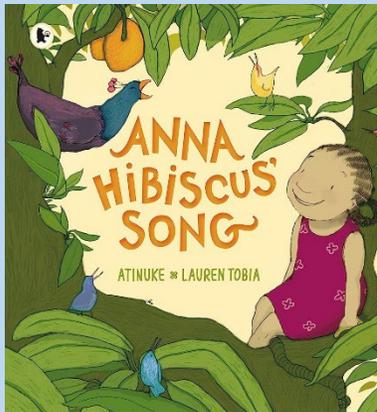
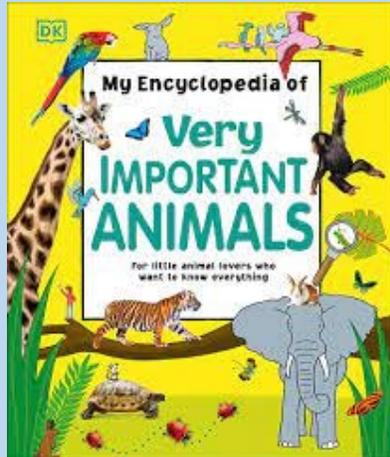
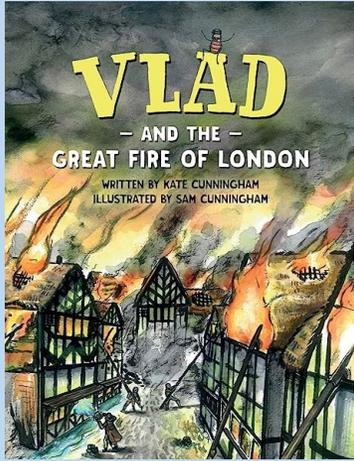
Core Text(s)	Arctic Exploration		Animals	
	<i>Lost and Found</i> by Oliver Jeffers	<i>The Emperor's Egg</i> by Martin Jenkins	<i>What the Ladybird Heard</i> by Julia Donaldson	<i>What the Ladybird Heard at the Seaside</i> by Julia Donaldson
Literary Form	Narrative	Information Text	Narrative	
Rough Time Frame	2 Weeks	2 Weeks	2 Weeks	
Scheme/Supporting Resources	CLPE's Power of Reading <i>Inspired</i>	CLPE's Power of Reading <i>inspired</i>	CLPE's Power of Reading <i>inspired</i>	
Main Writing Outcome (s)	Children write lists for items that the boy and the penguin might pack for their trip. Compose sentences about what the boy might see and feel.	Children create mini fact files about penguins including labelled picture of a penguin.	Children create their own short narrative inspired by the stories above. This could be <i>What the Ladybird Heard at the Park</i> or <i>What the Ladybird Heard at the Zoo</i> .	
National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)	<ul style="list-style-type: none"> • Plural nouns' suffixes; suffixes and prefixes of verbs and adjectives with no change to root word. • Combining words to make sentences; joining words and joining clauses using 'and'. • Sequencing sentences to form short narratives. • Separable words; capital letters, full stops, question marks and demarcating sentences. • Capital letters for names and the personal pronoun 'I'. • Terminology: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark. 			

Year 1 Summer Term – Travelling Through Time

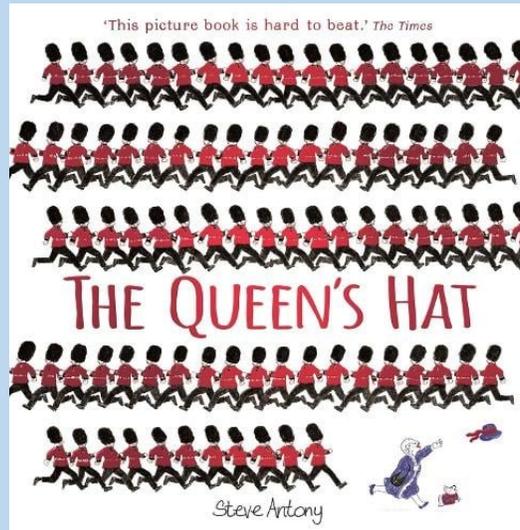
Core Text(s)	Transport		Plants	
	<i>You Can't Take an Elephant on the Bus</i> by Patricia Cleveland-Peck	<i>Mr Gumpy's Motor Car</i> by John Burningham	<i>The Extraordinary Gardener</i> by Sam Boughton	<i>Jack and the Jelly Bean Stalk</i> by Rachael Mortimer
Literary Form	Narrative	Narrative	Narrative	Twisted Traditional Tale
Rough Time Frame	2 Weeks	2 Weeks	2 Weeks	2 Weeks
Scheme/Supporting Resources	CLPE's Power of Reading <i>inspired</i>	CLPE's Power of Reading <i>inspired</i>	CLPE's Power of Reading <i>inspired</i>	CLPE's Power of Reading <i>inspired</i>
Main Writing Outcome (s)	Children create their own silly sentences about animals on different forms of transport (doesn't have to rhyme)	Children create a narrative where something goes wrong with the car i.e. the tyre bursts.	Children create a simple set of instructions for how to grow a flower.	Children retell the story of Jack and the Jelly Bean Stalk.
National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)	<ul style="list-style-type: none"> • Plural nouns' suffixes; suffixes and prefixes of verbs and adjectives with no change to root word. • Combining words to make sentences; joining words and joining clauses using 'and'. • Sequencing sentences to form short narratives. • Separable words; capital letters, full stops, question marks and demarcating sentences. • Capital letters for names and the personal pronoun 'I'. • Terminology: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark. 			

Year 2

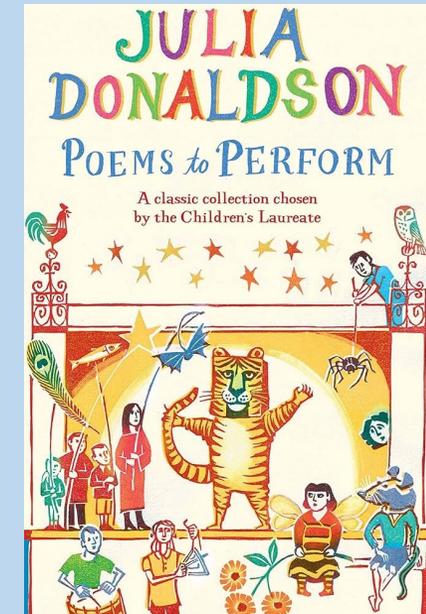
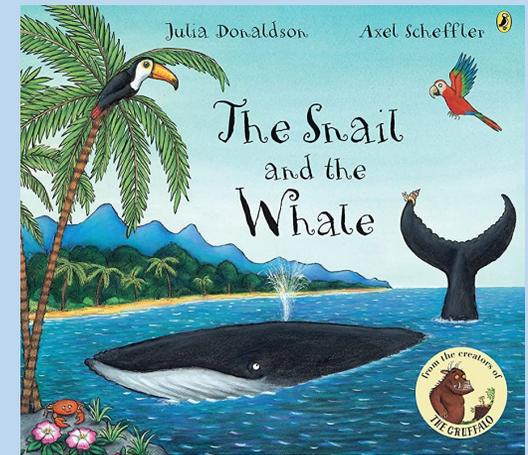
Autumn



Spring



Summer



Year 2 Autumn Term – Going Up in Flames

Core Text(s)	<i>Vlad and the Great Fire of London</i> by Kate Cunningham	<i>My Encyclopaedia of Very Important Animals</i> by DK	<i>Anna Hibiscus' Song</i> by Atinuke
Literary Form	Narrative	Information Text	Narrative
Rough Time Frame	6 Weeks	2 Weeks	4 Weeks
Scheme/Supporting Resources	CLPE's Power of Reading inspired	CLPE's Power of Reading	CLPE's Power of Reading
Main Writing Outcome (s)	Children write across a range of genres including: a description of firefighter, a recount of burning buildings, a set of instructions for Samuel Pepys and a narrative inspired by Vlad	Children explore how information can be gathered from non-fiction texts. They will use the information gathered to create their own animal fact files which, in turn, will be turned into a class Animal Encyclopaedia	Children write across a range of genres including: a character description about family member, a postcard in role as Anna to one of her family members, a poem about what Anna can see and hear in both the city and the rainforest.
National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)	<ul style="list-style-type: none"> • Formation of nouns using suffixes and by compounding; formation of adjectives using suffixes; use of suffixes for comparative and superlative adjectives and to turn adjectives into adverbs. • Subordination and co-ordination; expanded noun phrases for description and specification; how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. • Correct choice and consistent use of past and present tense throughout writing; using progressive form of verbs in present and past tense to mark actions in progress. • Using capital letters, full stops, question marks and exclamation marks to demarcate sentences; using commas to separate items in a list; apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns. • Terminology: noun, noun phrase, statement, question exclamation, command, compound, suffix, adjective, adverb, verb, past and present tense, apostrophe, comma. 		

Year 2 Spring Term – Plants and Palaces

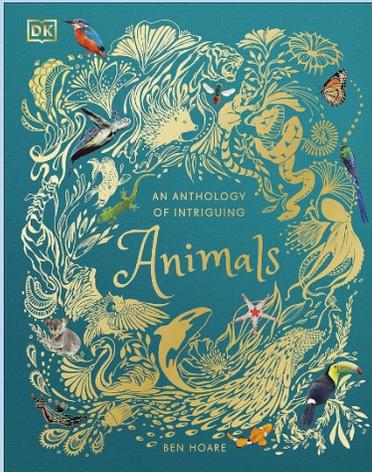
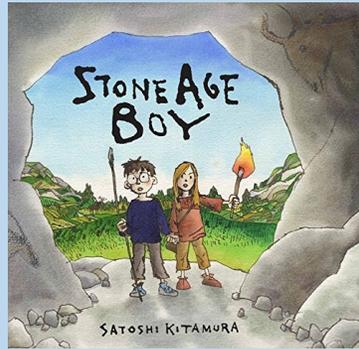
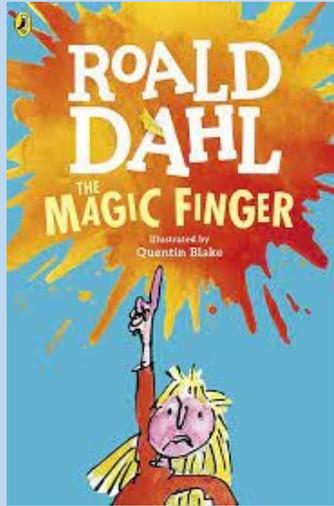
Core Text(s)	<i>The Secret Sky Garden</i> by Linda Sarah	<i>The Queen's Hat</i> by Steve Anthony
Literary Form	Narrative	Narrative
Rough Time Frame	6 Weeks	6 Weeks
Scheme/Supporting Resources	CLPE's Power of Reading	CLPE's Power of Reading <i>inspired</i>
Main Writing Outcome (s)	Children write across a range of genres including: Persuasive writing to convince people not to litter, Strip poems, a character description, a prediction And a setting description of a car park	Children write across a range of genres including: a narrative based on the story, Sentences using the past tense, a description of a London Landmark and a recount of their trip to Windsor Castle
National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)	<ul style="list-style-type: none"> • Formation of nouns using suffixes and by compounding; formation of adjectives using suffixes; use of suffixes for comparative and superlative adjectives and to turn adjectives into adverbs. • Subordination and co-ordination; expanded noun phrases for description and specification; how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. • Correct choice and consistent use of past and present tense throughout writing; using progressive form of verbs in present and past tense to mark actions in progress. • Using capital letters, full stops, question marks and exclamation marks to demarcate sentences; using commas to separate items in a list; apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns. • Terminology: noun, noun phrase, statement, question exclamation, command, compound, suffix, adjective, adverb, verb, past and present tense, apostrophe, comma. 	

Year 2 Summer Term – Beside the Seaside

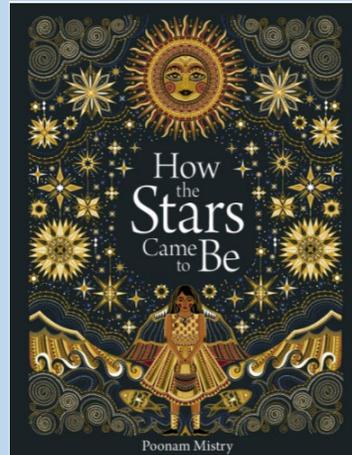
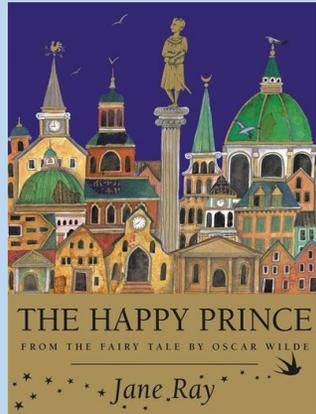
Core Text(s)	<i>The Snail and the Whale</i> by Julia Donaldson	<i>Poems to Perform</i> collated by Julia Donaldson
Literary Form	Narrative	Poetry
Rough Time Frame	6 Weeks	5 Weeks
Scheme/Supporting Resources	CLPE's Power of Reading	CLPE's Power of Reading <i>inspired</i>
Main Writing Outcome (s)	Children write across a range of genres including: a seaside setting, a story sequence, an email, 'If I were a sea Creature' and a non-chronological report about a whale or snail	Children write across a range of genres inspired by the poems in this anthology.
National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)	<ul style="list-style-type: none"> • Formation of nouns using suffixes and by compounding; formation of adjectives using suffixes; use of suffixes for comparative and superlative adjectives and to turn adjectives into adverbs. • Subordination and co-ordination; expanded noun phrases for description and specification; how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. • Correct choice and consistent use of past and present tense throughout writing; using progressive form of verbs in present and past tense to mark actions in progress. • Using capital letters, full stops, question marks and exclamation marks to demarcate sentences; using commas to separate items in a list; apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns. • Terminology: noun, noun phrase, statement, question exclamation, command, compound, suffix, adjective, adverb, verb, past and present tense, apostrophe, comma. 	

Year 3

Autumn



Spring



Summer Is Here

Summer is here
Her eyes are golden, red poppies blossom across her lips
Her hair, honeysuckle trails, rolls over meadows and seeds
Her dress a garden of flaming magenta, saffron and pink

Summer is here
Trees wave their flags of emerald and green
Alliums bow their heads to her jangling store
Flowers dance in gowns of lemon and blue

Summer is here
Pale confetti cascades from the trees
Sweet bursts of cherries beam across branches
Leafy parrots shelter their rhubarb stems

Summer is here
Gardens of strawberries glisten in rows
Butterflies adorn the hedgerows with orange and white
Candy floss clouds swaddle the sun

Summer is here
Dazzling blue skies glitter over hills and streams
Sunsets roar flames copper and bronze
Forests are drenched with a golden haze

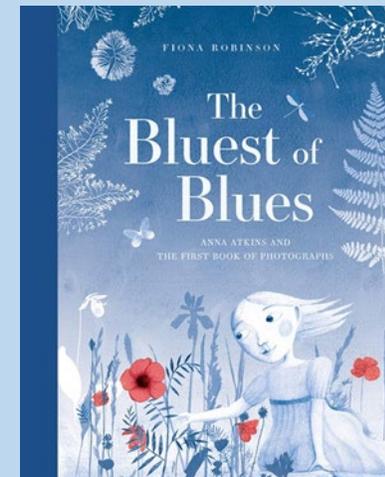
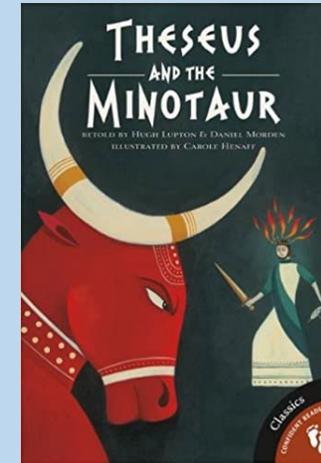
Summer is here
Dragonflies shimmer their stained glass wings
Bees file and frolic from flower to flower
Rock pools pulsate with stories and dreams

Summer is here
Symphonies of birds chorus their dawn song
Echoes of crickets chirp and click
Children splash and shriek and run

Summer is here
Her bouquet of scents soothes - gentle and sweet
A mould of mown hay - caramel warm
Drifts of food cooking with the sizzle of meat

Summer is here
Her face sprinkled with promises of long lazy days
Her voice coaxes the petals to bloom for the sun
Her warmth cloaks the earth in a veil of colour

Summer



Year 3 Autumn Term – The Earth Beneath our Feet

Class Reader: *The Magic Finger* by Roald Dahl

Core Text(s)

Stone Age Boy by Satoshi Kitamura

Skeletons and Muscles inspired by *An Anthology of Intriguing Animals* by Ben Hoare

Literary Form

Picture Book

Non-chronological Report

Rough Time Frame

3 Weeks

3 Weeks

Scheme/Supporting Resources

Jane Considine: The Write Stuff

Jane Considine: The Write Stuff

Main Writing Outcome (s)

Children create a first person narrative inspired by *Stone Age Boy*.

Children to create their own non-chronological report on an intriguing animal (most likely to be a tortoise).

National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)

- Formation of nouns using a range of prefixes; using the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel; creating word families based on common words to show how words are related in form and meaning.
- Expressing time, place and cause using conjunctions, adverbs or prepositions.
- Introduction to paragraphs as a way to group related material; headings and sub-headings to aid presentation; use of the present perfect form of verbs instead of the simple past.
- Introduction to inverted commas to punctuate direct speech.
- Terminology: preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas.

Year 3 Spring Term – Rivers of Time

Class Reader:

Core Text(s)	<i>The Happy Prince</i> retold by Jane Ray	<i>Summer is Here</i>	<i>How the Stars Came to Be</i> by Poonam Mistry
Literary Form	Fairy Tale	Poetry	Origin Story
Rough Time Frame	3 Weeks	3 Weeks	5 Weeks
Scheme/Supporting Resources	Jane Considine: The Write Stuff	Jane Considine: The Write Stuff	CLPE's Power of Reading
Main Writing Outcome (s)	Children create 'The Happy Pharaoh' inspired by the tale and their knowledge of Ancient Egypt.	Children create a poem entitled 'Spring is here'	Children write across a range of genres including: a play script, diary entry and their own original creation story.
National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)	<ul style="list-style-type: none"> • Formation of nouns using a range of prefixes; using the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel; creating word families based on common words to show how words are related in form and meaning. • Expressing time, place and cause using conjunctions, adverbs or prepositions. • Introduction to paragraphs as a way to group related material; headings and sub-headings to aid presentation; use of the present perfect form of verbs instead of the simple past. • Introduction to inverted commas to punctuate direct speech. • Terminology: preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas. 		

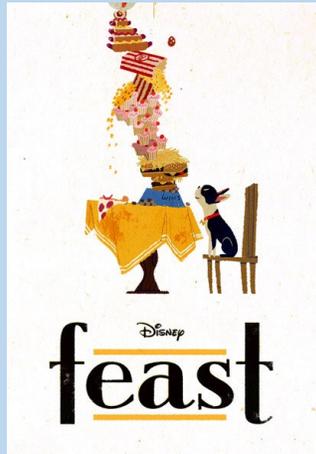
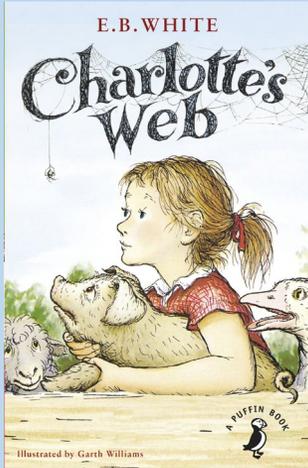
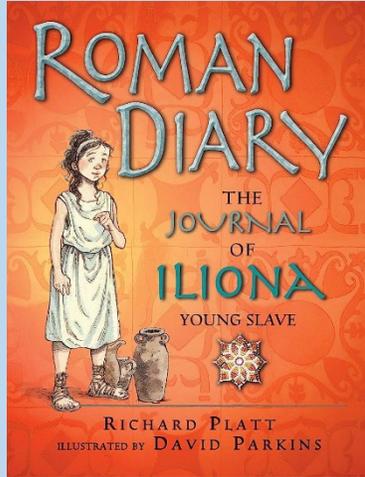
Year 3 Summer Term – It's All Greek to Me

Class Reader:

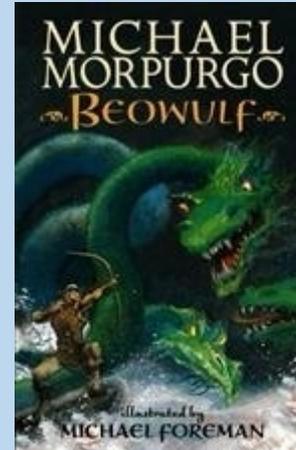
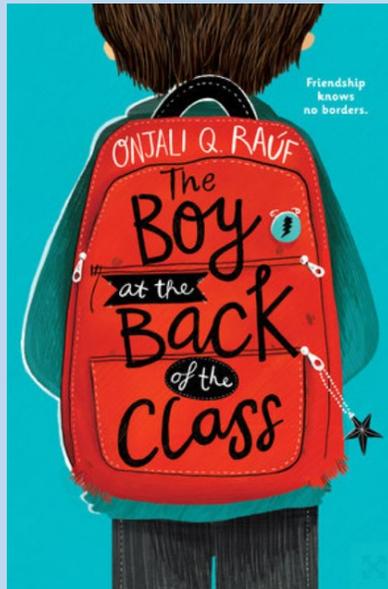
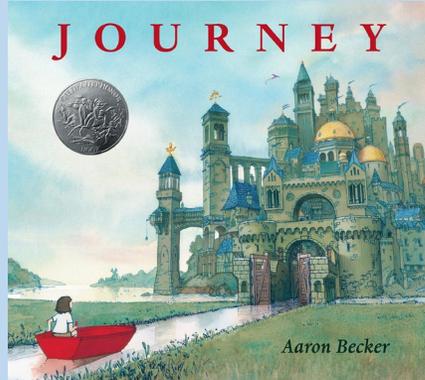
Core Text(s)	<i>Theseus and the Minotaur</i> by Hugh Lupton	<i>The Blue Umbrella</i> by Pixar	<i>The Bluest of Blues</i> by Fiona Robinson
Literary Form	Myth (retelling)	Film	Picture Book Biography
Rough Time Frame	3 Weeks	3 Weeks	6 Weeks
Scheme/Supporting Resources	Jane Considine: The Write Stuff	Jane Considine: The Write Stuff	CLPE's Power of Reading
Main Writing Outcome (s)	Children retell the myth of Perseus and Medusa in their own words.	Children write the story of two hats that are blown together by the wind.	Children write across a range of genres including: Letter, Non-fiction writing, Poetry and Biography.
National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)	<ul style="list-style-type: none"> • Formation of nouns using a range of prefixes; using the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel; creating word families based on common words to show how words are related in form and meaning. • Expressing time, place and cause using conjunctions, adverbs or prepositions. • Introduction to paragraphs as a way to group related material; headings and sub-headings to aid presentation; use of the present perfect form of verbs instead of the simple past. • Introduction to inverted commas to punctuate direct speech. • Terminology: preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas. 		

Year 4

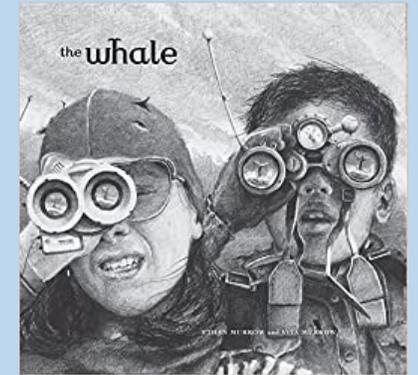
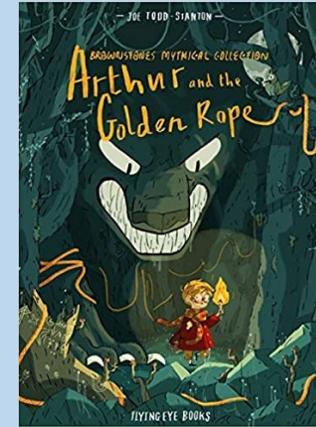
Autumn



Spring



Summer



Sensational Sicily



Whether you're packing a path through ancient ruins or relaxing on a sun-drenched beach, Sicily is the perfect holiday hotspot.

Critically-acclaimed destination.
This strange-shaped island, at the toe of Italy's boot, is a constant brood-ovoid wonder and is considered by some to be the world's favorite island. Here you'll never be bored by the rugged landscapes of a volcano? Well, Sicily is home to Mount Etna - the highest volcano in Europe. dramatic, ever-changing, beautiful.

Heat it up!
Temperatures in the southern part of Italy can heat up to 34°C. Visitors flock to the island for scorching sunshine that is the sweet honey dripping across the sky. Climb onto the Sicilian coast, which is the Italian delight with a warm temperature.

A slice of Italy.
Don't compromise your taste buds; experience it early. Reassure your taste buds, wrapped in our famous oil-drenched basil leaves. Delicately made with three popular Italian cheeses, why not discover our hand-pressed, deep-fried pepperoni pizza? The dream in Sicily is not just your typical meat. Our is the most refreshing, creamy, tempting ice cream that is topped with locally grown peach, apple and chocolate confetti from the Sicilian islands. This is not just a cake to 'heat it up' but also your time and beyond the sensations of Sicily.

Your time to shine.
The island is a unique and diverse destination, cut into the rugged landscapes of Italy. The sea of Sicily glimmers like a blue mosaic in the distance, draped around some of the most beautiful beaches on earth. Be inspired by the landscape and immerse yourself in the vibrant colors of Palermo Cathedral, which is the highlight of Sicily.

Step into Sicily
Sicily is located on the tip of Italy's boot. Step out in your hiking boots and tramp across the wild, ever-changing landscape to see the stunning natural and historic sites. From the beauty of the golden peaks of the Sicily and the Sicily, to the breathtaking views of Sicily, Sicily is not just a little more daring and step beyond the unknown? Get lost and explore the wonderful history of a secret Sicilian region.

Stemmy and lovingly prepared into a warm evening and praise Palermo's promenade taking in the unique night culture.

Get yours L&L. Relax, recharge and recharge.

95% of last year's holidaymakers trusted our recommendations above all other companies.

Year 4: Autumn Term – Feeding the World

Class reader: *Matilda* by Roald Dahl

Core Text(s)	<i>The Journal of Iliona</i> by Richard Platt	<i>Charlotte's Web</i> by E.B. White	<i>Feast</i> from Walt Disney Animation Studios
Literary Form	Historical Diary	Fiction: Novel	Film
Rough Time Frame	3 Weeks	3 Weeks	3 Weeks
Scheme/Supporting Resources	Jane Considine: The Write Stuff	CLPE's Power of Reading	Jane Considine: The Write Stuff
Main Writing Outcome (s)	Children create a historical diary entry in the style of Iliona's using their knowledge of Romans.	Children will write across a range of genres including: Diary entry, Fact files Character descriptions and Narrative descriptions.	Children create a narrative inspired by the short film <i>Feast</i> .
National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)	<ul style="list-style-type: none"> Grammatical difference between plural and possessive '-s'; Standard English forms for verb inflections. Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases; fronted adverbials. Use of paragraphs to organise ideas around a theme; appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. Use of inverted commas and other punctuation to indicate direct speech; apostrophes to mark plural possession; use of commas after fronted adverbials. Terminology: determiner, pronoun, possessive pronoun, adverbial. 		

Year 4: Spring Term - Coming to Britain

Class reader: Can You See Me? By Libby Scott and Rebecca Westcott

Core Text(s)	<i>The Journey</i> by Aaron Becker	<i>Beowulf</i> by Michael Morpurgo	<i>The Boy at the Back of the Class</i> by Onjali Q. Rauf
Literary Form	Picture Book	Traditional Tale	Novel
Rough Time Frame	3 Weeks	2 Weeks	6 Weeks
Scheme/Supporting Resources	Jane Considine: The Write Stuff	CLPE's Power of Reading <i>inspired</i>	CLPE's Power of Reading
Main Writing Outcome (s)	Children create a narrative inspired by the pictures in <i>The Journey</i> by Aaron Becker	Children create their own first person narrative retelling the story of Beowulf.	Children write across a range of genres including: news reports, letters, poetry and cook books.
National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)	<ul style="list-style-type: none"> • Grammatical difference between plural and possessive '-s'; Standard English forms for verb inflections. • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases; fronted adverbials. • Use of paragraphs to organise ideas around a theme; appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. • Use of inverted commas and other punctuation to indicate direct speech; apostrophes to mark plural possession; use of commas after fronted adverbials. • Terminology: determiner, pronoun, possessive pronoun, adverbial. 		

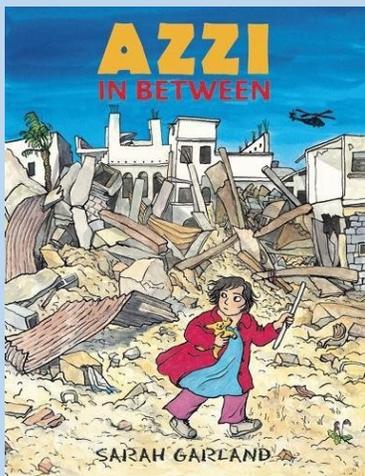
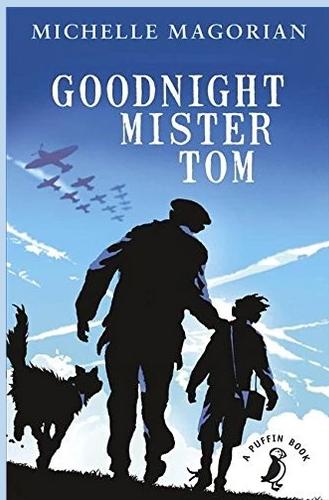
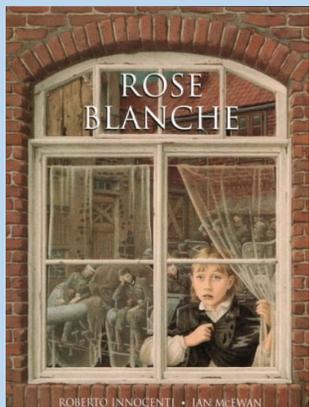
Year 4: Summer Term – Raiders, Traders and Settlers

Class reader: The Girl Who Stole an Elephant by Nizrana Farook

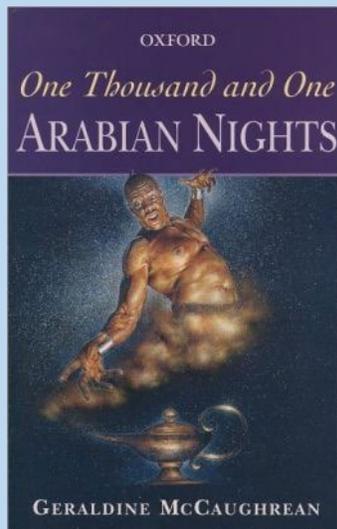
Core Text(s)	<i>Arthur and the Golden Rope</i> by Joe Todd-Stanton	<i>The Whale</i> by Vita Murrow	A Holiday Brochure
Literary Form	Graphic Novel	Picture Book	Persuasive Writing – Holiday Brochure
Rough Time Frame	5 Weeks	3 Weeks	3 Weeks
Scheme/Supporting Resources	CLPE's Power of Reading	Jane Considine: The Write Stuff	Jane Considine: The Write Stuff
Main Writing Outcome (s)	The children will write across a range of genres including: Free Verse Poetry, Narrative Voice: Storytelling, Newspaper Article, Letter Writing, Non-Chronological Report and Comic Book Writing.	Children write Grandma's story about how she discovered the whale.	Children create their own holiday brochure for the UK as a holiday destination.
National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)	<ul style="list-style-type: none"> • Grammatical difference between plural and possessive '-s'; Standard English forms for verb inflections. • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases; fronted adverbials. • Use of paragraphs to organise ideas around a theme; appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. • Use of inverted commas and other punctuation to indicate direct speech; apostrophes to mark plural possession; use of commas after fronted adverbials. • Terminology: determiner, pronoun, possessive pronoun, adverbial. 		

Year 5

Autumn



Spring



Persuasive Pitch

12 000 000

Can you see that number? It reads 12 million. 12 million tonnes that is, of plastic flowing into our oceans every year. 5000 tonnes of plastic litter per mile of UK beach.

You'd be horrified to hear that we feed us bags with rubbish from our own local beaches.

Unsurprisingly, most of this pollution was made up of single-use throwaway items.

Marine life tangled and poisoned by a toxic terror – plastic!

In 2018, Environment Secretary, Michael Gove, announced plans to cut our reliance on single-use plastics, and confusion over household recycling and tackle the problem of packaging by making plastics pay.

We face our greatest battle yet.

If it's in our homes and our local businesses today, then tomorrow it's littering into streams and clogging our beaches. The problem is pretty huge, I agree unsurmountable, encompassing, mammoth.

We realise that plastic is critical for modern life. It helps us to transport food more efficiently and to preserve food for longer.

However, the vast majority of the plastic items we uncovered on our beach were single-use. Hundreds of thoughtless behaviours. A barrage of small thoughtless actions.

We can dampen this flood with any thoughtful deeds that will have an immense impact on our local village and on our beaches.

We are _____ Primary School. We aim to make thought-creating, habit-forming, beach preserving, environmental change.

From consumers to convenience stores, we want to create ripples of action.

Imagine a blanket of sandy beach embellished with rock pools pulsing with life.

Imagine an army of rethinking residents who consume carefully and recycle relentlessly.

Imagine a massive decrease in the mountains of rubbish collected on beaches.

We have a choice. We can preserve or devastate. Why wait until 2022 isn't it better to make a start now?

Each and every piece of single-use plastic is still with us today, either in landfill or suffocating our seas. We have to end our single-use plastic habits. Recreate, reinvigorate, recycle. Let our community be a plastic free trailblazer.

We want your help to make our community a Plastic Free Community. To eradicate single-use plastics from our shops, our schools and our surroundings.

To educate adults and children to become rethinking revolutionaries, wiping single-use plastic out of our homes and lives.

We may not have the right to vote in local elections, or discuss how our council taxes are spent. But we have the power of our determination. This is our community and we want to reinvent it in a better state than it is today.

Join us, we can create a plastic free community. Let's wipe out single-use plastic.

You are the captain.

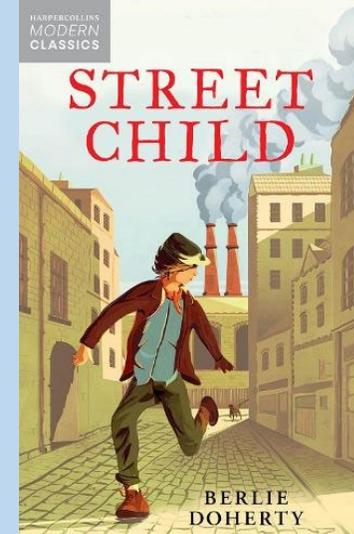
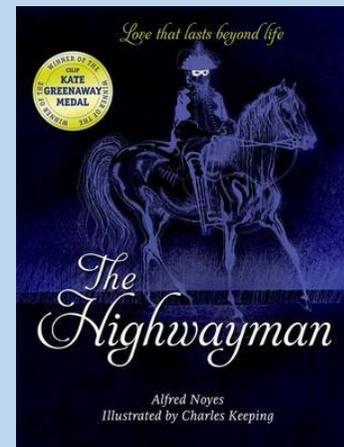
We are the ship.

Together we can make the journey.

Power to the people!



Summer



'Are playtimes essential to children's wellbeing?'

Since the introduction of school, pupil entitlement to playtime is an issue that has concerned many commentators because it involves a range of time and personnel of all kinds, which often takes more time for teachers to prepare. The subject has ignited furious newspapers, divided communities and caused conflict among professionals, social workers, child development officers and paediatricians included. Despite being a contentious issue, it is still that a 300-degree viewpoint is taken as we can fully understand of what is the important debate. The vast majority of head teachers, unless you go to a fee-paying school, are, as a consequence, worried that youngsters are not getting enough physical activity or time to be social. Head teacher of Southfield Junior School, Nottingham, stated: "Children need their own time to play and to be off school. You can't expect them to concentrate on their work without regular breaks." Other, children who are denied outdoor playtimes struggle to focus, at all, on their schoolwork.

In stark contrast, some head teachers argue that playtime is detaching children's learning and causing social and friendship problems that spill over into the classroom. Researchers found that 70-90% of primary children had had at least one angry or violent episode. Allowing pupils to play indoors would make them feel safer, happier and more able to engage in their learning.

To play or not to play is an issue that has divided opinion in local communities, especially among parents. Cheryl Basson, a long-standing member of an inner city PTA, says, "As a loving and conscientious parent, I am very alarmed by the fact that playtimes are being taken away from children." A recent Department for Education report states that some children are getting as little as 10 minutes of outdoor activity per day, which doesn't even equate to 10% of the recommended daily amount. When we are going to cut on the green side to our children's health? On the other hand, some parents argue that children should be prepared for the real world of work, as early as possible. Neil Garske, who heads his own well-known firm of landscaping, said: "Can you imagine if the world of business suggested they lay down a day? It's nonsense. Playtimes make children over-confident and arrogant."

It has been argued by some teachers that children take long time to settle back down to learning after playtimes, meaning slower progress in some subjects. In addition, playtimes can increase staff workload through regular teacher/pupil meetings that add extra paperwork, arguments, relative between pupils that require teacher intervention and changing to interventions. Other pupils, who report the absence of the school, say it is essential that we listen to their parents' opinions. A recent survey of 2017 Year 5 pupils showed the overwhelming majority (92%) to be in favour of playtimes. Children looked to be indifferent to their wellbeing, but to be able to understand and exercise, have fun with friends, breathe some fresh air and simply downtime from writing/learning.

In stark contrast, several pupils and playtimes were stressful and unsettling – having been isolated and unable to feel heard for their ideas. Business magazine Stone Island, on the subject of technology spent hours, said: "Playing table and work don't get the whole of me today. It should be grateful to the primary school teachers who let me play indoors and mess around on the computers. It's where I developed my ideas and work ethic." Indeed, it could be argued that Britain has almost got over before play. It's the fighting spirit that see us through The Great Depression of the 1930s, has never work and a number of positive innovations.

The question that remains in the time of massive efforts, it should be clear that playtimes are an essential element. The debate is a combination of opinion that is likely to continue concerning the children of our country as a whole. In children's welfare, it is essential that we make plans for the future generations, as we know that the health of future generations. As we continue into an increasingly digital age, the debate around children's right to some simple daily fun or a busy to continue to play out.

Year 5: Autumn Term – The World at War

Class reader: *Goodnight Mr Tom* by Michelle Magorian

Core Text(s)	<i>Rose Blanche</i> by Christophe Gallaz and Roberto Innocenti	<i>Goodnight Mr Tom</i> by Michelle Magorian	<i>Azzi in Between</i> by Sarah Garland
Literary Form	Picture Book	Fiction: Novel	Non-Fiction Speech
Rough Time Frame	3 Weeks	5 Weeks	3 Weeks
Scheme/Supporting Resources	Jane Considine: The Write Stuff CLPE's Power of Reading	CLPE's Power of Reading	Jane Considine: The Write Stuff
Main Writing Outcome (s)	Children write a retelling of the story (could be in first person)	Children write across a range of genres including: diary writing, newspaper writing, poetry and explanation	Children write a speech supporting refugees
National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)	<ul style="list-style-type: none"> • Converting nouns of adjectives into verbs using suffixes; verb prefixes. • Relative clauses; indicating degrees of possibility using adverbs or modal verbs. • Devices to build cohesion within a paragraph using adverbials of time, place and number or tense choices. • Brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity. • Terminology: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity. 		

Year 5: Spring Term – The Islamic Empire

Class reader:

Core Text(s)	<i>One Thousand and One Arabian Nights</i> by Geraldine McCaughrean	<i>Plastic Pollution</i>	<i>One Small Step</i> by Taiko Studios
Literary Form	Short Stories/traditional tales	Persuasive Speech	Film
Rough Time Frame	2 Weeks	3 Weeks	3 Weeks
Scheme/Supporting Resources	CLPE's Power of Reading	Jane Considine: The Write Stuff	Jane Considine: The Write Stuff
Main Writing Outcome (s)	Children write some smaller pieces (lists, letters) before writing a longer narrative to be shared orally.	Children write a letter to Miss Gates/Governors/School Council about ways to reduce litter/plastic/paper in the school.	Children create their own narrative inspired by the short film – One Small Step.
National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)	<ul style="list-style-type: none"> • Converting nouns of adjectives into verbs using suffixes; verb prefixes. • Relative clauses; indicating degrees of possibility using adverbs or modal verbs. • Devices to build cohesion within a paragraph using adverbials of time, place and number or tense choices. • Brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity. • Terminology: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity. 		

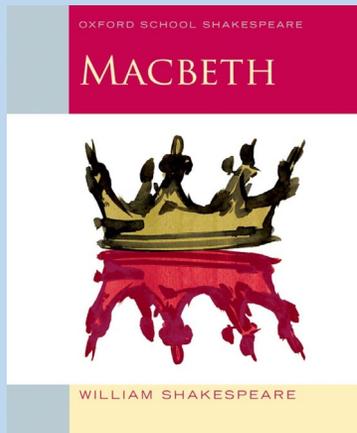
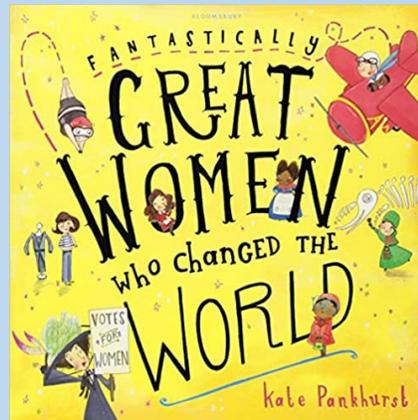
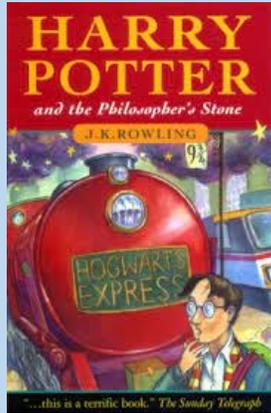
Year 5: Spring Term – Highways and Byways

Class reader:

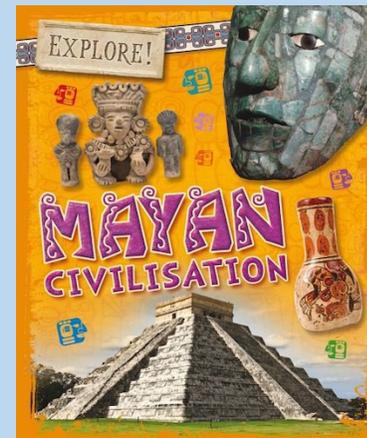
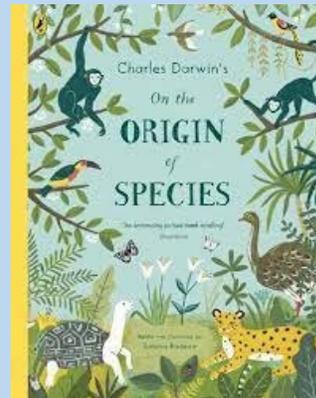
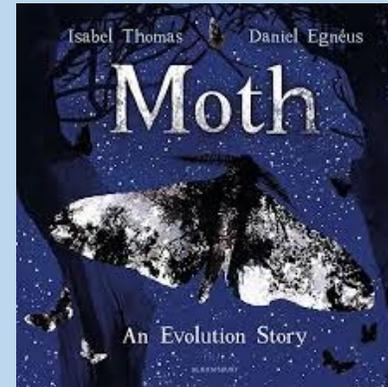
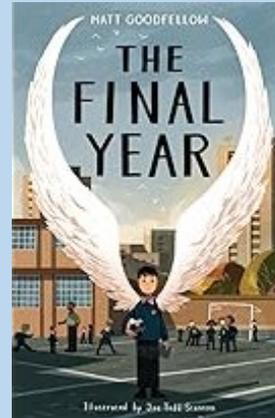
Core Text(s)	<i>The Highwayman</i> by Alfred Noyes	<i>Are Playtimes Essential to Children’s Wellbeing?</i>	<i>Street Child</i> by Berlie Doherty
Literary Form	Narrative Poem	Balanced Argument	Fiction
Rough Time Frame	3 Weeks	3 Weeks	5 Weeks
Scheme/Supporting Resources	Jane Considine: The Write Stuff	Jane Considine: The Write Stuff	CLPE’s Power of Reading
Main Writing Outcome (s)	Children create their own version of a narrative poem about a highwayman.	Children create their own balanced argument about screen use (could be adapted to fit another topic)	Children write across a range of genres including: biography, poetry and recounts.
National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)	<ul style="list-style-type: none"> • Converting nouns of adjectives into verbs using suffixes; verb prefixes. • Relative clauses; indicating degrees of possibility using adverbs or modal verbs. • Devices to build cohesion within a paragraph using adverbials of time, place and number or tense choices. • Brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity. • Terminology: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity. 		

Year 6

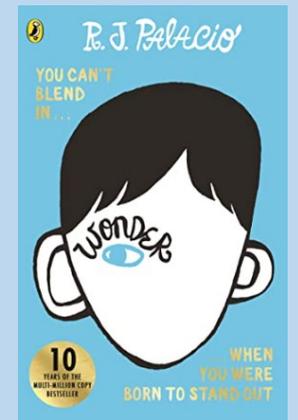
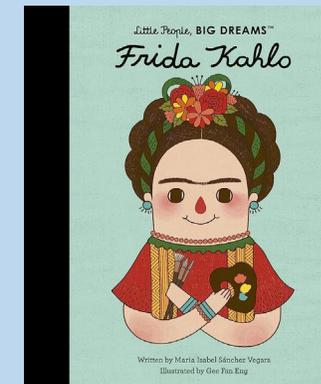
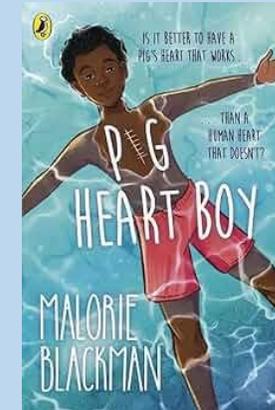
Autumn



Spring



Summer



Year 6: Autumn Term – Magic and Monarchy

Class reader: *Harry Potter and the Philosopher's Stone* by J.K. Rowling

Core Text(s)	<i>Harry Potter and the Philosopher's Stone</i> by J.K. Rowling	<i>Fantastically Great Women who Changed the World</i> by Kate Pankhurst	<i>Macbeth</i> by William Shakespeare
Literary Form	Fiction: Novel	Biographical Text	Play
Rough Time Frame	6 Weeks	2 Weeks	4 Weeks
Scheme/Supporting Resources	CLPE's Power of Reading <i>inspired</i>	Jane Considine: The Write Stuff	CLPE's Power of Reading
Main Writing Outcome (s)	Children write across a range of genres and for a range of purposes. Including: letters, character descriptions, setting descriptions and parts of a narrative.	Children create a biographical text about a famous person of colour.	Children write across a range of genres and for a range of purposes. Including: letters, diary entries and monologues using language inspired by the text.
National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)	<ul style="list-style-type: none"> • Understanding the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing; and how words are related by meaning as synonyms and antonyms. • Using the passive to affect the presentation of information in a sentence; the difference between structures typical of informal speech and structures appropriate for formal speech and writing, or the use of subjunctive forms. • Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections, the use of adverbials, and ellipses; using layout devices. • Using the semi-colon, colon and dash to mark the boundary between independent clauses; using the colon to introduce a list and semi-colons within lists; punctuation of bullet points to list information; understanding how hyphens can be used to avoid ambiguity. • Terminology: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points. 		

Year 6: Spring Term – The New World

Class reader: *The Final Year* by Matt Goodfellow

Core Text(s)	<i>Moth: An Evolution Story</i> by Isabel Thomas	<i>On the Origin of Species</i> by Sabina Radeva	<i>A Range of Mayan information books</i> by various authors
Literary Form	Narrative Poem	Non-chronological Report	Information Pages/Non-chronological Reports
Rough Time Frame	4 Weeks	4 Weeks	4 Weeks
Scheme/Supporting Resources	Jane Considine's The Write Stuff	Jane Considine's The Write Stuff	Existing Planning
Main Writing Outcome (s)	Children compose their own narrative poem about the Galapagos Finches.	Most: Children create a non-chronological report about the dodo. HA: Children create a non-chronological report about human-induced extinction.	Children create a range of non-fiction texts and creative pages collating and sharing their knowledge of the Mayan civilization.
National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)	<ul style="list-style-type: none"> • Understanding the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing; and how words are related by meaning as synonyms and antonyms. • Using the passive to affect the presentation of information in a sentence; the difference between structures typical of informal speech and structures appropriate for formal speech and writing, or the use of subjunctive forms. • Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections, the use of adverbials, and ellipses; using layout devices. • Using the semi-colon, colon and dash to mark the boundary between independent clauses; using the colon to introduce a list and semi-colons within lists; punctuation of bullet points to list information; understanding how hyphens can be used to avoid ambiguity. • Terminology: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points. 		

Year 6: Summer Term – Monumental Cities

Class readers: *Pig Heart Boy* by Malorie Blackman and *Wonder* by R. J. Palacio

Summer Term Writing Opportunities

- Children create non-chronological reports about events in London's past for example The Great Plague.
 - Pupils compose 'pong' poems inspired by The Great Stink.
- Children create biographies using past tense verbs about Frida Kahlo including knowledge gained from our art unit.
- Children write up an investigation into how different forms of exercise affect our heart rate as part of our science unit.
- Children create pieces of writing inspired by the heart and circulation including the diary of a white blood cell and a job application for different components of blood.

National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)

- Understanding the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing; and how words are related by meaning as synonyms and antonyms.
- Using the passive to affect the presentation of information in a sentence; the difference between structures typical of informal speech and structures appropriate for formal speech and writing, or the use of subjunctive forms.
- Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections, the use of adverbials, and ellipses; using layout devices.
- Using the semi-colon, colon and dash to mark the boundary between independent clauses; using the colon to introduce a list and semi-colons within lists; punctuation of bullet points to list information; understanding how hyphens can be used to avoid ambiguity.
- Terminology: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.