

# Scheme of Work - English

Autumn Term 1: Narratives						
Stage						
P	1	2	3	4	5	6
<b>Planned PFA Links</b>	<p><b>Narratives:</b></p> <p><b>Settings</b> Links with schools in other countries - pen pals, sharing traditional stories. Learn about different cultures, beliefs, schooling, homelife, diet.</p> <p>Discover origins of dance and develop dance opportunities to explore a range of different styles.</p> <ul style="list-style-type: none"> <li>Encourage active lifestyle, future hobby, Zumba, South Tyneside dance workshops</li> </ul> <p>Develop knowledge of the local area - Visit Jarrow Hall, Arbeia Roman Fort, St Paul's Monastery, Viking Shopping Centre, Local Parks and beaches.</p> <p><b>Characters</b> Discuss the Royal family and discover other countries monarchs/ rulers</p> <p><b>Plan a wedding</b> What is an event manager? What will you need for the party? Who will cater for you? Where will your party take place? Interview a caterer. Work experience in school cafe to plan and prepare a buffet. Visits to places of worship of Registry Office</p> <p><b>Jobs/ Careers</b> Explore a range of jobs which people can have and through role play or discussion with them, discover the key skills needed to fulfil the role: Chef, Tree surgeon, Animal handler/ vet, Astronauts, Emergency Services, Sports personalities, Musicians</p> <p>Trip to the Sage/ local music events to hear bands play live. Trip to the theatre/pantomime Trip to the cinema in the local area - Boldon, Sunderland.</p> <ul style="list-style-type: none"> <li>How do you apply for a job at the cinema?</li> <li>Interview an employee.</li> </ul> <p>Interview a Job centre employee Show online how to apply for jobs. What skills are needed. How to write a CV</p>					

## Scheme of Work - English

	<p><b>Animal Handler/ vet</b></p> <ul style="list-style-type: none"> <li>• Volunteer opportunities to work at at dog kennels</li> <li>• Speak to a dog handler and learn what they have to do on a daily basis.</li> <li>• Speak to the Blue Cross about caring for dogs and other animals</li> <li>• Interview a vet</li> </ul> <p><b>Transport</b> Talks to different agencies which work on boats</p> <ul style="list-style-type: none"> <li>• <b>RNLI</b> - What do they do? How can you volunteer?</li> <li>• <b>Royal Navy</b> - What qualifications/skills are needed to enlist? Join local Sea Cadets</li> <li>• Take a trip on the Shields Ferry to North Shields and visit the Royal Quays Marina to view the different boats.</li> </ul>		
<p style="text-align: center;"><b>Planned Cultural Capital Opportunities</b></p>	<p><b>Narratives:</b> Visit a zoo to see a wide range of animals Walk to Jarrow to view the local shops and community. Visit local party venues - Role Play, Mister Twister, Jumbo Jims Community walk/ journey to local superstore - Asda/ Morrisons Visit to the local area parks - Jarrow Parks, Bents Park, Herrington Park, Chester Le Street Visit National Trust Woodlands - Gibside/ Wallington - learn how to build a den, discover different animal habitats, learn about historic culture, Share English stories with other cultures through linking schools.</p> <p>Plan to perform a small musical performance - winter showcase assembly. Visit musical venues - Sage, Customs House, secondary schools - to watch musical performances. Backstage tour of Sage to see what it is like working in a real theatre. Meet people who work in the music industry in different roles. Watch a music concert (on YouTube or in real life)</p> <p>Visit South Tyneside/ Newcastle/ Gateshead College Arrange careers talks with Royal Navy/ armed services Visit to animal shelters - St Francis animal rescue/ Brysons animal shelter Visit Job Centre Trips to Sixth form</p>		
<p style="text-align: center;"><b>Planned Reading Opportunities</b></p>	<p>Look Up, Rabbit and Bear, Ruby's Worry, The Hat Full of Secrets, You're Called What? There's a Tiger in the Garden, No Bot, Not Now Bernard, My Dad is a Grizzly Bear, I can Only Draw Worms, Boo! A Fishy Mystery, Once upon a Raindrop, The Owl Who was afraid of the dark, The Man on the moon, Never show a TRex a book, That Rabbit Belongs to Emily Brown, King of the Swamp, Dolphin Boy, Anita and the Dragons, Baby Brains, Harry the Poisonous Centipede, On Sudden Hill, StickMan, The Legend of Kevin, Where the Wild Things Are, Paddington, The LightHouse Keepers Lunch, I'm Sticking with you, Gorilla, Salty Dogs, Dr Xargle's Book of Earthlets, The Kiosk, The Legend of Spud Murphy, The Problem with Pierre, Jinnie Ghost, I Was a Rat: Or, the Scarlet Slippers,</p>	<p>The Accidental Prime Minister, Flyntlock Bones - The Eye of Mogdrog, The Boy Who Grew DRagons, Varjak Paw, Dog Man, King Kong, Beast Quest, Leon and the Place Between, The Abominables, Ice Palace, Voices, Mufao's Beautiful Daughter: An African Tale, The World According to Hunphrey, Kid Normal, Harry and the Poisonous Centipede, Dilly the Dinosaur, At Our House, The Invisible Boy, Flat Stanley, The Secret World of Polly Flint, Fantastic Mr Fox, Wilf the Mighty Warrior, The Magic Finger, Dog</p>	<p>Brainstorm: A Sky Ship Adventure, Malamander, Wolf Brother, Who Let the Gods Out, The Violet Veil Mysteries, Beetle Boy, Boy in the Tower, The Wolf Wilder, Heidi, Artemis Fowl, The Wonder Garden, The Breadwinner, The Butterfly Lion, Charlotte's Web, Clockwork, Danny the Champion of the World, Dial a Ghost, Dragon Rider, Emil and the Detectives, I Know What You Did Last Wednesday, Harry Potter Collection, The Iron Man, Stig of the Dump, When Hitler Stole Pink Rabbit, The</p>

# Scheme of Work - English

	<p>Tuesday, Beaver Towers, The Happy Lion, Triangle, Mrs Wobble the Waitress, The Adventures of Captain Underpants, The Dunderheads, The Man Whose Mother Was a Pirate, Nim's Island, Fluff the Farting Fish, <b>Or any other appropriate text</b></p>		<p>in the Dungeon, Willa and Old Miss Annie, My Naughty Little Sister, The Diary of a Killer Cat, Picasso Perkins, The Reluctant Dragon, The Charlie Moon Collection, All Because of Jackson, Mrs Cockles Cat, Mrs Pepperpot Stories, Unusual Day, The Owl Who was AFraid of the Dark, Pippi Longstocking, The Cat in the Hat, Who's in the Loo? I Was a Dark and Stormy Night, The Railway Cat, The Giving Tree, The Monster Spotter's Handbook, Max and the Millions, Desirable, My Brother is a Superhero, There's a Werewolf in My Tent, The Peppermint Pig, How to Train Your Dragon, The Twits, The Great Elephant Chase, Charlie and the Chocolate Factory, War, The Hodgeheg, The Worst Witch, BillionaireBoy, The Battle of Bubble and Squeak, <b>Or any other appropriate text</b></p>		<p>Demon Headmaster, The Witches, The Series of Unfortunate Events, A Boy Called Hope, Time Travelling With A Hamster, Cogheart, The Railway Children, Carrie's War, The Hobbit, Lion Boy, Skellig, The Lion and the Witch and the Wardrobe, Goodnight Mr Tom, <b>Or any other appropriate text</b></p>		
<p><b>Planned Key Vocabulary (Topic specific)</b></p>	<p>Setting, characters, story openers, paragraphs, adjectives, connectives, conjunctions, similes, metaphors, personification, short and complex sentences, time connectives, suspense, ellipsis, onomatopoeia, speech marks, exclamation, speech verbs.</p>						
<p><b>Reading</b></p>	<p><b>With support:</b> To recognise my own name on sight.</p> <p>To recognise some letters from my own name.</p> <p>To identify the initial sounds in words that are said to me.</p> <p>To hold a book the correct way.</p>	<p><b>With support:</b> To read 10+ phonemes.</p> <p>To read alternative sounds for graphemes</p> <p>To blend phonemes to read CVC words.</p> <p>To use picture cues to help in reading simple texts</p>	<p><b>With increased independence</b> To read simple sentences and reread to check for meaning.</p> <p>To read accurately by blending sounds in words that contain the graphemes taught so far,</p> <p>To recognise alternative sounds for graphemes.</p>	<p>To show some awareness of punctuation marks when reading aloud; pausing at full stops, taking question/exclamation marks into account, speech marks, commas, ellipsis, and brackets.</p> <p>To decode familiar and unfamiliar words through blending.</p>	<p>To use inference and deduction skills to discuss messages, moods, feelings, and attitudes using the clues from the texts.</p> <p><b>Objectives relating to narratives</b> <b>Through shared reading...</b> To compare the structure of different stories to discover how they differ.</p>	<p>To begin to refer and quote from the text to answer questions, clarifying thinking by elaborating and justifying views</p> <p>To discuss the difference between literal and figurative language and the effects and the imagery on the reader.</p> <p><b>Objectives relating to narratives</b></p>	<p><b>With support:</b> To know how words can be combined (morphology - prefixes and suffixes)</p> <p>To know that words can originate from other countries (etymology).</p> <p><b>Objectives relating to narratives</b> <b>Through shared reading...</b> To refer and quote from the text to</p>

## Scheme of Work - English

	<p><b>Objectives relating to narratives</b> <b>Through shared reading...</b></p> <p>To join in with some actions or repeat some words, rhymes and phrases when prompted.</p> <p>To show interest in stories and books.</p> <p>To choose a favourite story/book myself.</p> <p>To discuss my favourite story and explain why I like it.</p>	<p>To pick out relevant information from the text.</p> <p>To make plausible predictions about the plot using what has been read so far.</p> <p>To use reasonable inference at a basic level – identify who is speaking etc.</p> <p>To express an opinion about main events and/or characters.</p> <p><b>Objectives relating to narratives</b> <b>Through shared reading...</b></p> <p>To identify the main events in a story and re-enact using, for example, props, pictures or puppets.</p> <p>To be familiar with key stories, fairy stories and traditional tales</p>	<p>To accurately read words of two or more syllables.</p> <p><b>Objectives relating to narratives</b> <b>Through shared reading...</b></p> <p>To identify and describe characters, expressing views and using words and phrases from texts.</p> <p>To retell a story clearly and with appropriate detail</p> <p>To summarise a story giving the main points in the correct sequence.</p> <p>To recognise simple repeating language in stories and poetry.</p> <p>To answer questions requiring literal retrieval.</p> <p>To make simple inferences with prompts and support.</p>	<p>To quote directly from the text to support thoughts and discussions.</p> <p>To retrieve and record information from texts (fiction and non-fiction).</p>	<p>To identify relationships between characters, explaining the effects this has on the reader.</p> <p>To identify and comment on authors' choice of language where it is used to create mood/tension through dialogue, action, and description.</p> <p>To identify the point of view from which a story is told and how that affects the readers' response.</p>	<p><b>Through shared reading...</b></p> <p>To identify the significance of information, ideas, or events in a text (how one small incident altered the course of the story).</p> <p>To identify the purpose, audience and organisation of different fiction/non-fiction texts.</p> <p>To discuss the message a text has about our society, a particular culture or traditions from the past.</p> <p>To discuss how a character can be seen in different ways, depending on how an author chooses to portray them.</p> <p>To explain the structural devices an author has used to organise a text.</p>	<p>answer questions, clarifying thinking by elaborating and justifying views.</p> <p>To reflect on the significance of information, ideas/events in a text as a whole.</p> <p>To recognise the use of irony and comment on the authors' intent (sarcasm, insincerity, mockery).</p> <p>To give a detailed insight into how the structural choices support the writers' theme or purpose.</p> <p>To discuss how the historical, social or cultural context of a text can affect its meaning and how this can change over time.</p> <p>To recognise and explain the reasons why authors make different language choices at different points in the text and</p>
--	--	---	--	---	--	---	---

# Scheme of Work - English

							how this affects the reader.  To evaluate relationships between characters and how this behaviour impacts on the story.
<b>Writing</b>	<p>To hold a pencil using a tri-pod grip.</p> <p><b>With support:</b> To draw lines or shapes on a small or large scale</p> <p>To write my own name accurately from memory.</p> <p>To start writing in the correct place and write from left to right.</p> <p>To write simple words using the correct initial sound.</p> <p>To represent my own name using some appropriate letters.</p> <p>To identify or write 10+ graphemes on hearing corresponding phonemes.</p>	<p><b>With support:</b> To begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>To leave spaces between words.</p> <p>To reread what has been written to check that it makes sense with support.</p> <p>To begin to use capital letters for the personal pronoun 'I'.</p> <p>To begin to use capital letters for the names of people</p> <p>To begin to punctuate sentences using capital letters.</p>	<p><b>With increased independence</b> To form lower-case letters to the correct size relative to one another.</p> <p>To write capital letters the correct size and orientation.</p> <p>To use spacing between words that reflects the size of the letters.</p> <p>To plan aloud what to include in writing.</p> <p>To punctuate sentences correctly using full stops.</p> <p>To begin to use coordinating conjunctions (or, but, and)</p> <p><b>Objectives relating to narratives</b> Through shared writing</p>	<p>To use handwriting that is legible with all letters the same height and correct distance apart.</p> <p>To write from memory simple sentences that include words and punctuation taught so far.</p> <p><b>Objectives relating to narratives</b> Through shared writing</p> <p>To organise writing using different settings, characters, and plots.</p> <p>To plan my writing with some support, using structure, grammar and vocabulary from a given model.</p> <p>To create characters, settings, and plots ensuring vocabulary is appropriate and varied.</p>	<p>To write from memory simple sentences that include words and punctuation taught so far.</p> <p>To orally rehearse and write complex sentences with a wider range of conjunctions..</p> <p>To punctuate direct speech including the use of inverted commas, capital letters to start and punctuation to end.</p> <p>To choose nouns or pronouns appropriately and maintain throughout writing</p> <p>To identify areas for improvement in my writing.</p> <p><b>Objectives relating to narratives</b> Through shared writing</p>	<p>To use further prefixes and suffixes and understand the guidance for adding them.</p> <p>To ensure consistency of tense through writing.</p> <p>To use a range of devices to add cohesion to writing within and across paragraphs.</p> <p>Objectives relating to narratives Through shared writing To integrate dialogue to convey character and advance the action.</p> <p>In narrative, to describe settings, characters, and atmosphere.</p> <p>To select appropriate vocabulary knowing how choices can</p>	<p>To spell words with silent letters.</p> <p>To confidently use a Thesaurus</p> <p>To confidently use dictionaries to check the spelling and meaning of words</p> <p>To use a range of punctuation in writing (including hyphens, colons, semi colons and dashes)</p> <p>To evaluate and edit by assessing the effectiveness of their own and others' writing.</p> <p>To independently select the appropriate form for writing.</p> <p>To correctly use the possessive apostrophe with plural nouns.</p>

## Scheme of Work - English

	<p><b>Objectives relating to narratives</b> <i>Through shared writing</i></p> <p>To understand how story book language works and to use some formal elements when retelling stories. e.g. 'Once there was . . .' 'She lived in a little',</p> <p>To make up my own phrases or short sentences to express my thoughts aloud about stories or my own experiences.</p>	<p>To begin to punctuate sentences using full stops.</p> <p>To join words and sentences using 'and'.</p> <p><b>Objectives relating to narratives</b> <i>Through shared writing</i></p> <p>To build simple profiles of characters from stories read, describing characteristics, appearances, behaviour etc</p> <p>To sequence sentences in order with support.</p> <p>To use mostly simple vocabulary linked to the theme of the narrative.</p> <p>To write sentences with adjectives that are appropriate to the theme.</p> <p>To compose a sentence orally with support.</p>	<p>To write character profiles e.g. simple descriptions, posters, passports, using key words and phrases that describe or are spoken by characters in the text</p> <p>To write narratives about personal experiences and those of others (real and fictional)</p> <p>To begin to include a beginning and/or ending when appropriate in writing.</p> <p>To add detail and description to writing which is appropriate to the theme.</p> <p>To use language often imitating texts (story language).</p>		<p>To use a varied range of sentence structures throughout independent pieces of writing.</p> <p>To create developed characters, settings and plots.</p> <p>To plan writing using structure, grammar, and vocabulary.</p>	<p>change/enhance meaning.</p> <p>To link paragraphs using time, place, number, or tense choice.</p>	<p><b>Objectives relating to narratives</b> <i>Through shared writing</i></p> <p>To draft writing by selecting appropriate grammar and vocabulary and understand how such choices can change and enhance meaning</p> <p>To use ellipses in writing to add to drama and suspense.</p>
--	---	--	---	--	---	--	--

## Scheme of Work - English

		To begin to write in simple sentences which are grammatically correct.					
<b>S&amp;L</b>	<p>To enjoy listening to and using spoken and written language and readily turn to it in play and learning</p> <p>To speak clearly and audibly with confidence and control and show awareness of the listener.</p> <p>To listen with enjoyment and respond to stories, songs and other music, rhymes and poems</p> <p>To make up their own stories, songs, rhymes and poems.</p>	<p>Tell stories and describe incidents from their own experience in an audible voice</p> <p>Retell stories, ordering events using story language</p> <p>Interpret a text by reading aloud with some variety in pace and emphasis.</p>	<p>Speak with clarity and use intonation when reading and reciting texts</p> <p>Tell real and imagined stories using the conventions of familiar story language</p> <p>Respond to presentations by describing characters, repeating some highlight and commenting constructively</p>	<p>To choose and prepare poems or stories for performance, identifying appropriate expression, tone, volume and use of voices and other sounds</p> <p>To actively include and respond to all members of the group</p>	<p>To tell stories effectively and convey detailed information coherently for listeners</p> <p>To listen to a speaker, make notes on the talk and use notes to develop a role play.</p>	<p>To tell a story using notes designed to cue techniques, such as repetition, recap and humour</p>	<p>To consider examples of conflict and resolution, exploring language used</p> <p>To understand and use a variety of ways to criticise constructively and respond to criticism</p> <p>To use a range of oral techniques to present persuasive arguments and engaging narratives</p>

# Scheme of Work - English

Autumn Term 2: Poetry						
Stage						
P	1	2	3	4	5	6
<b>Planned PFA Links</b>	<p><b>Poetry</b>                      Links with schools in Japan/ Greece/ France- pen pals, sharing traditional and modern poetry → Haiku, Ode, Villanelle                      Discover origins of traditional songs and dance and develop opportunities to explore a range of different styles.                      Develop knowledge of the local area - Visit Jarrow Hall, Arbeia Roman Fort, St Paul's Monastery, Viking Shopping Centre, Local Parks and beaches.</p> <p>Trip to the Sage/ local music events to hear bands play live.                      Trip to the theatre/pantomime</p>					
<b>Planned Cultural Capital Opportunities</b>	<p><b>Poetry</b>                      Community walk/ journey to local beauty spots - Herrington, Bents Park, South Shields beach, Seaburn beach, Seaham, Jesmond Dene, Gibside, Cragside                      Visit National Trust Woodlands - Gibside/ Wallington - learn how to build a den, discover different animal habitats, learn about historic culture,                      Share English poems with other cultures through linking schools.</p> <p>Plan to perform a small poetry recital - showcase assembly.                      Visit venues to listen to live poets</p> <ul style="list-style-type: none"> <li>● Backstage tour</li> <li>● Meet poets</li> <li>● Watch a poet perform (on YouTube or in real life)</li> </ul> <p>Visit South Tyneside/ Newcastle/ Gateshead College                      Trips to Sixth form</p>					
<b>Planned Reading Opportunities</b>	100 Cats, Don't Look in this Book, A Songbird Dreams of Singing, Poetry Pie, Silly Verse for Kids, All the Wild Wonders, Green Eggs and Ham, Chicka Chicka Boom Boom, Giraffes Can't Dance, Aliens Love Underpants, The Grufflo, Frog on a Log, Room on the Broom, Farmer Pete Has Stinky Feet <b>Or any other appropriate text</b> Stage 2: It is important that the texts used are selected as representing different structural and language patterns than that they tie in with any particular subject matter or theme.		Funky Chickens, Revolting Rhymes, Heard it in the Playground, Book of very silly poems, Gargling with Jelly, My Village: Rhymes from around the World, Falling Out of the Sky <b>Or any other appropriate text</b>		Brown Girl Dreaming, The Nonsense Verse of Edward Lear, Kings and Queens, I Don't Like Poetry, Dirty Beasts, Heard it in the Playground <b>Or any other appropriate text</b>	

# Scheme of Work - English

Planned Key Vocabulary (Topic specific)	Poem, poet, line, verse, rhyme, alliteration, onomatopoeia, shape poem, verbs, thesaurus, senses, couplet, pattern, adverb, noun, adjective, repeating pattern, syllables, assonance, prose, repetition, rhyme, chorus, oxymoron, simile, metaphor, stanza, synonym, antonym, hyperbole						
<b>Reading</b>	<p><b>With support:</b> To identify the initial sounds in words that are said to me.</p> <p>To read words by blending sounds with known graphemes, with help from my teacher.</p> <p>To read accurately by blending sounds with two graphemes e.g. CV or VC words.</p> <p>To read accurately by blending some sounds in words with three known graphemes e.g. CVC or VCV words.</p> <p><b>Objectives relating to poetry</b> <i>Through shared reading</i> To join in with some actions or repeat some words, rhymes and phrases when prompted. To listen to and enjoy a series of poems.</p>	<p><b>With support:</b> To read all 20+ phonemes.</p> <p>To use phonetic knowledge to attempt unknown words.</p> <p>To blend and read a greater number of words including CVCC and CCVC words.</p> <p>To read some words with one or more syllables.</p> <p><b>Objectives relating to poetry</b> <i>Through shared reading</i> To understand and use correctly, terms referring to conventions of print: book, cover, beginning, end, page word, letter, line.</p> <p>To recite some rhymes and poems by heart.</p> <p>To read and respond to a range of poems</p>	<p><b>With increased independence:</b> To show awareness of punctuation marks.</p> <p>To read aloud with some attempts at intonation and expression taking into account punctuation e.g. speech marks and exclamation marks.</p> <p><b>Objectives relating to poetry</b> <i>Through shared reading</i> To hear, read and respond to a range of simple poems with a similar theme.</p> <p>To recognise simple repeating language in rhymes, songs and poetry.</p> <p>To recite a range of poems with appropriate intonation to make the meaning clear.</p>	<p>To read texts that are familiar with some expression.</p> <p>To use a dictionary to check the meaning of words I have read.</p> <p><b>Objectives relating to poetry</b> <i>Through shared reading</i> To read and make comparisons between poems.</p> <p>To read a selection of poems on the same theme.</p> <p>To comment on the authors' choice of language and its effect on the reader.</p> <p>To recognise different forms of poetry.</p> <p>To identify the purpose, intended audience and subject matter of a poem.</p>	<p>To continue to show awareness of punctuation.</p> <p>To read aloud with pace, fluency and expression.</p> <p><b>Objectives relating to poetry</b> <i>Through shared reading</i> To listen to and discuss a wide range of poetry.</p> <p>To begin to understand that figurative language creates images.</p> <p>To identify and comment on authors' choice of language where it is used to create mood/tension through action, and description.</p> <p>To use inference and deduction skills to discuss messages, moods, feelings, and attitudes using the clues from the texts.</p>	<p><b>Objectives relating to poetry</b> <i>Through shared reading</i> To hear, read, and respond to a range of poems from two contrasting writers.</p> <p>To explore some of the many elements and features of poems which constitute the writer's distinctive style, including language effects, pattern and form, subjects, themes and meaning.</p> <p>To be encouraged to respond to and perform the poems in a variety of ways.</p> <p>To hear, read, and respond to a range of poems from two contrasting writers. To discuss the message a poem has about our society, a</p>	<p>To refer and quote from the text to answer questions, clarifying thinking by elaborating and justifying views.</p> <p>To recognise the use of irony and comment on the authors' intent (sarcasm, insincerity, mockery).</p> <p>To give a detailed insight into how the structural choices support the writers' theme or purpose.</p> <p><b>Objectives relating to poetry</b> <i>Through shared reading</i> To compare how writers from different times and places present experiences and use language.</p> <p>To explore the common elements found in poetry.</p>

## Scheme of Work - English

	<p>To recognise and begin to identify repetition in poetry.</p> <p>To recognise and begin to identify rhyme in poetry.</p> <p>To group together rhyming words.</p> <p>To suggest rhyming words.</p>	<p>and other texts that capture sensory experience in words.</p> <p>To practise reading the poems in unison, following the rhythm and keeping time.</p> <p>To identify and discuss words that describe what we can see, hear, feel, smell and taste.</p> <p>To invent actions for each sense to perform when reading or reciting the poems.</p>	<p>To show some awareness that writers have viewpoints and purposes which are conveyed in poems.</p> <p>To focus on the playful exploration of language and its potential use, without necessarily being constrained by 'making sense'.</p>	<p>To explore the common literary devices found in poetry.</p>	<p>To interrogate poems to deepen and clarify understanding and response.</p>	<p>particular culture or traditions from the past.</p> <p>To begin to recognise the use of irony and comment on the author's intent (sarcasm, insincerity, mockery).</p>	<p>To identify and investigate structure, rhyme and rhythm in poetry.</p> <p>To evaluate how messages, moods, feelings and attitudes are conveyed in poetry, prose and non-fiction, making reference to the text.</p>
<b>Writing</b>	<p><b>With support:</b> To write simple words using the correct initial sound.</p> <p>To identify or write 20+ graphemes on hearing the corresponding phonemes.</p> <p>To accurately draw straight lines and circles.</p> <p>To form 10+ lower case letters correctly.</p> <p><b>Objectives relating to poetry</b></p>	<p><b>With support:</b> To form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>To compose a sentence orally independently.</p> <p>To spell some words containing digraphs.</p> <p>To select suitable adjectives to include within writing.</p>	<p><b>With increased independence:</b> To punctuate sentences correctly using capital letters.</p> <p>To plan aloud what to include in writing.</p> <p><b>Objectives relating to poetry</b> <b>Through shared writing</b> To write sentences which rhyme.</p>	<p>To use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>To spell further homophones</p> <p>To use an increasing range of sentence structure and more detailed vocabulary.</p> <p><b>Objectives relating to poetry</b> <b>Through shared writing</b></p>	<p>To consistently select the correct homophone to use within writing.</p> <p>To begin to include a viewpoint within writing.</p> <p>To identify purpose and audience for writing</p> <p><b>Objectives relating to poetry</b> <b>Through shared writing</b> To choose and combine words, images and other</p>	<p>To use a thesaurus for synonyms or antonyms of words.</p> <p>To distinguish between homophones and other words which are often confused.</p> <p>To select appropriate grammar knowing how choices change/enhance the meaning.</p> <p><b>Objectives relating to poetry</b></p>	<p><b>Objectives relating to poetry</b> <b>Through shared writing</b> To perform own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p> <p>To use the appropriate synonyms/ antonyms for effect.</p> <p>To Integrate words images and sounds</p>

## Scheme of Work - English

	<p><b>Through shared writing</b> In writing to use vocabulary that is influenced by poetry and rhymes heard.</p> <p>To use a template to write parts of a poem based on a familiar topic.</p> <p>To know that, in poems, each line usually begins with a capital letter.</p> <p>To change part of a poem to compose a new version.</p>	<p>To begin to punctuate sentences using capital letters.</p> <p>To write in simple sentences which are grammatically correct.</p> <p>To join words and sentences using 'and'.</p> <p>To punctuate sentences using full stops.</p> <p><b>Objectives relating to poetry</b> <b>Through shared writing</b></p> <p>To explore writing in several different patterned forms - making up silly couplets or verses based on rhyme, or on repeated sounds, words or phrases.</p> <p>To develop writing by adding a few further words or phrases from a given beginning, following a specific pattern or within</p>	<p>To add detail and description to writing to engage the reader.</p> <p>To use some adventurous words suited to the theme of the poem</p> <p><b>In pairs or individually</b> To explore writing a range of different styles of poetry.</p> <p>To use familiar poems as simple models for writing.</p> <p>To explore writing a simple, patterned poem on a theme.</p> <p>To focus on playful and inventive language choices, further developing vocabulary and word reading and writing skills.</p>	<p>To compose calligrams using word processors and explore the effects created.</p> <p>To compose shape poems using language effects and making decisions about form.</p> <p>To work collaboratively to edit and redraft poetry.</p> <p>To identify and explore alliteration in poetry, making attempts to use in own written work.</p> <p>To identify and explore onomatopoeia in poetry, making attempts to use in own written work.</p> <p>To identify and explore imagery in poetry and the effect that it has on the poem..</p>	<p>features for particular effects.</p> <p>To show imagination through the language used to create atmosphere or suspense.</p> <p>To begin to recognise and use alliteration within independent writing.</p>	<p><b>Through shared writing</b> To identify and investigate figurative language in poetry.</p> <p>To explore and use some commonly used idioms.</p> <p>To explore some well-known and commonly used forms of fixed verse.</p> <p>To write their own free verse poems, inspired by those they have read.</p>	<p>imaginatively for different purposes</p>
--	--	---	---	--	--	--	---

## Scheme of Work - English

		an appropriate frame.					
<b>S&amp;L</b>	<p>To enjoy listening to and using spoken and written language and readily turn to it in play and learning</p> <p>To listen with enjoyment and respond to stories, songs and other music, rhymes and poems and make up their own stories, songs, rhymes and poems</p> <p>To sustain attentive listening, responding to what they have heard by relevant comments, questions or actions</p> <p>To join in with nursery rhymes and familiar songs or poems.</p> <p>To explain why a poem is their 'favourite'.</p> <p>To use the word 'because' to explain reasons.</p>	<p>Experiment with and build new stores of words to communicate in different contexts</p> <p>Listen with sustained concentration, building new stores of words in different contexts</p> <p>Take turns to speak, listen to each other's suggestions and talk about what they are going to do</p> <p>Explain their views to others in a small group, decide how to report the group's views to the class</p>	<p>To consider obvious similarities and differences between the poems.</p> <p>To join in with and 'perform' the poems in a variety of ways, including where appropriate singing, adding music, rhythms or sounds, doing actions and acting out.</p> <p>To speak with clarity and use appropriate intonation when reading and reciting poems.</p> <p>To explore how particular words are used, including words and expressions with similar meanings</p>	<p>To choose and prepare poems or stories for performance, identifying appropriate expression, tone, volume and use of voices and other sounds</p> <p>To actively include and respond to all members of the group</p> <p>To explore how different texts appeal to readers using varied sentence structures and descriptive language</p> <p>To identify features that writers use to provoke readers' reactions</p>	<p>To respond appropriately on the contributions of others in light of alternative viewpoints</p> <p>To take different roles in groups and use the language appropriate to them, including roles of leader, reporter, scribe, and mentor</p>	<p>To plan and manage a group task over time using different levels of planning</p> <p>To understand different ways to take the lead and support others in groups</p> <p>To understand the process of decision making</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>Gain, maintain and monitor the interest of the listener(s) Consider and evaluate different viewpoints, attending to and building on the contributions of others</p>	<p>To analyse and evaluate how speakers present points effectively through use of language and gesture</p> <p>To identify the ways spoken language varies according to differences in context and purpose of use.</p> <p>Ask relevant questions to extend their understanding and knowledge</p> <p>Use relevant strategies to build their vocabulary</p> <p>Articulate and justify answers, arguments and opinions</p>

# Scheme of Work - English

Spring Term 1: Recounts (Letters/postcards/ diary)							
Stage							
	P	1	2	3	4	5	6
<b>Planned PFA Links</b>	How do our letters get delivered? How are they organised? How are they delivered to different addresses? What are the different roles in the post office?  What is a journalist? What are the different roles in journalism? What is a broadcaster? Apprenticeships into journalism/ broadcasting						
<b>Planned Cultural Capital Opportunities</b>	Visit to a local post office/ warehouse. Send a letter overseas. What are the different types of mail you can receive?  Visit to local news building Visit to local radio station Visit to local colleges/ sixth form						
<b>Planned Reading Opportunities</b>	Owl Diaries, Diary of a Spider, Can I be your Dog? Dear Dragon: A Pen Pal tale, Ten Thank you Letters, Dear Dinosaur, The Day The Crayons Quit, XO OX A Love Story, Dear Teacher, A Letter to My Teacher, The Jolly Postman, The Night Monster, Diary of a Worm, Dear Tooth Fairy, Letters to Africa, Dear Greenpeace, Meerkat Mail, The Dragonsitter <b>Or any other appropriate text</b>			Diary of a Killer Cat, Jedi Academy, The Strange Case of Origami Yoda, The Princess in Black, Just Grace, Love that Dog, Top Secret Diary of Pig, My Secret War Diary, Diary of a Kid Named Wedgie, The Amazing Story Of Adolphus Tips, Bones and Biscuits: Letters from a Dog Named Bobs, <b>Or any other appropriate text</b>		Diary of a wimpy kid, Artichoke Hearts, The Diary of a Young Girl, I Capture the Castle, Z for Zachariah, Angus, Thongs and Full Frontal Snogging, Dear Nobody, The Secret Diary of Adrian Mole, Letters to Leo, Timmy Failure, Dandelion Clocks <b>Or any other appropriate text</b>	
<b>Planned Key Vocabulary (Topic specific)</b>	Title, article, picture, caption, byline, broadsheet, tabloid, introduction, conclusion, date, time, formal, informal, after, first, later, next, then, finally, during, soon, address, recipient						
<b>Reading</b>	<b>With support:</b> To read accurately by blending some sounds	<b>With support:</b> To use phonetic knowledge to attempt unknown words	<b>With increased independence:</b>	To decode familiar and unfamiliar words through blending.	To apply growing knowledge of root words, prefixes and suffixes when reading.	To identify the purpose, audience and organisation of different	To combine information from the different reading sources with

# Scheme of Work - English

	<p>in words with three known graphemes e.g. CVC or VCV words.</p> <p>To read accurately by blending the sounds in words with up to four known graphemes.</p> <p>To use picture cues to predict what is happening.</p> <p>To use picture cues to predict what might happen next.</p> <p>To respond to questions that require simple recall.</p> <p><b>Objective relating recounts</b> Through shared reading</p> <p>To recount a short sequence of events e.g. by sequencing images or manipulating.</p> <p>To identify the features of a postcard.</p> <p>To discuss different recount texts and share thoughts and opinions with peers.</p>	<p>To blend and read a greater number of words including CVCC and CCVC words.</p> <p>To show awareness of punctuation – exclamation marks.</p> <p>To show awareness of punctuation – question marks.</p> <p>To read all 30+ phonemes.</p> <p><b>Objective relating recounts</b> Through shared reading</p> <p>To pick out relevant information from the diary/letter/postcard.</p> <p>Link what they read or hear read to their own experiences.</p> <p>To know why people send postcards/ letters.</p>	<p>To read simple sentences and reread to check for meaning.</p> <p>To read accurately by blending sounds in words that contain the graphemes taught so far.</p> <p>To recognise alternative sounds for graphemes.</p> <p>To identify when reading does not make sense and self-correct.</p> <p>To use knowledge to help understand a wider range of words.</p> <p><b>Objective relating recounts</b> Through shared reading</p> <p>To identify a few basic features of organisation at text level.</p> <p>To discuss the sequence of events in letters/ diary entries and how items of information are related.</p> <p>To discuss why words are effective in context</p>	<p>To use text marking support retrieval of information or ideas from texts.</p> <p><b>Objective relating recounts</b> Through shared reading</p> <p>To retrieve and record information from texts (fiction and nonfiction).</p> <p>To begin to identify non-fiction text types by identifying the language features.</p> <p>To identify main ideas drawn from more than one paragraph and summarising these.</p> <p>Identify how language, structure and layout contribute to meaning</p> <p>To compare two texts and discuss differences between them.</p>	<p>To skim and scan to identify key ideas within a texts.</p> <p><b>Objective relating recounts</b> Through shared reading</p> <p>To identify the point of view from which a recount is told and how that affects the readers' response.</p> <p>To identify and explain the difference in fact and opinion.</p> <p>To use quotations and text references to support ideas and arguments.</p> <p>To identify ways in which paragraphs are linked.</p> <p>To identify how language, structure, and presentation contribute to meaning</p>	<p>fiction/non-fiction texts.</p> <p>To discuss the message a text has about our society, a particular culture or traditions from the past.</p> <p><b>Objective relating recounts</b> Through shared reading</p> <p>To retrieve and collect key information from a range of sources.</p> <p>To distinguish between statements of fact and opinion.</p>	<p>increasing precision to produce meaningful information.</p> <p>To discuss how the historical, social or cultural context of a text can affect its meaning and how this can change over time.</p> <p><b>Objective relating recounts</b> Through shared reading</p> <p>To summarise information from different points in the same text or across a range of texts.</p> <p>To look at the organisation of a variety of texts.</p> <p>To discuss a range of organisational features used and how they contribute to the overall effect of the text.</p>
--	--	---	---	--	---	--	--

# Scheme of Work - English

<h2>Writing</h2>	<p><b>With support:</b> To identify or write 20+ graphemes on hearing the corresponding phonemes.</p> <p>To form 10+ lower case letters correctly.</p> <p>To write down one of the sentences that I have rehearsed with an adult.</p> <p>To use pictures and letters appropriately. E.g. draw a picture and use some letters as a label.</p>	<p><b>With support:</b> To begin to spell the days of the week.</p> <p>To begin to use suffixes where the root word does not change.</p> <p>To begin to use phonetic knowledge to spell some words.</p> <p>To begin to use capital letters for the days of the week.</p> <p>To begin to use capital letters for the names of people</p> <p>To begin to use question marks in writing.</p> <p>To begin to use exclamation marks in writing.</p>	<p><b>With increased independence:</b> To accurately use the correct tense in writing.</p> <p>To write for different reasons/text types.</p> <p>To write a question.</p> <p>To write an exclamation.</p> <p>To use coordinating conjunctions (or, but, and)</p>	<p>To use further prefixes with understanding.</p> <p>To use further suffixes with understanding.</p> <p>To spell further near homophones.</p>	<p>To use nouns or pronouns appropriately within a sentence to avoid repetition.</p> <p>To punctuate direct speech including the use of inverted commas, capital letters to start and punctuation to end.</p> <p>To write from memory simple sentences that include words and punctuation taught so far.</p>	<p>To use expanded noun phrases to convey information concisely.</p> <p>To use relative clauses beginning with who, which, where, why or whose.</p> <p>To use further prefixes and suffixes and understand the guidance for adding them.</p>	<p>To evaluate and edit by assessing the effectiveness of their own and others' writing.</p> <p>To note and develop initial ideas, drawing on reading and research where necessary</p>
	<p><b>Objectives relating to recounts</b> <i>Through shared writing</i></p> <p>To use and to join two independent clauses together.</p> <p>To compose questions and exclamations.</p> <p>To write a description of a scene in the first person, present tense.</p> <p>To reply to a postcard.</p> <p>To use time connectives to sequence a journey</p>	<p><b>Objectives relating to recounts</b> <i>Through shared writing</i></p> <p>To identify features of a letter/ diary.</p> <p>To understand the terms formal and informal.</p> <p>To identify differences between formal and informal letters.</p>	<p><b>Objective relating recounts</b> <i>Through shared writing</i></p> <p>To use ideas from a familiar story to write your own postcard/ diary/ letter.</p> <p>To use correct punctuation in writing.</p> <p>To record ideas in note form.</p> <p>To turn notes into full sentences in a draft letter/diary.</p> <p>To write in the first person.</p>	<p><b>Objective relating recounts</b> <i>Through shared writing</i></p> <p>To plan and develop a recount story in a group.</p> <p>To organise paragraphs around a theme</p> <p>To create a character for a diary.</p> <p>To plan a diary that spans chronologically over several days.</p> <p>To write in the past tense and in the first person.</p> <p>To use adverbs to express time and cause.</p> <p>To organise work into paragraphs.</p> <p>To use inverted commas to punctuate direct speech.</p>	<p><b>Objective relating recounts</b> <i>Through shared writing</i></p> <p>To begin to include a viewpoint within writing.</p> <p>To identify purpose and audience for writing</p> <p>To use a range of paragraph openers.</p> <p>To proof-read for sense, spelling and punctuation errors, highlighting omitted words.</p>	<p><b>Objective relating recounts</b> <i>Through shared writing</i></p> <p>To link paragraphs using time, place, number, or tense choice.</p> <p>To ensure consistency of tense through writing.</p> <p>To identify features of recounted texts.</p> <p>To know the difference between directed and reported speech</p> <p>To write recounts based on personal experiences</p>	<p><b>Objective relating recounts</b> <i>Through shared writing</i></p> <p>To use further organisational and presentational devices to structure text and to guide the reader</p> <p>To use passive voice for effect.</p> <p>To draft a simple personal recount.</p> <p>To produce vivid descriptions and memorable phrases.</p> <p>To make improvements to my first draft by making additions.</p> <p>To control the use of tense in my writing.</p>

## Scheme of Work - English

	<p>To write home address, knowing that the names of places begin with capital letters.</p> <p>To write a letter in the first person, past tense.</p> <p>To re-read writing to check that it makes sense.</p>	<p>To write a letter/diary entry using the appropriate vocabulary.</p>			<p>To discuss features of a recount and practise using them</p> <p>To organise paragraphs around a theme;</p> <p>To write a recount in the third person, using the correct features.</p> <p>To edit and improve a draft recount.</p>		
<b>S&amp;L</b>	<p>To enjoy listening to and using spoken and written language and readily turn to it in play and learning</p> <p>To speak clearly and audibly with confidence and control and show awareness of the listener</p> <p>To sustain attentive listening, responding to what they have heard by relevant comments, questions or actions</p> <p>To use talk to organise, sequence and clarify thinking, ideas, feelings and events</p>	<p>Tell stories and describe incidents from their own experience in an audible voice</p> <p>Listen with sustained concentration, building new stores of words in different contexts.</p> <p>Ask and answer questions, make relevant contributions, offer suggestions and take turns</p> <p>To take part in a discussion.</p> <p>To discuss features of a text – story language, use of fonts, text features, and language choices.</p>	<p>To listen and respond appropriately to adults and their peers</p> <p>To articulate and justify answers, arguments and opinions</p> <p>To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p>	<p>Listen and respond appropriately to adults and peers</p> <p>Maintain attention and participate actively in collaborative conversations</p> <p>Develop understanding by imagining and exploring ideas.</p> <p>Articulate and justify opinions.</p> <p>Give well-structured descriptions and explanations that express feelings</p> <p>Maintain attention and participate actively in collaborative conversations</p>	<p>Listen and respond appropriately to adults and their peers,</p> <p>To ask relevant questions to extend their understanding and knowledge</p> <p>To use knowledge of different organisational features of texts to find information effectively</p> <p>To identify the main points of each speaker, compare their arguments and how they are presented</p>	<p>To use and explore different question types</p> <p>To identify different question types and evaluate impact on the audience.</p> <p>To identify some aspects of talk which vary between formal and informal occasions</p> <p>Listen and respond appropriately to adults and peers</p> <p>Ask relevant questions to extend their understanding and knowledge</p>	<p>To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>To maintain attention and participate actively in collaborative conversations</p>

# Scheme of Work - English

Spring Term 2: Instructions						
Stage						
P	1	2	3	4	5	6
<b>Planned PFA Links</b>	<p>What is a baker?                      How do you become a catering assistant?                      How do bakers prepare ingredients?                      Interview cake decorators                      How to work in the hospitality trade?</p> <p>Prepare a role for an elderly person                      What does an OT/dietician do?                      To explore jobs with Hospitals/ Care homes                      What is a food developer?                      What is a food technologist?                      How to access the Food Manufacturing Apprenticeships Scheme.</p> <p>What are the different roles involved in horticulture?                      Explore College courses at South Tyneside, Newcastle and Gateshead in Horticulture                      How to become a volunteer at National Trust.                      Access workshops aimed at horticulture                      Talks to crop farmers</p> <p>What is a cobbler?                      What is a clothing designer?</p> <p>Attend local fashion shows/ fashion designers                      Apprenticeship in clothing manufacturing.                      Fashion jobs: customer service, marketing, manufacturing, quality control and retail.</p>					

## Scheme of Work - English

	<p>What is a beautician?          What is a hairdresser/ barber?          What is a spa?          What treatments can you receive?          What qualifications do you need to be a beautician?          Work experience at salon/ ST College facilities.</p> <p>What is an event manager?          What is a wedding planner?          What is a catering manager?          What is a party planner?          What is a caterer?</p>
<p><b>Planned Cultural Capital Opportunities</b></p>	<p>Visit bakeries          Visit South Tyneside college /Newcastle College catering department.          Visit cafes/ Greggs          Work experience in the school kitchen to make a dessert.          Visit to superstore bakery - ASDA, Morrisons and explore the 'production line'          Hospitality: Hotels,hospital Kitchen          Visit to Greggs          Visit to Morrisons/ cafes for OAP menus</p> <p>Visit local Care Homes          Visits from charities which support the elderly.</p> <p>Explore the National Trust - careers in the gardens          Visit Durham Botanic Gardens          Visit Plessey Woods          Visit Rising Sun Country Park          Woodland walk.          Local farms          Brocksbushes for strawberry picking</p> <p>Visit to Barbour factory          Visit local shops to research types of footwear          Visit national trust shops to see the market range.</p> <p>Visit to local Spa          Visit to 'Friday options' to receive treatments.          Talk to beauticians/ hairdressers          Visit a range of different beauty venues - nail salon, make up classes, wig making.          Speak to a Macmillian representative to explain wigs made for cancer patients.</p>

# Scheme of Work - English

	<p>Arrange a party for elderly local residents. Visit children's party venues-pirates cove leisure centres. Look at cost/ dietary needs.</p>						
<p><b>Planned Reading Opportunities</b></p>	<p>Age/ ability appropriate instruction texts - ensure a range of instructions - recipes, games rules, directions</p>						
<p><b>Planned Key Vocabulary (Topic specific)</b></p>	<p>Title, Bullet points, pictures, numbers, chronological, formal, time connectives, firstly, then, next, after, secondly, thirdly, finally, while, since, until, meanwhile, Imperative verbs: add, mix, chop, weigh, wash, slice, peel, sprinkle, dry, prepare, cut, season, whisk, stir, heat, turn, dice, grate, julien, halve, quarter, split, tear, fold, mash, knead, melt, grill, eat, grease, bruch, measure, cook, spread, bash, wipe, smoke, boil, simmer, fry, freeze, cut, fold, paint, tear, bend, draw, turn, step, walk, face</p>						
<p><b>Reading</b></p>	<p><b>With support</b> To read and understand simple sentences</p> <p>To use phonic knowledge to decode regular words and read them aloud accurately</p> <p>To use decoding strategies to read unfamiliar words.</p> <p>To share and practise sequencing ideas.</p> <p>To read aloud with expression.</p> <p><b>Objectives relating to instructions</b> Through shared reading</p>	<p><b>With support</b> To read 40 phonemes.</p> <p>To independently use a variety of strategies to read unfamiliar words.</p> <p>To check that the text makes sense to them as they read, and correct inaccurate reading.</p> <p>To re-read texts to build up fluency and confidence.</p> <p><b>Objectives relating to instructions</b> Through shared reading</p> <p>To discuss the features of an instructional text.</p>	<p><b>With increased independence</b> To read most words quickly and accurately.</p> <p>To read aloud books closely matched to their improving phonic knowledge</p> <p>To re-read books to build up their fluency and confidence in word reading.</p> <p>To be introduced to non-fiction books that are structured in different ways.</p> <p><b>Objectives relating to instructions</b> Through shared reading</p> <p>To recognise recipes as an example of instructional writing.</p>	<p>To read independently and fluently using a range of strategies.</p> <p>To locate information by skimming and scanning.</p> <p><b>Objectives relating to instructions</b> Through shared reading</p> <p>To identify key features of instructions.</p> <p>To identify the key features of explanations.</p> <p>To answer questions with an explanation.</p> <p>To know that a paragraph contains related information that is grouped together.</p>	<p>To use knowledge of text structure to locate information.</p> <p>To identify the purpose, audience, and organisation for different fiction/non-fiction texts.</p> <p><b>Objectives relating to instructions</b> Through shared reading</p> <p>To identify the key features of an explanation.</p> <p>To think of questions which check the genre of a text.</p> <p>To distinguish between instructions and explanations.</p>	<p>To retrieve and collect key information from a range of sources.</p> <p>To use the first three or four letters of a word to check spelling, meaning or both in a dictionary.</p> <p>To use dictionaries to check the spelling and meaning of words</p> <p><b>Objectives relating to instructions</b> Through shared reading</p> <p>To find information in a text.</p> <p>To evaluate instructional texts.</p> <p>To use the Internet for research about specific questions.</p>	<p><b>Objectives relating to instructions</b> Through shared reading</p> <p>To identify language and organisational features in sets of instructions.</p> <p>To evaluate the effectiveness of instructions.</p> <p>To analyse an explanation text.</p> <p>To explain how language is used by a writer.</p> <p>To compare explanation texts commenting on their features.</p>

# Scheme of Work - English

	<p>To recognise the features of a recipe/ instructional texts.</p> <p>To use descriptive language when giving an explanation.</p> <p>To understand and recognise the format of a recipe.</p> <p>To know that recipes are instructions.</p>	<p>To link what they read or hear read to their own experiences.</p> <p>To understand the way that information is organised and used in reading simple texts.</p>	<p>To identify the features and format of a recipe.</p> <p>To sort a jumbled recipe by the type of information.</p> <p>To know that a glossary explains particular words and phrases.</p> <p>To read a range of familiar words and match them to an appropriate definition.</p>	<p>To identify where one paragraph ends and another begins.</p> <p>To plan an explanation for a favourite game.</p> <p>To know the key features of an explanation text.</p>	<p>To answer questions on an explanation text.</p>	<p>To read a range of instruction and explanation texts.</p> <p>To discuss and answer questions about instruction texts.</p>	
<b>Writing</b>	<p><b>With support</b> To form most lower case letters correctly</p> <p><b>Objectives relating to instructions</b> <i>Through shared writing</i> To orally compose a command.</p> <p>To orally compose an instructional sentence</p> <p>To write a command using some basic punctuation.</p> <p>To write an instruction, using correct punctuation and remembering a finger space between each word.</p>	<p><b>With support</b> To write a correctly punctuated extended sentence.</p> <p>To edit ideas</p> <p><b>Objectives relating to instructions</b> <i>Through shared writing</i> To write a command, using correct punctuation.</p> <p>To extend a sentence using 'because' to justify ideas.</p> <p>To know that First, Then, Next, After that, Finally show the order of actions and apply in writing.</p>	<p><b>With increased independence</b> To edit and improve writing.</p> <p>To know that a comma can separate items in a list.</p> <p>To know why commas are used to separate items in a list.</p> <p>To read a sentence and add the missing commas.</p> <p><b>Objectives relating to instructions</b> <i>Through shared writing</i> To create a labelled diagram to record my ideas.</p>	<p>To identify imperative verbs and 3<sup>rd</sup> person verbs.</p> <p>To write in the first person.</p> <p><b>Objectives relating to instructions</b> <i>Through shared writing</i> To identify and understand bossy words.</p> <p>To identify and understand time connectives.</p> <p>To follow written instructions.</p> <p>To use bossy verbs in instructions.</p>	<p>To evaluate my writing and think of ways to improve it.</p> <p>To identify and spell an increasing number of irregular plurals correctly.</p> <p><b>Objectives relating to instructions</b> <i>Through shared writing</i> To identify the key features of instructions.</p> <p>To describe how key features of instructions are formed and laid out.</p> <p>To write accurate, clear instructions.</p>	<p>To understand how adverbs can improve cohesion within a paragraph.</p> <p>To use commas for clarity.</p> <p>To make notes to support when presenting information.</p> <p>To explain why we use brackets.</p> <p>To use brackets to add extra information to a text.</p> <p>To use a dictionary and thesaurus to improve writing</p>	<p>To add semicolons, colons or dashes to mark independent clauses.</p> <p>To group information into categories</p> <p><b>Objectives relating to instructions</b> <i>Through shared writing</i> <i>Using objectives from all previous stages plus:</i></p> <p>To annotate an explanation text to show its features.</p> <p>To identify the audience for and purpose of the instructional writing, selecting the appropriate form and</p>

## Scheme of Work - English

	<p>To write a set of instructions using the correct word, sentence and textual features.</p> <p>To write a correctly formatted recipe.</p> <p>To extend a simple sentence using 'and'.</p>		<p>To use specific vocabulary suited to the topic of the instruction.</p> <p>To write correctly punctuated commands.</p> <p>To write instructions.</p> <p>To write a correctly formatted recipe.</p> <p>To recognise a statement and command (and question).</p> <p>To convert a statement into a command.</p> <p>To prepare a complete set of correct sequenced instructions.</p>	<p>To use time connectives in instructions.</p> <p>To write effective simple instructions.</p> <p>To identify the similarities and differences between instructions and explanations.</p> <p>To compare two instructions, giving reasons for opinion.</p> <p>To write an explanation using a template.</p> <p>To use paragraphs in writing to group related material.</p> <p>To use headings and subheadings in writing.</p>	<p>To organise writing to make it clear and easy to follow.</p>	<p>To use commas and brackets to indicate parenthesis.</p> <p>To edit and redraft my work.</p> <p><b>Objectives relating to instructions</b> Through shared writing To write instructions, including adverbs.</p> <p>To plan a text which incorporates features from different genres (instruction &amp; explanation).</p>	<p>using other similar writing as models for their own.</p> <p>To using organisational and presentational devices to structure text e.g. headings, sub-headings, columns, bullets or tables</p>
<h3>S&amp;L</h3>	<p>To give a short verbal instruction</p> <p>To follow a simple instruction.</p> <p>To give a simple instruction.</p> <p>To speak clearly.</p> <p>To say a sentence/ instruction out loud.</p>	<p>Listen and respond appropriately to their peers.</p> <p>To participate in discussion about what is read to them, taking turns and listening to others.</p> <p>To use spoken language to develop understanding through imagining and exploring ideas.</p>	<p>To maintain attention and participate actively in collaborative conversations.</p> <p>To work as part of a small group to share thoughts and ideas.</p> <p>To listen to, discuss and express views about nonfiction</p> <p>To participate in discussions about books that are read to</p>	<p>To verbally present an explanation for a favourite game.</p> <p>To discuss where and why instructions are or are not easy to follow.</p> <p>To read, discuss and follow written instructions.</p>	<p>To give accurate instructions verbally.</p> <p>To follow spoken instructions.</p> <p>To evaluate the effectiveness of a set of instructions. To suggest improvements to instructions.</p> <p>To discuss instructions in a group.</p>	<p>To give constructive feedback.</p> <p>To plan and manage a group task over time using different levels of planning</p> <p>To understand different ways to take the lead and support others in groups</p> <p>To understand the process of decision making</p>	<p>To analyse and evaluate how speakers present points effectively through use of language and gesture</p> <p>To listen for language variation in formal and informal contexts</p> <p>To identify the ways spoken language varies according to differences in context and purpose of use</p>

## Scheme of Work - English

		Articulate and justify answers and opinions.	them and those that they can read for themselves.  To discuss how to adapt a recipe, so it is suitable for a younger audience.				
--	--	--	--	--	--	--	--

Summer Term 1: Fairy tales/ Myths and Legends						
Stage						
P	1	2	3	4	5	6

<b>Planned PFA Links</b>	<p><b>Authors</b>                      What is an author?                      What different genre of books can authors write?                      How are books written?                      How are books finalised before being sold to the public?                      Where are books sold?                      How are they promoted?                      Who are books aimed at?                      What training does an author need?</p> <p><b>Illustrators</b>                      What is an illustrator?                      What training does an illustrator need?                      Do they only just illustrate for fiction texts?</p> <p><b>Myths/ Legends → travel</b>  <b>Travel agent</b>                      What is a travel agent                      What does your travel agency specialise in?                      Have you visited this place before?                      What are the travel documents that I should carry on the trip?</p> <p><b>Flight Attendant/ Pilot</b>                      What is a flight attendant?                      What training do you need to become one?                      Where do you travel?                      How often do you travel?</p> <p>What training does a Pilot need?                      Can anyone become a Pilot?                      Can you train in other fields of aviation?</p> <p>Explore the different roles at the airport other than those who travel on the plane.</p>
--------------------------	---

# Scheme of Work - English

<p><b>Planned Cultural Capital Opportunities</b></p>	<p>Visit libraries/ bookstores                  Visit South Tyneside college /Newcastle College English/ art department.                  Ask local authors/ illustrators to come to school and share their practice.                  Work experience with an author/ illustrator/ library/ bookstore                  Speak to an agent of an author/ illustrator to explain their role.</p> <p>Arrange a trip to the airport.                  Have a guest speaker come into school to discuss life on the Airline                  Go to local colleges/ 6th forms to discover what courses will need to be taken to qualify for flight attendant or pilot</p>						
<p><b>Planned Reading Opportunities</b></p>	<p>Inside the Villains, Mr Wolf's Pancakes, The Orchard Book of First Greek Myths, Beast Quest, The True Story of the 3 Little Pigs, Knights and Bikes, Fairy Tales, Cinderella, The Fisherman and his Wife, Fractured Fairy Tales, Hansel and Gretel, Hans in Luck, Jack and the Beanstalk, Little Red Riding Hood, The Princess and the Pea, Puss in Boots, Rapunzel, Sleeping Beauty, Snow White, The Ugly Duckling, The Three Billy Goats Gruff, The Three Little Pigs, Beauty and the Beast, The Snow Queen, The Frog Prince, The Happy Prince, The Selfish Giant, The Fox and the Hound, Alice in Wonderland,</p> <p>Brer Rabbit, Chicken Little, Ghost Stories, Gingerbread Man, Goldilocks and the Three Bears, Heny Penny, The Little Red Hen, Stone Soup, Tricksters Tales, The Lion and the Mouse, The Town Mouse and the Country Mouse, The Fox and the Grapes, Belling the Cat, The Grasshopper and the Ants, The Tortoise and the Hare</p> <p>The Myth of the Minotaur, Perseus and Medusa, Prometheus, Icarus, Jason and the Argonauts, The Wooden Horse of Troy, King Midas, Pandora's Box, Romulus and Remus, The Lambton Worm, Robin Hood, Willy Wilcox, Blue Peter and the Crumplehorn,</p>						
<p><b>Planned Key Vocabulary (Topic specific)</b></p>	<p>Fable , wisdom, tale, moral, short story, genre, personify, animals, mythical, creature, God, Greek, Long ago..Many years ago...A thousand years ago...Moments later...In a distant kingdom...As night fell...As he entered the cave..While...Eventually...Suddenly...Before very long...invisible, invisibility Protective Precious Life-saving Promise Royal Powerful Rescue Retrieve Save Return Free Defeat Freedom City Kingdom Enchanted Terrified Petrified Captured Prisoner Ransom Victim Evil Punishment Peace Future persevere, noble Helpful Intelligent Strong Brave Powerful Fearless Wise Honest Truthful Trustworthy Cruel Savage Fierce Evil Gruesome Prickly Terrifying, vicious</p>						
<p><b>Reading</b></p>	<p><b>With support</b>                  To sound out the words to help to write them.</p> <p><b>Objectives relating to tales/myths/legends Through shared reading</b>                  To retell a fairy tale using associated language.                  To discuss 'what if' questions when</p>	<p><b>With support Objectives relating to tales/myths/legends Through shared reading</b>                  To identify characters in a story.                  To sequence a story correctly                  To compare and contrast two versions of a traditional tale.</p>	<p><b>With increased independence Objectives relating to tales/myths/legends Through shared reading</b>                  To recognise a fable is and explain that they often have animals in them                  To discuss the personalities of animals in a fable they have been told</p>	<p>To make predictions                  To draw inferences using clues in the text.</p> <p><b>Objectives relating to tales/myths/legends Through shared reading</b>                  To discuss features of Roman myths.                  To listen to a myth and discuss characters.</p>	<p>To draw inferences about characters from a story                  To speculate about an illustration                  To answer questions about a piece of fiction writing                  To say how a writer has innovated a story                  To speculate about characters from a story</p>	<p><b>Objectives relating to tales/myths/legends Through shared reading</b>                  To explain what a myth is.                  To distinguish between myths, legends and fables                  To identify the parts of a myth                  To recognize patterns in hero / quest myths</p>	<p><b>When producing written work, objectives relating to tales/myths/legend to be evident from earlier stages plus:</b>                  To recognise and explain the reasons why authors make different language choices at different points in the text and how this affects the reader.</p>

# Scheme of Work - English

	<p>considering the impact of plot changes.</p> <p>To listen to fairy tales read and told.</p> <p>To retell fairy tales orally and in writing.</p> <p>To understand that a story can be represented by a story map.</p>	<p>To retell a familiar traditional tale.</p> <p>To make predictions.</p> <p>To consider why characters might behave in certain ways and how to make someone feel better.</p> <p>To compare and contrast different versions of the same traditional tale.</p>	<p>To write about own personality using short phrases and sentences</p> <p>To respond to questions about a fable I have heard</p> <p>To explain why they feel as they do about the characters and events in a fable</p> <p>To identify and discuss the common features of fables read to them.</p> <p>To read a fable as part of a group</p> <p>To know what a proverb is and give the meaning of some well known examples</p>	<p>To draw a story map after listening to a myth.</p> <p>To retell a myth.</p> <p>To respond imaginatively to a myth read to them.</p> <p>To read a text organised in a different way.</p> <p>To identify similarities and differences between two versions of the same myth.</p> <p>To identify and justify a preferred version of a myth.</p>	<p>To discuss my preferences for a version of a story</p> <p><b>Objectives relating to tales/myths/legends Through shared reading</b></p> <p>To retell a fairy tale orally, using a story-map</p> <p>To research the background to a story we have read.</p> <p>To discuss a character's situation.</p> <p>To make predictions about what might happen in a story.</p>	<p>and link them with comics and movies</p> <p>To compare different versions of the same myth.</p>	<p>To reflect on the significance of information, ideas/events in a text as a whole.</p> <p>To identify explicit and implicit points of view in texts and begin to unpick and evaluate them.</p> <p>To summarise information from different points in the same text or across a range of texts.</p>
<p style="text-align: center;"><b>Writing</b></p>	<p><b>With support</b> <b>Objectives relating to tales/myths/legends Through shared writing</b></p> <p>To identify characters and describe them.</p> <p>To use descriptive language.</p> <p>To explore the impact of changing or adding words in a sentence.</p>	<p><b>With support</b></p> <p>To write sentences which start with a capital letter and end with a full stop.</p> <p>To write questions beginning with a capital and ending with a question mark.</p> <p>To answer questions in written form.</p> <p>To build a sentence by saying it before writing it.</p>	<p><b>With increased independence</b></p> <p>To add punctuation and capital letters to a proverb.</p> <p>To create compound sentences using the conjunctions 'and, so but.</p> <p><b>Objectives relating to tales/myths/legends Through shared writing</b></p> <p>To choose characters and settings for own</p>	<p>To evaluate and improve writing with a partner.</p> <p><b>Objectives relating to tales/myths/legends Through shared writing</b></p> <p>To write the introduction to a myth.</p> <p>To write the problem within a myth.</p> <p>To record dialogue in speech bubbles.</p>	<p>To identify the past tense and the perfect form</p> <p>To change past tense into the perfect form</p> <p>To can write using the present perfect form</p> <p>To write sentences in the past and the present tense</p> <p><b>Objectives relating to tales/myths/legends</b></p>	<p><b>Objectives relating to tales/myths/legends Through shared writing</b></p> <p>To identify features of different genres of fiction texts.</p> <p>To comment on performances, discussing effects and how they are achieved.</p>	<p><b>When producing written work, objectives relating to tales/myths/legend to be evident from earlier stages plus:</b></p> <p>To spell words with silent letters.</p> <p>To confidently use a Thesaurus</p> <p>To accurately distinguish between homophones and</p>

# Scheme of Work - English

	<p>To retell the story, using the map.</p> <p>To think of how details in a story can be changed.</p> <p>To say each word in the sentence, hold it in their head then write each word.</p> <p>To create a character profile.</p>	<p>To use and to join two ideas together into one sentence.</p> <p>To check writing and edit it if necessary.</p> <p><b>Objectives relating to tales/myths/legends</b> <i>Through shared writing</i></p> <p>To describe a character.</p> <p>To use descriptive language accurately to describe a character.</p> <p>To identify what a character is doing and use 'because' to explain the action.</p> <p>To describe the appearance and personality of characters</p> <p>To begin to write a story</p> <p>To adapt a familiar traditional tale.</p>	<p>version of a fable they have heard</p> <p>To use a story map to help retell a familiar fable</p> <p>To write the opening section of a fable</p> <p>To compose dialogue for characters in a fable they know</p> <p>To write out dialogue in speech bubbles using initial capital letters and sentence-end punctuation</p> <p>To write dialogue using speech marks</p>	<p>To write punctuated speech.</p> <p>To plan and write a myth.</p>	<p><i>Through shared writing</i></p> <p>To plan a story based on one we have read.</p> <p>To invent a main character for my story.</p> <p>To imagine speech for a character in a story</p> <p>To write advice to a character in a story.</p> <p>To write a dialogue between two characters</p> <p>To write a dialogue between multiple characters.</p> <p>To use a new line to show a new speaker.</p> <p>To create paragraphs that are organised around a theme</p>	<p>To plan, tell and write complete stories with a clear sequence of events and showing how one event leads to another.</p> <p>To organise texts into paragraphs.</p>	<p>other words which are often confused.</p> <p>To confidently use dictionaries to check the spelling and meaning of words</p> <p>To independently select the appropriate form for writing.</p> <p>To use the appropriate synonyms for effect.</p> <p>To use ellipses in writing.</p>
<b>S&amp;L</b>	<p><b>With support</b></p> <p>To listen to and recall story events.</p> <p>To discuss and sequence a story plot.</p>	<p><b>With support</b></p> <p><b>Using a chosen text</b></p> <p>To use accurate description to discuss thoughts and ideas.</p>	<p><b>With increased independence</b></p> <p>With a partner: To perform dialogue in front of the class</p>	<p>To pretend to be a character from a story.</p> <p>To use role-play to develop dialogue.</p>	<p>To perform my oral re-telling of a story</p> <p>To read extensively favourite authors/genres and</p>	<p>To tell a story using notes designed to cue techniques, such as repetition, recap and humour</p>	<p>To participate in whole-class debate using the conventions and language of debate, including Standard English</p>

## Scheme of Work - English

	<p><b>Using a chosen text</b> To perform the story of Jack and the Beanstalk to peers.</p> <p>To perfect a performance through rehearsal.</p> <p>To give reasons for opinions.</p> <p>To verbally describe the behaviour/character</p> <p>To role-play the repeated conversations from chosen text.</p>	<p>To give reasons for my opinions.</p> <p>To compare and contrast an oral and written story.</p> <p>To work collaboratively to orally retell a story.</p> <p>To perform in front of an audience.</p> <p>To listen to a story told without pictures to look at.</p> <p>To sequence a story correctly.</p> <p>To work as part of a small team to retell a traditional tale.</p> <p>To use a plan to prepare a story orally.</p>	<p>With a partner: To role play a conversation between two characters from a fable</p> <p>To make notes to help remember the conversation they have role played</p> <p>To explain the moral of my fable</p>	<p>To prepare and perform own writing to an audience</p> <p>To follow up others' points and show whether they agree or disagree in whole class-discussion</p>	<p>experiment with other types of text</p> <p>To compare the different contributions of music, words and images in short extracts from TV programmes relating to myths/ legends and fables</p> <p>To take different roles in groups and use the language appropriate to them, including roles of leader, reporter, scribe, and mentor</p> <p>To identify the main points of each speaker, compare their arguments and how they are presented</p>	<p>To plan and manage a group task over time using different levels of planning</p> <p>To understand different ways to take the lead and support others in groups</p> <p>To understand the process of decision making</p>	<p>To use the techniques of dialogic talk to explore ideas, topics or issues</p> <p>To make notes when listening for a sustained period and discuss how note taking varies depending on context and purpose</p>
--	---	--	---	---	--	---	---

# Scheme of Work - English

Summer Term 2: Recounts (Information Texts/Newspapers)							
Stage							
	P	1	2	3	4	5	6
<b>Planned PFA Links</b>	<b>Newspapers</b> What is a journalist? What is news anchor/ sports? How are newspapers written? How do reporters write their story? How are newspapers produced? Who researches the news stories? What training do you need for presenting news?						
<b>Planned Cultural Capital Opportunities</b>	Visit local media buildings Visit BBC Newcastle Visit local radio stations Speak to journalists/ anchors/ reporters Visit South Tyneside college /Newcastle College/ universities Work experience in a newspaper print office/ radio station/ broadcasting set.						
<b>Planned Reading Opportunities</b>	Age appropriate newspaper articles - broadsheet and tabloid - broadsheet for lower stages to view just so pupils know the difference between the two and what audience they are aimed at.						
<b>Planned Key Vocabulary (Topic specific)</b>	Yesterday, following, afterwards, later on, in the future, before, once, finally, ahead of, in front of, alongside, describe, comment, complained, confirmed, replied, responded, reported, official, headline, byline, caption, image, introduction, summary, statement, non fiction, heading, subheading, report, first person, chronological						
<b>Reading</b>	<b>With support</b> To read aloud words and sentences that	<b>With support</b> To re-read books to build up fluency and	<b>With increased independence</b>	<b>Objectives relating to recounts</b>	<b>Objectives relating to recounts</b>	<b>Objectives relating to recounts</b>	<b>When producing written work, objectives relating to</b>

# Scheme of Work - English

	<p>are consistent with phonic knowledge.</p> <p>To read aloud words and sentences without using pictures.</p> <p>To respond to questions that require simple recall.</p> <p>To recount a short sequence of events e.g. by sequencing images or manipulating.</p> <p>When read to talk about events in the story and link them to my experiences.</p> <p><b>Objectives relating to recounts</b> Through shared reading</p> <p>To know that we can get information from books.</p> <p>To recognise that using descriptive language to provide readers with extra information.</p> <p>To understand that storybooks can present information.</p>	<p>confidence in word reading.</p> <p>To pick out relevant information from the text.</p> <p><b>Objectives relating to recounts</b> Through shared reading</p> <p>To know some of the features of a fiction and non-fiction book.</p> <p>To organise fiction and non-fiction books.</p> <p>To use a non-fiction text to find specific information.</p> <p>To identify factual sentences.</p> <p>To know diagrams, labels and captions are features of a non-fiction text.</p> <p>To identify a diagram, label and caption.</p> <p>To answer questions, based on a non-fiction text.</p>	<p>To answer questions requiring literal retrieval.</p> <p>To use knowledge to help understand a wider range of words.</p> <p>To read most words quickly and accurately, without overt sounding and blending.</p> <p><b>Objectives relating to recounts</b> Through shared reading</p> <p>To listen to and discuss the detail of an information text.</p> <p>To develop ideas inspired by information texts.</p> <p>To explore a non-fiction text giving information.</p> <p>To explain how fiction and information books are different.</p> <p>To identify features of information texts.</p> <p>To explore features of information texts.</p> <p>To research information about a given topic.</p>	<p><b>Through shared reading</b></p> <p>To know what a newspaper report (recount) is</p> <p>To begin to recognise some features of newspaper report (recount) writing</p> <p>To pair read and discuss a recount text.</p> <p>To answer questions about a recount text.</p> <p>To order events based on a recount text.</p> <p>To know the features of recount writing.</p> <p>To answer questions about features of a newspaper article</p> <p>To answer Who? What? When? Where? Why? questions.</p> <p>To find key pieces of information from a text.</p> <p>To use inference, prediction and imagination.</p>	<p><b>Through shared reading</b></p> <p>To write questions about a book that I am reading</p> <p>To make predictions about a text.</p> <p>To find and record information from a non-fiction book</p> <p>To identify how language, structure and presentation contribute to meaning in a non-fiction book</p> <p>To distinguish fiction and non-fiction</p> <p>To summarise paragraphs from reports</p>	<p><b>Through shared reading</b></p> <p>To sort statements by plausibility.</p> <p>To read and discuss contrasting texts</p> <p>To analyse texts for style, clarity and reliability</p> <p>To consider the impact of bias</p> <p>To consider the reliability of websites and select them carefully</p> <p>To discuss features used in newspaper reports</p> <p>To compare formal and informal report writing</p>	<p><b>recounts to be evident from earlier stages plus:</b></p> <p>To pick out key details from a text, making notes.</p> <p>To use skimming and scanning techniques to filter information</p> <p>To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>To provide reasoned justifications for his/her views</p>
--	---	---	---	---	--	--	---

# Scheme of Work - English

	<p>To sequence stories correctly.</p> <p>To select and retrieve information from a text.</p> <p>To select and use the correct intonation when reading aloud.</p>		<p>To identify key pieces of information.</p>				
<b>Writing</b>	<p><b>With support</b> To use pictures and letters appropriately. E.g. draw a picture and use some letters as a label.</p> <p>To make up my own phrases or short sentences to express thoughts aloud about stories of my own experiences.</p> <p>To say a clause to complete a sentence that is said aloud. E.g. When we went to the beach.... "We ate an ice cream".</p> <p><b>Objectives relating to recounts</b> <i>Through shared writing</i> To use topic vocabulary accurately.</p> <p>To generate accurate and effective descriptive vocabulary.</p>	<p><b>With support</b> <b>Objectives relating to recounts</b> <i>Through shared writing</i> To use 'because' to justify an opinion in writing.</p> <p>To write a correctly punctuated question sentence. To use correct punctuation to write a question and statement.</p> <p>To sequence sentences in a short paragraph</p> <p>To organise facts into a non-fiction text.</p> <p>To use question headings to sort facts.</p> <p>To illustrate work appropriately.</p> <p>To explore features of non-fiction writing</p>	<p><b>With increased independence</b> <b>Objectives relating to recounts</b> <i>Through shared writing</i> To create factual sentences.</p> <p>To write a question for a non-fiction book. To write a question using the correct punctuation.</p> <p>To write an answer to a question using the correct punctuation</p> <p>To use alliteration, question marks or exclamation marks to create a title</p>	<p><b>Objectives relating to recounts</b> <i>Through shared writing</i> To write a simple newspaper recount.</p> <p>To research details about an event and make notes</p> <p>To draft a newspaper recount using features of recount writing.</p> <p>To write quotes as direct speech</p> <p>To use time and place adverbs in recount writing</p> <p>To write a report about an event that has happened.</p>	<p><b>Objectives relating to recounts</b> <i>Through shared writing</i> To write research notes into a clear paragraph.</p> <p>To plan a report with paragraphs</p>	<p><b>Objectives relating to recounts</b> <i>Through shared writing</i> To make research notes</p> <p>To record sources and references</p> <p>To correctly punctuate direct speech</p> <p>To plan the structure of a newspaper report</p> <p>To choose quotes to use in my newspaper report</p> <p>To follow a paragraph plan to write a newspaper article</p>	<p><b>Objectives relating to recounts</b> <i>Through shared writing</i> To make relevant notes to develop a report which recounts and explains.</p> <p>write a newspaper recount using my notes.</p> <p>To organize my writing to include a clear opening and closing.</p> <p>To develop material in each section/paragraph.</p> <p>To use connecting words and phrases to give order and structure to writing.</p> <p>To write in first person</p> <p>To use formal language</p>

## Scheme of Work - English

	<p>To begin to understand factors of what makes a successful recount</p> <p>To begin to write simple recounts</p> <p>To write a recount of a recent visit/ trip.</p>	<p>including labels and captions.</p> <p>To write own factual captions.</p>					
<b>S&amp;L</b>	<p><b>When presenting a group piece of work</b></p> <p>To listen to ideas and respond appropriately.</p> <p>To discuss stories and characters</p> <p>To ask questions and speculate about a topic.</p> <p>To share opinions and preferences.</p> <p>Share thoughts, ideas and feelings with adults and peers.</p> <p>To talk confidently as part of a group.</p>	<p><b>When presenting a group piece of work</b></p> <p>To orally compose a response to a question.</p> <p>To listen with sustained concentration</p> <p>To ask and answer questions, make relevant contributions, offer suggestions and take turns</p>	<p><b>When presenting a group piece of work</b></p> <p>To ensure everyone contributes, allocate tasks, and consider alternatives and reach agreement</p> <p>To work effectively in groups by ensuring each group member takes a turn challenging, supporting and moving on</p> <p>To listen to each other's views and preferences, agree the next steps to take and identify contributions by each group member</p>	<p><b>When presenting a group piece of work</b></p> <p>To follow up others' points and show whether they agree or disagree in whole class-discussion</p> <p>To identify the presentational features used to communicate the main points in a recount</p> <p>To use talk to organise roles and action.</p>	<p><b>When presenting a group piece of work</b></p> <p>To investigate how talk varies with age, familiarity, gender and purpose</p> <p>To take different roles in groups and use the language appropriate to them, including roles of leader, reporter, scribe, and mentor</p>	<p><b>When presenting a group piece of work</b></p> <p>To discuss and justify opinions.</p> <p>To identify different question types and evaluate their impact on the audience</p> <p>To talk about the trustworthiness of a source of information.</p> <p>To ask relevant questions based on a story</p> <p>To reflect on how working in role helps to explore complex issues</p>	<p><b>When presenting a group piece of work</b></p> <p>To use the techniques of dialogic talk to explore ideas, topics or issues.</p> <p>To listen for language variation in formal and informal contexts</p> <p>To improvise using a range of drama strategies and conventions to explore themes such as hopes, fears and desires</p>