

# Reading

## The Bramble Academy

Strategy	Organisation	Key Features	Planning/Recording	Further information
Close Reading	Whole class with one text or individual texts	<ul style="list-style-type: none"> <li>Accessing challenging texts</li> <li>Layered reading approach – reading and re reading focus on different elements</li> <li>Text annotations for response</li> <li>Toggling between different question types</li> </ul>	All work recorded in the reading comprehension books	Doug Lemov  Reading reconsidered
Guided Reading KS1	Groups reading  Banded Books/RWI books	<ul style="list-style-type: none"> <li>Accessing instructional texts</li> <li>Initial focus on decoding skills – moving increasingly towards comprehension</li> </ul>	Group Guided Reading record sheets	<a href="https://global.oup.com/education/content/primary/key-issues/guided-reading/?region=uk">https://global.oup.com/education/content/primary/key-issues/guided-reading/?region=uk</a>
Guided Reading KS2	Reciprocal Group reading  Banded books/Longer books and extracts	<ul style="list-style-type: none"> <li>Accessing instructional texts</li> <li>Focus on developing comprehension skills</li> <li>Four key roles – prediction, clarification, questioning, summarising</li> </ul>	Group Guided Reading record sheets	Reading rockets. Org
Home Reading	Individual take home books	<ul style="list-style-type: none"> <li>Accessing easy texts</li> <li>Focus on developing fluency and confidence</li> <li>Take home books should be the band below instructional</li> </ul>	Reading record books for all year groups to encourage dialogue between home and school	
Classical Texts mapped alongside the	Classical texts library to be utilised as the class book	<ul style="list-style-type: none"> <li>Accessing challenging texts</li> <li>Developing vocabulary and the oracy of pupils</li> </ul>	Mapped into the SOW, and full immersions spaces created in the classroom.  (Odyssey Academy Trust)	Towards Dialogic teaching – Robin Alexander  Ted talks: The 9 public speaking secrets of the world's top minds

foundation curriculum				Do story: How to tell your story so the world listens – Babette Buster  Neil Mercers exploratory talk
Reading display in the classroom		<ul style="list-style-type: none"> <li>• Celebration of work</li> <li>• Class reading books and facts</li> <li>• Reading Tree/Ladder, rewards/ harry potter reading houses</li> </ul>	Lesson observations of pupils sharing their reading for pleasure books in oral or written reviews QR code displays of children's reading	



TERM	Rec	Y1	Y2	Y3	Y4	Y5	Y6
AUT 1	We're Going on a Bear Hunt by Michael Rosen 1989	Mr Wolf's Pancakes by Jan Fearnley 1999	A Bear Called Paddington by Michael Bond 1958	Fairy Tales by Terry Jones 1981	The Miraculous Journey of Edward Tulane by Kate DiCamillo 2006	The Borrowers by Mary Norton 1952	Flour Babies by Anne Fine 1992
AUT 2	Room on the Broom by Julia Donaldson and Axel Scheffler 2001	Where the Wild Things Are by Maurice Sendak 1963	The Tear Thief by Carol Ann Duffy 2007	The Hodgeheg by Dick King Smith 1987	Charlotte's Web by E B White 1952	The Wind in the Willows by Kenneth Grahame 1908	The Jungle Book by Rudyard Kipling 1894
SPR 1	Each, Peach, Pear, Plum by Janet and Allan Ahlberg 1978	Augustus and His Smile by Catherine Rayner 2006	Leon and the Place Between by Angela McAllister 2008	The Iron Man by Ted Hughes 1968	Charlie and the Chocolate Factory by Roald Dahl 1964	The Wolves of Willoughby Chase by Joan Aiken 1962	Holes by Louis Sachar 1998
SPR 2	The Very Hungry Caterpillar by Eric Carle 1969	The Lonely Beast by Chris Judge 2011	The Enchanted Wood by Enid Blyton 1939	Don't Put Mustard in the Custard by Michael Rosen	Varjak Paw by S F Said 2003	The Secret Garden by Frances Hodgson Burnett 1911	White Fang by Jack London 1906
SUM 1	Dogger by Shirley Hughes 1977 **	The Twits by Roald Dahl 1980	The Dunderheads by Paul Fleischman 2009	The Lost Thing by Shaun Tan 2000	Nim's Island by Wendy Orr 1999	Treasure Island by Robert Louis Stevenson 1883	A Monster Calls by Patrick Ness 2011
SUM 2	Lift the Flap Fairy Tales by Rodger Priddy 2011	The Worst Witch by Jill Murphy 1974	Little House in the Big Woods by Laura Ingalls Wilder 1932	Lizzie Dripping by Helen Cresswell 1973	The Arrival by Shaun Tan 2006	Skellig by David Almond 1998	The Three Musketeers by Alexandre Dumas 1844

## **Close Reading – Doug Lemov**

Helping children to make sense of the texts through ‘closed reading’

Close Reading is the methodical breaking down of the language and structure of a complex passage to establish its meaning. Teaching children to do it requires layered reading and asking sequenced text – dependant questions, and it should end with mastery expressed through writing ‘Doug Lemov’

### ***3 reasons to do Close Reading***

- To deepen children’s understanding of texts and move beyond the ‘general’.
- To help children to read more challenging texts including classics texts.
- To help children develop ‘language sense’ – understanding word choices (or other words) rhythm and structure.

### ***3 parts to close reading***

Use ‘layered reading’ – reading the text multiple times, looking for different things

Establish meaning using text – dependant questions – what does it mean?

Analysing meaning using text – dependant questions – why did the author do this?

### ***Inset from RR book***

#### **USING LAYERED READING**

#### **ESTABLISHING MEANING TEXT DEPENDANT QUESTIONS (TDQ)**

#### **ANALYSISING MEANING – TEXT DEPENDANT QUESTIONS (TDQ)**

#### **TODDLE BETWEEN QUESTIONS**

**Reciprocal Reading Skills and Roles**  
**Weekly Guided Reading plan**

Predicting	Clarifying	Questioner	Summariser
<p>Predicting  Predictor role: sets purpose for what might be ahead in the text.</p> <p>When predicting the reader anticipates what will come next in the text based on prior knowledge of the structure and content so far. This is important because:</p> <ul style="list-style-type: none"> <li>• Readers are preparing to make sense of the following text</li> <li>• Predicting encourages active thinking and reading with engagement</li> <li>• Gives a purpose for reading – to confirm or reject the hypothesis</li> <li>• Readers need to be flexible and prepared to change their ideas about text</li> </ul>	<p><b>Clarifying</b>  <b>Clarifier role: asks questions and highlights</b></p> <ul style="list-style-type: none"> <li>• focusing on the meaning of a text</li> <li>• being alert to unfamiliar vocabulary, phrases and complicated concepts</li> <li>• restoring meaning through the use of context, known words, references, rereading and asking for help</li> <li>• How</li> <li>• Look for unfamiliar vocabulary.</li> <li>• Examine the layout of the text.</li> <li>• Identify complex concepts.</li> <li>• Use the grammar of the text.</li> <li>• Use a dictionary or thesaurus.</li> <li>• Re-read.</li> </ul>	<p><b>Questioner</b></p> <ul style="list-style-type: none"> <li>• formulating and answering questions</li> <li>• demonstrating deeper engagement with the text</li> <li>• developing skills to think critically</li> <li>• How</li> <li>• Ask questions before, during and after reading.</li> <li>• Use literal, inferential and evaluative questions.</li> <li>• Provide question-type support charts, for example: <ul style="list-style-type: none"> <li>○ Did the author say it?</li> <li>○ Did the author mean it?</li> <li>○ Would the author agree?</li> </ul> </li> </ul>	<p>Summariser</p> <ul style="list-style-type: none"> <li>• Organising and integrating the information from the text</li> <li>• showing understanding of the main idea, information and purpose of the text</li> <li>• reviewing what has been read</li> <li>• How</li> <li>• Locate key words in the text and use in the summary.</li> <li>• Summarise the main idea of a paragraph.</li> <li>• Summarise key points relating to headings and sub-headings.</li> <li>• Synthesise the main ideas into a concise paragraph</li> </ul>



## Year 1 English SOW

Unit 1 – Autumn 1						
Classic Text: Mr Wolf's Pancakes by Jan Fearnley				Embedded Texts:		
Wk	Date	Writing Focus Genre	Grammar and Punctuation Focus	Key Book Band Reading Skills	Reading Key Questions for QA	Independent Written Outcome for QA
1		Basic Skills	<b>EYFS Revision</b> - Children use their phonic knowledge to write words in ways which match their spoken sounds.	<b>Yellow Band</b> <ul style="list-style-type: none"> <li>Follow print with eyes, pointing only at points of difficulty</li> <li>Take more note of punctuation</li> <li>To support the use of grammar and oral language rhythms</li> <li>Cross check all sources of information more quickly while reading</li> <li>Note familiar words and letter clusters and use to get to unknown words, e.g. look, took</li> <li>Search for information in print to predict, confirm or attempt new words while reading</li> <li>Notice relationships between one text and another</li> <li>Predict in more detail</li> </ul>	How is Mr Wolf different to other wolves in fairy tales?  How do you think Mr Wolf felt after each neighbour refused to help him?  Why do you think the other characters were mean to Mr Wolf?  Do you think Mr Wolf was right to eat his neighbours?	
2		Basic Skills	<b>EYFS Revision</b> - They write simple sentences which can be read by themselves and others.			Simple sentences which can be read by others. Some attempt at demarcation.
3		Lists	Regular plural noun suffixes –s or –es including the effects of these suffixes on the meaning of the noun			Write Mr Wolf's shopping list
4						
5		Recount	How words can combine to make sentences			Recount the story as if you were Mr Wolf
6			Sequencing sentences to form short narratives			
7		Instructions	Separation of words with spaces			Write instructions for making pancakes
8			Introduction to capital letters, full stops, question			

			marks and exclamation marks to demarcate sentences.			
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Unit 2 - Autumn 2				Embedded Texts:		
Wk	Date	Writing Focus	Grammar and Punctuation Focus	Key Book Band Reading Skills	Reading Key Questions for QA	Independent Written Outcome for QA
1		Captions	Capital letters for names and for the personal pronoun <i>I</i>	<b>Blue Band</b> <ul style="list-style-type: none"><li>• Move through text attending to meaning, print and sentence structure flexibly</li><li>• Self-correct more rapidly on the run</li><li>• Re-read to enhance phrasing and clarify precise meaning</li><li>• Solve new words using print information along with attention to meaning</li><li>• Use analogy with known vocabulary to solve new words</li><li>• Manage a greater variety of text types</li><li>• Discuss content of the text in a manner which indicates precise understanding</li></ul>	Why do you think Max wanted to make mischief?	Write captions for each illustration
2					How do you think Max felt being King? How do you know?	Create a 'wild thing' and describe it
3		Narrative - character	Joining words and joining clauses using <i>and</i>		Why do you think the wild things wanted to eat Max up?	Write a new adventure for Max.
4			Sequencing sentences to form short narratives		Do you think the forest was real? Why? / Why not?	
5		Narrative - Story with a familiar setting	Suffixes that can be added to verbs where no change is needed in the spelling of root words ( <i>helping, helped, helper</i> )			
6						
7		GAP TEACHING WEEK				

Unit 3 - Spring 1						
Classic Text: Augustus and His Smile by Catherine Rayner				Embedded Texts:		
Wk	Date	Writing Focus	Grammar and Punctuation Focus	Key Book Band Reading Skills	Reading Key Questions for QA	Independent Written Outcome for QA
1		Narrative - character	Identifying verbs from the text	<b>Green Band</b> <ul style="list-style-type: none"><li>• Read fluently with attention to punctuation</li><li>• Solve new words using print detail while attending to meaning and syntax</li><li>• Track visually additional lines of print without difficulty</li><li>• Manage effectively a growing variety of texts</li><li>• Discuss and interpret character and plot more fully</li></ul>	What are some of the places Augustus looked for his smile?	'Role on the wall' of sad Augustus from page 1
2			Describing using adjectives		Why do you think Augustus was feeling sad?	All about Tigers
3		Non-chronological report	Noun phrases		When did the story change?	
4			Joining words and joining clauses using <i>and, but, or</i>		What did Augustus learn by feeling sad?	
5		Poetry – List Poems	How the prefix <i>-un</i> changes the meaning of verbs and adjectives			Write a list poem of all the places Augustus looked for his smile.
6						

Unit 4 - Spring 2						
Classic Text: The Lonely Beast by Chris Judge				Embedded Texts:		
Wk	Date	Writing Focus	Grammar and Punctuation Focus	Key Book Band Reading Skills	Reading Key Questions for QA	Independent Written Outcome for QA
1		Narrative – story map	Write labels and captions with accurate punctuation	<b>Orange Band</b> <ul style="list-style-type: none"><li>Get started on fiction after briefer introductions and without relying so heavily on illustrations</li><li>Read longer phrases and more complex sentences</li><li>Attend to a greater range of punctuation and text layout</li><li>Cross-check information from meaning, syntax and print on the run</li><li>Search for and use familiar syllables within words to read longer words</li><li>Infer meaning from text</li><li>Check information in text with illustrations and comment on content</li><li>Begin to use appropriate terminology when discussing different types of text</li></ul>	What are some of the things beasts like to do?	Create a story map for the beast's journey
2					Why do the people run away from the beast at first? How are they feeling? What might they be saying?	The beast appears in Sheffield!
3		Newspaper Report	Capital letters for names and for the personal pronoun <i>I</i>		How do you think the beast felt when he returned to the forest?	
4			Joining words and joining clauses using <i>an, but, or</i>		What does it mean to be lonely?	
5		GAP TEACHING WEEK				

Unit 5 - Summer 1						
Classic Text: The Twits by Roald Dahl				Embedded Texts:		
Wk	Date	Writing Focus	Grammar and Punctuation Focus	Key Book Band Reading Skills	Reading Key Questions for QA	Independent Written Outcome for QA
1		Narrative - character	Combining nouns and adjectives to create noun phrases for description	<b>Turquoise Band</b> <ul style="list-style-type: none"><li>Extract meaning from the text while reading with less dependence on illustrations</li><li>Approach different genres with increasing flexibility</li></ul>	Why do you think Mr and Mrs Twit are so unkind to each other?	Write a character description for one of the Twits
2					How do you think Mrs Twit could have made herself look lovely?	Write an acrostic poem for characters in the Twits
3		Poetry – Acrostic Poetry	Capitalisation of letters to emphasise the acrostic poem			
4						
5		Information - Author study	Sequencing sentences to form short narratives			Write some information about Roald Dahl

6			Capital letters for names	<ul style="list-style-type: none"> <li>• Use punctuation and text layout to read with a greater range of expression and control</li> <li>• Sustain reading through longer sentence structures and paragraphs</li> <li>• Tackle a higher ratio of more complex words</li> </ul>	<p>How does the Twits' house remind us what they are like as people?</p> <p>If you ever met one of the Twits what do you think you would say to them?</p>	
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Unit 6 - Summer 2				Embedded Texts		
Classic Text: The Worst Witch by Jill Murphy						
Wk	Date	Writing Focus	Grammar and Punctuation Focus	Key Book Band Reading Skills	Reading Key Questions for QA	Independent Written Outcome for QA
1		Non-chronological report	Use the correct form of the verb 'to be' – <i>Witches are, A witch is</i>	<b>Turquoise Band</b> <ul style="list-style-type: none"> <li>• Extract meaning from the text while reading with less dependence on illustrations</li> <li>• Approach different genres with increasing flexibility</li> <li>• Use punctuation and text layout to read with a greater range of expression and control</li> <li>• Sustain reading through longer sentence structures and paragraphs</li> <li>• Tackle a higher ratio of more complex words</li> </ul>	Why was Mildred worried about getting her kitten?	'What I know about witches'
2					What are some of the ways Mildred breaks the rules at the Academy for Witches?	
3		Explanation	Use imperative verbs to start procedural commands		How is Mildred different to Ethel?	Write a laughter spell and how it should be used
4						
5		Narrative	Combine all G and P rules taught in Y1		Why do you think Mildred and Maud are good friends?	Write a new adventure for Mildred Hubble
6						

# Year 2 English

Autumn 1					Embedded Texts:		
Wk	Date	Text Features	SPaG Features	Key Book Band Reading Skills	Reading Key Questions for QA	Independent Written Outcome for QA	
1		Basic Skills	Word classes	<b>Purple Band</b> <ul style="list-style-type: none"> <li>Look through a variety of texts with growing independence to predict content, layout and story development</li> <li>Read silently or quietly at a more rapid pace, taking note of punctuation and using it to keep track of longer sentences</li> <li>Solve unfamiliar words on the run</li> <li>Adapt to fiction, non-fiction or poetic language with growing flexibility</li> <li>Take more conscious account of literary effects used by writers</li> <li>Begin to make more conscious use of reading to extend speaking and writing vocabulary and syntax</li> </ul>	How do you think Paddington ended up at the train station?		
2		Basic Skills	Basic sentence demarcation		Explain how Paddington got his name.	Simple sentences which are correctly demarcated.	
3		Narrative - Story with a familiar setting	<b>Y1 Revision</b> – Joining words and joining clauses using <i>and</i>		How do you know the Browns liked Paddington?	Story about an unusual visitor in school or at home	
4			<b>Y1 Revision</b> – Sequencing sentences to form short narratives		Can you tell me about any other book characters who get into a mess, like Paddington?		
5		Non-chronological report	Expanded noun phrases for description and specification ( <i>the blue butterfly, plain flour, the man in the moon</i> )		How are Paddington and The Beast (Y1 text) similar? How are they different?	Non-chronological report - London Landmarks	
6			Use of the suffixes <i>-er, -est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs				
7		Diary	Correct choice and consistent use of present tense and past tense throughout writing			Diary from Paddington's point of view.	
8			Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.				

Autumn 2						
Classic Text: The Tear Thief by Carol Ann Duffy				Embedded Texts:		
Wk	Date	Text Features	SPaG Features	Key Book Band Reading Skills	Reading Key Questions for QA	Independent Written Outcome for QA
1		Narrative – Character description	How the grammatical patterns in a sentence indicate its function as a <b>statement</b> , question, <b>exclamation</b> or command	<b>Purple Band</b> <ul style="list-style-type: none"> <li>Look through a variety of texts with growing independence to predict content, layout and story development</li> <li>Read silently or quietly at a more rapid pace, taking note of punctuation and using it to keep track of longer sentences</li> <li>Solve unfamiliar words on the run</li> <li>Adapt to fiction, non-fiction or poetic language with growing flexibility</li> <li>Take more conscious account of literary effects used by writers</li> <li>Begin to make more conscious use of reading to extend speaking and writing vocabulary and syntax</li> </ul>	If the Tear Thief is invisible, how can we tell what she looks like?  Which verbs tell us how the Tear Thief moves? What is the effect of using these verbs?	Write a character description of the Tear Thief
2			Use of <b>capital letters</b> , <b>full stops</b> , question marks and <b>exclamation marks</b> to demarcate sentences.		Explain why the Tear Thief has to be so quiet.	
3		Explanation	Subordination (using <i>when, if, that, because</i> ) and co-ordination (using <i>or, and, but</i> )		Whose tears do you think are the most special? Why?	Write a job description for a helper for the Tear Thief
4			Construction of sentences using the future tense		Do you think the Tear Thief will return to steal more tears? Explain why.	
5		Narrative - Story	Use of the progressive form of verbs in the present tense and past tense to mark actions in progress ( <i>she is drumming, he was shouting</i> )			Write a new story based on an alternative item taken/given.
6			Formation of nouns using suffixes such as <i>-ness, -er</i> and by compounding ( <i>whiteboard, superman</i> )			
7		GAP TEACHING				

Spring 1		
Classic Text: Leon and the Place Between by Angela McAllister		Embedded Texts:

Wk	Date	Text Features	SPaG Features	Key Book Band Reading Skills	Reading Key Questions for QA	Independent Written Outcome for QA
1		Instructions	How the grammatical patterns in a sentence indicate its function as a <b>statement</b> , question, exclamation or <b>command</b>	<b>Purple Band</b> <ul style="list-style-type: none"><li>Look through a variety of texts with growing independence to predict content, layout and story development</li></ul>	How do you think each of the children is feeling before the show? How do you know?	Write instructions for a simple magic trick
2			Commas to separate items in a list			
3		Poetry	Poetry conventions and punctuation		Why do you think we can't see into the tent?	
4			Formation of adjectives using suffixes such as <i>-ful</i> , <i>-less</i>	<ul style="list-style-type: none"><li>Read silently or quietly at a more rapid pace, taking note of punctuation and using it to keep track of longer sentences</li><li>Solve unfamiliar words on the run</li><li>Adapt to fiction, non-fiction or poetic language with growing flexibility</li><li>Take more conscious account of literary effects used by writers</li><li>Begin to make more conscious use of reading to extend speaking and writing vocabulary and syntax</li></ul>	Why would the audience members' hands be shown as if they were wooden, puppet hands? Who is in control?	Write a shape poem about a magical place – eg) Diamante
5		Narrative - Adventure	Introduction to paragraphs as a way to group related material		How does the children's relationship change by the end of the story?	
6			Subordination to add detail			Write an adventure based on a 'journey and return' plot

## Spring 2

Classic Text: The Enchanted Wood by Enid Blyton				Embedded Texts:		
Wk	Date	Text Features	SPaG Features	Key Book Band Reading Skills	Reading Key Questions for QA	Independent Written Outcome for QA
1		Narrative – Setting description	Expanded noun phrases for description and specification ( <i>the blue butterfly, plain flour, the man in the moon</i> )	<b>Purple Band</b> <ul style="list-style-type: none"><li>Look through a variety of texts with growing independence to predict content, layout and story development</li></ul>	In what ways does the country setting of the Enchanted Wood differ to the city of Sheffield? Are there any similarities?	Describe the setting of the enchanted wood
2			Present tense verbs and subject-verb agreement			
3		Riddles	How the grammatical patterns in a sentence indicate its function as a	<ul style="list-style-type: none"><li>Read silently or quietly at a more rapid pace, taking note of</li></ul>	Explain how Joe tries to help the elves. Why do	Write a riddle for one of the

			<b>statement, question, exclamation or command</b>	punctuation and using it to keep track of longer sentences • Solve unfamiliar words on the run • Adapt to fiction, non-fiction or poetic language with growing flexibility • Take more conscious account of literary effects used by writers • Begin to make more conscious use of reading to extend speaking and writing vocabulary and syntax	you think he behaves in this way?  Do you think the children made the right decision to climb the Faraway Tree? Why?  What are some of the worlds the children visited at the top of the Faraway Tree? What adventures did they have and how did they get home?	creatures found in the enchanted wood
4			Use of <b>capital letters, full stops, question marks</b> and exclamation marks to demarcate sentences.			
5		GAP TEACHING				

Summer 1				Embedded Texts:		
Classic Text: The Dunderheads by Paul Fleischman						
Wk	Date	Text Features	SPaG Features	Key Book Band Reading Skills	Reading Key Questions for QA	Independent Written Outcome for QA
1		Narrative – Stories with a familiar setting	Correct choice and consistent use of present tense and past tense throughout writing	<b>Gold Band</b> • Look through a variety of texts with growing independence to predict content, layout and story development	What are some of the talents of each of the Dunderheads?	Write a story set in a school
2			Introduction to paragraphs as a way to group related material	• Read silently or quietly at a more rapid pace, taking note of punctuation and using it to keep track of longer sentences	In what ways does Miss Breakbone bully her students?	
3		Letter	How the grammatical patterns in a sentence indicate its function as a statement, <b>question, exclamation</b> or command	• Solve unfamiliar words on the run	How do the children team up to beat Miss Breakbone?	Write a letter to Miss Breakbone
4			Use of capital letters, full stops, <b>question marks and exclamation marks</b> to demarcate sentences.			

5		Narrative - Character	Expanded noun phrases with modification before and after the noun ( <i>the spooky old house on top of the hill</i> )	<ul style="list-style-type: none"> <li>Adapt to fiction, non-fiction or poetic language with growing flexibility</li> <li>Take more conscious account of literary effects used by writers</li> <li>Begin to make more conscious use of reading to extend speaking and writing vocabulary and syntax</li> </ul>	Why do you think Miss Breakbone does a job that she doesn't enjoy?	Create a powerful character like Miss Breakbone
6			Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns ( <i>the dog's bone</i> )		What lessons can we learn from the story about how to deal with bullying?	

Summer 2				Embedded Texts		
Wk	Date	Text Features	SPaG Features	Key Book Band Reading Skills	Reading Key Questions for QA	Independent Written Outcome for QA
1		Biography	Headings and subheadings to aid presentation	<b>Gold Band</b>	Describe the Little House in the Big Woods and the land around it.	Write a biography about Laura Ingalls Wilder
2			Consistent use of past tense with correct subject-verb agreement		How did Ma and Pa make sure they had meat for the winter?	
3		Narrative - story	How the grammatical patterns in a sentence indicate its function as a <b>statement, question, exclamation</b> or command		After meeting the panther, what lesson did Grandpa say he had learned?	Write a story about actions and consequences (Charlie's punishment)
4			Use of <b>capital letters, full stops, question marks and exclamation marks</b> to demarcate sentences.		In what ways do different members of the family support each other?	
5		Playscripts	Special features of playscripts including introduction to brackets		How do different characters show courage in different ways?	Playscript based on the Little House in the Big Woods.
6			Conventions of dialogue such as contractions			

				extend speaking and writing vocabulary and syntax		
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## Year 3 English

Autumn 1 Classic Text: Fairy Tales by Terry Jones				Embedded Texts:		
Wk	Date	Text Features	SPaG Features	Key Book Band Reading Skills	Reading Key Questions for QA	Independent Written Outcome for QA
1		Basic Skills	Revise word classes Revise subject-verb agreement	<b>Gold Band</b> <ul style="list-style-type: none"><li>Look through a variety of texts with growing independence to predict content, layout and story development</li><li>Read silently or quietly at a more rapid pace, taking note of punctuation and using it to keep track of longer sentences</li><li>Solve unfamiliar words on the run</li><li>Adapt to fiction, non-fiction or poetic language with growing flexibility</li><li>Take more conscious account of literary effects used by writers</li><li>Begin to make more conscious use of reading to extend speaking and writing vocabulary and syntax</li></ul>	Which story did you enjoy the most? Explain why.	
2			Revise subordination ( <i>when, if, that, because</i> ) and coordination ( <i>or, and, but</i> )		What message is the author trying to give in each short story?	A range of correctly demarcated and joined sentences
3		Recount - Newspaper	Introduction to paragraphs as a way to group related material		Can you compare one of the stories in this collection to a fairy tale you already know? How are they similar? How are they different?	<b>Non-fiction – Newspaper report based on 'The Glass Cupboard'</b>
4			Basic newspaper organisation – headline, main body, photographs and captions			
5			Introduction to inverted commas to punctuate direct speech		What are some repeated themes or ideas across this collection of stories?	
6		Narrative – Fairy Tales	<b>Y2 revision – expanded noun phrases for description and specification (<i>the blue butterfly, plain flour, the man in the moon</i>)</b>			<b>Fiction – Write own fairy tale based on 'Jack One-Step'</b>
7			<b>Y2 revision - Correct choice and consistent use of present tense and past tense throughout writing</b>			

8			Use of the present perfect form of verbs instead of the simple past ( <i>He has gone out to play</i> contrasted with <i>He went out to play</i> )			
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Autumn 2				Embedded Texts:		
Wk	Date	Text Features	SPaG Features	Key Book Band Reading Skills	Reading Key Questions for QA	Independent Written Outcome for QA
1		Procedural text	Imperative verbs and their position in a sentence	<b>Gold Band</b> <ul style="list-style-type: none"><li>Look through a variety of texts with growing independence to predict content, layout and story development</li></ul>	Describe the problem faced by Max and his family.	<b>Non-Fiction – Procedural Text – How to be safe on the roads</b>
2			Headings and subheading to aid presentation	<ul style="list-style-type: none"><li>Read silently or quietly at a more rapid pace, taking note of punctuation and using it to keep track of longer sentences</li></ul>	In what ways did Max find his research challenging?	
3			Formation of nouns using a range of prefixes ( <i>super-, anti-, auto-</i> )	<ul style="list-style-type: none"><li>Solve unfamiliar words on the run</li></ul>	What went wrong when Max tried to use the zebra crossing?	<b>Fiction – Write own narrative in which Max faces a new dilemma.</b>
4		Narrative – Dilemma	Introduction to inverted commas to punctuate direct speech.	<ul style="list-style-type: none"><li>Adapt to fiction, non-fiction or poetic language with growing flexibility</li></ul>	Describe how the park is different from the town.	
5			Introduction to paragraphs as a way to group related material		How did Max eventually find a safe way to cross the road to the park?	
6			Expressing time, place and cause using conjunctions ( <i>when, before, after, while, so, because</i> ), adverbs ( <i>then, next, soon, therefore</i> ) or prepositions ( <i>before, after, during, in, because of</i> )			

7			Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or vowel.	<ul style="list-style-type: none"> <li>Take more conscious account of literary effects used by writers</li> <li>Begin to make more conscious use of reading to extend speaking and writing vocabulary and syntax</li> </ul>		
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### Spring 1

#### Classic Text: The Iron Man by Ted Hughes

Classic Text: The Iron Man by Ted Hughes				Embedded Texts:		
Wk	Date	Text Features	SPaG Features	Key Book Band Reading Skills	Reading Key Questions for QA	Independent Written Outcome for QA
1		Narrative – 1 <sup>st</sup> person	Expanded noun phrases where the noun is modified before and after ( <i>the spooky old house on the hill</i> )	<b>White Band</b> <ul style="list-style-type: none"> <li>Look through a variety of texts with growing independence to predict content, layout and story development</li> <li>Read silently most of the time</li> <li>Sustain interest in longer text, returning to it easily after a break</li> <li>Use text more fully as a reference and as a model</li> <li>Search for, and find information in texts more flexibly</li> <li>Notice the spelling of unfamiliar words and relate to known words</li> <li>Show increased awareness of vocabulary and precise meaning</li> <li>Express reasoned opinions about what is read and compare texts</li> <li>Offer and discuss interpretations of text</li> </ul>	Why do you think the Iron Man stepped off the cliff?  How did Hogarth's father manage to get away from the Iron Man?	<b>Fiction</b> – Rewrite the first chapter from the Iron Man's point-of-view
2			First person pronouns		Why do you think Hogarth felt guilty about the trap?	
3			Subject-verb agreement in 1 <sup>st</sup> person texts.		How does the author explain what it would be like if the star crashed to Earth?	
4		Instructions	Expressing time, place and cause using conjunctions ( <i>when, before, after, while, so, because</i> ), adverbs ( <i>then, next, soon, therefore</i> ) or prepositions ( <i>before, after, during, in, because of</i> )		Why do you think the Iron Man agreed to help Hogarth?	<b>Non-fiction</b> – Non-chron report on the Iron Man
5			Imperative voice and verb position			
6			Chronological order and suitable time connectives			

Spring 2				Embedded Texts:		
Classic Text: Don't Put Mustard in the Custard by Michael Rosen				Embedded Texts:		
Wk	Date	Text Features	SPaG Features	Key Book Band Reading Skills	Reading Key Questions for QA	Independent Written Outcome for QA
1		Non-chronological Report	Organisational features such as headings, subheadings and diagrams	<b>White Band</b> <ul style="list-style-type: none"> <li>Look through a variety of texts with growing independence to predict content, layout and story development</li> <li>Read silently most of the time</li> <li>Sustain interest in longer text, returning to it easily after a break</li> <li>Use text more fully as a reference and as a model</li> <li>Search for, and find information in texts more flexibly</li> <li>Notice the spelling of unfamiliar words and relate to known words</li> <li>Show increased awareness of vocabulary and precise meaning</li> <li>Express reasoned opinions about what is read and compare texts</li> <li>Offer and discuss interpretations of text</li> </ul>	Why do you think Michael Rosen likes to write poetry about children?  Which poems did you enjoy most? Explain why.  Which poems were similar? Which were different? How?  Do you think Michael Rosen gives a true impression of childhood in his poems?	<b>Non-fiction –</b> Write a simple report about 'water' based on the poem 'Water'
2			Introduction to paragraphs as a way to group related material			<b>Fiction –</b> Write own poems to perform using favourites from 'Don't Put Mustard in the Custard'
3		Narrative – Poetry to Perform	Range of poetry features and punctuation conventions			
4			<b>Y2 Revision</b> – Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns			
5			<b>Y2 Revision</b> – Commas to separate items in a list			

Summer 1				Embedded Texts:		
Classic Text: The Lost Thing by Shaun Tan				Embedded Texts:		
Wk	Date	Text Features	SPaG Features	Key Book Band Reading Skills	Reading Key Questions for QA	Independent Written Outcome for QA
1		Narrative – Mystery Story	Expressing time, place and cause using conjunctions ( <i>when, before, after, while, so, because</i> ), adverbs ( <i>then, next, soon, therefore</i> ) or	<b>White Band</b>	Who is narrating the story? How can you tell?	<b>Fiction –</b> Write a mystery story based on the Lost Thing

			prepositions ( <i>before, after, during, in, because of</i> )			
2			<b>Y2 Revision</b> – Use of the progressive form of verbs in the present and past tense to mark actions in progress ( <i>she is drumming, he was shouting</i> )	<ul style="list-style-type: none"> <li>• Look through a variety of texts with growing independence to predict content, layout and story development</li> <li>• Read silently most of the time</li> <li>• Sustain interest in longer text, returning to it easily after a break</li> <li>• Use text more fully as a reference and as a model</li> <li>• Search for, and find information in texts more flexibly</li> <li>• Notice the spelling of unfamiliar words and relate to known words</li> <li>• Show increased awareness of vocabulary and precise meaning</li> <li>• Express reasoned opinions about what is read and compare texts</li> <li>• Offer and discuss interpretations of text</li> </ul>	<p>How does the writer tell us how the ‘thing’ is feeling?</p> <p>What do you think the sign on the card meant?</p> <p>What would you do if you found a ‘lost thing’?</p>	
3			Sentences with short structures to build tension			
4		Explanation	Use of present tense verbs and correct subject–verb agreement			
5			Word families based on common words, showing how words are related in form and meaning ( <i>solve, solution, solver, dissolve, insoluble</i> )		<b>Non-fiction</b> – Explanation – Create a ‘lost thing’ and explain its function	
6			<b>Y2 Revision</b> – How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command			

Summer 2				Embedded Texts		
Classic Text: Lizzie Dripping by Helen Cresswell						
Wk	Date	Text Features	SPaG Features	Key Book Band Reading Skills	Reading Key Questions for QA	Independent Written Outcome for QA
1		Recount	Range of time adverbials to indicate chronological order	<b>White Band</b> <ul style="list-style-type: none"> <li>• Look through a variety of texts with growing independence to predict content, layout and story development</li> <li>• Read silently most of the time</li> </ul>	Why does everybody think Lizzie is a day-dream?	<b>Non-fiction</b> – recount favourite part of Lizzie Dripping
2			Introduction to paragraphs as a way to group related material		Do you know any other stories where a character doesn’t tell the truth and comes to regret it later?	
3			Simple past tense and past perfect with correct subject-verb agreement			
4		Narrative – Character portrait	Use expanded noun phrases to add interest through detail or specify			<b>Fiction</b> – Narrative – Write a character

5			Construction and use of simile and metaphor	<ul style="list-style-type: none"> <li>• Sustain interest in longer text, returning to it easily after a break</li> <li>• Use text more fully as a reference and as a model</li> <li>• Search for, and find information in texts more flexibly</li> <li>• Notice the spelling of unfamiliar words and relate to known words</li> <li>• Show increased awareness of vocabulary and precise meaning</li> <li>• Express reasoned opinions about what is read and compare texts</li> <li>• Offer and discuss interpretations of text</li> </ul>	Why do you think Lizzie and the witch become friends?	description of Lizzie Dripping
6			Using commas to separate clauses		What happens when the witch babysits Lizzie's little brother?  Why do you think Lizzie runs away?	

## Year 4 English

Autumn 1				Embedded Texts:		
Wk	Date	Text Features	SPaG Features	Key Book Band Reading Skills	Reading Key Questions for QA	Independent Written Outcome for QA
1		Basic Skills	Revise word classes Revise subject-verb agreement	Lime band	What was Edward's greatest concern as he sank to the bottom of the sea?	
2			Revise phrases and sentence types Revise paragraphs	<ul style="list-style-type: none"> <li>• Use experience of reading a variety of material to recognise text-type and predict layout and general content</li> <li>• Read silently most of the time, adjusting speed of reading to suit material and monitoring the precise meaning</li> <li>• Rerun to make different interpretations of dialogue, more complex sentences, unfamiliar language, etc</li> </ul>	A paragraph of writing correctly demarcated.	
3		Narrative - prediction	<b>Y3 Revision – Expressing time, place and cause using conjunctions (<i>when, before, after, while, so, because</i>), adverbs (<i>then, next, soon, therefore</i>) or prepositions (<i>before, after, during, in, because of</i>)</b>		How do you think Abilene felt when she lost Edward?  How does Edward change after each	<b>Fiction – Predict who will rescue Edward next and how they might treat him, writing a new chapter</b>

4			Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases ( <i>the teacher expanded to: the strict maths teacher with curly hair</i> )	<ul style="list-style-type: none"> <li>Sustain interest in longer texts, returning easily to them after a break</li> <li>Make use of blurbs, chapter headings, glossaries, indexes and procedural texts to search for and locate information quickly and accurately</li> </ul>	human encounter in his life?  What does Edward value the most at the beginning of the story? What about at the end of the story?	
5			Use of fronted adverbials ( <i>Later that day, I heard the bad news.</i> )	<ul style="list-style-type: none"> <li>Take note and devise ways to remember the meaning and spelling of unfamiliar words</li> </ul>		
6		Diary	Features of informal writing styles	<ul style="list-style-type: none"> <li>Express reasoned opinions about what is read, and compare texts</li> </ul>		<b>Non-fiction –</b> Write a diary entry for Abilene when she loses Edward,
7			Standard English forms of <b>verb inflections</b> instead of local spoken forms (we were instead of we was or I did instead of I done)	<ul style="list-style-type: none"> <li>Investigate and identify the styles and voice of a range of texts types including plays, poetry, narrative, procedural and explanatory texts</li> </ul>		
8			Use of paragraphs to organise ideas around a theme			

Autumn 2						
Classic Text: Charlotte's Web by E B White				Embedded Texts:		
Wk	Date	Text Features	SPaG Features	Key Book Band Reading Skills	Reading Key Questions for QA	Independent Written Outcome for QA
1		Letter	Features of formal letter-writing	<b>Lime band</b> <ul style="list-style-type: none"> <li>Use experience of reading a variety of material to recognise text-type and predict layout and general content</li> </ul>	Why do you think Charlotte tries to save Wilbur?	<b>Fiction –</b> Write a formal persuasive letter to Mr Z to convince him not to kill Wilbur.
2			Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.	<ul style="list-style-type: none"> <li>Read silently most of the time, adjusting speed of reading to suit material and monitoring the precise meaning</li> <li>Rerun to make different interpretations of dialogue, more complex sentences, unfamiliar language, etc</li> </ul>	How does Wilbur show his true friendship to Charlotte?	
3			The grammatical difference between plural and possessive -s	<ul style="list-style-type: none"> <li>Sustain interest in longer texts, returning easily to them after a break</li> </ul>	How does the end of the story link back to the beginning?	
4		Explanation	<b>Y3 Revision –</b> Headings and subheadings to aid presentation	<ul style="list-style-type: none"> <li>Make use of blurbs, chapter headings, glossaries, indexes and procedural texts to</li> </ul>	How does the author show us	<b>Non-Fiction –</b> Explain the lifecycle of the spider.
5			Use of present tense verbs and correct subject–verb agreement			

6			Apostrophes for plural possession ( <i>the spider's webs, the spiders' webs</i> )	search for and locate information quickly and accurately • Take note and devise ways to remember the meaning and spelling of unfamiliar words • Express reasoned opinions about what is read, and compare texts • Investigate and identify the styles and voice of a range of texts types including plays, poetry, narrative, procedural and explanatory texts	that Charlotte is dying?  Do you think Charlotte's Web is a good title for this story?	
7			<b>Y3 Revision</b> – Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or vowel.			

## Spring 1

### Classic Text: Charlie and the Chocolate Factory by Roald Dahl

### Embedded Texts:

Wk	Date	Text Features	SPaG Features	Key Reading Skills	Reading Key Questions for QA	Independent Written Outcome for QA
1		Narrative - Fantasy	Figurative language – constructing similes and metaphors	Pupils should be taught to develop positive attitudes to reading and understanding of what they read by: • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • discussing words and phrases that capture the reader's interest and imagination	Why is it strange that nobody ever comes out of Willy Wonka's factory?  What evidence is there that Willy Wonka is both a good and a bad person?	Fiction – Description of a fantasy world
2			Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases ( <i>the teacher expanded to: the strict maths teacher with curly hair</i> )	Pupil should be taught to understand what they read, in books they can read independently, by: • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • retrieve and record information from non-fiction • participate in discussion about both books that are read to them and those	Describe how each of the children is spoiled? Do you know any other stories which have spoiled children as characters?  What message do you think Roald Dahl is trying to	
3			Use of paragraphs to organise ideas around a theme			
4		Persuasive advert	Hyperbole using adjectives and adverbs Use of neologisms			Non-fiction – Create and advertise a new chocolate bar
5			Use of long noun phrases with frequent use of pre and post modifiers			
6			Imperative mood and use of verbs			

				they can read for themselves, taking turns and listening to what others say.	give us about how to live our lives?	
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Spring 2				Embedded Texts:		
Wk	Date	Text Features	SPaG Features	Key Reading Skills	Reading Key Questions for QA	Independent Written Outcome for QA
1		Recount - Newspaper	Newspaper organisation – headline, orientation, main body, photographs and captions, reorientation	<p>Pupils should be taught to develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>• preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>• recognising some different forms of poetry [for example, free verse, narrative poetry]</li> </ul> <p>Pupil should be taught to understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> <li>• asking questions to improve their understanding of a text</li> <li>• predicting what might happen from details stated and implied</li> </ul>	Why do you think that Varkak felt he was nothing/no one beneath the sky?  How does Varjak look and behave differently to the rest of the family?  How do you think Varjak knew that the old cat was Jalal?  How is chapter 7 different to what comes before it? How does the author achieve this?	Non-fiction – Newspaper report – story of a hero!
2			Use of inverted commas and other punctuation to indicate direct speech – comma after reporting clause, end punctuation within the inverted commas ( <i>The conductor shouted, "Sit down!"</i> )			
3			Use of reported speech – compare to direct speech			
4		Narrative Poetry	Poetry structure – rhyming couplets			Fiction – Poetry based on martial arts 'I am a martial artist' Karen Eden
5			Subordination in poetry			

Summer 1				Embedded Texts:
Classic Text: Nim's Island by Wendy Orr				

Wk	Date	Text Features	SPaG Features	Key Reading Skills	Reading Key Questions for QA	Independent Written Outcome for QA
1		Dilemma story	Linking ideas across paragraphs using adverbials of time ( <i>later, after that</i> ), place ( <i>nearby, beyond</i> ) and number ( <i>secondly, last of all</i> )	Pupils should be taught to develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"><li>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li><li>using dictionaries to check the meaning of words that they have read</li></ul>	How do you think Nim feels about her father going away? How do you know?  What key misunderstanding do Alex and Nim have? What problems could this cause in their relationship?	<b>Fiction</b> – A dilemma on Nim's Island
2			Use of commas after fronted adverbials			
3			Subordinating and coordinating conjunctions			
4		Persuasive brochure	Hyperbole using adjectives and adverbs Use of neologisms	Pupil should be taught to understand what they read, in books they can read independently, by: <ul style="list-style-type: none"><li>identifying main ideas drawn from more than one paragraph and summarising these</li><li>identifying how language, structure, and presentation contribute to meaning</li></ul>	Why didn't Jack and Nim seek help from the Troppo tourists?	<b>Non-fiction</b> – Holiday brochure for Nim's Island
5			Use of long noun phrases with frequent use of pre and post modifiers		When Alex realized that Nim was alone she decides to travel to her and help her. What items did she pack for her trip? What do you think was especially unusual?	
6			Imperative mood and use of verbs			

Summer 2				Embedded Texts		
Classic Text: The Arrival by Shaun Tan						
Wk	Date	Text Features	SPaG Features	Key Reading Skills	Reading Key Questions for QA	Independent Written Outcome for QA
1		Biography	Using time connectives and conventions for writing dates	Pupils should be taught to develop positive attitudes to reading and understanding of what they read by:	Why do you think the man has to leave his family at the beginning?	<b>Non-fiction</b> – Biography – Shaun Tan
2			1 <sup>st</sup> person (autobiography)			

			compared to 3 <sup>rd</sup> person (biography)	<ul style="list-style-type: none"> <li>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>reading books that are structured in different ways and reading for a range of purposes</li> <li>identifying themes and conventions in a wide range of books</li> </ul>	<p>Why do you think the story is presented like an old photograph album?</p> <p>In what ways does the author try to make us feel lost, like the characters in the story?</p> <p>The book is called The Arrival, not The Break-Up or The Reunion. Why does the book have this particular title?</p>	<b>Fiction –</b> Describe one of the settings in words using the pics as stimulus
3			Features of formal language			
4		Descriptive writing	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.			
5			Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases ( <i>the teacher expanded to: the strict maths teacher with curly hair</i> )			
6			Use of paragraphs to organise ideas around a theme			

## Year 5 English

Autumn 1				Embedded Texts:		
Classic Text: The Borrowers by Mary Norton				Key Reading Skills	Reading Key Questions for QA	Independent Written Outcome for QA
Wk	Date	Text Features	SPaG Features			
1		Basic Skills	Revise word classes Revise subject-verb agreement	Pupils should be taught to develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction</li> </ul>	Why do you think the Borrowers live out of sight underneath the floor? <p>How did Arriety feel about how her family lived?</p>	Paragraphs with a range of clause types. <p><b>Fiction –</b> Narrative fantasy story based on the Borrowers but from the point of view of a 'human bean'</p>
2			Revise joining clauses and use of commas Revise paragraphs			
3		Narrative - Fantasy	Y4 revision Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases ( <i>the teacher expanded to: the strict maths teacher with curly hair</i> )			

4			Use of commas to clarify meaning or avoid ambiguity	and reference books or textbooks  • recommending books that they have read to their peers, giving reasons for their choices	In your opinion do the Borrowers borrow or steal? What would Arriety have to say about your answer? And what would the boy tell you?  Which is greater – Homily's thirst for household things or Arriety's thirst for freedom?  What would you like and dislike about being a borrower? Why?	<b>Non-fiction – Discussion – Is it always wrong to steal?</b>
5			Converting nouns or adjectives into verbs using suffixes (-ate; -ise; -ify)			
6		Discussion	Indicating degrees of possibility using adverbs (perhaps, surely) or modal verbs (might, should, will, must)	Pupil should be taught to understand what they read, in books they can read independently, by:		
7			Using the impersonal voice to indicate an objective opinion			
8			Using conjunctions to exemplify and show results (consequently, therefore)	• summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas		

Autumn 2				Classic Text: The Wind in the Willows by Kenneth Grahame		
				Embedded Texts:		
Wk	Date	Text Features	SPaG Features	Key Reading Skills	Reading Key Questions for QA	Independent Written Outcome for QA
1		Non-chron report	Relative clauses beginning with <i>who, which, where, when, whose, that</i> , or an <i>omitted relative pronoun</i> (where it is not the subject of the relative clause)	Pupils should be taught to develop positive attitudes to reading and understanding of what they read by:  • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	Explain why Mole decides to leave his home.  Which characters do you think show the oldest behaviour? And the youngest? Why?  How does Kenneth Grahame show both his love for the natural	<b>Non-fiction – Non-chronological report – woodland creatures</b>
2			Explore impact on clarity when relative clauses are omitted			
3			Begin to classify relative clauses as 'restrictive' or 'non-restrictive' and punctuate accordingly.			

4		Narrative - Adventure	<b>Y4 revision</b> - Use of fronted adverbials ( <i>Later that day, I heard the bad news.</i> )	Pupil should be taught to understand what they read, in books they can read independently, by:  <ul style="list-style-type: none"> <li>• distinguish between statements of fact and opinion</li> <li>• retrieve, record and present information from non-fiction</li> </ul>	world and his disdain for industry?  Give an example of how the characters have to face consequences for their actions in the book. Does this change them?	<b>Fiction</b> – Narrative adventure with the structure of four friends
5			<b>Y4 revision</b> – Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.			
6			Identifying ‘theme’ in narrative and using this as a cohesive device.			
7			Other devices to build cohesion within paragraphs ( <i>then, after that, firstly, this</i> )			

Spring 1						
Classic Text: The Wolves of Willoughby Chase by Joan Aiken				Embedded Texts:		
Wk	Date	Text Features	SPaG Features	Key Reading Skills	Reading Key Questions for QA	Independent Written Outcome for QA
1		Narrative – Playscript	Punctuation and layout features of playscripts	Pupils should be taught to develop positive attitudes to reading and understanding of what they read by:  <ul style="list-style-type: none"> <li>• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> </ul>	Contrast the relationship between Bonnie and Sylvia with that of both girls and Miss Slighcarp.  Why do Sylvia and Bonnie make such a good team? Give examples from the text.	<b>Fiction</b> – playscript of a scene in the Wolves of Willoughby Chase
2			Use of present tense verbs for stage directions etc		Why do you think Miss Slighcarp sacks most of the staff at Willoughby Chase?	
3			Use of brackets, dashes or commas to indicate parenthesis	Pupil should be taught to understand what they read, in books they can read independently, by:	Compare the villainess Miss Slighcarp with similar characters from other novels you have read.	<b>Non-fiction</b> – Persuasive letter from Bonnie/Sylvia asking for help
4		Persuasive letter	Asking rhetorical questions			
5			2 <sup>nd</sup> person personal pronouns for engaging the reader			
6			Powerful and emotive vocabulary			

				<ul style="list-style-type: none"> <li>predicting what might happen from details stated and implied</li> </ul>		
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Spring 2						
Classic Text: The Secret Garden by Frances Hodgson Burnett				Embedded Texts:		
Wk	Date	Text Features	SPaG Features	Key Reading Skills	Reading Key Questions for QA	Independent Written Outcome for QA
1		Procedural	Use of commands and conjunctions	Pupils should be taught to develop positive attitudes to reading and understanding of what they read by:	What are some of the secrets in the Secret Garden?	<b>Non-fiction – procedural – how to look after a garden</b>
2			Causal connectives		What do you think Mary thought about while she was on the ship coming to England?	
3			How to explain – compare similarities and differences with instructions	<ul style="list-style-type: none"> <li>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</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> </ul>	In what ways are Colin and Mary similar?  How does the character of Mary change over the course of the story?	<b>Fiction – flower poems – free verse / rhyming couplets</b>
4		Narrative – Poetry	Layout and grammatical ‘rules’ of poetry	Pupil should be taught to understand what they read, in books they can read independently, by:		
5			Layout and grammatical ‘rules’ of poetry			

			<ul style="list-style-type: none"> <li>• asking questions to improve their understanding</li> </ul>		
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Summer 1					
Classic Text: Treasure Island by Robert Louis Stevenson			Embedded Texts:		
Wk	Date	Text Features	SPaG Features	Key Reading Skills	Reading Key Questions for QA
1		Recount – Newspaper	Layout conventions and paragraph order	Pupils should be taught to develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> </ul>	How has Jim's character changed by the end of the book?  What do you think the author is trying to say about greed?
2			<b>Y4 Revision</b> – Use of inverted commas and other punctuation to indicate direct speech – comma after reporting clause, end punctuation within the inverted commas ( <i>The conductor shouted, "Sit down!"</i> )	Pupil should be taught to understand what they read, in books they can read independently, by:	How does the parrot Cap'n Flint influence the reader's opinion of the character of Long John Silver?
3			Use of reported speech – compare to direct speech		What symbols and themes are prevalent in the story?
4		Narrative - Mystery	Linking ideas across paragraphs using adverbials of time ( <i>later, after that</i> ), place ( <i>nearby, beyond</i> ) and number ( <i>secondly, last of all</i> )		
5			Combining verb tenses and forms to achieve an effect, for example in narrator voice		
6			Combining verb tenses and forms to achieve an effect, for example in narrator voice		

## Summer 2

Classic Text: Skellig by David Almond				Embedded Texts		
Wk	Date	Text Features	SPaG Features	Key Reading Skills	Reading Key Questions for QA	Independent Written Outcome for QA
1		Non-chronological report	Use of Brackets, dashes or commas to indicate parenthesis	Pupils should be taught to develop positive attitudes to reading and understanding of what they read by:  • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • making comparisons within and across books	Why do you think the first chapter starts with the immediate discovery of 'him'?  Why do you think Michael didn't tell anyone about what he'd seen?  What is the relevance of Michael's dream in Chapter 10?  What do you think is the meaning of Mina's family motto – "How can a bird that is born for joy sit in a cage and sing?"	<b>Non-fiction</b> – Non-chronological report on 'Angels'
2			Devices to build cohesion across paragraphs - technical / thematic words			
3			Use of semicolons to mark boundaries between clauses			
4		Narrative - Description	Managing shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures.			<b>Fiction</b> – Detailed setting description based on a familiar place (garage)
5			The grammar of figurative language: metaphor, simile, personification, hyperbole, symbolism,	Pupil should be taught to understand what they read, in books they can read independently, by:  • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	The author never gives the reader a specific description of Skellig. Based on the glimpses found throughout the novel, what is your impression of Skellig? How might Michael describe Skellig at the end of the novel?	
6			The grammar of figurative language: metaphor, simile, personification, hyperbole, symbolism,			

# Year 6 English

Classic Text: Flour Babies by Anne Fine				Embedded Texts:		
Wk	Date	Text Features	SPaG Features	Key Reading Skills	Reading Key Questions for QA	Independent Written Outcome for QA
1		Basic Skills	Revise word classes Revise subject-verb agreement	Pupils should be taught to develop positive attitudes to reading and understanding of what they read by:  • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	What does the teacher think is 'wrong' with the students in class 4C?  How does the author use stereotypes for the characters of the students in 4C?	
2			Revise joining clauses and use of commas Revise paragraphs		What things do you think Simon would have worried about in relation to his flour baby?	Paragraphs with a range of clause types.
3		Informal Letter	Formal and informal language features	Pupil should be taught to understand what they read, in books they can read independently, by:	Explain how the flour baby help Simon to understand what it's like being a parent.	Fiction – Write a Letter from Simon to his dad
4			Adding detail using expanded noun phrases			
5			Adding detail using adverbs and preposition phrases			
6		Biography	Formal and informal language features			Non-fiction – Biography – Anne Fine
7			Passive and modal verbs			
8			Punctuation for parenthesis			

## Autumn 2

### Classic Text: The Jungle Book by Rudyard Kipling

### Embedded Texts: 'Just So' stories

Wk	Date	Text Features	SPaG Features	Key Reading Skills	Reading Key Questions for QA	Independent Written Outcome for QA
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1		Narrative	Direct and reported speech conventions	<p>Pupils should be taught to develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>reading books that are structured in different ways and reading for a range of purposes</li> </ul>	<p>What goes wrong when Mowgli returns to the Human's village?</p> <p>How does the Jungle Book explore the theme of rules and laws? Can you compare this to any other literature?</p> <p>Discuss different relationships which are made through the story. How do they change and develop?</p>	<p><b>Fiction – Narrative – Short story (including dialogue) based on Kipling's 'Just so' origin stories</b></p>
2			Creating atmosphere through description			
3			Selecting verb forms for meaning and effect, eg) varying tense to show character thoughts			
4		Non-chronological report	Formal and informal language features – managing shifts between levels of formality Layout devices, for example: bullet points			<b>Non-fiction – Non-chronological report – 'The Jungle Book' in its many forms.</b>
5			Restrictive and non-restrictive relative clauses and correct punctuation	<p>Pupil should be taught to understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> <li>explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</li> </ul>	<p>Give examples from the text of Mowgli showing courage. How does the author portray Mowgli during these sections?</p>	
6			Use of colons to mark the boundary between independent clauses (for revelation)			
7		Gap Teaching				

### Spring 1

#### Classic Text: Holes by Louis Sachar

#### Embedded Texts:

Wk	Date	Text Features	SPaG Features	Key Reading Skills	Reading Key Questions for QA	Independent Written Outcome for QA
1		Diary	Informal language features – contractions, question tags, 2 <sup>nd</sup> person, vernacular	Pupils should be taught to develop positive attitudes to reading and understanding of what they read by:	How does the author show the importance of friendship in the story?	<b>Fiction – Diary – Stanley's bus ride to Camp green Lake</b>
2			Adverbials of time as cohesive devices		What happens to the 'cruel' characters in the	

3			Punctuation for parenthesis and formality – dashes, commas, brackets	<ul style="list-style-type: none"> <li>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>identifying and discussing themes and conventions in and across a wide range of writing</li> </ul> <p>Pupil should be taught to understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> <li>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul>	<p>story? Why do you think the authors chooses these fates?</p> <p>Explain some of the ways Stanley's family history is important in the story.</p> <p>Compare the warden to other villainous characters in literature.</p>	
4		Persuasive brochure	Formal and informal language features – movement between personal and impersonal voice			<b>Non-fiction</b> – Persuasive Leaflet - Camp Green Lake advertising brochure
5			Range of connectives: causal, temporal and concluding			
6			Modal and auxiliary verbs			

Spring 2						
Classic Text: White Fang by Jack London				Embedded Texts: Animal Poems		
Wk	Date	Text Features	SPaG Features	Key Reading Skills	Reading Key Questions for QA	Independent Written Outcome for QA
1		Narrative Poetry	Line structure and variation in poetry	Pupils should be taught to develop positive attitudes to reading and understanding of what they read by:	Why do you think the author starts the story with the sledgers getting chased rather than White Fang being born?	<b>Fiction</b> – Animal Poetry in a variety of styles
2			Fronted adverbials and commas for clarity			
3		Discussion	Use of semi-colons to mark the boundary between independent clauses (for making comparisons)	<ul style="list-style-type: none"> <li>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> </ul>	In what ways does White Fang keep part of his wild soul even after he is domesticated?	<b>Non-fiction</b> – Discussion – Are zoos good places?

4			Using the impersonal voice to indicate an objective opinion	<ul style="list-style-type: none"> <li>learning a wider range of poetry by heart</li> </ul> <p>Pupil should be taught to understand what they read, in books they can read independently, by:</p>	There are lots of examples of competition in the story. Discuss them.	
5			Indicating degrees of possibility using adverbs (perhaps, surely) or modal verbs (might, should, will, must)		<p>Is White Fang truly free at the end of the book? Why? Why not?</p>	

Summer 1				Embedded Texts:		
Classic Text: A Monster Calls by Patrick Ness				Embedded Texts:		
Wk	Date	Text Features	SPaG Features	Key Reading Skills	Reading Key Questions for QA	Independent Written Outcome for QA
1		Narrative	Create atmosphere, and integrate dialogue to convey character and advance action	<p>Pupils should be taught to develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> </ul> <p>Pupil should be taught to understand what they read, in books they can read independently, by:</p>	<p>Why do you think Conor's dad doesn't want Conor to live with him in America? What does this tell us about the character?</p> <p>Why are both Conor's parents reluctant to tell him that his mother is dying?</p> <p>How does the author use Conor's nightmares to advance the plot?</p> <p>What has Conor learnt about death by the end of the book?</p>	<p><b>Fiction</b> – Write a narrative on the theme of 'loss'</p>
2			Use a range of cohesive devices, including adverbials, within and across sentences and paragraphs			
3			Use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision			
4		Persuasive advert	Range of subordinating conjunctions and their functions			<p><b>Non-fiction</b> – Write an advertisement to appeal to people to donate to a cancer charity.</p>
5		SATS	SATS			

6			Formal and informal language features	<ul style="list-style-type: none"> <li>identifying how language, structure and presentation contribute to meaning</li> </ul>		
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Summer 2						
Classic Text: the Three Musketeers by Alexandre Dumas				Embedded Texts		
Wk	Date	Text Features	SPaG Features	Key Reading Skills	Reading Key Questions for QA	Independent Written Outcome for QA
1		Historical Letter	Archaic language study – link to Latin, etymology	Pupils should be taught to develop positive attitudes to reading and understanding of what they read by:	D'Artagnan, Aramis, Athos, and Porthos are all different people. Why do you think they end up being friends?	<b>Fiction</b> – Historical letter – Write a letter home from one of the musketeers
2						
3						
4		Historical narrative		<ul style="list-style-type: none"> <li>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> </ul>	How is the relationship between the masters and their servants different between the four friends?	<b>Fiction</b> – Historical story – set in the Franco-Spanish war of 1659
5						
6			Pupils should be taught to apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.	<ul style="list-style-type: none"> <li>increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> </ul> <p>Pupil should be taught to provide reasoned justifications for their views.</p>	When do the four heroes risk their lives? Is there ever a time when they refuse to risk their lives?  If duelling is illegal, why do you think everyone does it anyway?	

