Bispham Drive Junior School English Curriculum Overview 2019 2020

Core English teaching in school is based around a series of rich texts which children are immersed in as the learn. Through these they are taught all of the key skills defined in the National Curriculum. Children also share a wide range of poetry getting the chance to write and perform their own, Writing is embedded across the curriculum with teachers committed to getting the children to write every day whether that be in science, design and technology, R.E. or some other subject.

The school is determined to develop reading for pleasure in all pupils and is working with the Open University to ensure this happens. Teachers and pupils share their love for reading a range of authors, old and new, in regular book buzz chats and teachers' reading journals inspire children to try out a wide range of books.

English	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Year 3	**Hook** - Inflatable crocodile, teeth marks and footprints **Poetry** for performance **Fiction - Warning Stories** The Enormous Crocodile **Non-Fiction** Information texts - reptiles	**Hook –** Invitation to the year 3 masquerade ball **Poetry** senses **Fiction - Rags to Riches –** Prince Cinders **Non-Fiction** Letters, email, text, tweet	**Hook –** Iron Man Chatterpix clip on airplay **Poetry –** Onomatopoeia **Fiction - Defeating the monster** The Iron Man **Non-Fiction** Radio Broadcast / Playscript	**Hook –** 'Fire' outside classroom **Poetry –** Historic Poems (On a grassy hill / I was born in the Stone Age/We will Rock you) **Fiction Portal Story** The Stone Age boy **Non-Fiction** Instructions How to Wash a Wooly Mammoth	**Hook –** CCTV Video of dragon flying around school **Poetry** Rhyming quatrains (Walking with my iguana) **Fiction - Finding Tale** The Boy Who Grew a Dragon **Non-Fiction** Explanation of how to care for a pet	**Hook –** Archaeological dig **Poetry** Shape poems **Fiction - Suspense** The Scarab Secret **Non-Fiction –**	
Speaking and Listening	- Listen and respond appropriately to adults and their peers - Ask relevant questions to extend their understanding and knowledge - Use relevant strategies to build their vocabulary - Articulate and justify answers, arguments and opinions - Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. - Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments - Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas - Speak audibly and fluently with an increasing command of Standard English - Participate in discussions, presentations, performances, roleplay/improvisations and debates - Gain, maintain and monitor the interest of the listener(s) - Consider and evaluate different viewpoints, attending to and building on the contributions of others						

	- Select and use appropriate registers for effective communication	
Reading (to be covered over the year)	**Decoding** - Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet. - Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. **Range of reading** - Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books. - reading books that are structured in different ways and reading for a range of purposes. **Familiarity with texts** -Increasing their familiarity with a wide range of books, including fairy stories and myths , and retelling some of these orally. - Identifying themes and conventions in a wide range of books. **Poetry and performance** - Preparing poems and playscripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. - Recognising some different forms of poetry. **Word meanings** -Using dictionaries to check the meaning of words that they have read. **Understanding** - Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. - Asking questions to improve their understanding of a text. - Identifying main ideas drawn from more than one paragraph and summarising these. **Inference** - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. (ERIC) **Prediction** - Predicting what might happen from details stated and implied. **Authorial Intent** - Discussing words and phrases that capture the reader's interest and imagination.. - Identifying how language, structure and presentation contribute to meaning. **Non-Fiction** - Retrieve and record information from non-fiction. **Discussing reading** - Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	
Writing (to be covered over the year)	**Spelling** - spell further homophones • spell words that are often misspelt (Appendix 1) - use further prefixes and suffixes and understand how to add them - place the possessive apostrophe accurately in words with regular plurals and in words with irregular - plurals - use the first 2 or 3 letters of a word to check its spelling in a dictionary **Transcription** - write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. **Handwriting** - use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting **Context for writing** - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar **Planning for writing** - discussing and recording ideas - - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures **Drafting writing** - organising paragraphs around a theme - in narratives, creating settings, characters and plot - in non-narrative material, using simple organisational devices (headings & subheadings) **Editing writing** - assessing the effectiveness of their own and others' writing and suggesting improvements • - - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns	

	in sentences - proofread for spelling and punctuation errors **Performing writing** - read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. **Vocabulary** - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition - using conjunctions, adverbs and prepositions to express time and cause (and place) **Grammar** - using the present perfect form of verbs in contrast to the past tense - form nouns using prefixes (super-, anti-) - use the correct form of 'a' or 'an' • - word families based on common words (solve, solution, dissolve, insoluble) - using fronted adverbials **Punctuation** - consolidate use of familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) - - using commas after fronted adverbials - - using and punctuating direct speech (i.e. Inverted commas) **Grammatical terminology** - adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')						

| Year 4 | **Hook –** Gladiator Training Experience.

Quality Text – George's Marvellous Medicine

Poetry – Ancient Rome (Repetition Poem)

Fiction – Lost in the Colosseum (warning)

Non-fiction – Instructions (recipes) | **Hook –** Mindful listening.

Quality Text –Cosmic

Poetry – The Sound Collector

Fiction –Eye of the Storm (Fantasy Story).

Non-fiction –Diary Entry (Eye of the Storm link) | **Hook –** Skittles Ad & Golden Artefacts

Quality Text – The Firework Maker's Daughter

Poetry (I wish)

Fiction –King Midas and his Golden Touch (wishing tale)

Non-fiction – Persuasive Texts (Greece Holiday Brochure) | **Hook –** Hobbit hut > Elf Hut

Quality Text – Kensuke's Kingdom

Poetry –Haikus

Fiction –Elf Road (Portal story)

Non-fiction –Newspaper report | **Hook –** Gulliver tied down

Quality Text – Gulliver's Travel

Poetry – Alliteration Poems (Cave of Curiosity)

Fiction –Rags to Riches tale (Usain Bolt)

Non-fiction –Biographies (Usain Bolt) | **Hook –** Day of the Dead - James Bond Intro & Mask Making

Quality Text – Stories from Mexico

Poetry – Octavio Paz

Fiction –Playscripts

Non-fiction –Non-chronological reports | |

| Speaking and Listening | - Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas | | | | | | |

	- Speak audibly and fluently with an increasing command of Standard English - Participate in discussions, presentations, performances, roleplay/improvisations and debates - Gain, maintain and monitor the interest of the listener(s) - Consider and evaluate different viewpoints, attending to and building on the contributions of others - Select and use appropriate registers for effective communication	

Reading (to be covered over the year)	**Decoding** - Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.
	       - Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word..
	Range of reading - Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books.
	       - reading books that are structured in different ways and reading for a range of purposes.
	Familiarity with texts -Increasing their familiarity with a wide range of books, including fairy stories, myths and legends , and retelling some of these orally.
	       - Identifying themes and conventions in a wide range of books.
	Poetry and performance - Preparing poems and playscripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
	       - Recognising some different forms of poetry.
	Word meanings -Using dictionaries to check the meaning of words that they have read.
	Understanding - Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
	       - Asking questions to improve their understanding of a text.
	       - Identifying main ideas drawn from more than one paragraph and summarising these.
	Inference - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. (ERIC)
	Prediction - Predicting what might happen from details stated and implied.
	Authorial Intent - Discussing words and phrases that capture the reader's interest and imagination..
	       - Identifying how language, structure and presentation contribute to meaning.
	Non-Fiction - Retrieve and record information from non-fiction.
	Discussing reading - Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	

Writing (to be covered over the year)	**Spelling** - spell further homophones • spell words that are often misspelt (Appendix 1)
	       - use further prefixes and suffixes and understand how to add them
	       - place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals
	       - use the first 2 or 3 letters of a word to check its spelling in a dictionary
	Transcription - Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
	Handwriting - use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
	       - increase then legibility, consistency and quality of their handwriting
	Context for writing - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
	Planning for writing - discussing and recording ideas
	       - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
	Drafting writing - organising paragraphs around a theme
	       - in narratives, creating settings, characters and plot	

	Editing writing - in sentences **Performing writing** and volume so that the meaning is clear. **Vocabulary** when, if, because, although **Grammar** **Punctuation** **Grammatical terminology**	- in non-narrative material, using simple organisational devices - assessing the effectiveness of their own and others' writing and suggesting improvements - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns - proofread for spelling and punctuation errors - read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone - extending the range of sentences with more than one clause by using a wider range of conjunctions, including - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition - using conjunctions, adverbs and prepositions to express time and cause (and place) **-** Standard English verb inflections (I did vs I done) - difference between plural and possessive –s - using fronted adverbials - Extended noun phrases, including with prepositions - appropriate choice of pronoun or noun to create cohesion - using commas after fronted adverbials - indicating possession by using the possessive apostrophe with singular and plural nouns. - using and punctuating direct speech (including punctuation within and surrounding the inverted commas)) - determiner, pronoun, possessive pronoun, adverbial

Year 5	**Hook –** Severed hand **Quality Text –** **Beowulf** **Fiction – Beating the Monster Tales** **Non Fiction – Discussion (P4C)** **Poetry – Kennings**	**Hook –** Dagger covered in blood **Quality Text – Macbeth** **Fiction – Wishing Tales** **Non Fiction – Journalistic Recount** **Poetry – Sonnets**	**Hook –** Lizard **Quality Text – Holes** **Fiction – Warning Tales** **Non Fiction – Instructions (Google Classroom)** **Poetry – Classic Poetry**	**Hook –** **Quality Text – Outlaw** **Fiction – Change Story** **Non Fiction – Explanations** **Poetry – Ballads**	**Hook –** **Quality Text – Kapok Tree** **Fiction – Suspense Tale** **Non Fiction – Persuasive Writing** **Poetry – Shape Poems**	**Hook – Hologo (AR trip into space)** **Quality Text –** **Fiction – Quest Stories** **Non Fiction – Information Texts (Space)** **Poetry – Limericks**

Speaking and Listening	- Listen and respond appropriately to adults and their peers - Ask relevant questions to extend their understanding and knowledge - Use relevant strategies to build their vocabulary - Articulate and justify answers, arguments and opinions - Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. - Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments - Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas - Speak audibly and fluently with an increasing command of Standard English - Participate in discussions, presentations, performances, roleplay/improvisations and debates - Gain, maintain and monitor the interest of the listener(s) - Consider and evaluate different viewpoints, attending to and building on the contributions of others - Select and use appropriate registers for effective communication

Reading (to be covered over the year)	**Decoding** - Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words they meet. **Range of reading** -Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or text books. - Reading books that are structured in different ways and reading for a range of purposes. - Making comparisons within and across books **Familiarity with texts** - Increasing their familiarity with a wide range of books, including myths , legends and traditional stories, modern fiction, fiction from our literacy heritage and books from other cultures and traditions.. - Identifying and discussing themes and conventions in a wide range of books. **Poetry and performance** - Learning a wider range of poetry by heart. - Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so the meaning is clear to the audience. **Word meanings** – Use of dictionary and thesaurus. **Understanding** - Checking that the book makes sense to them, discussing their understanding and explaining the meaning of words in context. - Asking questions to improve their understanding. - Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas . **Inference** - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. (ERIC) **Prediction** - Predicting what might happen from details stated and implied. **Authorial Intent** - Identifying how language, structure and presentation contribute to meaning. - Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. **Non-Fiction** - Distinguish between statements of fact and opinion - Retrieve, record and present information from non-fiction. **Discussing reading** - Recommend books that they have read to their peers, giving reasons for their choices. - Participate in discussions about books, building on their own and others' ideas and challenging views courteously. - Explain and discuss their understanding of what they have read, including through formal presentations and debates, provide reasoned justifications for their views.	
Writing (to be covered over the year)	**Spelling** - Spell some words with 'silent' letters - - continue to distinguish between homophones and other words which are often confused - use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 - use further prefixes and suffixes and understand the guidance for adding them • - use dictionaries to check the spelling and meaning of words - use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary **Handwriting** - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters - - choosing the writing implement that is best suited for a task **Context for writing** - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed **Planning for writing** - noting and developing initial ideas, drawing on reading and research where necessary **Drafting writing** - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and	

	advance the action - précising longer passages - using a wide range of devices to build cohesion within and across paragraphs - using further organisational and presentational devices to structure text and to guide the reader **Editing writing** - - assessing the effectiveness of their own and others' writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - ensuring the consistent and correct use of tense throughout a piece of writing - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register - proofread for spelling and punctuation errors **Performing writing** **-** perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. **Vocabulary** - use a thesaurus - - using expanded noun phrases to convey complicated information concisely - - using modal verbs or adverbs to indicate degrees of possibility **Grammar** - using the perfect form of verbs to mark relationships of time and cause - - using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun - converting nouns or adjectives into verbs - verb prefixes - devices to build cohesion, including adverbials of time, place and number **Punctuation** - using commas to clarify meaning or avoid ambiguity in writing - - using brackets, dashes or commas to indicate parenthesis **Grammatical terminology** modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity						
Year 6	**Hook**: Air raid siren **Quality test** –Emma Carroll Letters from the Lighthouse **Narrative** - Home is Where the Heart Is - adapted from the above text - a change story **Non-fiction** - WW2 recipes and instructions Marguerite Patten - We'll Eat Again **Poetry** – personification - The Blitz	**Hook**: Letter **Quality test –** Emma Carroll Letters from the Lighthouse **Narrative** Playscripts based on a scene from Letters from the Lighthouse **Non-fiction –** 5 minute ww2 newsreel to be written and performed on the radio – Pathe **Poetry –** Rocca San Giovanni - Narrative poem	**Hook**: lost happy endings on the tree outside Y6 **Quality test –**Carol Ann Duffy Lost Happy Endings **Narrative** - Finding story **Non-fiction** – non-chronological report based on woodland animals inspired by the text **Poetry** - Haikus - Woodland poem by Theresa Quinn	***SATS*** Reading comprehension groups GPS revision Short writing activities Titanium video – narrative The Piano – narrative – flashback	Hook: **Quality test –** Michael Morporgo - The Giants Necklace **Poetry** – Short poem sequence, Cornish tales **Narrative** - journey story **Non-fiction** The Giants Necklace – newspaper report	**Hook:** **Quality test**The Water Tower - Gary Crew **Narrative** - character story **Non fiction** – persuasion	

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Writing (to be covered over the year)	**Spelling** - Spell some words with 'silent' letters - continue to distinguish between homophones and other words which are often confused - use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1	

	- use further prefixes and suffixes and understand the guidance for adding them •
	 - use dictionaries to check the spelling and meaning of words
	 - use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
	 Handwriting - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
	 - - choosing the writing implement that is best suited for a task
	 Context for writing - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
	     - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
	 Planning for writing - noting and developing initial ideas, drawing on reading and research where necessary
	 Drafting writing - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
	     - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
	     - précising longer passages
	     - using a wide range of devices to build cohesion within and across paragraphs
	     - using further organisational and presentational devices to structure text and to guide the reader
	 Editing writing - assessing the effectiveness of their own and others' writing
	 - - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
	     - ensuring the consistent and correct use of tense throughout a piece of writing
	     - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
	     - proofread for spelling and punctuation errors
	 Performing writing - perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
	 Vocabulary - use a thesaurus
	 - - using expanded noun phrases to convey complicated information concisely
	 - - using modal verbs or adverbs to indicate degrees of possibility
	 Grammar - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
	 - - using passive verbs to affect the presentation of information in a sentence
	     - using the perfect form of verbs to mark relationships of time and cause
	     - differences in informal and formal language • synonyms & Antonyms
	     - further cohesive devices such as grammatical connections and adverbials
	     - use of ellipsis
	 Punctuation - using hyphens to avoid ambiguity
	     - using semicolons, colons or dashes to mark boundaries between independent clauses
	     - using a colon to introduce a list punctuating bullet points consistently
	 Grammatical terminology subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points	