

Intent:

Pupils will read a variety of materials throughout the year. They will be encouraged to analyse text for structure. Pupils will start to recall text independently, predict and infer. They will continue to build vocabulary and read increasingly more difficult texts.

Term	Week/s	Topic/Theme <i>Key vocabulary including Tier 3 subject specific words</i>	Learning Outcomes Knowledge and Skills To know, to use, to apply...	Links to: Literacy, Numeracy, SMSC, Gatsby Benchmarks
Autumn	1-4	<p>Orienteering. Use indoor and outdoor space to give and receive information about where to find a location or object.</p> <p>Visit the Yorkshire Wildlife Park. Get a map of the site on the way in. Pupils to follow the maps/verbal prompts clues to find the animals.</p> <p>Write a report when you get back.</p> <p>orienteering, cooperate, collaborate, location, compass.</p>	<p>To follow a set of instructions, verbal and written.</p> <p>Follow instructions. Sequence instructions. Create own instructions.</p>	<p>Numeracy – problem solving, position/directions.</p> <p>SMSC – cooperate with others, participate in sport.</p>
	5-8	<p>Poems to Perform by Julia Donaldson. A Great Big Cuddle by Michael Rosen. Zim Zam Zoom by James Carter. The Puffin Book of Fantastic First Poems. Here's a Little Poem by Jane Yolen and Andrew Fusek Peters.</p> <p>recite, perform, voice, tone, pace, body language, flow, memorise, rhythm, revise, word, phrase, audience, immerse.</p>	<p>To explore and perform 'performance poetry'.</p> <p>Listen to and read performance poetry. Identify rhyme. Create own poetry/class poem. Read with expression/intonation.</p>	<p>SMSC – be creative, use imagination.</p>
	9-12	<p>Julia Donaldson.</p> <p>additionally, despite that, as well as, although, at the same time, meanwhile, comparably, nevertheless, compared to, on the other hand, correspondingly, on the contrary, furthermore, yet in addition, however in parallel, nonetheless, just as, in contrast, likewise, unlike, moreover, even so, similarly, even though.</p> <p>Both authors take the same approach... While this is the case, in... This is mirrored in... This is contrasted in...is equally significant in both textsis contrasted in both texts. This can also be seen in... This is not the case in...</p>	<p>To compare two books by the same author. (Look on STAT grids for books list KS1/KS2).</p> <p>Read 2 suitable books (use pupils voice/vote).</p> <p>Read/listen to the books. Describe characters/plot/setting in both books. Compare characters/plot/setting for similarities and differences.</p>	

	13-16	<p>Christmas carols and poems. Read, interpret and perform.</p> <p>Pupils to highlight new vocabulary in each carol/poem and find out the meaning.</p> <p>The Snowman – read and perform.</p> <p>moonlit, floating, midnight, village, gaze, surfing, drifting, mountain, swooping, ocean.</p>	<p>To read and analyse poems and carols.</p> <p>Read poems and sing carols. Analyse for technique (stanza, rhyme, repetition, alliteration, metaphor). Create own poem/carol and perform. Use the techniques studied. Give and receive feedback.</p>	<p>SMSC – engage in British Values.</p>
Spring	1-4	<p>Plan a trip to the town centre. Which shops do pupils want to visit? Each pupil to visit a shop of their choice and photograph a product they like.</p> <p>Back at school write a persuasive advert about your chosen product.</p> <p>Pupils to think of something they would like to improve in the town centre for example more bins, more activities for children, more places to eat etc.</p> <p>Write a persuasive letter to the Mayor.</p> <p>free, exclusive, limited, discount, guaranteed.</p> <p>Furthermore, in addition, finally, likewise, besides, moreover, similarly, certainly, specifically, for example, for instance, as evidence, in support of.</p>	<p>To evaluate effective techniques of persuasive writing. (letters and adverts)</p> <p>Look at adverts and leaflets (read and watch). Identify techniques used. Compare adverts/leaflets for 2 venues. Give an opinion on the most effective advertising campaign.</p> <p>Go on a school trip to one of the venues (or both). Take photographs of advertisements at the venue.</p>	<p>Gatsby – learning from career and labour market information, encounters with employers and employees. Research the retail industry and job roles within it.</p> <p>SMSC – socialise with pupils and other people, use imagination and be creative.</p> <p>Numeracy – functional skills. Money and timetables. Plan trip to town/visit café whilst there/manage budget.</p>
	5-8	<p>Whilst in town (see above) take photos of restaurants, cafes and hotels.</p> <p>Create a mind map as a class.</p> <p>Read reviews on each venue, make a PowerPoint of reviews.</p> <p>What do pupils notice about each review? What are the features of a review?</p> <p>Pupils to make a review of a place they have visited.</p>	<p>To compare non-chronological reports.</p> <p>Use TripAdvisor to look at reviews on the class trips venue. Create a review.</p> <p>Make a list of review websites, create a display of review company logos. Read reviews, answer comprehension questions. Create a review using formats looked at.</p>	<p>Gatsby – link to hospitality industry.</p>
	9-12	<p>Read children’s myths and legends.</p> <p>Words associated with – mythical</p>	<p>To evaluate creative techniques used in myths and legends.</p> <p>Read and perform myths and legends.</p>	<p>SMSC – us imagination, be creative, reflect on own success.</p>

		creatures, small creatures, mythical places, heroes, villains, victims, characters in love, dangers and disasters.	Describe character, plot, structure and setting. Use techniques discovered and research of myths/legends to create a myth/legend. Share with staff/peers for feedback.	
Summer	1-4	Roald Dahl. Read, infer, predict, write in the style of Roald Dahl. reasonably infer, suggests that, imply, supporting quotation, predict.	To infer and predict from information in fiction. (Read a classic book together as a class). Read and listen to book. Describe character, plot, setting. Infer and predict.	
	5-6	Choose poems to read and analyse. Pupils to highlight new vocabulary and find out meaning.	To analyse and compare the work of famous children's poets. Read a variety of children's poetry. Express preference with explanation. Analyse for technique. Compare for similarities and differences.	
	7-9	Circle time – pupils to share facts about themselves. Read excerpts from autobiography/biography. Discuss what features each one has. Pupils write their own biography. Create a mind map of people as a class that the pupils find interesting and would like to know more about. Read about a person of interest and create a short biography. past tense, introduction, chronological, memoirs, factual, anecdotal, captions, positive, negatives, beliefs, values, feelings, influences, achievements, experiences.	To summarise text. Read autobiographies/biographies. Summarise important and relevant information. Create an autobiography/a peer's biography.	
	10-12	Children's Newsround. Choose a topic to write a letter of complaint about. confirm, request, enquire, recently, advertisement, reply, appreciate, grateful, propose. Pupils to consider their time in Key Stage 3 so far. Write a letter of thank you to someone that has helped you.	To explore formal and informal letter writing. Read letters. Extract key information. Analyse for technique. Compare.	

Intended impact:
Pupils have a good foundation in order to access more difficult texts such as reference books. They should start to use dictionaries independently. Pupils will have grown in confidence with performing, for example, performance poetry. They will make links between the English curriculum and other subjects. Pupils will develop an appreciation of how music and art can enhance their skills and enjoyment of literacy. Pupils will be able to analyse books further for characters, plot and setting. They are reading difficult material more independently and at a good pace (100 words per minute).