

Y3 English Scheme of Work

Autumn 2					
Wk	Date	Writing Focus	Grammar and punctuation focus	Key Reading Skills	Independent written outcome for QA
1	5.11.18	Recount	<ul style="list-style-type: none"> • Past tense • Co-ordinating conjunction • Relative clause • Time adverbials 	<ul style="list-style-type: none"> • The child reads new words accurately, at a speed that is sufficient for understanding using age appropriate texts • The child can discuss words and phrases that capture the reader's interest and imagination • The child retrieves and records information from non-fiction texts • The child can use a dictionary to check the meaning of given words • The child draws inferences and is beginning to justify these with evidence • The child demonstrates familiarity with a wide range of texts and retells some of these orally • The child applies their growing knowledge of root words, prefixes and suffixes to read and understand the meaning of new words • The child experiments with intonation, volume and action • The child identifies elements of how language, structure and presentation contribute to meaning • The child identifies core ideas from more than one paragraph 	Bonfire recount
2	12.11.18				
3	19.11.18	Character description	<ul style="list-style-type: none"> • Adjectives / noun phrases • Co-ordinating conjunction • Relative clause, who • Adverbs 		Character description of Santa
4	26.11.18				
5	3.12.18	Setting Description	<ul style="list-style-type: none"> • Prepositions • Adjectives • Embedded clauses 		Setting description of North Pole
6	10.12.18				
7	17.12.18				

Y4 English Scheme of Work

Autumn 2					
Wk	Date	Writing Focus	Grammar and punctuation focus	Key Reading Skills	Independent written outcome for QA
1	5.11.18	Informal letter to penpal (Astrea Promise)	<ul style="list-style-type: none"> Comparative and superlative adjectives 	<ul style="list-style-type: none"> The child summarises the core ideas from more than one paragraph The child reads new words accurately at a speed that is sufficient for understanding using a range of age appropriate texts The child infers characters' feelings, thoughts and motives from their actions and justifies these with evidence The child applies their growing knowledge of root words, prefixes and suffixes to read and understand the meaning of new words The child retrieves and records information from non-fiction texts The child can discuss words and phrases that capture the reader's interest and imagination The child demonstrates familiarity with a wide range of texts and retells some of these orally The child identifies how language, structure and presentation contribute to meaning The child reads with varying intonation, volume and action The child summarises the core ideas from more than one paragraph The child can use a dictionary to check the meaning of words they have read 	Letter to key stage 1
2	12.11.18		<ul style="list-style-type: none"> Use of paragraphs Proper nouns 		Own letter to pen pal
3	19.11.18	Setting description – imaginary worlds	<ul style="list-style-type: none"> Fronted adverbials 		Description of heaven
4	26.11.18		<ul style="list-style-type: none"> Expanded noun phrases 		Description of hell
5	3.11.18		<ul style="list-style-type: none"> Sentence openers 		Description of an enchanted forest
6	10.11.18	Poetry – performance poetry	<ul style="list-style-type: none"> Similes 		Practising reciting poems by other authors
7	17.11.18		<ul style="list-style-type: none"> Alliteration 		Performing own poem

Y5 English Scheme of Work

Autumn 2					
Wk	Date	Writing Focus	Grammar and punctuation focus	Key Reading Skills	Independent written outcome for QA
1	5.11.18	Diary –Tudor Explorers	<ul style="list-style-type: none"> • Brackets and dashes for parenthesis • Use relative clauses beginning with who, which, where and when. 	<ul style="list-style-type: none"> • Read with varying intonation. • Apply a growing knowledge of root words. • Infer beyond the level of character and justifies with evidence from the text. • Make predictions based on specific details stated and implied and on an understanding of text conventions. • Identify the details that support the core ideas. • Understand the components of non-fiction and distinguish through formal presentation and debate, justifying views. • Analyse the writer's language choices and their effect on the reader. • Read and understand a wide range of age-related literature. 	
2	12.11.18		<ul style="list-style-type: none"> • Use of paragraphs • Apostrophe for possession 		
3	19.11.18		<ul style="list-style-type: none"> • Use expanded noun phrases to convey information concisely • Rhetorical questions 		Own diary entry - journey
4	26.11.18	Newspaper – Life and Times of Tudors	<ul style="list-style-type: none"> • Use a variety of ways to open texts and draw reader in and make the purpose clear 		
5	3.11.18		<ul style="list-style-type: none"> • Link ideas within and across paragraphs using a range of conjunctions, prepositions and adverbs. • Direct and reported speech 		
6	10.11.18		<ul style="list-style-type: none"> • Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (perhaps, surely) • Embedded relative clause 		Newspaper article about life at Hartley Brook
7	17.11.18	Onomatopoeia Poems	<ul style="list-style-type: none"> • Onomatopoeia • Synonyms 		Christmas poem

Y6 English Scheme of Work

Autumn 2					
Wk	Date	Writing Focus	Grammar and punctuation focus	Key Reading Skills	Independent written outcome for QA
1	5.11.18	WW2- evacuees	<ul style="list-style-type: none"> Deconstruction of a text and how language features create effect Editing a text to add meaning and/or clarity for the reader 	apply growing knowledge of root words, prefixes and suffixes to read and understand the meaning of new words ...	
2	12.11.18		<ul style="list-style-type: none"> Link ideas within and across paragraphs using a range of conjunctions, prepositions and adverbs. Use expanded noun phrases to convey information concisely Use direct speech to convey meaning and/or advance the action 	<p>read effortlessly with varying intonation and tone using syntax</p> <p>make predictions based on specific details stated and implied and on an understanding of text conventions and writers ...</p>	
3	19.11.18		<ul style="list-style-type: none"> Write using a range of cohesive devices Use expanded noun phrases to convey information concisely Use direct speech to convey meaning and/or advance the action 	<p>identify key details that support main ideas from more than one paragraph</p> <p>understand the key components of non-fiction and is able to distinguish through formal presentation and debate,</p>	Opening and build up
4	26.11.18	WW2- D-day	<ul style="list-style-type: none"> Use a variety of ways to open texts and draw reader in and make the purpose clear Use a range of techniques to display a character's emotions to the reader 		
5	3.12.18		<ul style="list-style-type: none"> To write an extended piece independently using a range of taught skills 		Opening and build up and problem
6	10.12.18	WW2 leaders	<ul style="list-style-type: none"> Organisation features of a non-fiction text Semi colons A range of conjunctions to expand sentences 	evaluate the writer's language choices and their effect on the reader	



7	17.12.18		<ul style="list-style-type: none">• Brackets and dashes for parenthesis• Use of paragraphs• Embedded relative clause	infer and justify with reasoned evidence from across the text identify and compare themes across a wide range of texts and expresses preferences	Biography
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