



Bradwell Village School

English Framework Year 3



Autumn 1 It's raining cats and chocolate

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Writing							
Text Type	TBC – based on creative week (creative writing)	TBC – based on creative week (creative writing)	Descriptive writing	Descriptive writing	Descriptive writing	narrative - adventure	narrative - adventure
Learning Ob	Focus - ARE punctuation	Focus - ARE punctuation	To use full stops and capital letters. To write a description of a rainforest. (cold write) To use adjectives in a description. To know the features of descriptive writing. To know what an adjective is.	To be able to describe a setting. To use adjectives to describe. To draft a piece of descriptive writing To edit and improve To perform a story.	To recognise adjectives in a story. To use commas in a list To write a setting description (hot write) To know when to use a or an Dictation.	Cold write – To write a story To rehearse a story To perform a story. To use subordinating and coordinating conjunctions. To plan an adventure story.	To write the beginning of a story. To edit an adventure story. To use a variety of sentence starters (Fronted adverbials) To write the middle of a story To edit and improve.
Text to be used	TBC – based on creative week	TBC – based on creative week	Visual stimulus Video clips Environmental area The Window Under the Kapok Tree Vanishing Rainforest Where the forest meets the sea	Visual stimulus Video clips Environmental area The Window Under the Kapok Tree Vanishing Rainforest Where the forest meets the sea	Visual stimulus Video clips Environmental area The Window Under the Kapok Tree Vanishing Rainforest Where the forest meets the sea	Tom and the island of dinosaurs	Tom and the island of dinosaurs
Reading							
Text Type	Reading baseline assessments	Fiction and non-fiction texts	Information texts	Information texts	Narrative – Literature from our heritage	Narrative – Literature from our heritage	Stories from other cultures

Class Book/excerpt		TBC – based on creative week	Information texts about rainforests	Information texts about chocolate	Extracts from Charlie and the Chocolate factory	Extracts from Charlie and the Chocolate factory	The Vanishing Rainforest
Focus		Differences between fiction and non – fiction Features of- text type	Skimming and scanning (retrieval) Purpose of a specific paragraph	Skimming and scanning (retrieval) Answering find it questions (retrieval)	Skimming and scanning (retrieval) Understand the main points of a text (retrieval)	Skimming and scanning (retrieval) Understand the main points of a text (retrieval)	Predictions and inference (with evidence) Inference from pictures
Learning Ob		To know the difference between fiction and non-fiction.	To be able to retrieve information from a text.	To be able to answer questions about a text.	To identify the main points of a text.	To be able to explain the main points of a text.	To make a prediction using pictures as evidence.
Additional Texts		A selection of fiction and non-fiction books.	Guided reading skills cards retrieval questions.	Guided reading skills cards retrieval questions	Guided reading skills task cards main idea.	Guided reading skills task cards main idea.	Guided reading skills task card prediction questions.
Read for pleasure	Charlie and the chocolate factory	Charlie and the chocolate factory	Charlie and the chocolate factory	Charlie and the chocolate factory	Charlie and the chocolate factory	Charlie and the chocolate factory	Charlie and the chocolate factory Chocolate cake by Michael Rosen
Cross Curri Link			History/Geography/ Science	History/Geography/ Science	History/Geography/ Science	History/Geography/ Science	SMSC about deforestation

Autumn 2 It's raining cats and chocolate

	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Writing							
Text Type	Narrative - adventure	Instructional texts	Character description	Character description	Recount - write their own version of Charlie and the chocolate factory	Recount - write their own version of Charlie and the chocolate factory	Humorous poems (seasonal)
Learning Ob	To write the end of a story. To identify and use the past tense. To edit and improve. Hot write - To write an adventure story. 5Dictation	To write a set of instructions. (cold write) To know what imperative verbs are. To identify the features and structure of instructions. To write a set of instructions. To follow instructions. To write a set of instructions (hot write)	To identify and use a variety of sentence structures. To identify and use powerful adjectives. Cold write- to write a character description. To use adjectives to describe a character. To act out a character. Hot seat.	To create a character based on Roald Dahl books. To draft a character description. To edit and improve Hot write- To write a character description.	To punctuate and use direct speech. To use nouns and pronouns. To write a story (cold write) Plan a story based on Charlie and the chocolate factory. To use senses to describe a setting.	To write the beginning of a story To write the middle of a story To write the end of a story To edit and improve To recount a story.	To write a poem (cold write). To look at a variety of seasonal poems. To have an opinion on a poem. To collect vocabulary To write a winter poem To perform a poem
Text to be used	Tom and the island of dinosaurs	Charlie and the Chocolate Factory	Charlie and the Chocolate Factory	Charlie and the Chocolate Factory	Charlie and the Chocolate Factory	Charlie and the Chocolate Factory	Seasonal poems
Reading							
Text Type	Instructional texts	Character description	Character description (stories by the same author)	TBC	Reading assessments	Poetry – performance poetry	Non – fiction
Class Book/excerpt	Instructional text extract (recipe)	Focus on extracts that give detailed character descriptions (Charlie and the chocolate factory)	Extract describing Mr and Mrs Twit	TBC – Essential texts extracts		Chocolate cake (Michael Rosen)	
Focus	Evaluating texts (text structure and purpose) Purpose of specific paragraphs	Identify language used to create mood	Identify language used to create mood	Predicting		Skimming and scanning Identify language used to create mood	Dictionary work

Learning Ob	To read and evaluate a set of instructions.	To recognise the language used in a character description.	To recognise the similarities and differences between stories written by the same author.	To be able to predict a story using evidence supplied.		To perform a poem.	To understand how a dictionary works. To know that a dictionary is split into 4 quartiles.
Additional Texts							
Read for pleasure	Fantastic Mr Fox (stories by the same author)	Fantastic Mr Fox (stories by the same author)	Fantastic Mr Fox (stories by the same author)	Fantastic Mr Fox (stories by the same author)	Fantastic Mr Fox (stories by the same author)	Fantastic Mr Fox (stories by the same author)	Fantastic Mr Fox (stories by the same author)
Cross Curri Link	History/Science	History/Science	History/Science	History/Science	History/Science	History	

Spring 1 It's all Greek to me

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Writing						
Text Type	TBC – based on creative week (creative writing)	TBC – based on creative week (creative writing)	Playscripts	Playscripts	Playscripts	Non – chronological report
Learning Ob	Focus - ARE punctuation	Focus - ARE punctuation	Cold write – write a playscript. To know the features of playscripts. To act out a playscript. Evaluate performances Grammar lesson	To watch snippets of plays. Analyse performances. To draft a playscript. To edit a playscript Grammar Spelling focus	Hot write – To write a playscript. To perform a play. Evaluate plays. Dictation Spelling focus	Cold write- To write a non chron report. To know the features of a chronological report. To be able to group information into paragraphs. To identify and use powerful adjectives (thesaurus work) Spelling focus
Text to be used	TBC – based on creative week	TBC – based on creative week	A day in London	The kidnapers	Tales we like	Non -fiction texts about the Greeks
Reading						
Text Type	Recounts and diaries	Recounts and diaries	Recounts and diaries	Modern Classic	Modern classic	Modern classic
Class Book/excerpt	The diary of a killer cat	The diary of a killer cat	The diary of a killer cat	Iron Man	Iron Man	Iron Man
Focus	Understand the main points in a text To order the main events	Identify themes within a text Infer characters feelings thoughts and motives	Navigate increasingly longer texts to retrieve specific information Summarising	Infer characters feelings thoughts and motives Prediction	Identify language choice for meaning. Identify language used to create mood.	Comment on the author's use of vocabulary To order the main events
Learning Ob	Understand the main points in a text. To order the main events.	Infer characters feelings and thoughts.	To be able to summarise.	To be able to make predictions.	Identify language to create mood.	To order the main events.
Additional Texts	Diary of a wimpy kid.	Diary of a worm. Amelia's notebook. Dear Nobody.	Diary of a spider. Amelia's notebook. Dear Nobody.			
Read for pleasure						
Cross Curri Link	History	History	History	Science/Geography/PS HE	Science/Geography/PS HE	Science/Geography/PS HE

Spring 2 It's all Greek to me					
	Week 7	Week 8	Week 9	Week 10	Week 11
Writing					
Text Type	Non – chronological report	Non – chronological report	Fables	Fables	Fables
Learning Ob	To identify and use verbs. To research the Greeks. To group information into paragraphs from research. To plan a non-chronological report. Grammar	To use a range of conjunctions. To write a non-chronological report. To edit and improve Hot write. Dictation Spelling	Cold write To know the features of a fable. To look at different examples of fables. To identify the morals in fables. Grammar	To plan a fable. To edit and improve their writing. spelling Grammar Dictation	To edit and improve. To write a fable with a moral. (Hot write) Grammar Spelling
Text to be used	Non -fiction texts about the Greeks	Non -fiction texts about the Greeks	Aesop's fables Funky fables	Aesop's fables Funky fables	Aesop's fables Funky fables
Reading					
Text Type	Non – chronological reports	Non – chronological reports	Reading assessment	Fables (stories from another culture)	Fables (stories from another culture)
Class Book/excerpt	Back to Earth with a bump.	Tutankhamun, Sharks fact file.		Aesop's fables collection.	Aesop's fables collection.
Focus	Understand the purpose of a specific paragraph Answer find it questions (vocabulary focus)	Understand the purpose of a specific paragraph Answer find it questions (vocabulary focus)		Understand the author's intent (choice of vocabulary) Identify language choice for meaning (author's choice of vocabulary)	Compare and contrast themes of a text Ask their own questions (this does need teaching explicitly)
Learning Ob	Understand the purpose of a specific paragraph	Understand the purpose of a specific paragraph		Identify language choice for meaning	Compare and contrast themes of a text
Additional Texts	Booklets, leaflets, non-fiction books.	Booklets, leaflets, non-fiction books			
Read for pleasure	A variety of Greek myths	A variety of Greek myths	A variety of Greek myths	A variety of Greek myths	A variety of Greek myths
Cross Curri Link	History	History	History	History	History

Summer 1 A mammoth task

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Writing							
Text Type	Biographies	Biographies	Biographies	Diary entry - recount	Diary entry - recount	Diary entry - recount	TBC – based on creative week (creative writing)
Learning Ob	To write a biography (cold write) To know what a biography is. To research a biography To research a biography To know past and present tense.	To know what an autobiography is. To research Julia Donaldson. To plan a biography To use possessive apostrophes with plurals. To recognise and use fronted adverbials.	To write a biography. To edit and improve a biography. To write a biography. (Hot write) To use coordinating and subordinating conjunctions. To use commas in a list.	To write a diary entry (cold write) To make predictions. To retell a story. To identify and use pronouns. To use adjectives.	To use adverbs. To use causal conjunctions To use contrasting conjunctions. To identify features of a diary. To plan a diary.	To understand and use rhetorical questions. To write a diary entry. To edit and improve a diary entry. To write, edit and improve. To write a diary entry (hot write)	Focus - ARE punctuation
Text to be used	Julia Donaldson website https://www.literacywagoll.com/biographies.html	Julia Donaldson website https://www.literacywagoll.com/biographies.html	Julia Donaldson website https://www.literacywagoll.com/biographies.html	Stone Age Boy	Stone Age Boy	Stone Age Boy	TBC – based on creative week
Reading							
Text Type	Biographies	Autobiographies	Stone age picture book	Stone age picture book	Stone age picture book	Non- fiction	Non- fiction
Class Book/excerpt	https://www.literacywagoll.com/biographies.html	https://www.literacywagoll.com/biographies.html	The Wild Girl	The Wild Girl	The Wild Girl	Essential texts extracts	Dictionaries
Focus	Purpose of a specific paragraph Understand the difference between facts and opinion	Use skimming and scanning techniques to retrieve information To compare and contrast texts	Inference (from a picture) Predictions and inference (with evidence and discussion)	Compare and contrast characters (The Wild Girl and the girl from Stone Age Boy)	Summarising Retelling	Identify purpose for writing Evaluate effectiveness of a text (audience and purpose)	Dictionary work
Learning Ob	To understand the difference between fact and opinion.	To be able to skim and scan a text.	To be able to infer using evidence and reasoning.	To compare and contrast texts	To know that a summary retells main events of a	To understand the purpose for writing.	To know how to use a dictionary.

		To use techniques to retrieve information.			story in a short version. To be able to retell a story.		
Additional Texts	https://youtu.be/Flyt5pEcE_g https://www.bbc.co.uk/bitesize/topics/zs44jxs/articles/z3wghv	Selection of biographies.	Selection of guided reading skills task cards – Inference.	Roald Dah’s Heroes and Villains. https://www.literacywagoll.com/compare-and-contrast.html The true story of the 3 little pigs.	We’re going on a bear hunt.	Selection of different texts. Newspaper Story Thesaurus/dictionary Biography Joke book Advert Magazine/comic	
Read for pleasure	Fact or fiction books of choice.	Library books.	Cave Baby, The Lion inside, https://www.youtube.com/watch?v=GlfDD3gYZ_0	Alternative children’s stories.	Selection of short stories.	Newspaper Story Thesaurus/dictionary Biography Joke book Advert Magazine/comic	
Cross Curri Link	History	History	History	History/Science	History/Science	History/Science	

Summer 2 A mammoth task

	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Writing							
Text Type	TBC – based on creative week (creative writing)	Letters (formal)	Letters (formal)	Letters (formal)	Poetry - animal poetry	Poetry - animal poetry	To use as necessary
Learning Ob	Focus - ARE punctuation	To write a letter (cold write) To identify and use question words. To recognise and use formal language. To use different punctuation (exclamation marks and question marks) To use apostrophes to show possession.	To identify the features of formal letters To be able to group information into paragraphs. Grammar lesson To plan a formal letter. To plan a formal letter.	To write a formal letter. To edit and improve a formal letter Grammar-homophones.	Cold write To write a poem. To listen to a range of different poems. To explore storytelling through poetry. Identify and find rhyming words. To understand and use similes.	To understand alliteration. To use powerful adjectives To write an animal poem To perform a poem To evaluate their poem.	
Text to be used	TBC – based on creative week	Website about Julia Donaldson Books containing letters e.g. Jolly Postman Dear Greenpeace	Website about Julia Donaldson Books containing letters e.g. Jolly Postman Dear Greenpeace	Website about Julia Donaldson Books containing letters e.g. Jolly Postman Dear Greenpeace	Cave Baby Who's in the loo	Cave Baby Who's in the loo	To use as necessary
Reading							
Text Type	Narrative - Modern classic	Narrative - Modern classic	Reading assessments	Narrative - Modern classic	Narrative - Modern classic	Narrative - Modern classic	Narrative - Modern classic
Class Book/excerpt	Stig of the Dump	Stig of the Dump		Stig of the Dump	Stig of the Dump	Stig of the Dump	Stig of the Dump/ Stone Age Boy
Focus	Author's choice of vocabulary Inference (using evidence from the text)	Inference (using evidence from the text) Author's choice of vocabulary		Inference (using evidence from the text) Understand how simple and complex sentence influence meaning	Identify language used to create mood Predictions (using evidence from the text to support reasoning)	Summarising main points within a chapter	To compare and contrast text with a similar theme

Learning Ob	To infer and predict who Stig is using evidence from the text	To answer questions by extracting information from the text		To be able to inference using evidence from a text.	To make predictions using evidence from text.	To summarise the main points in a chapter.	To compare and contrast text with a similar theme
Additional Texts							
Read for pleasure	Picture books - inference E.g Oscar and Arabella Hot, Hot, Hot Oscar and Arabella and Ormsy	Picture books - inference E.g Oscar and Arabella Hot, Hot, Hot Oscar and Arabella and Ormsy	Picture books - inference E.g Oscar and Arabella Hot, Hot, Hot Oscar and Arabella and Ormsy	Picture books - inference E.g Oscar and Arabella Hot, Hot, Hot Oscar and Arabella and Ormsy	Picture books - inference E.g Oscar and Arabella Hot, Hot, Hot Oscar and Arabella and Ormsy	Picture books - inference E.g Oscar and Arabella Hot, Hot, Hot Oscar and Arabella and Ormsy	Picture books - inference E.g Oscar and Arabella Hot, Hot, Hot Oscar and Arabella and Ormsy
Cross Curri Link	Science/History	Science/History	Science/History	Science/History	Science/History	Science/History	Science/History



Bradwell Village School



English Framework Year 4

Autumn 1 Bang							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Writing							
Text Type	TBC – based on creative week (creative writing)	TBC – based on creative week (creative writing)	Recount - diary entry	Recount - diary entry	Recount - diary entry	Letters - informal	Letters - informal
Learning Ob	Focus - ARE punctuation	Focus - ARE punctuation	To write a diary To put myself in a character's shoes To generate high quality vocabulary To know there are different word classes To identify different word classes	To write high quality sentences To empathise with a book character To write a detailed paragraph To know what a noun phrase is To identify noun phrases	To write a linking paragraph To edit my writing To write a diary entry To complete sentences with noun phrases To use a noun phrase in a sentence	To build vocab To write an informal letter To identify features of an informal letter To know what a proposition is To identify propositional phrases in texts	To identify the purpose of a letter To write an address To write a letter opening To use prepositional phrases To improve sentences with prepositional and noun phrases
Text to be used	TBC – based on creative week	TBC – based on creative week	Nim's Island	Nim's Island	Nim's Island	Nim's Island	Nim's Island
Reading							
Text Type	Reading baseline assessments	Fiction and non-fiction	Information text	Poetry – Haiku and performance poetry (comparisons)	Narrative – adventure	Narrative – adventure	Narrative – adventure
Class Book/excerpt		Fiction and non – fiction text extracts	Information texts about earthquakes and volcanoes	Various poems A haiku yearbook (found in Year 6 essential text book)	Nim's Island	Nim's Island	Nim's Island
Focus		Similarities and differences between books and their structures (use and function of structural organisers)	Understand main points with reference to the text Skimming and scanning	Identify similarities and differences between poems and their structure understand how to perform poems	Understand main points with reference to the text Skimming and scanning	Understand main points with reference to the text Skimming and scanning	Identify explicit details Sequencing (skimming and scanning skills will need to be used but

		Discussing books and giving opinions (reviewing)	Answering find it questions	discussing poems and giving opinions (reviewing)	Answering find it questions	Answering find it questions	this will not need to be taught explicitly)
Learning Ob		<p><u>Read fiction and non-fiction texts</u> that are structured in different ways</p> <p><u>To name structures of text</u> a wider range of common organisers in non-fiction texts (Y2/3: contents, headings, index, glossary, sub-headings, diagrams + Y4: captions and labels, bibliography)</p> <p><u>To use and describe the function of structures in texts</u></p> <p><u>To compare and contrast information</u> from different sources about the same topic, identifying similarities in content and structure</p>	<p><u>To retrieve</u> Navigate increasingly longer texts to retrieve specific information</p> <p><u>To scan text</u> different sections of unknown texts (fiction and nonfiction) to find specific words or dates</p> <p><u>To Find and select words and phrases</u> to answer find it questions from different sections of unknown texts</p>	<p><u>To discuss a wide of poetry</u> plays, non-fiction and reference books or textbooks that they have read themselves and which have been read to them. Take turns, listen to what others say and ask follow up questions to contributions made by others</p> <p><u>To identify similarities and differences</u></p> <p><u>To prepare poems to read</u> aloud and to perform, showing understanding through intonation, tone, volume and action</p>	<p><u>To Find and select words and phrases</u> to answer find it questions from different sections of unknown texts</p> <p><u>To retrieve</u> Navigate increasingly longer texts to retrieve specific information</p> <p><u>To scan text</u> different sections of unknown texts (fiction and nonfiction) to find specific words or dates</p>	<p><u>To Find and select words and phrases</u> to answer find it questions from different sections of unknown texts</p> <p><u>To retrieve</u> Navigate increasingly longer texts to retrieve specific information</p> <p><u>To scan text</u> different sections of unknown texts (fiction and nonfiction) to find specific words or dates</p>	<p><u>To retrieve</u> Navigate increasingly longer texts to retrieve specific information</p> <p><u>To sequence a selection of text</u> Show understanding of the text by sequencing a selection of unknown text so that they make sense as a whole, justifying reasons for choices</p> <p><u>To scan text</u> different sections of unknown texts (fiction and nonfiction) to find specific words or dates</p>
Additional Texts	Topic Box Books						
Read for pleasure	Range of diary type books, e.g Diary of a Wimpy Kid.	Books linked to emotions.					
Cross Curri Link		Science, History, English	Science, History, English		Science, History, English	Science, History, English	Science, History, English

Autumn 2 Bang							
	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Writing							
Text Type	Letters - informal	Explanation texts	Explanation texts	Explanation texts	Narrative - fantasy	Narrative - fantasy	Narrative - fantasy
Learning Ob	To write high quality sentences To write a letter closing To know my targets To draft an informal letter To edit an informal letter To write an informal letter To know what adverbs are To identify a range of adverbs in texts	To write an explanation To know the features of an explanation text To develop technical vocabulary through research To use a range of adverbs To identify different adverbs used in different positions (FA)	To plan a explanation text To write the opening paragraph and headings. To write effective sentences To change the position of different adverbs in a sentence (FA) To use fronted adverbial correctly (followed by a comma)	To edit and improve sentences To edit and improve sentences To write an explanation To know where commas are placed in a list To use commas in a list	To write a narrative To generate high quality vocabulary To order parts of a story To write high quality sentences To identify direct speech To punctuate direct speech with inverted commas (including all associated punctuation)	To plan a narrative. To write the beginning of a story To write the middle of my story To know that conjunctions join main clauses To know and use FANBOYS (coordinating conjunctions)	To write the end of a story To edit my writing To write a narrative To identify a subordinating conjunction To identify the main and subordinating clause in texts
Text to be used	Nim's Island	Explanation texts about earthquakes, volcanoes and tsunamis	Explanation texts about earthquakes, volcanoes and tsunamis	Explanation texts about earthquakes, volcanoes and tsunamis	The Firework Maker's Daughter	The Firework Maker's Daughter	The Firework Maker's Daughter
Reading							
Text Type	Explanation texts https://www.natgeokids.com/au/discover/geography/physical-geography/tsunamis/ School cds – reading explorers (Year 5 – volcanoes)	Story set in another culture / fantasy	Story set in another culture / fantasy	Story set in another culture / fantasy	Reading assessments	Story set in another culture / fantasy	Story set in another culture / / fantasy
Class Book/excerpt	Explanation texts about earthquakes, volcanoes and tsunamis	The Firework Maker's Daughter	The Firework Maker's Daughter	The Firework Maker's Daughter		The Firework Maker's Daughter	The Firework Maker's Daughter

Focus	Understand the main purpose of the text Skimming and scanning Answering find it questions	Explain the impact of words and phrases on the reader Inference (thoughts and feelings about characters)	Explain the impact of words and phrases on the reader Inference (thoughts and feelings about characters)	Predictions with reasons (evidence based) Inference (thoughts and feelings about characters)		Understand how punctuation is used for effect Identify descriptive devices and the impact this has on the reader	Identify language used for atmosphere Identify descriptive devices and the impact this has on the reader
Learning Ob	<u>To retrieve</u> Navigate increasingly longer texts to retrieve specific information <u>To scan text</u> different sections of unknown texts (fiction and nonfiction) to find specific words or dates <u>To Find and select words and phrases</u> to answer find it questions from different sections of unknown texts	<u>To discuss words and phrases</u> that capture the reader's interest and imagination giving reasons for their choices <u>To explain the authors choice</u> why the author has used a particular word or phrase <u>To infer</u> characters' feelings, thoughts and motives from their actions at different points in a story	<u>To discuss words and phrases</u> that capture the reader's interest and imagination giving reasons for their choices <u>To explain the authors choice</u> why the author has used a particular word or phrase <u>To infer</u> characters' feelings, thoughts and motives from their actions at different points in a story	<u>To make plausible predictions</u> based upon events and actions of characters so far in a story <u>To identify evidence in the text</u> <u>To infer</u> characters' feelings, thoughts and motives from their actions at different points in a story		<u>To understand how punctuation is used</u> for effect <u>LO: To identify descriptive devices</u> and the impact this has on the reader <u>To recognise and describe some features of fiction genres</u> <u>To refer to parts of stories,</u> when writing or speaking about a text, using terms such as chapter and scene	<u>To Identify language</u> used for atmosphere <u>To identify descriptive devices</u> and the impact this has on the reader <u>To recognise and describe some features of fiction genres</u> <u>To refer to parts of stories,</u> when writing or speaking about a text, using terms such as chapter and scene
Additional Texts	Topic Box books						
Read for pleasure							
Cross Curri Link	SMSC- moral choices and challenging stereotypes (Lila)	SMSC- moral choices and challenging stereotypes (Lila)	SMSC- moral choices and challenging stereotypes (Lila)	SMSC- moral choices and challenging stereotypes (Lila)	SMSC- moral choices and challenging stereotypes (Lila)	SMSC- moral choices and challenging stereotypes (Lila)	SMSC- moral choices and challenging stereotypes (Lila)

Spring 1 Framed						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Writing						
Text Type	TBC – based on creative week (creative writing)	TBC – based on creative week (creative writing)	Descriptive writing - settings	Descriptive writing - settings	Descriptive writing - settings	Non – fiction Persuasive
Learning Ob	Focus - ARE punctuation	Focus - ARE punctuation	To write a description of an image To know the features of descriptive writing To build vocab To insert a subordinating conjunction To punctuate sentences correctly that starts with a subordinating conjunction	To structure my writing To draft one aspect of an image To edit and improve a piece of descriptive writing To know what a determiner is To use a variety of determiners correctly in noun phrase	To describe multiple aspects of an image To edit and improve a piece of descriptive writing To write a description of an image To identify pronouns in texts To use a range of pronouns to avoid repetition	To gather information To write persuasive paragraphs To know persuasive devices To use causal conjunctions and adverbials To use rhetorical questions
Text to be used	TBC – based on creative week	TBC – based on creative week	Butterfly lion	Butterfly lion	Butterfly lion	Animal conservation Extracts from Butterfly lion
Reading						
Text Type	Non- fiction	Non- fiction	Narrative - Faraway fiction	Narrative - Faraway fiction	Narrative - Faraway fiction	Narrative - Faraway fiction
Class Book/excerpt	Dictionary	Dictionary	Butterfly Lion	Butterfly Lion	Butterfly Lion	Butterfly Lion
Focus	Alphabetical order Dictionary work – words that have the same initial letter	Prefixes and suffixes (see progression document)	Retelling Sequencing	Summarising	Explain the impact of words and phrases on the reader Identify descriptive devices	Identify descriptive devices Explain the impact of words and phrases on the reader Understand how punctuation is used for effect
Learning Ob	<u>To order words alphabetically</u> including those with the same initial letter	<u>To apply prior knowledge</u> Apply their growing knowledge of root words, prefixes and suffixes to understand	<u>To retell a part of the story</u> Retell a wide range texts orally which is balanced and clear	<u>To sequence a selection of a text</u> Show understanding of the text by sequencing a selection of unknown text so	<u>To discuss words and phrases that capture the reader's interest</u> and imagination giving reasons for their choices	<u>To identify descriptive devices</u> <u>To explain the impact of words</u> and phrases on the reader

	<p><u>To use efficient methods</u> to find words. E.g. quartiles, alphabet, first and last words on page.</p> <p><u>To find correct definitions</u> Differentiate between verb classes depending on context of the sentence</p>	<p>the meaning of new words they meet</p> <p><u>To find correct definitions</u> Differentiate between verb classes depending on context of the sentence</p> <p><u>To use dictionaries</u> to check the meaning of words that they have read</p>	<p><u>To sequence a selection of a text</u> Show understanding of the text by sequencing a selection of unknown text so that they make sense as a whole,</p> <p><u>To justify reasons for choices</u></p>	<p>that they make sense as a whole, justifying reasons for choices</p> <p><u>To justify reasons for choices</u></p>	<p><u>To explain why the author has used a particular word or phrase</u></p> <p><u>To identify descriptive devices</u></p>	<p><u>To understand how punctuation is used for effect</u></p>
Additional Texts	Topic Box books					
Read for pleasure						
Cross Curri Link						

Spring 2 Framed					
	Week 7	Week 8	Week 9	Week 10	Week 11
Writing					
Text Type	Non – fiction Persuasive	Non – fiction Persuasive	Narrative - Fairy Tales	Narrative - Fairy Tales	Narrative - Fairy Tales
Learning Ob	To write effective sentences To write effective sentences To write effective sentences To use apostrophe of possession To use plural possessive apostrophe	To edit and improve my writing To write a persuasive leaflet To write a persuasive leaflet To identify homophones To use homophones	To recognise a range of literature. To write a fairy tale narrative To explore different sides of a story To identify past tense To identify and use the present perfect form of verbs	To plan a story To write the beginning of a story To write high quality sentences To explore and use a range of adverbial phrases (Time and Reason) To explore and use a range of adverbial phrases (Manor and place)	To write the ending of a story To edit and improve my writing To write a fairy tale narrative To identify direct speech To punctuate direct speech with inverted commas (including all associated punctuation)
Text to be used	Animal conservation Extracts from Butterfly lion	Animal conservation Extracts from Butterfly lion	The true story of the 3 little pigs - Jon Scieszka	The true story of the 3 little pigs - Jon Scieszka	The true story of the 3 little pigs - Jon Scieszka
Reading					
Text Type	Modern classic	Modern classic	Reading assessments	Modern classic	Modern classic
Class Book/excerpt	The Sheep-Pig	The Sheep-Pig		The Sheep-Pig	The Sheep-Pig
Focus	Inference skills – thoughts and feelings Compare and contrast characters	Inference skills – motives		Identify explicit details Navigate increasingly longer texts to retrieve specific information	Summarising Sequencing key events
Learning Ob	To infer characters’ feelings and thoughts from their actions at different points in a story To compare and contrast characters from the text, identifying similarities and differences To compare and contrast characters from different texts read, identifying similarities and differences	To infer Infer characters’ motives from their actions at different points in a story		To retrieve Find and select words and phrases to answer find it questions from different sections of unknown texts To retrieve Navigate increasingly longer texts to retrieve specific information	To summarise Identify main ideas drawn from more than one paragraph To sequence key events justifying reasons for choices To justify reasons for choices
Additional Texts	Topic Box books				
Read for pleasure					
Cross Curri Link					

Summer 1 Magiovinium							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Writing							
Text Type	Recount -writing from a different perspective	Recount -writing from a different perspective	Recount -writing from a different perspective	Newspaper reports	Newspaper reports	Newspaper reports	TBC – based on creative week (creative writing)
Learning Ob	To write from a different point of view To understand a story from more than one point of view To summarise from different points of view To know what a determiner is To use a variety of determiners correctly in noun phrase	To generate high-quality vocabulary To produce high quality sentences To plan different parts of a story To know how contraction apostrophes are used To combine words to create a contraction	To draft a story To edit and improve my writing To write from a different point of view To explain the reason for use of apostrophe for possession To explain the reason for use of apostrophe for omission	To gather information. To write a newspaper report To know the structure of a newspaper To know the difference between sentence types (command, question, statements) To rewrite a question into a statement	To write effective sentences To write effective sentences To gather eye witness accounts Identify different word classes To add suffix to change a noun to an adjective	To write effective sentences To edit and improve my writing. To write a newspaper report To identify correct use of standard English To sentences from memory including punctuation and spelling so far	Focus - ARE punctuation
Text to be used	Voices in the park	Voices in the park	Voices in the park	Video – washed up whale Newspaper extracts	Video – washed up whale Newspaper extracts	Video – washed up whale Newspaper extracts	TBC – based on creative week
Reading							
Text Type	Narrative - stories by the same author	Narrative – stories by the same author	Narrative – stories by the same author	Roman myth	Poetry – nonsense poetry	Poetry – nonsense poems	Non- fiction
Class Book/excerpt	Into the forest	The Tunnel	The Tunnel	Romulus and Remus	Spike Milligan poetry	On the 33 rd of Januagust	TBC based on creative week
Focus	Inference – including empathy and motives	Inference – including empathy and motives Prediction (using evidence from the text to support reasoning)	Compare and contrast characters Identifying common themes in books by the same author	Inference – empathy and motives Compare and contrast characters	Discuss poems and give opinions Recognise and explain how language is linked to audience and purpose	Discuss poems and give opinions Compare poems Recognise and explain how language is linked to audience and purpose	Identify explicit details skimming and scanning Navigate increasingly longer texts to retrieve specific information
Learning Ob	<u>To justify inferences</u> with	<u>To make predictions</u> prior to	<u>To compare and contrast</u> the	<u>To infer characters’ feelings, thoughts</u>	<u>To use technical vocabulary</u> when	<u>To compare and contrast</u> character	

	<p>evidence from within the text and experiences and/or reading beyond the text</p> <p><u>To infer characters' feelings, thoughts and motives</u> from their actions at different points in a story</p> <p><u>To infer characters' feelings, thoughts and motives</u> from their actions at different points in a story</p>	<p>reading about the likely type of characters or events in a story based upon the front cover, title, knowledge of the author and different genres of writing</p> <p><u>To make predictions</u> based upon events and actions of characters so far in a story</p> <p><u>To infer characters' feelings, thoughts and motives</u> from their actions at different points in a story</p>	<p>structure of AB books to others read.</p> <p><u>To compare and contrast</u> the characters from this book and others by AB</p> <p><u>To compare and contrast</u> the themes, settings, and plots of stories to other AB books read.</p>	<p><u>and motives</u> from their actions at different points in a story</p> <p><u>To compare and contrast</u> the structure of AB books and this one</p> <p><u>To compare and contrast</u> the characters from this book and others by AB</p>	<p>referring to parts of poems when writing or speaking about a text, using terms such as stanza, verse and chorus</p> <p><u>To explain author word choices</u> and phrases that capture the reader's interest and imagination giving reasons for their choices</p> <p>-To explain why the author has used a particular word or phrase</p>	<p>development and themes in poetry</p> <p><u>To explain author word choices</u> and phrases that capture the reader's interest and imagination giving reasons for their choices</p> <p>To explain why the author has used a particular word or phrase</p>	
Additional Texts	Topic Box books				BBC bitesize nonsense poetry	www.poetry4kids.com	
Read for pleasure							
Cross Curri Link	SMSC – emotional wellbeing anxiety	SMSC – emotional wellbeing anxiety					

Summer 2 Magiovinium							
	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Writing							
Text Type	TBC – based on creative week (creative writing)	Information text	Information text	Information text	Poetry - kennings and cinquains	Poetry - kennings and cinquains	Performance poetry
Learning Ob	Focus - ARE punctuation	To write an information text To know the features of an information text To research the Romans To identify and use colons in a list To use and brackets in a sentence	To plan a well-structured piece of writing To write a draft of an information text To edit and improve my writing To complete sentences with noun phrases To use a noun phrase in a sentence	To continue writing a draft of an information text To continuing editing and improving my writing To write an information text To use a range of adverbs To identify different adverbs used in different positions (FA)	To write a kenning or a cinquain poem To understand the features of different poems To build vocabulary and draft a kenning poem To identify prepositional phrases in poetry To write prepositional phrases	To build vocabulary and draft a cinquain poem To edit my choice of poem To write a kenning or cinquain poem To use standard English to correct sick sentences To use standard English to correct sick sentences	To rehearse my poem To perform my poem To evaluate my poem and performance Revise punctuation from the year
Text to be used	TBC – based on creative week	Non – fiction books about the Romans	Non – fiction books about the Romans	Non – fiction books about the Romans	TBC	TBC	TBC
Reading							
Text Type	Non – fiction	Non- fiction	Reading assessments	Non – fiction	Inference from a visual	fiction and non – fiction	fiction and non – fiction
Class Book/excerpt	TBC based on creative week	Online information texts (Wikipedia, Parks Trust and MKDC)		Online information texts (Wikipedia, Parks Trust and MKDC)	https://www.onceonapicture.co.uk/t-collections/the-inference-collectio	Essential texts	Essential texts
Focus	Identify explicit details skimming and scanning Navigate increasingly longer texts to retrieve specific information	Identify explicit details skimming and scanning Navigate increasingly longer texts to retrieve specific information		Identify explicit details skimming and scanning Navigate increasingly longer texts to retrieve specific information	Generate questions to improve understanding Infer characters thoughts and feelings	Understand the differences between text types (text structure)	Understand the differences between text types (text structure)

Learning Ob	<p><u>To scan and skim</u> different sections of unknown texts (fiction and nonfiction) to find specific words or dates</p> <p><u>To find and select</u> words and phrases to answer find it questions from different sections of unknown texts</p> <p><u>To retrieve</u> Navigate increasingly longer texts to retrieve specific information</p>	<p><u>To scan and skim</u> different sections of unknown texts (fiction and nonfiction) to find specific words or dates</p> <p><u>To find and select</u> words and phrases to answer find it questions from different sections of unknown texts</p> <p><u>To retrieve</u> Navigate increasingly longer texts to retrieve specific information</p>		<p><u>To scan and skim</u> different sections of unknown texts (fiction and nonfiction) to find specific words or dates</p> <p><u>To find and select</u> words and phrases to answer find it questions from different sections of unknown texts</p> <p><u>To retrieve</u> Navigate increasingly longer texts to retrieve specific information</p>	<p><u>To generate questions</u> based upon events and actions of characters to make plausible predictions</p> <p><u>To infer</u> characters' feelings, thoughts and motives from their actions at different points in a story</p>	<p><u>To identify text features</u> Name, use and describe the function of a wider range of common organisers in non-fiction texts (Y2/3: contents, headings, index, glossary, sub-headings, diagrams + Y4: captions and labels, bibliography)</p> <p><u>To use text features</u> Use a range of structural organisers (see previous bullet point) to retrieve information from non-fiction texts</p>	<p><u>To identify text features</u> Name, use and describe the function of a wider range of common organisers in non-fiction texts (Y2/3: contents, headings, index, glossary, sub-headings, diagrams + Y4: captions and labels, bibliography)</p> <p><u>To use text features</u> Use a range of structural organisers (see previous bullet point) to retrieve information from non-fiction texts</p>
Additional Texts	Topic Box books				For the birds – Pixar short film Bao – Pixar short film		
Read for pleasure							
Cross Curri Link							



Bradwell Village School



English Framework Year 5

Autumn 1 Invasion, Invasion, Invasion

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Writing							
Text Type	TBC – based on creative week (creative writing)	TBC – based on creative week (creative writing)	Setting description (Viking battle scene)	Setting description (Viking battle scene)	Setting description (Viking battle scene)	Narrative - legends Beowulf	Narrative - legends Beowulf
Learning Ob	Focus - ARE punctuation	Focus - ARE punctuation	To revise word classes To understand noun phrases To know language features used to describe a setting To understand why Vikings have battles To create a word bank	To use adjectives effectively To use exciting verbs To use descriptive words and phrases To plan a piece of descriptive writing To use literacy features in our writing	To use coordinating conjunctions To use subordinating conjunctions To draft a description of a setting To edit and improve my writing To write a setting description (independent writing)	To use adverbs (manner) in context To use fronted adverbials To write a narrative (Cold write) To understand the characters and setting of Beowulf To create a word bank (descriptive words and phrases to describe the fight scene)	To use fronted adverbials to improve my writing To use fronted adverbials to create cohesion To summarise the events of Beowulf To understand the themes of Beowulf To describe characters (use of adverbs to describe movement)
Text to be used	TBC – based on creative week	TBC – based on creative week			Beowulf	Beowulf	Beowulf
Reading							
Text Type	Reading baseline assessments	Fiction and non-fiction	Non-fiction – information texts	Fiction - legend	Fiction - legend	Fiction - legend	Fiction - legend
Class Book/excerpt		TBC based on creative week (extracts)	Information texts about the Vikings and Anglo- Saxons	Beowulf	Beowulf	Beowulf	Beowulf

Focus		Identify different text types and comment on their structure Understand the impact of organisational and presentational features (structural organisers)	Retrieve explicit details from the text (find it questions) Skimming and scanning (longer more complex texts)	Understand the context of the sentence to infer meaning of unknown vocabulary Retrieve key details from the text (e.g find and copy the word that means the same as.....) Vocabulary focus	Understand the context of the sentence to infer meaning of unknown vocabulary Recognise descriptive devices including figurative language	Inference - prove/disprove statements about a character Compare and contrast characters Understand the context of the sentence to infer meaning of unknown vocabulary (continue to focus on this but it will not be a specific LO)	Empathising with characters (evidence to support justifications) Predictions based on evidence Understand the context of the sentence to infer meaning of unknown vocabulary (continue to focus on this but it will not be a specific LO)
Learning Ob		To identify different text types and comment on their structure x2 To understand the structure of a text (organisational not language)	To retrieve key information from the text x2 To understand how to skim and scan a text	To infer the meaning of unfamiliar words To retrieve key information from the text x2 (vocabulary focus)	To infer the meaning of unfamiliar words To identify figurative language x 2	To infer characters thoughts, feelings and actions x2 To compare and contrast characters	To empathise with characters (evidence from the text) x2 To make accurate predictions
Additional Texts							
Read for pleasure	TBC	TBC	How to be a Viking	How to be a Viking	Viking boy	Viking boy	Viking adventure - Histronauts
Cross Curri Link		History	History	History SMSC – Moral choices	History SMSC – Moral choices	History SMSC – Moral choices	History SMSC – Moral choices

Autumn 2 Invasion, Invasion, Invasion

	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Writing							
Text Type	Narrative - legends	Non – chronological report	Non – chronological report	Non – chronological report	Character Description	Character Description	Character Description
Learning Ob	To plan a narrative To draft and edit a narrative (opening) To draft and edit a narrative (fight scene/ climax) To draft and edit a narrative (ending)	To understand the features of a non – chronological report (2 days) To create notes about Vikings (2 days) To turn notes into sentences	To identify formal and informal language To use formal language accurately To develop ideas within a paragraph (weapons) To use cohesive devices within a paragraph To use cohesive devices within a paragraph (raids)	To understand how to use parenthesis To plan a non-chronological report To understand how to write an introductory paragraph To use parenthesis effectively (ships) To write a non-chronological report	To write a character description (dragon) To identify figurative language (similes and metaphors) To generate figurative language (similes and metaphors) To use figurative language in sentences To use figurative language to describe an object (nest)	To identify figurative language (personification/ onomatopoeic language) To generate figurative language (personification) To use figurative language in sentences To use figurative language to describe an object (dragon)	To plan a character description (dragon and nest) To write a description (nest) To write a description (dragon in nest) To write a description (dragon flying away) To edit a description All sessions will have figurative language as the foci
Text to be used	Beowulf	Non – fiction Vikings	Non – fiction Vikings	Non – fiction Vikings	How to Train your Dragon Video stills	How to Train your Dragon Video stills	How to Train your Dragon Video stills
Reading							
Text Type	Fiction – story in a familiar setting	Fiction – story in a familiar setting	Fiction – story in a familiar setting	Fiction – story in a familiar setting	Reading assessments	Fiction – story in a familiar setting	Fiction – story in a familiar setting
Class Book/excerpt	There's a boy in the girls' bathroom	There's a boy in the girls' bathroom	There's a boy in the girls' bathroom	There's a boy in the girls' bathroom		There's a boy in the girls' bathroom	There's a boy in the girls' bathroom
Focus	Understand the context of the sentence to infer meaning of unknown vocabulary Retrieve key details and quotes from the text	Summarising main events (from across a chapter) Inference – prove/ disprove statements about a character (point, evidence, explain)	Explore characters thoughts, feeling and behaviours Inference – prove/ disprove statements about a character (point, evidence, explain)	Prediction based on evidence Inference – prove/ disprove statements about characters (point, evidence, explain)		Explore characters thoughts, feelings and behaviours Identify how characters change or develop over time	Comment on language choices and structures Discuss texts in detail with opinion Understand how vocabulary choices

	Identifying similarities and differences between character	Retrieve explicit key details and quotes from the text (find it questions)		Comment on language choices and structures			link to audience and purpose
Learning Ob	To infer the meaning of unfamiliar words To retrieve key information (including quotes) To compare and contrast characters	To summarise the main events To infer characters thoughts, feelings and actions To retrieve key information from a text	To identify character's thoughts, feelings and behaviours To evaluate character's thoughts, feelings and behaviours To infer meaning about a character's actions	To make accurate predictions To infer meaning about a character's actions To evaluate the author's choice of language		To identify character's thoughts, feelings and behaviours To evaluate character's thoughts, feelings and behaviours To identify how characters change over time	To evaluate the author's choice of language To give an opinion on a text To evaluate the author's choice of language (link to audience and purpose)
Additional Texts							
Read for pleasure	Ruby's worry	Diary of a wimpy kid	Diary of a wimpy kid	Diary of a wimpy kid		Have you filled a bucket today?	Have you filled a bucket today?
Cross Curri Link	SMSC - moral choices Social interaction Behaviour	SMSC - moral choices Social interaction Behaviour	SMSC - moral choices Social interaction Behaviour	SMSC - moral choices Social interaction Behaviour		SMSC - moral choices Social interaction Behaviour	SMSC - moral choices Social interaction Behaviour

Spring 1 Every Cloud						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Writing						
Text Type	TBC – based on creative week (creative writing)	TBC – based on creative week (creative writing)	Narrative- adventure/suspense	Narrative – adventure/suspense	Narrative – adventure/suspense	Newspaper Report
Learning Ob	Focus - ARE punctuation	Focus - ARE punctuation	To write a narrative (opening scene where Michael and his family leave and sail away on an adventure) To identify prepositional phrases To use prepositional phrases To identify language features to create suspense To generate vocab to create suspense (stormy sea)	To generate vocab to create suspense (Michael’s emotions) To use descriptive words and phrases to engage the reader To use cohesive devices to link ideas in a paragraph To plan a narrative To write a narrative (opening stormy sea) (focus language and punctuation to create suspense)	To identify relative pronouns To use relative pronouns To write a narrative (Michael falls overboard) To write a narrative (Michael wakes up on an island) To edit and write a narrative (big write)	To write a newspaper article (cold write) To identify direct and indirect speech To use direct speech accurately To use indirect/ reported speech accurately To identify structural features of a newspaper
Text to be used	TBC – based on creative week	TBC – based on creative week	Kensuke’s Kingdom	Kensuke’s Kingdom	Kensuke’s Kingdom	Kensuke’s Kingdom
Reading						
Text Type	Fiction – adventure	Fiction – adventure	Fiction – adventure	Fiction – adventure	Fiction – adventure	Fiction – adventure
Class Book/excerpt	Kensuke’s Kingdom	Kensuke’s Kingdom	Kensuke’s Kingdom	Kensuke’s Kingdom	Kensuke’s Kingdom	Kensuke’s Kingdom
Focus	Prediction based on evidence Retrieve key details and quotes from the text Retrieve key details from the text (e.g find and copy the word that means the same as.....) Vocabulary focus	Ordering events Retrieve key facts and information where question words and text language vary	Empathise with characters (justification using evidence from the text) Retrieve key facts and information where question words and text language vary Skimming and scanning techniques -	Prediction based on evidence Categorise predictions as likely/unlikely based upon what has been read so far Predict what might happen from details stated or implied	Summarising - Identify the key details to support the main ideas Comment on language choices	Inference – prove/ disprove statements about characters (point, evidence, explain) Understand how and why vocabulary/ punctuation is used for effect

			<i>this will not need teaching explicitly</i>			
Learning Ob	To be able to predict To retrieve key information To find synonyms in a text	To order events To skim for information To retrieve information	To retrieve information To skim for information To scan for information To demonstrate empathy with the characters	To predict based on evidence To categorise predications To predict from details stated or implied	To identify the main ideas To identify the key details To understand the impact of the author's choice of language	To infer meaning To prove/disapprove statements about characters. To understand the impact of the author's choice of language
Additional Texts						
Read for pleasure	Journey	Journey	Jumanji	Jumanji	The secret of the whispering wood	The secret of the whispering wood
Cross Curri Link						

Spring 2 Every Cloud

	Week 7	Week 8	Week 9	Week 10	Week 11
Writing					
Text Type	Newspaper Report	Newspaper Report	Persuasive Letter	Persuasive Letter	Persuasive Letter
Learning Ob	To identify the language features of a newspaper report To plan a newspaper report To identify relative clauses To use relative clauses To write an introduction for a newspaper report (5 ws)	To understand the difference between fact and opinion To write the main body of a newspaper report X2 days To write the concluding paragraph of a newspaper report (tense To write the main body of a newspaper report	To write a persuasive letter (cold write) To identify persuasive language To generate words and phrases to persuade the reader To debate a topical issue To use cohesive devices to link ideas (persuasive argument)	To identify formal and informal language To identify modal verbs To use modal verbs To identify the features of a formal letter To plan a persuasive letter	To use subordinating conjunctions To write a persuasive letter (sc relate to use of conjunctions) x3 To edit a persuasive letter
Text to be used	Kensuke's Kingdom	Kensuke's Kingdom	Topical issue - e.g. Should school uniforms be banned? Having a water park on the school field etc	Topical issue - e.g. Should school uniforms be banned? Having a water park on the school field etc	Topical issue - e.g. Should school uniforms be banned? Having a water park on the school field etc
Reading					
Text Type	Non – fiction	Non – fiction	Reading assessments	Non- fiction – discussion	The secret diary of Adrian Mole aged 13 ¼
Class Book/excerpt	Information texts e.g. mountaineers Mountain expeditions Mountains of the world Everest Avalanches	Information texts e.g. mountaineers Mountain expeditions Mountains of the world Everest Avalanches		The Walk to school debate (achieve 100 reading comprehension book)	Identity themes and make links (between different diary extracts) Explore the relationship between different characters
Focus	Skimming and scanning for explicit information (more than one text to refer to) Retrieve key facts and information where question words and text language vary	Explain why the author has chosen to structure/present the text in particular way or use a particular structural organiser Compare and contrast purpose of the text and evaluate the usefulness of each source		Distinguish between statements of fact and opinion Compare and evaluate texts against their intended purpose	Inference Prove/ disprove statements about a character

Learning Ob	To skim for information To scan for information To retrieve information	To understand structural devices To evaluate the impact of structural devices To compare the purpose of the text To evaluate the purpose of a text		To understand statements of fact and opinion To compare the purpose of the text To evaluate the purpose of a text	To infer meaning To prove/disprove statements about a character. To evaluate the purpose of a text
Additional Texts					
Read for pleasure	Mountains of the world	Mountains of the world	Rivers/Journey to the river sea	Rhythm of the rain	Rhythm of the rain
Cross Curri Link	Geography	Geography		Geography SMSC- cultural/ moral	Geography SMSC- cultural/ moral

Summer 1 I want my Mummy

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Writing							
Text Type	Recount – diary entry	Recount – diary entry	Recount – diary entry	Retelling section of a story	Retelling of a story	Retelling of a story	TBC – based on creative week (creative writing)
Learning Ob	To revise verb tenses To revise the verb to be To write a diary entry (cold write) To understand features of a diary entry (language and structure) To generate a word bank	To revise pronouns To revise modal verbs To use exciting words and phrases in context (slow write) To plan a diary entry To write an effective opening paragraph	To use brackets for parenthesis To use commas and dashes for parenthesis To draft a diary entry To edit and improve To write a diary entry (independent writing)	To use speech punctuation correctly To use speech punctuation correctly To retell a story (cold write) To generate exciting vocabulary To write effective sentences	To use adverbials in context To use conjunctions to link ideas To plan a story To write an exciting opening paragraph To edit and improve their writing	To use colons in context To use semi-colons in context To draft a story (paragraphs 2 and 3) To edit and improve our writing To retell a story (Independent writing)	Focus - ARE punctuation
Text to be used	The Highwayman	The Highwayman	The Highwayman	The Highwayman	The Highwayman	The Highwayman	TBC – based on creative week
Reading							
Text Type	Poetry – narrative poem	Poetry – narrative poem	Poetry – narrative poem	Non – fiction	Fiction and non-fiction	Non – fiction (online holiday brochures)	Non – fiction dictionary and thesaurus work
Class Book/excerpt	The Highwayman part 1 and part 2 (Friday)	The Highwayman Part 1 and 2	The Highwayman/ The Highway Rat	The pharaoh in the attic (scholastic extract) Non-fiction text about pharaohs	Holiday websites (contrasting companies) E.g Kuoni/ Ryanair holidays	Holiday websites (contrasting companies) E.g Kuoni/ Ryanair holidays	dictionary/ thesaurus work
Focus	Recognise descriptive devices including figurative language Understand the context of the sentence to infer meaning of unknown vocabulary	To understand the impact of the author’s choice of language Empathise with characters (using evidence from the poem to support ideas)	To recall and compare main events within a text. Identify, compare and contrast the features within poetry and fiction.	Scan different texts to find evidence to support answers to questions Compare and evaluate texts against their intended purpose	Skimming and scanning (use different texts to find evidence to support answers to questions) Retrieve key facts and information where question	Compare and evaluate texts against their intended purpose (text structure and vocabulary) Navigate different texts for a specific purpose (e.g. cost of specific holiday)	Dictionary work – words that have the same initial letter Thesaurus - create synonyms and antonyms (without changing context of the sentence)

	Identify vocabulary that tells us it is set in the past.	Infer characters thoughts, feelings and motives	Compare the impact of different language devices within a text on the reader		words and text language vary		
Learning Ob	To infer meaning of unfamiliar vocabulary To recognise descriptive devices including figurative language	To identify vocabulary that tells us it is set in the past. To demonstrate empathy with the characters To infer characters thoughts, feelings and motives	To identify the features of poetry To compare and contrast poetry and fiction To compare language devices	To scan texts to retrieve information To compare texts To evaluate the purpose of a text	To skim and scan a text for information (x2 demonstration comprehension initially) To retrieve information from a text	To identify persuasive devices in a text To compare texts To evaluate the purpose of a text	To understand how to use a dictionary To understand how to use a thesaurus (synonyms) To understand how to use a thesaurus (antonyms)
Additional Texts						Specific weblinks to find information	
Read for pleasure	Anthology of poetry	Imagine a day/imagine a night	Imagine a place/imagine a world	Egyptian adventure	Meet the ancient Egyptians	The scarab's secret	The secrets of the sun king
Cross Curri Link							

Summer 2 I want my Mummy

	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Writing							
Text Type	TBC – based on creative week (creative writing)	Narrative – story set in another culture	Narrative – story set in another culture	Narrative – story set in another culture	Explanation	Explanation	Explanation
Learning Ob	Focus - ARE punctuation	To revise expanded noun phrases To understand phrases and clauses To write a story set in another culture (Cold write) To use descriptive words and phrases (image of women) To create effective sentences	To identify literary features (similes, metaphors, personification) To use literary features in our writing To use effective words and phrases to describe a setting (similes and metaphors) To create effective sentences (tea plantation) To use figurative language effectively in our writing	To identify relative pronouns To identify relative clauses To write an opening paragraph To edit and improve their writing To write a story set in another culture (Independent writing)	To use prepositions To use modal verbs in context To write an explanation text (cold write) To know the features of an explanation text To make notes about a process	To identify connectives To use causal connectives To generate vocabulary (technical words) To turn notes into effective sentences. To write an effective opening paragraph.	To group ideas into paragraphs To link ideas between paragraphs To draft an explanation text To edit and improve our writing To write an explanation text (Independent writing)
Text to be used	TBC – based on creative week	Cloud Tea Monkeys	Cloud Tea Monkeys	Cloud Tea Monkeys	Process of mummification Explanation texts	Process of mummification Explanation texts	Process of mummification Explanation texts
Reading							
Text Type	TBC	Narrative - story set in a different culture	Reading assessments	Narrative - story set in a different culture	Non – fiction (explanation)	Narrative – story from another culture	Poetry - recognise descriptive devices Year 5 anthology
Class Book/excerpt	TBC	Cloud Tea Monkeys		Cloud Tea Monkeys	Different texts explaining the mummification process Natgeokids.com (How to make a mummy)	The tale of 2 cooking pots	The sound collector (achieve 100 reading booklet)

					I want my mummy School cds - reading explorers https://www.si.edu/spotlight/ancient-egypt/mummies		
Focus	Prefixes and suffixes	Understand cultural setting and compare to lifestyle in the UK Empathise with characters (using evidence from the text to support justifications) Categorise predictions as likely/unlikely based upon what has been read so far		Identifying themes (making links with Michael in Kensuke's Kingdom) Sequencing and ordering events Find and select words and phrases from across a whole text to answer find it questions	Compare and evaluate text against their intended purpose Understand the impact of organisational and presentational features Understand how vocabulary choices link to audience and purpose	Empathise with characters - using evidence from the text to support justifications Inference - prove/disprove statements about a character Summarising	Recognise descriptive devices including figurative language
Learning Ob		To understand cultural setting To compare it to lifestyle in the UK To demonstrate empathy with the characters Challenge: To be able to predict		To identify themes within different texts To sequence and order events To retrieve information	To compare the purpose of a text. To evaluate the purpose of a text To understand the impact of the author's choice of language	To demonstrate empathy with the characters To prove/disprove Statements about a character. To summarise the text.	To recognise descriptive devices including figurative language To understand the impact of the author's choice of language To evaluate the impact of the author's choice of language.
Additional Texts							
Read for pleasure	The colour of home	African folklore stories	African folklore stories	Anansi the spider (Jamaican folk story)	Kaya's heart song	Ghost stories Goosebumps	Ghost stories Goosebumps
Cross Curri Link							



Bradwell Village School



English Framework Year 6

Autumn 1 De L'Afrique							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Writing – Shaun Tan							
Text Type	TBC – based on creative week (creative writing)	TBC – based on creative week (creative writing)	Setting description	Setting description	Setting description	Narrative – fantasy	Narrative – fantasy
Learning Ob	Focus - ARE punctuation	Focus - ARE punctuation	To understand what makes an effective story. To write a setting description and create a word bank. To write effective phrases/sentences.	To edit and improve a paragraph effectively. To use literary features. To write about the five senses.	To plan effectively. To use plan effectively. To write and effective description.	To evaluate our writing. To know what features a short story uses. To consider and evaluate own ideas for a short story.	To write an effective hook. To use a variety of punctuation. To plan a short story.
Text to be used	TBC – based on creative week	TBC – based on creative week	The Lost Thing	The Lost Thing	The Lost Thing	Eric (sequel)	Eric (sequel)
Reading							
Text Type	Reading baseline assessments SATs 2017	Fiction - action	Fiction - action	Fiction - action	Fiction - action	Fiction - action	Fiction - action
Class Book/excerpt		Storm Breaker	Storm Breaker	Storm Breaker	Storm Breaker Non -fiction spy text	Storm Breaker Non -fiction (James Bond) text	Storm Breaker Ruby Redford The Incredibles
Focus		Retrieve key details and quotes Answer who, what, why, where, when, which and how questions with quotes	Retrieve key details from the text (e.g find and copy the word/ phrase that means the same as.....) Vocabulary focus Developed inferences - empathising with characters (evidence from the text to support justifications)	Identify main message/ themes/ conventions in a story Infer and compare different characters' thoughts, feelings and motives at the same point in a story.	Understand the context of the sentence to infer meaning of unknown vocabulary Retrieve key facts and information (from more than one text) where question words and text language vary	Explain the structure language and purpose of a range of texts Retrieve key facts and information (from more than one text) where question words and text language vary	Compare and contrasting characters Prove/ disprove statements about a character Predict what might happen from details stated or implied E.g making generalisations about how

							<i>characters may behave.</i>
Learning Ob							
Additional Texts							
Read for pleasure	Storm Breaker	Storm Breaker	Storm Breaker	Storm Breaker	Storm Breaker	Storm Breaker	Storm Breaker
Cross Curri Link							

Autumn 2 De L'Afrique							
	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Writing - Feelings							
Text Type	Narrative – fantasy	Recount - diary entry	Recount - diary entry	Recount - diary entry	Classic Literature - Play	Classic Literature - Play	Classic Literature - Play
Learning Ob	To write from a plan. To start an effective short story. To write an effective short story.	To identify the features of a diary entry. To know what makes an effective diary entry. To summarise the key events. To use literary features of the focus text.	To develop sentences. To plan effectively. To draft an effective recount.	To edit and improve recount. To use plan effectively. To write and effective recount in the form of a diary entry.	To identify features of a Shakespeare play. To perform a scene of Macbeth. To write descriptive sentences.	To write descriptive sentences. To summarise effectively. To use dialogue within a story.	To plan effectively. To draft a part of a story using effective description and dialogue. To write part of a story using effective description and dialogue.
Text to be used	Eric (sequel)	<i>Use an extract from the Diary of an Edo Princess</i>	<i>Use an extract from the Diary of an Edo Princess</i>	<i>Use an extract from the Diary of an Edo Princess</i>	Macbeth	Macbeth	Macbeth
Reading							
Text Type	Fiction	Fiction - suspense	Poetry – classic	Fiction - classic	Reading Mock SAT 2018	Fiction - classic	Fiction - classic
Class Book/excerpt	Matilda The Demon Headmaster (essential texts extracts)	Room 13 One scary night in Whitby The curse of Cogston House From the old Mill	Silver Blue - (see poem in planning section)	Oliver Twist (essential texts extracts)		A Christmas Carol	A Christmas Carol
Focus	Author's use of language and effect on the reader Predictions with evidence including plots and themes Understand the context of the sentence to infer meaning of unknown vocabulary	Identify and comment on grammatical features of a text Compare, contrast and evaluate texts according to their purpose Retrieve key facts and information (from more than one text) where question words and text language vary	Identify examples of figurative language and the effect on the reader Understand the context to infer meaning of unknown vocabulary	Retrieve key details from the text (e.g find and copy the word/ phrase that means the same as.....) Vocabulary focus To use skimming and scanning to answer who, what, why, where, when, which and how questions with quotes			

				Developed inferences, empathising with characters			
Learning Ob	<p>To understand the impact of the author's choice of language on the reader.</p> <p>To predict using evidence.</p> <p>To infer meaning of unfamiliar vocabulary</p>	<p>To identify grammatical features</p> <p>To compare and contrast the purpose of the text.</p> <p>To retrieve information.</p>	<p>To identify figurative language</p> <p>To evaluate the impact of the author's choice of language.</p> <p>To infer meaning of unfamiliar vocabulary</p>	<p>To retrieve information</p> <p>To skim and scan for information</p>			
Additional Texts						BBC Teach school radio	BBC Teach school radio
Read for pleasure							
Cross Curri Link							

Spring 1 To Infinity and Beyond

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Writing Sci-Fi Fantasy						
Text Type	TBC – based on creative week (creative writing)	Explanation	Explanation	Explanation	Character description	Character description
Learning Ob	Focus - ARE punctuation	To know the features of explanation texts. To generate appropriate vocabulary. To use causal conjunctions and time conjunctions.	To develop sentences. To plan in detail To use appropriate vocabulary to explain how something works.	To draft an explanation text. To edit and improve explanation text. To write an effective explanation.	To know the features of a character description. To generate appropriate vocabulary, phrases and sentences. To use literary features of the focus text.	4. To plan in detail. 5. To draft a part of a character description using word banks and plan. 6. To write an effective character description.
Text to be used	TBC – based on creative week	(Own space craft design)	(Own space craft design)	(Own space craft design)	e.g. Eye of the storm	e.g. Eye of the storm
Reading						
Text Type	Non – fiction	Refer to SAT planning	Refer to SAT planning	Refer to SAT planning	Refer to SAT planning	Refer to SAT planning
Class Book/excerpt	Dictionary/ thesaurus work					
Focus	Growing repertoire of vocabulary and can find out what unknown words mean Thesaurus - create synonyms and antonyms (without changing context of the sentence)					
Learning Ob						
Additional Texts						
Read for pleasure						
Cross Curri Link						

Spring 2 To Infinity and Beyond

	Week 7	Week 8	Week 9	Week 10	Week 11
Writing Sci-Fi Fantasy					
Text Type	Discussion	Discussion	Narrative – suspense/ sci-fi	Narrative – suspense/ sci-fi	Narrative – suspense/ sci-fi
Learning Ob	To identify the key features of a discussion text. To evaluate how biased a text is. To use formal language in an oral discussion. To present a balanced verbal argument.	To plan a discussion text. To use features of a discussion text. To edit and refine plan effectively. To write an effective discussion text.	To evaluate my own writing. To generate appropriate vocabulary. To create pace in my writing.	To use literary features. To use effective punctuation.	To edit and improve writing. To write an effective story opener.
Text to be used	Ethical dilemmas about space travel	Ethical dilemmas about space travel	The Maze Runner	The Maze Runner	The Maze Runner
Reading					
Text Type	Refer to SAT planning	Refer to SAT planning	Refer to SAT planning	Refer to SAT planning	Refer to SAT planning
Class Book/excerpt					
Focus					
Learning Ob					
Additional Texts					
Read for pleasure					
Cross Curri Link					

Summer 1 I feel good							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Writing - animation							
Text Type	Narrative- flashback	Narrative- flashback	SATs	Narrative- flashback	Letter of Complaint	Letter of Complaint	Letter of Complaint
Learning Ob	To write about a memory. To sequence events To develop empathy	To plan paragraphing structure To use emotive language To write an introduction.		To develop a point into a paragraph To edit and improve own writing. To write an effective flashback.	To know the features of a complaint letter. To identify features of a complaint letter. To know the features of a formal letter.	To plan effectively To write an effective start to a formal letter. To draft a paragraph of a letter of complaint.	To draft a letter of complaint. To edit and improve a piece of work. To write an effective letter of complaint.
Text to be used	The Piano Video Dragon Boy	The Piano Video Dragon Boy		The Piano Video Dragon Boy	Complaint (pizza)	Complaint (pizza)	Complaint (pizza)
Reading							
Text Type	Refer to SAT planning	Refer to SAT planning	SATs	Stories from another culture	Stories from another culture	Stories from another culture	Stories from another culture
Class Book/excerpt				<i>TBC from Yr6</i>	<i>TBC from Yr6</i>	<i>TBC from Yr6</i>	<i>TBC from Yr6</i>
Focus				Predictions with evidence including plots and themes Provide detailed explanations about the text	Fact or opinion True or false statements Identify language to show the story is set in another culture	Identify main message/ themes and conventions Inference - developed inferences using clues to interpret meaning	Summarising (across the whole text) Inference - prove/ disprove statements about a character (point, evidence and explain) Discuss texts in detail and give an opinion
Learning Ob			To make predictions. To make predictions from details stated or implied.	To identify fact and opinion. To retrieve accurate information To identify cultural language.	To develop inferences. To use evidence to support.	To use inference to prove and disprove statements. To summarise a given text with specific detail to key events.	

				To make predictions using evidence.		To identify the main message in a given chapter.	To discuss a given text in detail using evidence and explanation.
Additional Texts							
Read for pleasure							
Cross Curri Link							

Summer 2 I feel good							
	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Writing – Picture Books							
Text Type	Narrative – turning a poem into a story	Narrative – turning a poem into a story	Narrative – turning a poem into a story	Journalistic writing	Journalistic writing	Autobiography	Poetry – Free verse
Learning Ob	To know the story of Spider and the Fly. To consider how vocabulary and sentence structure portrays a character. To use linguistic features.	To use dialogue to advance the action. To plan effectively. To draft an effective narrative.	To edit and improve an effective narrative. To write an effective narrative. To write an effective narrative.	To know the features of a newspaper article. To select information from a source. To effectively plan a newspaper article.	To write from a plan. To edit and improve an effective newspaper article. To write an effective newspaper article.	To know the features of an autobiography. To generate appropriate vocabulary and sentences. To plan in detail. To write an effective autobiography.	To identify and discuss poetic conventions. To plan and write an imitation poem. To assess, edit and improve my writing.
Text to be used	The Spider and The Fly	The Spider and The Fly	The Spider and The Fly	Crime scene	Crime scene	Autobiography of my life	TBC
Reading							
Text Type	Playscripts -	Playscripts -	Fiction -	Transition week	Fiction -	Fiction	Fiction
Class Book/excerpt	Related to Year 6 production	Related to Year 6 production	Holes		Holes	Holes	Holes
Focus	To explain the structure, language and purpose of a range of texts (including structural organisers) Identify and comment on grammatical features of a text Identify the main theme/ message	To explain the structure, language and purpose of a range of texts (including structural organisers) Identify and comment on grammatical features of a text Identify the main theme/ message	Retrieve key details and quotes, answer who, what, why, where, when, which and how questions with quotes. Skimming and scanning (this should not need teaching explicitly) Infer and compare different characters' thoughts, feelings at the same point in a story.		Author's use of language and effect on the reader (tension) Prove/ disprove, explain and justify inferences Predictions- using evidence that is stated and implied Summarising skills (including ordering across a whole text)	Developed inferences using clues to interpret meaning Developed inferences empathising with characters Explain the structure, language and purpose of a text	Infer and compare characters thoughts, feelings and motives Author's use of language and effect on the reader. Retrieve key facts and information where question words and text language vary
Learning Ob							

Additional Texts							
Read for pleasure	You are awesome	You are awesome	You are awesome		Picture books (transition/ moving on/ feelings and emotions)	Picture books (transition/ moving on/ feelings and emotions)	Picture books (transition/ moving on/ feelings and emotions)
Cross Curri Link		KS2 Reading Teacher Assessments due?					