NB: Unit coverage is subject to change as the catch up of curriculum objectives progresses and planning is developed further

Spoken Language	Reading – Word Reading	Reading – Comprehension	Writing - composition	Writing – Vocabulary, Grammar and Punctuation
• listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play, improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others	apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in <u>English Appendix 1</u>, both to read aloud and to understand the meaning of new words that they meet.	• maintain 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 • reading books that are structured in different ways and reading for a range of purposes • 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 • recommending books that they have read to their peers, giving reasons for their choices- *to be included more at the beginning of book based topics.* • identifying and discussing themes and conventions in and across a wide range of writing • learning a wider range of poetry by heart • 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 • understand what they read by: o checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context o asking questions to improve their understanding o drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence o predicting what might happen from details stated and implied o summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas o identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction • participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously • 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 • provide reasoned justifications for their views.	• plan their writing by: o identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own o noting and developing initial ideas, drawing on reading and research where necessary o in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed • draft and write by: o selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning o in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action o using a wide range of devices to build cohesion within and across paragraphs o Devices to build **cohesion** within a paragraph [for example, *then*, *after that*, *this*, *firstly*] o Linking ideas across paragraphs using **adverbials** of time [for example, *later*], place [for example, *nearby*] and number [for example, *secondly*] or tense choices [for example, he *had* seen her before] o using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining • evaluate and edit by: o assessing the effectiveness of their own and others' writing o proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning o ensuring the consistent and correct use of tense throughout a piece of writing o ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register o proof-read for spelling and punctuation errors o perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	• using the perfect form of verbs to mark relationships of time and cause • Indicating degrees of possibility using **adverbs** [for example, *perhaps*, *surely*] or **modal verbs** [for example, *might*, *should*, *will*, *must*] • using expanded noun phrases to convey complicated information concisely • using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun • using commas to clarify meaning or avoid ambiguity in writing • using brackets, dashes or commas to indicate parenthesis **Terminology for Pupils (Statutory)** • modal verb, relative pronoun • relative clause • parenthesis, bracket, dash • cohesion, ambiguity **Writing - Transcription (Handwriting)** • write legibly, fluently and with increasing speed by: • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task.

Unit/Term	Text link	Extended writing opportunities • **Fiction** • **Non-fiction** • **Big Write** • **Poetry**	Writing – Vocabulary, Grammar and Punctuation	Writing – Composition	Reading opportunities Comprehension	Spoken Language opportunities/activities
Unit 1 : Book based unit: Stig of the Dump. Stone age Boy (Autumn 1)	Stig of the Dump. Stone age Boy	F- character description NF- diary F- DAD openers F/BW- narrative adventure story NF- Instructions	• in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • assessing the effectiveness of their own and others' writing • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • using expanded noun phrases to convey complicated information concisely • using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun	• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • noting and developing initial ideas, drawing on reading and research where necessary • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed • devices to build **cohesion** within a paragraph [for example, *then*, *after that*, *this*, *firstly*] • plan their writing by: noting and developing initial ideas, drawing on reading and research where necessary • provide reasoned justifications for their views. • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register	• maintain 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. • recommending books that they have read to their peers, giving reasons for their choices. • participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously • reading books that are structured in different ways and reading for a range of purposes	• listen and respond appropriately to adults and their peers. • ask relevant questions to extend their understanding and knowledge • articulate and justify answers, arguments and opinions • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • select and use appropriate registers for effective communication.

				• using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining •		
Unit 2: Poetry (Autumn 1)	Roald Dahl Poetry	P- setting description P- in the style of Roald Dahl	• using expanded noun phrases to convey complicated information concisely	• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own	• learning a wider range of poetry by heart • 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 • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	• participate in discussions, presentations, performances, role play, improvisations and debates • different viewpoints, attending to and building on the contributions of others
Unit 4: Stories from other cultures (Autumn 2)	Birthday Boy film (Literacy Shed) Day of the dead film (Literacy Shed) Boy at the back of the class)	F- character descriptions F- Diary entry from a characters perspective (Birthday Boy) F- Letter from a character (Birthday Boy) F- Character and setting description F- diary entry (Day of the Dead) NF- non-chronological report on Day of the dead	• using expanded noun phrases to convey complicated information concisely • cohesion, ambiguity • Devices to build **cohesion** within a paragraph [for example, *then*, *after that*, *this*, *firstly*	• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • using a wide range of devices to build cohesion within and across paragraphs • Devices to build **cohesion** within a paragraph [for example, *then*, *after that*, *this*, *firstly*] • Linking ideas across paragraphs using **adverbials** of time [for example, *later*], place [for example, *nearby*] and number [for example, *secondly*] or tense choices	• 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 • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • asking questions to improve their understanding • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	

				[for example, he *had* seen her before]		
Unit 5: Recounts (Autumn 2)	Tuesday (picture book) The Lighthouse film (Literacy Shed)	NF- recount (The Lighthouse) NF- Newspaper report (Tuesday) F- editing and improving a recount (Tuesday)	• using the perfect form of verbs to mark relationships of time and cause • Indicating degrees of possibility using **adverbs** [for example, *perhaps*, *surely*] or **modal verbs** [for example, *might*, *should*, *will*, *must*] • using expanded noun phrases to convey complicated information concisely	• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • using a wide range of devices to build cohesion within and across paragraphs • Devices to build **cohesion** within a paragraph [for example, *then*, *after that*, *this*, *firstly*] • Linking ideas across paragraphs using **adverbials** of time [for example, *later*], place [for example, *nearby*] and number [for example, *secondly*] or tense choices [for example, he *had* seen her before]	• checking that the book makes sense to them, • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction	
Unit 6: Myths and Legends (Spring 1)	Hydra of Huddersfield Robin Hood Beowulf (Michael Morpurgo)	NF- Non-chronological report on the Hydra F- description of a mythical creature F- description of a castle BW – creating own myth F- suspense writing BW- Suspense writing continuing a story F- characters view points • NF- Balanced argument – should Beowulf kill Grendel? •' F- predicting and continuing a story F- Letter writing to Beowulf's dad	• using expanded noun phrases to convey complicated information concisely • using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun • Indicating degrees of possibility using **adverbs** [for example, *perhaps*, *surely*] or **modal verbs** [for example, *might*, *should*, *will*, *must*] • using commas to clarify meaning or avoid ambiguity in writing • using brackets, dashes or commas to indicate parenthesis	• noting and developing initial ideas, drawing on reading and research where necessary • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and	• 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	• listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary

					atmosphere and integrating dialogue to convey character and advance the action • using a wide range of devices to build cohesion within and across paragraphs • Devices to build **cohesion** within a paragraph [for example, *then*, *after that*, *this*, *firstly*] • Linking ideas across paragraphs using **adverbials** of time [for example, *later*], place [for example, *nearby*] and number [for example, *secondly*] or tense choices [for example, he *had* seen her before]		
Unit 7: Older Literature (Spring 2)	Oliver Twist	F- diary entry (Workhouse child) F- character description F- wanted poster F- recount of events NF- newspaper report (neutral viewpoint) NF- balanced argument (workhouses) NF- balanced argument (Fagin)	• using the perfect form of verbs to mark relationships of time and cause • Indicating degrees of possibility using **adverbs** [for example, *perhaps*, *surely*] or **modal verbs** [for example, *might*, *should*, *will*, *must*] • using expanded noun phrases to convey complicated information concisely • using commas to clarify meaning or avoid ambiguity in writing • using brackets, dashes or commas to indicate parenthesis	• plan their writing by: • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed • draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • using a wide range of devices to build cohesion within and across paragraphs • Linking ideas across paragraphs using **adverbials** of time [for example, *later*], place [for example, *nearby*] and	• maintain 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 • identifying and discussing themes and conventions in and across a wide range of writing • understand what they read by: • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • asking questions to improve their understanding • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	• listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • participate in discussions, presentations, performances, role play, improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication.

				number [for example, *secondly*] or tense choices [for example, he *had* seen her before] • using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining • evaluate and edit by: assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • proof-read for spelling and punctuation errors • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	• predicting what might happen from details stated and implied • summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously • provide reasoned justifications for their views.	
Unit 9: Persuasion (Summer 1)	Trip/ Rokt	NF- persuasive advert NF – persuasive letter NF – Persuasive paragraph for an unusual item.	• using the perfect form of verbs to mark relationships of time and cause • Indicating degrees of possibility using **adverbs** [for example, *perhaps*, *surely*] or **modal verbs** [for example, *might*, *should*, *will*, *must*] • using expanded noun phrases to convey complicated information concisely • using commas to clarify meaning or avoid ambiguity in writing • using brackets, dashes or commas to indicate parenthesis	• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • noting and developing initial ideas, drawing on reading and research where necessary • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • Devices to build **cohesion** within a paragraph [for example, *then*, *after that*, *this*, *firstly*] • using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining	• maintain 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 • summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • identifying how language, structure and presentation contribute to meaning • distinguish between statements of fact and opinion • provide reasoned justifications for their views.	• ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • consider and evaluate different viewpoints, attending to and building on the contributions of others

					• assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing		
Unit 10: Book based unit (Summer 2)	Boy in the girl's bathroom	F- Diary entry from Bradley's perspective F- continuing the narrative using dialogue and action F- Advice emails to and from characters F- Letter from a character's perspective	• using the perfect form of verbs to mark relationships of time and cause • Indicating degrees of possibility using **adverbs** [for example, *perhaps*, *surely*] or **modal verbs** [for example, *might*, *should*, *will*, *must*] • using expanded noun phrases to convey complicated information concisely	• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • noting and developing initial ideas, drawing on reading and research where necessary • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • using a wide range of devices to build cohesion within and across paragraphs • Devices to build **cohesion** within a paragraph [for example, *then*, *after that*, *this*, *firstly*] • Linking ideas across paragraphs using **adverbials** of time [for example, *later*], place [for example, *nearby*] and number [for example, *secondly*] or tense choices [for example, he *had* seen her before]	• maintain 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 • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • asking questions to improve their understanding • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	• listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • participate in discussions, presentations, performances, role play, improvisations and debates

					• retrieve, record and present information from non-fiction • participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously	
Unit 8 : Performance poetry (Summer 2)	There's a boy in the girls bathroom I am a rock – Simon and Garfunkel	P- 'I am' poem from a character's perspective P- 'I am' poem about themselves	• using the perfect form of verbs to mark relationships of time and cause • Indicating degrees of possibility using **adverbs** [for example, *perhaps*, *surely*] or **modal verbs** [for example, *might*, *should*, *will*, *must*] • using expanded noun phrases to convey complicated information concisely	• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	• maintain 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 • identifying and discussing themes and conventions in and across a wide range of writing • learning a wider range of poetry by heart • 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 • summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	• ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • participate in discussions, presentations, performances, role play, improvisations and debates

Cross curricular Literacy opportunities

Topic (CCL)	Topic (Science)	Writing and genre	Reading	Speaking and Listening
Through the Ages		- Information texts linked to Stone Age - Job advert for working in Copper Mine (Bronze Age) - Creating an interactive book about Iron Age forts	Stone Age boy Stig of the Dump	
Anglo Saxons		- Persuasive writing - Write a persuasive piece to persuade someone to join their tribe.		
Mission to Mars		- Information text – planets in the solar system - Creating own planet and a non-chronological report		- Video explanation of how planets rotate.
	Forces	- Explanation text – air resistance and friction	Non-fiction texts	
Myths and Legends		- Fact file about Greek Gods (Links to Literacy unit) - Information text about ancient and modern Olympics - Creating a folktale to explain the existence of something (volcanoes. Stars) - Comparing Athens and Sparta in Ancient Greece.	Beowulf Pandora's box King Midas Robin Hood	
	Animal Classification	- Fact file about animal classifications - David Attenborough biography – fact file and research - Plants – glossary - Explanation text – photosynthesis - Explanation text – seed dispersal - Explanation text – Human lifecycles and bodily changes		- Feedback to pupils on research found
Settlements		- Information leaflet on a historical village - Persuasive writing linked to own village		