

	AUTUMN	SPRING	SUMMER
YEAR 3	<p>Alphabetical skills</p> <p>Poetry appreciation – acrostic poems</p> <p>Nouns – common, proper, collective</p> <p>Adjectives</p> <p>Verbs</p> <p>Adverbs</p> <p>Develop proof reading skills</p> <p>Introduce SRA cards</p> <p>Use of a Dictionary and Thesaurus</p> <p>Introduce planning stories.</p> <p>Creative writing including creative, report and instructional writing.</p> <p>Comprehension work using inferred and literal questions.</p> <p>Weekly spelling, phonic work and dictation.</p> <p>During Quiet Study lessons Look and Read “Spywatch” will be read and then watched each week.</p>	<p>Developing Dictionary and Thesaurus work</p> <p>Grammar work linked to Look and Read</p> <p>“Captain Crimson”</p> <p>Homophones</p> <p>Synonyms</p> <p>General punctuation</p> <p>Conjunctions</p> <p>To continue developing proof reading skills</p> <p>Weekly spelling work, phonic work and dictation</p> <p>Individual and class reading “Esio Trot” by Roald Dahl</p> <p>Extended creative writing both imaginative and factual writing/cross curricular Geography and History</p> <p>Cross-curricular comprehension using inferred and literal questions.</p> <p>Writers’ workshop – including descriptive work; poetry – shape, haiku and tanka; and proof reading.</p>	<p>Developing comprehension skills</p> <p>Punctuation – revise and consolidate (full stop, question mark, exclamation mark and capital letters)</p> <p>Reinforce use of speech marks</p> <p>Writing beginnings and endings of stories from given text, including an extended piece of writing.</p> <p>Settings</p> <p>Individual and class reading “Butterfly Lion” by Michael Morpurgo</p> <p>Pronouns</p> <p>Reading and performing simple plays – if time permits.</p> <p>Weekly spelling work, phonic work and dictation.</p>
YEAR 4	<p>Revision of alphabetical order (atlas work)</p> <p>Dictionary work</p> <p>Sentence structure</p> <p>Conjunctions</p> <p>Nouns and Pronouns</p> <p>Adjectives</p> <p>Verbs</p> <p>Adverbs</p> <p>Comprehension work</p> <p>Creative writing – imaginative stories, descriptive writing and factual accounts – cross curricular links with Ancient Egyptians</p> <p>Individual and class reading</p> <p>Weekly spelling, phonic work and dictation exercises</p>	<p>Apostrophe – contraction and possession</p> <p>Punctuation, including commas and speech marks</p> <p>Compound words</p> <p>Alternative words for ‘said’</p> <p>Performance Poetry or Public Speaking</p> <p>Comprehension work</p> <p>Creative writing, with links to History ( Ancient Greeks) and Life Science (Skeleton)</p> <p>Informal letter writing</p> <p>Character/Book Review</p> <p>Individual and class reading</p> <p>Weekly spelling, phonic work and dictation exercises</p>	<p>Homophones</p> <p>Synonyms</p> <p>Analysing and experimenting with different types of writing:</p> <p>Rhyming Poetry and Colour Poems</p> <p>Persuasive writing-writing an advert</p> <p>Writing instructions</p> <p>Comprehension work</p> <p>Handwriting in pen</p> <p>Imaginative and factual writing, cross-curricular links with History (1930’s) and Geography (St Lucia)</p> <p>Individual and class reading</p> <p>Oral presentation – prepare, read and perform playscripts</p> <p>Weekly spelling, phonic and dictation work</p>
YEAR 5	<p>Please note this work is covered over all three terms:</p> <p>Use of the class reader to promote discussion of themes/ plot/ characterisation as well as vocabulary and syntax arising from the study of the novel</p> <p>Continuation of the weekly spelling programme</p> <p>Extended writing tasks and project work</p> <p>Weekly reading period with pupils’ reading monitored</p> <p>Year group half term assessments in each term to assist with assessment for learning</p> <p>Use of scaffolding tasks for creative writing</p> <p>Writing a book review/ presenting an oral review</p>	<p>Please note this work is covered over all three terms:</p> <p>Use of the Structured Reading Programme</p> <p>Use of dictionary worksheets</p> <p>Revision of paragraphing, punctuation of speech, parts of speech</p> <p>Planning/ drafting written tasks</p> <p>Working in small groups to present oral tasks</p> <p>Role play</p> <p>Individual speech presentations</p> <p>Every pupil will have their work on display at some stage in the year</p>	<p>Please note this work is covered over all three terms:</p> <p>Revision of handwriting practice</p> <p>Work on synonyms</p> <p>Various activities in drama</p> <p>Comprehension tasks of poetry and prose, both fiction and non-fiction</p> <p>On line and formal written assessments</p> <p>Activities based upon individual reading choices</p>
YEAR 6	<p>Please note this work is covered over all three terms:</p> <p>Language work– both formal and informal, explored through letter and diary writing</p> <p>Extended writing/ project work</p> <p>Continuing use of class reader</p> <p>Increased use of quotation to support answers to more inferential comprehension tasks</p> <p>Verbal reasoning papers</p> <p>11+ style papers</p> <p>Weekly reading period</p>	<p>Please note this work is covered over all three terms:</p> <p>Book reviews and writing these formally for display purposes</p> <p>More diversity and more challenging poetry– including writing poetry</p> <p>Writing in role across a range of activities including characters from the set text</p> <p>Alternate years Public Speaking/ Poetry Competition</p> <p>Hot seating exercise to promote empathy/ awareness of themes/ characterisation</p> <p>Continuation of differentiated spelling programme</p> <p>Conducting interviews</p> <p>Possible reading buddies to younger pupils</p>	<p>Please note this work is covered over all three terms:</p> <p>Greater understanding of more non-fiction and media texts</p> <p>Introduction to bias in the media and authorial intent</p> <p>Giving eye witness and factual accounts</p> <p>Continuing a novel/ rewriting the ending of a novel (including emulating the author’s style)</p> <p>Awareness of some of the literary terms required for CE exams</p>
YEAR 7	<p>Please note this work is covered over all three terms:</p> <p>Introduction to the CE syllabus</p> <p>End of year exam following style of CE papers</p> <p>Wider use of quotations to support answers across an increasingly wider range of non-fiction texts</p> <p>Application of literary terms with increasing exposure to a variety of poetry including some from other cultures and traditions</p> <p>Greater awareness of audience and writing to meet the needs of the task</p> <p>Balloon debate</p> <p>Writing persuasively and explaining choice of vocabulary and meanings of words</p> <p>Extended writing tasks/ project work</p>	<p>Please note this work is covered over all three terms:</p> <p>Peer group marking and assessment both oral and written task</p> <p>Role play/ hot seating exercises</p> <p>Awareness and understanding of the CE themes as well as developing an informed response to the text</p> <p>Some work under timed conditions– half term assessments will develop along these lines</p> <p>More developed use of sensory description in creative writing</p> <p>Brainstorming ideas and planning/ drafting exercises</p> <p>Alternate Public Speaking/ Poetry Competition</p> <p>Enlarging the study of bias and target audience through a study of advertising</p>	<p>Please note this work is covered over all three terms:</p> <p>Awareness of the differences between spoken and written language</p> <p>Awareness of dialect and colloquialism</p> <p>More analysis of fiction –both orally and written</p> <p>Develop and substantiate an argument– both orally and written</p> <p>Diary writing and communicating emotions</p>
YEAR 8	<p>Please note this work is covered over all three terms:</p> <p>CE preparation under times conditions with some model answers given out</p> <p>Peer group assessment and marking</p> <p>Planning/ drafting and vocabulary enrichment</p> <p>Revisions and extension of knowledge of literary terms</p> <p>Developing an ability to write across a range of tasks including; narrative/ descriptive/ informative/ argumentative</p> <p>Self appraisal and target setting</p>	<p>Please note this work is covered over all three terms:</p> <p>Hot seating and drama</p> <p>Curriculum linked theatre visit</p> <p>Use of non-fiction anthologies</p> <p>Two trial CE exams with extensive feedback</p> <p>Differentiated targets set for prep</p>	<p>Please note this work is covered over all three terms:</p> <p>Knowledge of pre-twentieth century authors</p> <p>A wider exposure to poetry from different cultures/ traditions</p> <p>Use of a variety of rhetorical techniques in oral and written tasks</p> <p>Use of metaphors/ similes and other figures of speech in personal writing</p>