

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2												
	<b>Blitz and Pieces</b>		<b>Frozen Kingdoms</b>		<b>Journey Back to Freedom</b>													
<b>Reading Key Texts</b>	<p>The British (diverse)</p> <p>No breathing in class</p> <p>The Turkey (diverse)</p> <p>Various WW1 poems</p> <p>The lion, the witch and the wardrobe</p> <p>Letters from the lighthouse</p> <p>Kensuke’s Kingdom</p> <p>Spy School</p> <p>Ghost</p> <p>When we were warriors</p> <p>Kind of Spark (Inclusive)</p> <p>Heroes (Non-Fiction)</p>		<p>The Wolf Wilder</p> <p>Tragedy at sea, the sinking of the Titanic</p> <p>Floodland</p> <p>Survivors</p> <p>Frozen planet II</p> <p>Wolf Brother</p> <p>The last bear</p> <p>SATs Prep</p> <p>Pig Heart Boy (Diversity)</p> <p>Origin of Species (Non-Fiction)</p>		<p>Pendle Witches</p> <p>Children of the kingdom of Benin</p> <p>Charge of the light Brigade</p> <p>Blackberry Blue ( Fairy Tales)</p> <p>Highwayman</p> <p>Journey to Jo’burg</p> <p>Bubble Boy (Inclusive)</p> <p>Rescue (Non-Fiction)</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr><td>Poetry</td><td style="background-color: #008000;"></td></tr> <tr><td>Love of reading</td><td style="background-color: #ff0000;"></td></tr> <tr><td>Non-Fiction</td><td style="background-color: #6600ff;"></td></tr> <tr><td>Classic</td><td style="background-color: #00bfff;"></td></tr> <tr><td>Diversity</td><td style="background-color: #ffcc00;"></td></tr> <tr><td>Inclusive</td><td style="background-color: #ff00ff;"></td></tr> </table>		Poetry		Love of reading		Non-Fiction		Classic		Diversity		Inclusive	
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<b>Reading Intent</b>	<p>Through the year there will be opportunities to listen to and discuss a wide range of contemporary and classic poetry, stories, non-fiction beyond a level beyond what they can read independently. Children will be encouraged to take turns and to listen to what others are saying as well as expressing their own thoughts and opinions.</p> <p>Children will be exposed to a range of texts including:</p> <ul style="list-style-type: none"> <li>• A wide range of fiction including modern and classic</li> <li>• A wide range of poetry including performance</li> <li>• Playscripts</li> <li>• Non-fiction and reference books</li> <li>• Stories from other cultures and tradition</li> </ul>																	

<b>Guided Reading</b>	<p>Kensuke's Kingdom</p> <p>Spy School</p> <p>Rose Blanche (Picture book)</p> <p>When we were warriors</p> <ul style="list-style-type: none"> <li>• Can recommend authors, sets of books and genres to others based on their own reading experience and preferences, giving reasons for their choices.</li> <li>• Knows that adventure stories are likely to have an 'overcoming adversity' theme, with a structure of repeated 'problems' to solve. Knows that adventure stories often contain an 'unlikely hero'</li> <li>• Can summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.</li> <li>• Can accurately identify the genre of the book they are reading, with one or two reasons as evidence.</li> <li>• Know all of the language, structural and presentational features in a variety of non-fiction texts (e.g. columns, titles, headings, bullet points, tables, diagrams, captions)</li> <li>• can predict what a story might be about based on the front cover</li> <li>• make sensible predictions and justify these with evidence from the text</li> </ul>	<p>Floodland</p> <p>Survivors</p> <p>The last bear</p> <p>Frozen planet II</p> <p>SATs Prep</p> <ul style="list-style-type: none"> <li>• explore finer meanings of words; show, discuss and explore their understanding of the meaning of vocabulary in context</li> <li>• ask relevant and specific questions to improve their understanding.</li> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• predicting what might happen from details stated and implied</li> <li>• distinguish between statements of fact and opinion</li> <li>• retrieve, record and present information from non-fiction</li> </ul>	<p>SATs prep</p> <p>Charge of the light Brigade</p> <p>Blackberry Blue ( Fairy Tales)</p> <p>Journey to Jo'burg</p> <ul style="list-style-type: none"> <li>• learning a wider range of poetry by heart</li> <li>• preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• predicting what might happen from details stated and implied</li> <li>• explain and discuss their understanding of what they have read, including through formal presentations and debates,</li> <li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul>
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>• Listen and respond appropriately to adults and their peers</li> <li>• Use relevant strategies to build their vocabulary</li> <li>• Gain, maintain and monitor the interest of the listeners</li> <li>• Speak audibly and fluently with an increasing command of Standard English</li> <li>• Select and use appropriate registers for effective communication</li> </ul>		

	<ul style="list-style-type: none"> <li>Listen and respond appropriately to adults and their peers</li> <li>Use relevant strategies to build their vocabulary</li> <li>Ask relevant questions to extend their understanding and build vocabulary and knowledge</li> <li>Participate in discussions, presentations, performances, role play, improvisations &amp; debates</li> <li>Speak audibly and fluently with an increasing command of Standard English</li> <li>Gain, maintain and monitor the interest of the listener(s)</li> </ul>	<ul style="list-style-type: none"> <li>Articulate and justify answers, arguments &amp; opinions</li> <li>Give well-structured descriptions, explanations and narrative for different purposes, including for expressing feelings</li> <li>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>Consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>Participate in discussions, presentations, performances, role play, improvising and debates</li> <li>Select and use appropriate registers for effective communication</li> </ul>	<ul style="list-style-type: none"> <li>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>Speak audibly and fluently with an increasing command of Standard English</li> <li>Gain, maintain and monitor the interest of the listener(s) <ul style="list-style-type: none"> <li>Select and use appropriate registers for effective communication</li> </ul> </li> <li>Consider and evaluate different viewpoints, attending to and building on the contributions of others</li> </ul>
Spelling Book - Cycle B	We follow the RWI scheme to teach spellings throughout years 3 -4 supplemented by RWI on line. Those children who struggled to pass the phonics check in KS1 may receive additional precision teaching and the Fresh Start RWI – KS2 Program		

Year 5	<b>Book 6</b> <ul style="list-style-type: none"> <li>Silent B</li> <li>ough</li> <li>ible</li> <li>Homophones</li> </ul>	<b>Book 6</b> <ul style="list-style-type: none"> <li>Words ending in able</li> <li>Tricky words</li> <li>Silent t</li> </ul>	<b>Book 6</b> <ul style="list-style-type: none"> <li>Prefix ending in ibly, ably</li> <li>Homophones</li> <li>Ent</li> <li>Tricky Words</li> </ul>	<b>Book 6</b> <ul style="list-style-type: none"> <li>ence</li> <li>Tricky words</li> <li>ee sound spelt ei</li> </ul>	<b>Book 6</b> <ul style="list-style-type: none"> <li>Pr Homophones</li> <li>Words ending ant, ance, ancy</li> <li>Tricky words</li> <li>Shus spelt cious</li> </ul>	<b>Book 6</b> <ul style="list-style-type: none"> <li>Prefix Tricky words</li> <li>Shus spelt tious</li> <li>Shul spelt tial, cial</li> <li>Tricky words</li> </ul>
Grammar	Term 1		Term 2		Term 3	
	<b>Ready to write</b> Using relative clauses within writing Using modal verbs within	<b>Synonyms and antonyms</b> Investigating how words are related by meaning <b>Word Classes</b>	<b>Punctuation 1</b> Using a colon to introduce a list Use of semi-colons within lists	<b>Punctuation 2</b> Use of semi colons to mark boundaries between independent clauses Use of colons to mark boundaries between	<b>Cohesion</b> Linking ideas across paragraphs using a wider range of devices including:	<b>Further consolidation</b>

	<p>writing</p> <p>Using adverbs to indicate possibility</p> <p>Using brackets, commas, dashes for parenthesis</p> <p>Expanded noun phrases to convey complicated information concisely</p> <p>Using the perfect form of verbs</p> <p>Using commas to clarify meaning and avoid ambiguity</p>	<p>Identifying the subject and the object within sentences</p> <p><b>Subjunctive form</b></p> <p>Recognising vocabulary and structures appropriate for informal and informal speech and writing</p>	<p>Using bullet points consistently</p> <p><b>Active and Passive</b></p> <p>Using passive verbs to affect the presentation of information in a sentence</p> <p><b>Formal / Informal</b></p> <p>Recognising the appropriate grammatical and vocabulary choices when writing formally and informally including the subjunctive</p>	<p>independent clauses</p> <p>Use of a dash to mark boundaries between independent clauses</p> <p><b>Hyphens</b></p> <p>Using hyphens to avoid ambiguity</p>	<p>Repetition of a word/words or phrase</p> <p>Adverbials and ellipsis</p> <p>Layout devices headings, subheadings, columns, bullets, tables</p> <p><b>Consolidation</b></p> <p>Ready for assessment in GPS SAT and TA for writing</p> <p><b>Vocab</b></p> <p><b>Ellipses</b></p>	
	<p>Vocab</p> <p>Synonym</p> <p>Antonym</p> <p>Subject</p> <p>Object</p>		<p>Vocab</p> <p>Colon</p> <p>Semi-colon</p> <p>Active passive</p> <p>Hyphen</p> <p>dash</p>		<p>Vocab</p> <p>Ellipses</p> <p>Adverbial</p>	
<p>Whilst this gives an overview of when specific concepts will be taught during lessons there is an expectation that teachers will explore the appropriate knowledge and skills within classes during English and other text related opportunities. Grammar is an integral part of how we approach reading, writing and talk at Brans Green. We will not restrict its use or exploration.</p>						
<p><b>Writing</b></p>	<p><b>Selected War Poetry</b></p> <p><b>List Poem</b></p> <ul style="list-style-type: none"> <li>Assess effectiveness of own / others writing</li> <li>Selecting appropriate form</li> <li>Perform own compositions</li> </ul> <p><b>Lion, Witch and wardrobe</b></p> <p><b>Travel Guides</b></p>	<p><b>Letters from the lighthouse</b></p> <p><b>Newspaper</b></p> <ul style="list-style-type: none"> <li>use passive voice</li> <li>Identify the audience and purpose before writing, and adapt accordingly</li> <li>Use grammatical connections and adverbials for cohesion</li> </ul> <p><b>Letters from the lighthouse and a range</b></p>	<p><b>Tragedy at sea, the sinking of the Titanic</b></p> <p><b>Explanation</b></p> <ul style="list-style-type: none"> <li>Use advanced organisational and presentational devices</li> <li>Use commas to clarify meaning or avoid ambiguity</li> <li>Use adverbials of time, place and number for cohesion</li> </ul> <p><b>The Wolf Wilder</b></p>	<p><b>Wolf Brother</b></p> <p><b>Recount</b></p> <ul style="list-style-type: none"> <li>-Develop setting, atmosphere and character, including through dialogue</li> <li>-Use expanded noun phrases to convey complicated information concisely</li> <li>-Use semi-colons, colons and dashes between independent clauses</li> </ul> <p><b>Wolf Brother</b></p>	<p>Writing opportunities TBC</p> <p><b>Macbeth</b></p> <p><b>Rhyming poem</b></p> <p><b>The Highwayman</b></p> <p><b>Debate</b></p> <p><b>Macbeth</b></p> <p><b>Narrative</b></p> <p><b>Macbeth</b></p> <p><b>PlayScript</b></p> <p><b>Macbeth</b></p>	<p><b>The children of Benin</b></p> <p><b>Recount</b></p> <p><b>Narrative</b></p>

	<ul style="list-style-type: none"> <li>Use brackets, dashes and commas to indicate parenthesis</li> <li>In non-fiction, I can use simple devices to structure my writing; headings, sub-headings, bullet points.</li> <li>Use hyphens to avoid ambiguity</li> </ul> <p><b>Lion, Witch and Wardrobe</b></p> <p><b>Balanced Argument</b></p> <ul style="list-style-type: none"> <li>Using cohesive devices including across paragraphs</li> <li>Appropriate grammar and vocabulary</li> <li>Editing and changing writing to enhance effect and clarify meaning</li> </ul>	<p><b>of Horror stories</b></p> <p><b>Short horror story</b></p> <ul style="list-style-type: none"> <li>can write effectively for a range of purposes and audiences, selecting appropriate language.</li> <li>In fictional writing, I can describe settings, characters and atmosphere</li> <li>spell most Y5/Y6 spelling words correctly and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.</li> </ul>	<p><b>Diary</b></p> <ul style="list-style-type: none"> <li>Identify the audience and purpose before writing, and adapt accordingly</li> <li>Use the correct tense consistently throughout a piece of writing</li> <li>Use modal verbs or adverbs to indicate degrees of possibility</li> </ul> <p><b>The Wolf Wilder</b></p> <p><b>Instructions</b></p> <ul style="list-style-type: none"> <li>Use a colon to introduce a list</li> <li>Punctuate bullet points consistently</li> <li>Use adverbials of time, place and number for cohesion</li> </ul>	<p><b>Information text on wolves</b></p> <p><b>Wolf Brother and various poems</b></p> <p><b>Rhyming poems</b></p> <ul style="list-style-type: none"> <li>-Use a thesaurus</li> <li>-Recognise vocabulary and structures that are appropriate for formal use</li> <li>-Recognise and use spellings for homophones and other often-confused words</li> </ul>	<p><b>Diary</b></p>	
<p><b>Handwriting</b></p>	<ul style="list-style-type: none"> <li>Practice letter joins linked to spelling patterns</li> <li>Expectation is for writing in pen</li> <li>Ensuring all children are able to evidence joined handwriting and able to write at speed</li> <li>Children making stylistic choices when it comes to letter and word formation</li> </ul>					

<p><b>Terminology we want the children to know by the end of year 6</b></p>	<ul style="list-style-type: none"> <li>Recap of non-negotiables 8KS1, Finger spaces, capital letters, full stops, question marks, exclamation marks, commas in a list.</li> <li>noun, noun phrase, • statement, exclamation, command • compound, suffix • adjective, adverb, verb • tense (past, present</li> <li>Recap L-KS2 • preposition, conjunction • word family, prefix • clause, subordinate clause • direct speech, inverted commas, speech marks • consonant, vowel • determiner • pronoun, possessive pronoun adverbial</li> <li>modal verb, relative pronoun • relative clause • parenthesis, bracket, dash, cohesion, ambiguity</li> <li>subject, object • active, passive • synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points</li> </ul>
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	<ul style="list-style-type: none"> <li>modal verb, relative pronoun • relative clause • parenthesis, bracket, dash cohesion, ambiguity</li> <li>subject, object • active, passive • synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet point</li> </ul>					
<b>Enrichment Opportunities</b>	Assembly to parents sharing their writing from Lion, the witch and the wardrobe	Trip to air-raid shelter to support WW2 writing	VR Headset experience set in the Arctic to support Wolf Wilder descriptive writing.	Poetry share with buddy class	Class debate and invite families in as an audience	