|  |  |  |
| --- | --- | --- |
| **Year A (2020 – 2021) Beech Class** | | |
| Block 1  Set in Stone. | Block 2  Who’s the Mummy? | Block 3  All About Holcombe |
| Fiction  Science Fiction  *(The Iron Man by Ted Hughes)*  Reading  Within each lesson, practise previous learning by answering questions which follow the objectives in blue.   * All objectives learnt through guided reading. * Identify, discuss and collect effective words and phrases which capture the reader’s interest and imagination. * Identify, discuss and collect similes. * Identify, discuss and collect metaphors. * Explain the meaning of key vocabulary within the context of the text. * Justify responses to the text using the PE prompt (Point and Evidence). * Understand that paragraphs organise writing into groups: things that happen at the same time, in the same place, about the same person, and about the same topic. (TiPToP) * Identify the conventions of a science fiction story.   Vocabulary, Grammar and Punctuation   * Identify, select and use determiners including: articles: a/an, the   demonstratives: this/that; these/those  possessives: my/your/his/her/its/our/their  quantifiers: some, any, no, many, much, every   * explore, identify, collect and use noun phrases. * Identify, select, generate and effectively use prepositions to show a relationship in space, time or logic. e.g. **over** the sharp rocks, **at the top of** the cliff, **to** the right, **to** the left, **on the brink of** the cliff, **beside** an old sand-logged washed-up seaman’s boot. (followed by a noun or noun phrase).   Composition   * Group related information into paragraphs using TiPToP. * Generate and select from vocabulary banks that include determiners, expanded noun phrases, prepositional phrases and powerful verbs.   Non-fiction  Explanation/Instruction  Reading  Within each lesson, practise previous learning by answering questions which follow the objectives in blue.   * All objectives learnt through guided reading * Identify, discuss and collect effective words and phrases which capture the reader’s interest and imagination. * Identify, discuss and collect similes. * Identify, discuss and collect metaphors. * Explain the meaning of key vocabulary within the context of the text. * Justify responses to the text using the PE prompt (Point and Evidence). * Understand that paragraphs organise writing into groups: things that happen at the same time, in the same place, about the same person, and about the same topic. (TiPToP) * Prepare for research by identifying what is already known about the subject and key questions to structure the task. * Identify the conventions of an explanation/instruction text.   Vocabulary, Grammar and Punctuation   * Use nouns for precision. * Identify, select, generate and effectively use adverbs. ( -wards) * Explore, identify and create complex sentences using conjunctions. Revise: because, if, when. Teach: since, if…then, so that   Composition   * Use organisational devices in an explanatory/instructional e.g. captions, text boxes, diagrams, lists. * Generate and select from vocabulary banks that include determiners, expanded noun phrases, prepositional phrases, powerful verbs, precise nouns, adverbs, coordinating and subordinating conjunctions.   Poetry  Structured Poetry - Epitaphs  Reading  Within each lesson, practise previous learning by answering questions which follow the objectives in blue.   * All objectives learnt through guided reading. * Identify, discuss and collect effective words and phrases which capture the reader’s interest and imagination. * Explain the meaning of key vocabulary within the context of the text. * Justify responses to the text using the PE prompt (Point and Evidence). * Identify the conventions of an epitaph poem.   Composition   * Identify and discuss structure, vocabulary and grammar of an epitaph.   Performing   * Prepare their epitaph to read aloud, showing understanding through intonation and tone. | Fiction  Traditional Stories with a Twist  *(Egyptian Cinderella by Shirley Climo)*  Reading  Within each lesson, practise previous learning by answering questions which follow the objectives in blue.   * All objectives learnt through guided reading. * Identify, discuss and collect effective words and phrases which capture the reader’s interest and imagination. * Identify, discuss and collect similes. * Identify, discuss and collect metaphors. * Explain the meaning of key vocabulary within the context of the text. * Justify responses to the text using the PE prompt (Point and Evidence). * Understand that paragraphs organise writing into groups: things that happen at the same time, in the same place, about the same person, and about the same topic. (TiPToP) * Draw inferences around the characters’ thoughts, feelings, actions and motives using PE (Point and Evidence) to justify their responses. * Summarise a paragraph by identifying the key idea. * Identify, analyse and discuss themes. * Make predictions based on information stated and implied. * Orally retell a traditional story. * Identify the conventions of a traditional story and how a twist is created.   Vocabulary, Grammar and Punctuation   * Identify, select, generate and effectively use adverbs. * Create sentences with fronted adverbials for time, using commas to separate the fronted adverbial. * Use inverted commas and other punctuation to indicate direct speech.   Composition   * Improvise, create and write dialogue demonstrating their understanding of Standard and Non-Standard English. * Link ideas across paragraphs using fronted adverbials for when and where. * Generate and select from vocabulary banks that include determiners, expanded noun phrases, prepositional phrases, powerful verbs, adverbs and fronted adverbials for time.   Non-fiction  Newspaper Report based on a fairy tale.  Reading  Within each lesson, practise previous learning by answering questions which follow the objectives in blue.   * All objectives learnt through guided reading * Identify, discuss and collect effective words and phrases which capture the reader’s interest and imagination. * Identify, discuss and collect similes. * Identify, discuss and collect metaphors. * Explain the meaning of key vocabulary within the context of the text. * Justify responses to the text using the PE prompt (Point and Evidence). * Understand that paragraphs organise writing into groups: things that happen at the same time, in the same place, about the same person, and about the same topic. (TiPToP) * Prepare for research by identifying what is already known about the subject and key questions to structure the task. * Summarise a paragraph by identifying the key idea. * Identify, analyse and discuss themes. * Make predictions based on information stated and implied. * Record information from a range of non-fiction texts. * Scan for dates, number and names. * Identify the conventions of a newspaper report.   Vocabulary, Grammar and Punctuation   * Use inverted commas and other punctuation to indicate direct speech in quotes in newspaper reports. * Identify, select and effectively use pronouns. * Use apostrophes for singular and plural possession.   Composition   * Use organisational devices in a newspaper report e.g. larger headline, columns, captions. * Group related information into paragraphs using TiPToP. * Generate and select from vocabulary banks that include determiners, expanded noun phrases, prepositional phrases, powerful verbs, precise nouns, adverbs, coordinating and subordinating conjunctions, pronouns.   Poetry  Narrative Poems with Rhyming Couplets  *(Revolting Rhymes by Roald Dahl)*  Reading  Within each lesson, practise previous learning by answering questions which follow the objectives in blue.   * All objectives learnt through guided reading. * Identify, discuss and collect effective words and phrases which capture the reader’s interest and imagination. * Explain the meaning of key vocabulary within the context of the text. * Justify responses to the text using the PE prompt (Point and Evidence). * Draw inferences around the characters’ thoughts, feelings, actions and motives using PE (Point and Evidence) to justify their responses. * Summarise a poem by identifying the key ideas. * Identify, analyse and discuss themes. * Identify the conventions of a narrative poem with rhyming couplets.   Composition   * Identify and discuss the structure, vocabulary and grammar of a narrative poem.   Performing   * Prepare their narrative poem to read aloud, showing understanding through intonation, tone, volume and action. | Fiction  Classic Literature with a Historical Setting  ***(****Oliver Twist by Charles Dickens.)*  Reading  Within each lesson, practise previous learning by answering questions which follow the objectives in blue.   * All objectives learnt through guided reading. * Identify, discuss and collect effective words and phrases which capture the reader’s interest and imagination. * Identify, discuss and collect similes. * Identify, discuss and collect metaphors. * Explain the meaning of key vocabulary within the context of the text. * Justify responses to the text using the PE prompt (Point and Evidence). * Understand that paragraphs organise writing into groups: things that happen at the same time, in the same place, about the same person, and about the same topic. (TiPToP) * Draw inferences around the characters’ thoughts, feelings, actions and motives using PE (Point and Evidence) to justify their responses. * Summarise a paragraph by identifying the key idea. * Identify, analyse and discuss themes. * Make predictions based on information stated and implied. * Summarise more than one paragraph by identifying the key idea. * Identify and discuss themes. * Identify the conventions of classic literature (memorable main character, human experience, can be enjoyed by people of different ages, maintains popularity over many years).   Vocabulary, Grammar and Punctuation   * Identify clauses in sentences. * Explore and identify main and subordinate clauses in complex sentences. * Explore, identify and create compound and complex sentences using a range of conjunctions. (co-ordinating and subordinating) using commas to separate clauses. Revise: when pg. 7 When they felt that they could bear it no longer, the orphans decided to take action. Pg. 12 It was very dark when they arrived at their destination. Pg. 20 When the court…   Teach: **As** e.g. pg 8 As the boys finished licking their spoons, the room became quiet. Pg 14 As Oliver’s eyes grew used to the candlelight, he saw that the…  Teach: **Although** to contrast ideas e.g. pg 15 Although Oliver suspected that he couldn’t trust his new friends, he had no choice.  Teach: **After** e.g. pg 22 After taking a noisy swig of his beer, …  Composition   * Develop settings and characterisation using vocabulary to create atmosphere and suspense. * Generate and select from vocabulary banks that include determiners, expanded noun phrases, prepositional phrases, powerful verbs, adverbs, fronted adverbials for time and coordinating and subordinating conjunctions.   Non- Fiction  Informative Letter Writing  Reading  Within each lesson, practise previous learning by answering questions which follow the objectives in blue.   * All objectives learnt through guided reading * Identify, discuss and collect effective words and phrases which capture the reader’s interest and imagination. * Identify, discuss and collect similes. * Identify, discuss and collect metaphors. * Explain the meaning of key vocabulary within the context of the text. * Justify responses to the text using the PE prompt (Point and Evidence). * Understand that paragraphs organise writing into groups: things that happen at the same time, in the same place, about the same person, and about the same topic. (TiPToP) * Prepare for research by identifying what is already known about the subject and key questions to structure the task. * Summarise a paragraph by identifying the key idea. * Identify, analyse and discuss themes. * Make predictions based on information stated and implied. * Record information from a range of non-fiction texts. * Scan for dates, number and names. * Summarise more than one paragraph by identifying the key idea. * Identify and discuss themes. * Navigate texts by using the contents and index pages in order to locate and retrieve information in print and on screen. * Identify the conventions of an informative letter.   Vocabulary, Grammar and Punctuation   * Explore, identify and use Standard English verb inflections for writing e.g. We were instead of we was. I was instead of I were. * Use perfect form of verbs using have and has. * Use the co-ordinating conjunction ‘**for’** to mean because and ‘**yet’** to show a contrast with a surprising nature in a formal letter.   Composition   * Use organisational devices for a letter. * Group related information into paragraphs using TiPTop. * Generate and select from vocabulary banks that include determiners, expanded noun phrases, prepositional phrases, powerful verbs, precise nouns, adverbs, coordinating and subordinating conjunctions, pronouns.   Poetry  Songs and Lyrics  *(Oliver Twist The Musical)*  Reading  Within each lesson, practise previous learning by answering questions which follow the objectives in blue.   * All objectives learnt through guided reading. * Identify, discuss and collect effective words and phrases which capture the reader’s interest and imagination. * Explain the meaning of key vocabulary within the context of the text. * Justify responses to the text using the PE prompt (Point and Evidence). * Draw inferences around the characters’ thoughts, feelings, actions and motives using PE (Point and Evidence) to justify their responses. * Summarise a poem by identifying the key ideas. * Identify, analyse and discuss themes. * Summarise more than than one verse in a song identifying the key idea. * Identify and discuss themes. * Identify the conventions of songs and lyrics.   Performing   * Learn a song by heart and rehearse for performance. |
|  |  |  |

|  |  |  |
| --- | --- | --- |
| **Year B (2021 – 2022) Beech Class** | | |
| Block 1  Powerful Earth | Block 2  Mother Nature | Block 3  A Voyage of Discovery |
| Fiction  Stories with Historical Settings  *(Escape from Pompeii by Christina Balit)*  Reading  Within each lesson, practise previous learning by answering questions which follow the objectives in blue.   * All objectives learnt through guided reading. * Identify, discuss and collect effective words and phrases which capture the reader’s interest and imagination. * Identify, discuss and collect similes. * Identify, discuss and collect metaphors. * Explain the meaning of key vocabulary within the context of the text. * Justify responses to the text using the PE prompt (Point and Evidence). * Understand that paragraphs organise writing into groups: things that happen at the same time, in the same place, about the same person, and about the same topic. (TiPToP) * Identify the conventions of a story with a historical setting.   Vocabulary, Grammar and Punctuation   * To understand what a main clause is and how to join two main clauses using a range of coordinating conjunctions. * Revise and teach: **for, and, but, or, yet, so** * Direct speech * Use apostrophes for singular and plural possession. E.g. pg19 The Ghastlies’ balcony, Trendia’s balcony.   Composition   * Develop characterisation using vocabulary. * Generate and select from vocabulary banks that include: powerful verbs, noun phrases, coordinating and subordinating conjunctions.   Non-Fiction  Diary Entries  Roman Diary The Journal of ILIONA  Reading  Within each lesson, practise previous learning by answering questions which follow the objectives in blue.   * All objectives learnt through guided reading * Identify, discuss and collect effective words and phrases which capture the reader’s interest and imagination. * Identify, discuss and collect similes. * Identify, discuss and collect metaphors. * Explain the meaning of key vocabulary within the context of the text. * Justify responses to the text using the PE prompt (Point and Evidence). * Understand that paragraphs organise writing into groups: things that happen at the same time, in the same place, about the same person, and about the same topic. (TiPToP) * Prepare for research by identifying what is already known about the subject and key questions to structure the task. * Identify the conventions of a diary entry.   Vocabulary, Grammar and Punctuation   * Select, generate and effectively use adverbs for time, place and manner. * Create sentences with fronted adverbials for time and place using commas to separate the fronted adverbial.   Composition   * Group related material into paragraphs using TiPToP. * Link ideas across paragraphs using fronted adverbials for time and place.   Poetry  Structured Poems – List poems  *List of verbs based on volcanoes/earthquakes.*  Reading  Within each lesson, practise previous learning by answering questions which follow the objectives in blue.   * All objectives learnt through guided reading. * Identify, discuss and collect effective words and phrases which capture the reader’s interest and imagination. * Explain the meaning of key vocabulary within the context of the text. * Justify responses to the text using the PE prompt (Point and Evidence). * Identify the conventions of a list poem.   Vocabulary, Grammar and Punctuation   * Revise using commas to separate items in a list. * Revise selecting, generating and effectively using verbs.   Composition   * Use appropriate structure, vocabulary and grammar for a list poem.   Performing   * Prepare their poem to read aloud, showing understanding through intonation and tone. | Fiction  Legends  *(The Mousehole Cat by Antonia Barber)*  *(Film available also)*  Reading  Within each lesson, practise previous learning by answering questions which follow the objectives in blue.   * All objectives learnt through guided reading. * Identify, discuss and collect effective words and phrases which capture the reader’s interest and imagination. * Identify, discuss and collect similes. * Identify, discuss and collect metaphors. * Explain the meaning of key vocabulary within the context of the text. * Justify responses to the text using the PE prompt (Point and Evidence). * Understand that paragraphs organise writing into groups: things that happen at the same time, in the same place, about the same person, and about the same topic. (TiPToP) * Draw inferences around the characters’ thoughts, feelings, actions and motives using PE (Point and Evidence) to justify their responses. * Summarise a paragraph by identifying the key idea. * Identify, analyse and discuss themes. * Make predictions based on information stated and implied. * Orally retell a legend. * Identify the conventions of a legend.   Vocabulary, Grammar and Punctuation   * To explore, identify, collect and use expanded noun phrases. * To revise compound sentences, using coordinating conjunctions to join to main clauses. Teach the difference between a main and subordinate clause and that when joined we call it a complex sentence. Teach a range of subordinating conjunctions ,using commas to separate main and subordinate clauses.   Revise: that, as, and, when, but.  Teach: **until**, **so**   * Use nouns for precision. (names of different types of fish)   Composition   * Develop setting and characterisation using vocabulary to create emphasis. * Generate and select from vocabulary banks that include: powerful verbs, expanded noun phrases, coordinating and subordinating conjunctions, precise nouns.   Non-Fiction  Informative/Persuasive Poster advertising the Festival of Lights at Mousehole  Reading  Within each lesson, practise previous learning by answering questions which follow the objectives in blue.   * All objectives learnt through guided reading * Identify, discuss and collect effective words and phrases which capture the reader’s interest and imagination. * Identify, discuss and collect similes. * Identify, discuss and collect metaphors. * Explain the meaning of key vocabulary within the context of the text. * Justify responses to the text using the PE prompt (Point and Evidence). * Understand that paragraphs organise writing into groups: things that happen at the same time, in the same place, about the same person, and about the same topic. (TiPToP) * Prepare for research by identifying what is already known about the subject and key questions to structure the task. * Summarise a paragraph by identifying the key idea. * Identify, analyse and discuss themes. * Make predictions based on information stated and implied. * Record information from a range of non-fiction texts. * Scan for dates, number and names. * Identify the conventions of an advertising poster.   Vocabulary, Grammar and Punctuation   * Expanded noun phrases * Prepositions. * Apostrophes for possession.   Composition  Poetry  Structured Poetry – Shape poems  Reading  Within each lesson, practise previous learning by answering questions which follow the objectives in blue.   * All objectives learnt through guided reading. * Identify, discuss and collect effective words and phrases which capture the reader’s interest and imagination. * Explain the meaning of key vocabulary within the context of the text. * Justify responses to the text using the PE prompt (Point and Evidence). * Summarise a poem by identifying the key ideas. * Identify, analyse and discuss themes. * Identify the conventions of a shape poem.   Composition   * Use appropriate structure, vocabulary and grammar for a shape poem.   Performing   * Prepare their poem to read aloud, showing understanding through intonation and tone. | Fiction  Fantasy  *(The Enchanted Wood by Enid Blyton)*  Reading  Within each lesson, practise previous learning by answering questions which follow the objectives in blue.   * All objectives learnt through guided reading. * Identify, discuss and collect effective words and phrases which capture the reader’s interest and imagination. * Identify, discuss and collect similes. * Identify, discuss and collect metaphors. * Explain the meaning of key vocabulary within the context of the text. * Justify responses to the text using the PE prompt (Point and Evidence). * Understand that paragraphs organise writing into groups: things that happen at the same time, in the same place, about the same person, and about the same topic. (TiPToP) * Draw inferences around the characters’ thoughts, feelings, actions and motives using PE (Point and Evidence) to justify their responses. * Summarise a paragraph by identifying the key idea. * Identify, analyse and discuss themes. * Make predictions based on information stated and implied. * Summarise more than one paragraph by identifying the key idea. * Identify and discuss themes. * Identify the conventions of fantasy stories.     Vocabulary, Grammar and Punctuation   * Identify clauses in sentences. * Explore and identify main and subordinate clauses in complex sentences. * Explore, identify and create compound and complex sentences using a range of conjunctions. (co-ordinating and subordinating) using commas to separate clauses. Revise: Teach: coordinating conjunction: ‘**for’** to mean because in literary context. e.g. pg 32. Well, we are new to it, for we only came about an hour ago. Teach: subordinating conjunction: **as soon as** e.g. pg 107 As soon as the Rocking Land leaves the place where the Faraway Tree is, we’ve no way of escape! Pg. 127 As soon as they had found what they were looking for, they rushed off to the ladder in glee and slipped down it.   Composition   * Combine setting and characters in an opening paragraph. * Generate and select from vocabulary banks that include: powerful verbs, expanded noun phrases, coordinating and subordinating conjunctions, precise nouns.   Non-Fiction  Biography (of Enid Blyton)  Reading  Within each lesson, practise previous learning by answering questions which follow the objectives in blue.   * All objectives learnt through guided reading * Identify, discuss and collect effective words and phrases which capture the reader’s interest and imagination. * Identify, discuss and collect similes. * Identify, discuss and collect metaphors. * Explain the meaning of key vocabulary within the context of the text. * Justify responses to the text using the PE prompt (Point and Evidence). * Understand that paragraphs organise writing into groups: things that happen at the same time, in the same place, about the same person, and about the same topic. (TiPToP) * Prepare for research by identifying what is already known about the subject and key questions to structure the task. * Summarise a paragraph by identifying the key idea. * Identify, analyse and discuss themes. * Make predictions based on information stated and implied. * Record information from a range of non-fiction texts. * Scan for dates, number and names. * Summarise more than one paragraph by identifying the key idea. * Identify and discuss themes. * Navigate texts by using the contents and index pages in order to locate and retrieve information in print and on screen. * Identify the conventions of a biography.   Vocabulary, Grammar and Punctuation   * Fronted adverbials. * Conjunctions for time: whilst, while, after, before. * Determiners   Composition  Poetry  Free Verse Poetry  Reading  Within each lesson, practise previous learning by answering questions which follow the objectives in blue.   * All objectives learnt through guided reading. * Identify, discuss and collect effective words and phrases which capture the reader’s interest and imagination. * Explain the meaning of key vocabulary within the context of the text. * Justify responses to the text using the PE prompt (Point and Evidence). * Summarise a poem by identifying the key ideas. * Identify, analyse and discuss themes. * Identify and discuss themes. * Identify the conventions of a free verse poem.   Composition   * Use appropriate structure, vocabulary and grammar for a free verse poem.   Performing   * Prepare their free verse poem to read aloud, showing understanding through intonation, tone, volume and action. |
|  |  |  |

Reading objectives covered every unit

Comprehension

* Listen to, read and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
* Read books that are structured in different ways and for a range of purposes and respond in a variety of ways.
* Regularly listen to whole novels read aloud by the teacher.
* Explain the meaning of key vocabulary with the context of the text.
* Participate in discussions about books that are read to them.
* Make and respond to contributions in a whole class situation.
* Recognise some different forms of poetry.

Writing objectives covered every unit

Planning

* Read and analyse narrative, non-fiction and poetry in order to plan and write their own versions.
* Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry.
* Discuss and record ideas for planning using a range of formats e.g. chunking a plot, story maps, story mountain, story board, text map, non-fiction bridge, flow charts, boxing up.

Drafting and Writing

* Create and develop plots based on a model.
* Generate and select from vocabulary banks e.g. noun phrases, powerful verbs, technical language, synonyms, adverbial phrases, persuasive phrases and alliteration appropriate to the text type.

Evaluating and Editing

* Proofread to check for errors in spelling, grammar and punctuation in their own and others’ writing.
* Discuss and propose changes with partners and in small groups. (Also do in guided writing sessions).
* Improve writing in light of evaluation.

Performing

* Use appropriate intonation, tone and volume to present their writing to a range of audiences. (Also do in guided writing sessions)

Reading Objectives covered through guided reading.

* Read books at an age appropriate interest level.
* Learn a range of poems by heart and rehearse for performance.
* Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action.
* Orally retell a range of stories, including less familiar fairy stories, myths and legends.
* Take note of punctuation when reading aloud.
* Use punctuation to determine intonation and expression when reading aloud to a range of audiences.
* Develop, agree on and evaluate rules for effective discussion.
* Participate in discussions about books that they have read independently, making and responding to contributions in a group situation.
* Use dictionaries to check meanings of words.
* Demonstrate active reading strategies:

-making connections (revise text to self, introduce text to text)

- summarising

- predicting,

-identifying new words,

- asking questions,

- activating prior knowledge (metacognition)

- visualizing,

-synthesizing,

-marking the text,

- checking that what they have read makes sense to them. – know what to do if it doesn’t.

Any objectives from English lessons that aren’t fully embedded.

Cross-curricular reading

Objectives taught through class assemblies, performances etc.

* Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action.
* Learn a range of poems by heart and rehearse for performance.
* Use punctuation to determine intonation and expression when reading aloud to a range of audiences.

Vocabulary, Gramar and Punctuation Objectives taught through guided writing sessions.

* Identify clauses in sentences.
* Explore and identify main and subordinate clauses in complex sentences.
* Explore and collect word families e,g, medical, medicine, medic, medicinal.
* Explore and collect nouns with prefixes *super, anti, auto.*
* *Additional conjunctions: even though to make a stronger contrast than although. ‘Even if’ means whether or not. ‘While’, ‘Since’ ‘Once’ ‘Before’, are used to connect an action or an event to a point in time.*

Word Reading Objectives taught through spelling sessions

* Use prefixes to understand meanings e.g. in- , ir–, sub–, inter– super–, anti–, auto–.
* Use suffixes to understand meanings e.g. –ation, - tion, –ssion, –cian, -sion.
* Read and understand words from the Year 3/4 statutory word list.