

English Policy



Date of Amendment: October 2024
Review Date: October 2027

English

"Let all that you do be done in love" 1 Corinthians 16:14

Introduction - Intent

English is a vital way of communicating in school, in life and throughout the world.

Literature in English is rich and influential, reflecting the experience of people from many countries and times. Pupils develop skills in speaking & listening, reading and writing when they study English. This enables them to express themselves creatively and imaginatively, whilst also improving their ability to communicate with others effectively. The study of English helps pupils to understand how language works by looking at its patterns, structures and origins.

Within the school, we are concerned with becoming a more literate community and aim to provide and sustain learning experiences and teaching contexts, which enable children to share the power and enjoyment of literacy, its scope and application.

Curriculum - Implementation

We at St Thomas' agree to follow the Curriculum as stated in the *National curriculum in England: English programmes of study (July 2014)* and support its aims that all pupils will:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing, and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

The curriculum will be broken down into three key areas:

1. Spoken language
2. Reading (word reading and comprehension)
3. Writing (transcription and composition)

All of these areas will be in the context of a unit of work focused around a particular genre of text, lasting between two to four weeks. These units are mapped out so that each term pupils will study narrative, poetry and non-fiction texts (see appendix I – New Curriculum 2014 English Yearly Overview).

Spoken Language:

Spoken language opportunities are explicitly covered in the National Curriculum 2014. Teachers need to give pupils confidence in themselves as speakers and listeners by showing them that they value their talk. Within classroom activities teachers encourage children to participate in speaking and listening activities to enhance their oral skills and creativity. We believe that these skills are essential for children to be able to formulate their own ideas. Spoken language skills are developed through explicit lessons in addition to use in cross-curricular contexts. Planned activities may include: the language of discussion; the development of ideas for writing and drama activities to develop comprehension of reading. Teachers and non-teaching staff should be aware that all adults in the school provide models of speaking and listening in interactions with the pupils.

Aims

Pupils will be taught to:

- speak clearly, fluently and confidently in a range of situations and settings, articulating with appropriate vocabulary
- listen sensitively to the views of others
- participate in group discussions
- use the main features of spoken Standard English
- think clearly about the needs of the audience through content and vocabulary
- learn to use language in an imaginative way and express feelings through drama and role play
- transfer skills learnt in English to all areas of the curriculum

Reading:

Our aim is to encourage all our children to have a love of reading, and to read confidently and independently in a range of contexts with a wide range of texts. To be worldly literate, fluent, and for them to comprehend and love reading with a passion. Reading is beyond just reading the book – it gives them a greater knowledge of the world. We support opportunities to read for pleasure and for information from a wide range of materials including: written texts, picture books, images and film. We use a wide variety of teaching strategies and opportunities across the curriculum to deliver the National Curriculum. Teachers acknowledge the diversity of pupils' learning styles and provide a balance in the approaches used to teach reading that will ensure pupils are 'secondary ready' by the time they leave our school. Different methods are used according to the focus of the learning objective, they include:

- Phonetic sound and word reading
- Independent read and respond
- Fluency reading
- Individual reading
- Class comprehension
- Group reading and comprehension

Aims

At St Thomas' we aim to give pupils the phonetic skills to read individual words and sentences and then consolidate the skills that they have developed at KS1 and move their learning forwards: increasing their ability to read challenging and lengthy written texts, analysing and discussing them with others; enhancing their semiotic reading skills to make them more worldly.

However, children working below their chronological age are supported appropriately. The former helps to develop a deeper understanding of the structure, purpose and meaning of the increasingly complex texts they are encountering, and, ultimately, support the development of the children's writing skills.

Consequently, as the children move through the school and their reading accuracy improves, the focus on individual reading lessens. Teachers seek to develop higher order reading skills through discussions and questioning during group and class reading, and through evidence in their written work.

We use the four key strands of reading comprehension: literal understanding, skills of inference, deduction and evaluation. Children are additionally taught:

- to retrieve, record, summarise, compare, justify and predict information from a wide variety of texts;
- knowledge of grammatical structures;

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- contextual understanding;
- to use their knowledge of other texts they have read;
- to scan and skim text for information and overall impression;
- to use organisational features and systems to find information;
- to critically distinguish between fact and opinion;
- to distinguish between different fiction and non-fiction genres;
- to identify/explain how meaning is enhanced through choice of words;
- to consider poetic forms and their effect.

Whole class comprehension sessions take place three times a week in Upper KS2, with the addition of Book Club sessions; four times a week in Lower KS2 and two times a week in Year 2 (KS1), in which children read and discuss appropriately challenging texts linked to the genre of writing being studied. In EYFS & KS1 Year 1 the pupils have daily phonic sessions and a variety of small group and individual reading opportunities.

Pupils are encouraged to develop a love of reading throughout their time at school. Class novels are read daily and are a highlight of the school day. All pupils have a school ELS phonics/reading scheme levelled book and make regular weekly visits to our well-resourced school libraries, where they can choose an additional title for reading or sharing at home. An annual incentive challenge is adopted by all of the children to encourage them to read across genres (E.g. The St Thomas' Reading Tree (KS2)/Bookopoly (KS2)/Reading Brick Road (EYFS/KS1)). Bronze, Silver, Gold and additional awards are worked towards and awarded, in celebration, during Worship each Friday. Entries in the homework diary are recorded by adults in school and parents/children at home, where discussion about books read (e.g. plot, characters, vocabulary choices, interpretation of themes, predictions etc.) is encouraged.

Writing:

The teaching of writing is a major focus at St Thomas'. We aim for children to be excited about expressing themselves and to become eloquent writers who are 'secondary ready'; understanding the importance of grammar and articulation. The National Curriculum 2014 ensures that pupils cover: fiction, non-fiction and poetry writing styles. Writing skills and techniques are taught both in their own right and also in relation to other aspects of English, such as spoken language and reading. While these skills are taught through dedicated English sessions, cross curricular links provide vital opportunities to apply them in planned, purposeful and realistic situations. We encourage each child to have a positive self-image as a writer, to show enjoyment, commitment and confidence. Good writing is praised, valued and displayed in a variety of ways throughout the school.

The use of good quality texts provides structures, themes and purposes for their writing. An awareness of audience is encouraged by all teachers and opportunities to write for a real purpose are used whenever possible. We provide a number of different teaching strategies for developing writing skills;

- Modelled writing
- Shared writing
- Guided writing
- Independent writing

Lessons will include the direct teaching of English grammar and punctuation with regular opportunities for sentence structuring and text analysis highlighting the grammatical conventions of the English language. As a school we will follow the statutory appendix from the New National Curriculum 2014 to teach: spelling, vocabulary, grammar and punctuation in order to prepare pupils for the end of Key Stage 2 assessments and their secondary education.

Aims

Pupils will be taught to:

- write to suit a particular purpose and in doing so broaden their vocabulary and use language and style appropriate to the reader
- use features of layout, presentation and organisation effectively
- develop their writing on paper and on screen. They will be taught to: plan, draft, revise, proof-read, present and evaluate their own work
- punctuate their written work correctly, using punctuation carefully for effect
- apply knowledge of spelling conventions, common letter strings and visual patterns
- spell the statutory spelling words accurately
- check their spellings using word banks, dictionaries and spell checkers; to know the word families, roots and origins of words to aid correct spelling; to know some of the differences between Standard and Non- Standard English usage
- understand word classes - nouns, verbs, adjectives, adverbs, pronouns, prepositions, articles and conjunctions
- understand the features of different types of sentences including statements, questions and commands; use the grammar of complex sentences, including clauses, phrases and conjunctions and use organisational features of paragraphs

Spellings:

Pupils learn spellings weekly focusing on targeted spelling rules and key lists of words that they should know how to read and spell. These spellings are taken from the statutory appendix from the New National Curriculum 2014: Programmes of Study for English. In addition to these set spellings, teachers will indicate to pupils when they have spelling errors in their work and encourage pupils to practise these words for future use. The use of ELS support their phonetic knowledge and SpellingFrame supports their knowledge of spelling rules and further broadens the children's vocabulary.

Assessment and accountability

Short-term assessments will be an informal part of every lesson to check understanding and give the teacher information, which will help to adjust day-to-day lesson plans. Ongoing medium-term assessment will take place throughout the course of the year, through using the Jonathan Bond and Diane Stinson Assessment Statements. Long-term assessments will take place mid-year and towards the end of the school year to assess and review pupils' progress and attainment. These will be made through compulsory National Curriculum English tests for pupils in Years 6 and supplemented by relevant mid and end of year tests for Year 1 - 5. Just before each half term (October, February and May), staff input pupils' data onto Insight. Staff are also given the opportunity to update data on Insight at the end of each term (December, March/April and July). This data is analysed by the English Leader and Assessment Leader to support target groups and co-ordinate interventions.

Computing

Frequent use is made of extra PCs, iPads and laptops in the classroom, in addition to the interactive white board for whole class teaching. The school holds subscriptions to ELS, Grammar Ninja, SpellingFrame, Espresso, Purple Mash and Lexia, which enables teachers to choose activities to directly support the children within their class.

Recording and expectations

Yellow A4 exercise books are used in English lessons. Children may use a pencil (EYFS/KS1) or a handwriting pen (KS2), for writing. SMART, skills-based and child friendly learning objectives (in the form of 'Can I ...?') and success criteria are articulated at the start of each lesson, recorded in pupil books, and reviewed at the end of lessons with opportunities for self-review by pupils using a traffic light system. Pupils may record their work in other ways as a result of paired/group activities, use class PCs and other current technologies.

In addition to the daily exercise books, each child will have a green assessed writing journal. This will be handed out at the start of Year 1 and be retained throughout their time at the school, providing a portfolio of unaided writing throughout each child's KS1 & 2 education.

Feedback

Feedback should always reflect the objective from the beginning of the lesson and be positive and constructive. At least once a week, reflective feedback should be carried out; this will be in the form of a Flashback Four. Time should then be built into the next lesson for pupils to respond to this. On other occasions, work will be marked to the learning objective (double tick for fully achieved, single tick for partially achieved, dot for not achieved). Please refer to Feedback Policy for full details and other codes used. In some lessons a comment may not be necessary, but pupils should always know what the next steps are in their learning. If a piece of work is reviewed together, members of staff should still check this work.

English across the curriculum

We recognise the importance of English skills and techniques being applied to other curriculum subjects. We value chances for the pupils to make connections between subjects and to put into practice in one subject the skills base that they are learning in another subject. "Learning (should be) seen as a seamless whole and links (should be) made explicit in all (pupils) do" (NCSL Research Associate Summary Report, Spring 2007). Opportunities for this arise in a variety of subjects such as History (e.g. analysing historical sources), RE (e.g. writing prayers, speeches, retelling stories), Science. (e.g. explaining and presenting about different processes and concepts) and computing (e.g. typing and communication skills).

Individual subject leaders have a responsibility to ensure that English is planned for within specific areas of the curriculum (e.g. English links in art, geography and PE etc).

Display

English work and resources should be displayed to inform children and celebrate their achievements. Each classroom must have a working wall, which should be current and evolving constantly using models; key features of the text type being taught; vocabulary and pupils' work. They are used to directly support the children's independent learning and should be referred to and developed with the pupils.

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Planning

English planning operates at three levels; whole school planning (long-term); year group planning (medium-term); individual teacher's planning (short-term). Planning follows the New National Curriculum 2014: Programmes of Study for English and the Primary Framework for English. Teachers make use of the yearly overview to plan their units and map them on unit overview templates.

Monitoring and Evaluation

The English Subject Leader, Headteacher and SLT members monitor and evaluate the English curriculum throughout the year.

Feedback should be monitored to ensure that the policy is being carried out in each class across the school. This should particularly focus upon the use of Flashback Four, and that there is evidence that the children have an opportunity to respond to these and then repeat the skills learnt later in the pupils work. The English Subject Leader will carry out these monitoring exercises at least once a term.

Various areas are monitored including: the quality of teaching; the learning environment; the implementation of the English curriculum policy; planning, recording and reporting; analysis of assessment; progression in learning; continuity; perceptions of children; the standards of achievement and the use of resources; up to date areas of focus from the School Development Plan (SDP).

Partnership with Parents/Carers

At St. Thomas' we believe in the importance of working together with parents/carers in all aspects of school life. In English, one important way parents/carers can help their children is by supporting the completion of the weekly set homework. It is expected that pupils will read a minimum of 3 times per week to an adult at home and practise their spelling rules for weekly tests. There will be regular communication with parents/carers through the use of the home school diary and Google Classrooms regular slips from teachers will keep parents/carers informed of work in class, ideas for other practice at home or other specific tasks that could be completed. Teachers, parents/carers and other adults at home and school will record reading completed each week in the home school diary. (See additional details in the diary). In KS2 children will also be set one compulsory additional piece of English homework per week. This helps children prepare for expectations at secondary school.

Parents/carers are updated on their child's progress in English as well as the other curricular areas in the form of written reports in July of each year. The written report contains details of a child's efforts and attainment in English over the year. Parent-teacher consultations take place twice in the academic year, in addition to 'Open Door' events twice a year, whereby the children tour their parents/carers around the school and share their work with them.

The School expects parents/carers to:-

Be actively involved in their children's English learning both in school and at home; understand and support the school's English and Homework policy and scheme of work.

Disability Equality Scheme

At St Thomas of Canterbury Church of England Primary School we recognise our duties and responsibilities under the Disability Discrimination Act as outlined in our Disability Equality Scheme and Action Plan. (December 2007)

It is our aim that through specific and accurate planning, resource allocation, adaptive and differentiated teaching and use of adult intervention and support (where necessary), that every child, irrespective of disability, will have full access to the curriculum and feel and be enabled to participate actively in developing to their full potential their skills, knowledge and understanding. We will ensure that all

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'reasonable adjustments' are made to help both children and adults with identified special needs and disabilities to participate in the English curriculum.

Role of the governing body

The named governor for English should support the subject leader and keep up to date with policies, strategies, procedures, etc. through regular visits. These visits are used to become familiar with and monitor English teaching, observe lessons first hand and to promote levels of accountability, challenge and support. Following a governor visit, a written report is submitted to the English Subject Leader and Headteacher and discussed at a full governing body meeting.

Review

The policy will be reviewed at least every 3 years, or as new guidance becomes available to schools from the Local Authority (LA) or Department of Education (DfE).

Policy reviewed: October 2024

Next policy review date: October 2027

Appendix



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English Yearly Overview

Term	Year 1 <u>Independent Work</u>	Year 2 <u>Independent Work</u>	Year 3 <u>Independent Work</u>	Year 4 <u>Independent Work</u>	Year 5 <u>Independent Work</u>	Year 6 <u>Independent Work</u>
Autumn 1	<p>Fact File & Presentation (2 weeks) All About Me <u>Purpose:</u> Introduce and describe themselves in new classes</p> <p>Poetry – simple common rhyming words (1 weeks) The cat sat on the mat. <u>Purpose:</u> To rehearse aloud – phonic sound links and sentence structure.</p> <p>Colourful Semantics Word Types and Sentence Structure (3 weeks) The Lonely Pirate <u>Purpose:</u> Plan sentence structures</p>	<p>Non-Chronological Report (2 weeks) Woodland Animals <u>Purpose:</u> To present information about an animal verbally</p> <p>Voyage and Return Story (3 weeks) Hodokoos – Dick King Smith <u>Purpose:</u> To read to an adult</p> <p>Poetic Structure (1 weeks) Autumn <u>Purpose:</u> For display</p>	<p>Sentence Structure – Colourful Semantics – Nursery Rhymes Five Little Monkeys (3 weeks) CC: PSHE <u>Purpose:</u> Share developed sentence structures with peers.</p> <p>Information texts: Dictionaries (3 weeks) CC: Emperor Penguins <u>Purpose:</u> Film/record and share</p>	<p>Traditional Tales (4 weeks) Little Red Riding Hood/Red Snapper <u>Purpose:</u> Create traditional tale story book through Innovation door for other children to visit and read</p> <p>Persuasive Speech (3 weeks) CC: History (Egyptians – Moses/Romans – Boudicca) Battle Cry <u>Purpose:</u> To film on Green Screen and show to parents</p>	<p>Biographies (2 weeks) Hound of the Baskervilles – Sir Arthur Conan Doyle <u>Purpose:</u> Lead in to next unit.</p> <p>Novels and stories by significant children's authors (3 weeks) Hound of the Baskervilles – Sir Arthur Conan Doyle</p> <p>LETTON HALL WEEK</p> <p>Recount Letter Writing (2 weeks) Letton Hall Thank you <u>Purpose:</u> Assembly</p>	<p>Extending Narrative: Suspense and Mystery (5 weeks) Stomach – Anthony Horowitz <u>Purpose:</u> Create a speech (2weeks) and a new chapter (3 weeks) to share with Year 5 (to inspire Love of reading)</p> <p>SATs Review Week Residential WEEK</p> <p>Figurative Poetry (1-2 weeks) Rivers <u>Purpose:</u> Display</p>
Autumn 2	<p>Author Study (3 weeks) Maggie – Judith Kerr <u>Purpose:</u> To share with parents</p> <p>Recount (2 weeks) Christmas Story CC: RE/Christianity <u>Purpose:</u> Nativity KS1</p> <p>Performance Poetry (1 week) Jesus The Night Before Christmas <u>Purpose:</u> to perform with other classes</p>	<p>Instructions (2 weeks) How to cross the road <u>Purpose:</u> Road safety</p> <p>Character & Setting Description (2 weeks) Fairy tale: Hansel & Gretel <u>Purpose:</u> Develop sentence structures</p> <p>Acrostic Poem (1 week) Christmas alliteration <u>Purpose:</u> Christmas card inserts</p>	<p>Shape poems (2 weeks) Apes-Zebras Shape poems Roger Stevens et al. <u>Purpose:</u> Display</p> <p>Plays and dialogue (4 weeks) CC: Christmas Play Create own Nativity Script <u>Purpose:</u> To perform</p>	<p>Stories with historical settings (4 weeks) CC: History – Ancient Egypt/Romans/Celts <u>Purpose:</u> Time capsule to include story and other relevant items (share with other year 4 class)</p> <p>Creating Images - Figurative poetry (2 weeks) CC: Winter descriptions/Christmas <u>Purpose:</u> Publish in card frame to go home for Xmas.</p>	<p>Recounts (3 weeks) Letton Hall <u>Purpose:</u> Share with Year 4s</p> <p>Myths and Legends (3 weeks) Beowulf – Michael Morpurgo CC: History (Early Settlements) <u>Purpose:</u> create their own mythical beast and myth. Share with other classes</p>	<p>Non-chronological reports (3 weeks) CC: Seaside Towns/Rock <u>Purpose:</u> Present to Parents.</p> <p>Classic fiction and Author Study – Charles Dickens (4 weeks) Extended stories – Text and Film from Oliver/Great Expectations <u>Purpose:</u> Perform to record</p> <p>SATs Review Week</p>

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Spring 1	<p>Traditional Tales (3 weeks) Goldilocks and the 3 Bears <u>Purpose:</u> To read to EYFS</p> <p>POV Narrative (2 weeks) Giraffes Can't Dance <u>Purpose:</u> To write a selection for the library</p> <p>Performance Poetry (1 week) Animal Poems <u>Purpose:</u> To perform in class</p>	<p>Losing Story (3 weeks) Dogger <u>Purpose:</u> To share with Year 1</p> <p>Recount (2 weeks) Kenya/Florence Nightingale Experience</p> <p>Vocabulary Poems (1 week) Monsters <u>Purpose:</u> Display</p>	<p>Myths and Legends (3 weeks) CC: History – Hercules The Hero – Tony Bradman and Theseus and the Minotaur https://www.twinkl.co.uk/resource/t2-h-4299-the-theses-and-the-minotaur-ebook <u>Purpose:</u> To make a class book of Legends and publish in the Library</p> <p>Instructions (2 weeks) Revoltin' Recipes – Roald Dahl <u>Purpose:</u> Class Recipe Book</p>	<p>Reference books and text books (2 weeks) Dragons <u>Purpose:</u> Make a class reference book, publish these to the library for others to borrow</p> <p>Poetry – exploring form Haikus and Clovers (2 weeks) <u>Purpose:</u> Showcase to parents at open classrooms</p>	<p>Research and Information Text (3 weeks) CC: Geography (Earthquakes and Volcanoes/Japan), <u>Purpose:</u> To create an information booklet Stimulus: A Variety of information texts</p> <p>Traditional Stories and fables (3 weeks) Just So Stories - Rudyard Kipling and fables combined <u>Purpose:</u> To write a traditional Tale to share with Lower School.</p>	<p>Journalistic Report/Explanation (3 weeks) Blue Planet narration of film <u>Purpose:</u> For Year 5</p> <p>Stories from our Library Heritage Shakespeare (4 weeks) Romeo & Juliet <u>Purpose:</u> To write in the style of an author</p> <p>SATs Review Week</p>
Spring 2	<p>Instructions (2 weeks) Personal Care/ Independence <u>Purpose:</u> Instruct younger children</p> <p>Film Narrative (3 weeks) Easter Story – Saddleback Kids CC: RE/Christianity <u>Purpose:</u> To understand important aspects of our faith and retell</p>	<p>Playscript (2 weeks) Jack and Beanstalk <u>Purpose:</u> To perform</p> <p>Fear Story (2 weeks) Billy's Buzzing Bug Adventure <u>Purpose:</u> Edit and improve</p> <p>Shape Poems (1 week) Moon/Stars/Sun <u>Purpose:</u> Display</p>	<p>Author Study (3 weeks) Horrid Henry – Francesca Simon <u>Purpose:</u> Write to depict the style of Francesca Simon.</p> <p>Letters for different purposes (2 weeks) <u>Purpose:</u> Letters to Francesca Simon/Tony Bradman/Netflix</p> <p>Poems to perform (1 week) CC: Music – Alligator – Grace Nichols <u>Purpose:</u> Perform to Y3 in the hall</p>	<p>Fantasy and Science Fiction Stories (4 weeks) Pandora <u>Purpose:</u> Make individual books and publish into the Library.</p> <p>Discussion Texts (2 weeks) Zoo, Sports Day, School Uniform <u>Purpose:</u> Set up a year group vote on a topical issue.</p>	<p>Narrative Poetry and Older Literature (3 weeks) The Highwayman/Highway Rat <u>Purpose:</u> To write a modern version of the story with detailed description of the characters</p> <p>Instructions (2 weeks) How to catch The Highwayman <u>Purpose:</u> to make a book for the library</p>	<p>Persuasive Writing Email (3 weeks) [persuasive arguments and speeches] Persuasive letter to head teacher. Formal debate in style of Greek orators</p> <p>Narrative techniques (3 weeks) The Piano [flashbacks, multiple narrators etc] <u>Purpose:</u> Audio recordings to play over their stories.</p> <p>SATs Review Week</p>

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Summer 1	<p>Chronological Report (2 weeks) CC: History The Great Fire of London <u>Purpose:</u> Display</p> <p>Poetry – Classic Nursery Rhymes (1 week) London's Burning <u>Purpose:</u> Display</p> <p>Warning Story (3 weeks) Peter and the Wolf <u>Purpose:</u></p>	<p>Leaflet (2 weeks) Perspective parents <u>Purpose:</u> formal leaflet for new parents</p> <p>Consequence Story (3 weeks) The Magic Finger Roald Dahl <u>Purpose:</u> Competition for library publication</p>	<p>Adventure and mystery stories (4 weeks) CC: History (Stone Age) Ice Age Film Narrative <u>Purpose:</u> Display</p> <p>Non-chronological reports (3 weeks) CC: Geography – Continents of the World <u>Purpose:</u> Create a podcast</p>	<p>Recount Newspapers and Diaries Flotsam – David Wiesner (3 weeks) <u>Purpose:</u> Display</p> <p>Stories with Issues and Dilemmas (3 weeks) Dragon Slayer <u>Purpose:</u> Share stories with Year 3.</p>	<p>Explanation Text (1 week) CC: Apartheid <u>Purpose:</u> To understand the history of Apartheid and explain it in own words</p> <p>Stories from other cultures (3 weeks) Journey to Jhumpa CC: PSHE (Political Literacy)</p> <p>Formal Letters (2 weeks) CC: PSHE, Political History, British values, democracy. <u>Purpose:</u> To argue a significant event to government</p>	<p>SATS prep and Revision</p> <p>SATS Week</p> <p>Portfolio Builder (3 weeks) The Lighthouse (Diary, flashback, letter, report)</p>
Summer 2	<p>Postcards – Letter writing (2 weeks) Whatever Next – Man on the Moon <u>Purpose:</u> Roleplay</p> <p>Descriptive Language Narrative (3 Weeks) Book <u>Purpose:</u> Read to Year 2</p> <p>Biographical Non-Chron Recount (Week 1) Year 1 Reflection <u>Purpose:</u> To add to reports home</p>	<p>Film Narrative (1 week) Zahra – Literacy Shed <u>Purpose:</u> Share with Year 3</p> <p>Persuasive Book Review (2 weeks) Our Tower – Joseph Coelho <u>Purpose:</u> To put in the library</p> <p>Diary Recount (2 weeks) CC: History Samuel Pepys <u>Purpose:</u> To retell historic events</p> <p>Nonsense Poem (1 week) Ning Nang Nong <u>Purpose:</u> To read aloud</p>	<p>Recounts (4 weeks) CC: Tuesday – David Wiesner <u>Purpose:</u> Fantasy book about the journey</p> <p>Poems – Language play (2 weeks) CC: Riddles/Pie Corbett <u>Purpose:</u> Share with another class.</p>	<p>Explanation Texts (3 weeks) CC: Shirt Machine – Cracking Contraptions <u>Purpose:</u> Create explanation narratives of Wallace and Gromit cracking contraptions</p> <p>Poetry – Poetic Style (2 weeks) Edward Lear <u>Purpose:</u> Display</p>	<p>Choral Poetry (2 weeks) Carnivals <u>Purpose:</u> write a poem to perform and film</p> <p>Film Narrative (4 weeks) Alma – Literacy Shed <u>Purpose:</u> To narrate a short film using imagery and suspense.</p>	<p>Speaking and Listening Playscripts and Production (5 weeks) <u>Purpose:</u> Perform to school and parents – end of year farewell</p>

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