

Y3 English Scheme of Work

Spring 1						
Text: Animal Fact File			Embedded texts:			
Wk	Date	Writing Focus	Grammar and punctuation focus	Key book band reading skills	Reading key questions for QA	Independent written outcome for QA
1	7/1/19	Recount	<ul style="list-style-type: none"> Past tense Adjectives Adverbs Clauses (Relative/Embedded) 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 	<ul style="list-style-type: none"> How is the book organised? What features are found in the text? How does the reader interpret the information given? How do the images support the text? 	Yorkshire Wildlife Park trip recount
2	14/1/19					
3	21/1/19	Information texts	<ul style="list-style-type: none"> Heading Sub heading Title Powerful verbs Specific technical vocabulary Coordinating/subordinating conjunctions Simile Singular/plural suffix 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> How does the reader interpret the information given? How do the images support the text? 	To publish an information text using computers (powerpoint)
4	28/1/19					
5	4/2/19					
6	11/2/19					



				<ul style="list-style-type: none">• 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 <p>The child identifies core ideas from more than one paragraph</p>		
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Y4 English Scheme of Work

Spring 1						
Text: A Wolf's Story				Embedded texts: Explanation Texts		
Wk	Date	Writing Focus	Grammar and punctuation focus	Key book band reading skills	Reading key questions for QA	Independent written outcome for QA
1	7/1/19	Stories from other points of view	Pronouns	<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 <p>The child can use a dictionary to check the meaning of words they have read</p>	<ul style="list-style-type: none"> How is your version different to the one by the Wolf? What would the other view point look like? How do you know the Wolf is caring / aggressive / calm? 	Narrative – story from point of view of wolf from LRRH
2	14/1/19		Apostrophes			Story from Grandma's point of view
3	21/1/19		Direct speech			Story from wolf in 3 little pigs' point of view
4	28/1/19	Explanation text - volcanoes	Co-ordination			Explain earthquakes
5	4/2/19		Paragraphs			Explain earthquakes – comic/ imaginary
6	11/2/19		Prepositions			Explain volcanoes/ tsunamis

Y5 English Scheme of Work

Spring 1						
Text: A Year Full of Stories				Embedded texts: stories/information books from other cultures		
Wk	Date	Writing Focus	Grammar and punctuation focus	Key Reading Skills	Reading key questions for QA	Independent written outcome for QA
1	7.1.19	Narrative – Opening using: Description/ action/ dialogue	<ul style="list-style-type: none"> Elaboration of fronted adverbials e.g. - Throughout the night, the wind howled as it raced across the empty street. Expanded noun phrases 	<ul style="list-style-type: none"> Read with varying intonation. Apply a growing knowledge of root words. 	<ul style="list-style-type: none"> How do you know the king is not happy? Find evidence in the text. 	Create story opening from a different culture
2	14.1.19		<ul style="list-style-type: none"> Integrate dialogue to convey character and advance the action in narrative Similes 	<ul style="list-style-type: none"> Infer beyond the level of character and justify with evidence from the text. 	<ul style="list-style-type: none"> What does the word 'snatch' tell us about how the dragon took the people? 	
3	21.1.19		<ul style="list-style-type: none"> Expanded verb-ed clauses as openers e.g. - Terrified by the dragon, George fell to his knees. Personification 	<ul style="list-style-type: none"> Predict based on specific details stated and implied and on an understanding of text conventions. 	<ul style="list-style-type: none"> Why does the author use the word curse? 	
4	28.1.19	Problem resolution	<ul style="list-style-type: none"> Use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun Use of semi-colon 	<ul style="list-style-type: none"> Identify the details that support the core ideas. 	<ul style="list-style-type: none"> What do you think will happen and why? 	
5	4.2.19		<ul style="list-style-type: none"> Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (perhaps, surely) Use of colon 	<ul style="list-style-type: none"> Understand the components of non-fiction and is able to distinguish through formal presentation and debate, justifying views. 	<ul style="list-style-type: none"> What does 'valour' mean? Can you use it in a different sentence? 	
6	11.2.19		<ul style="list-style-type: none"> Start sentences in a variety of ways e.g. Expanded – ed clauses as starters e.g. Encouraged by the bright Use of commas to clarify meaning or avoid ambiguity 	<ul style="list-style-type: none"> Analyse the writer's language choices and their effect on the reader. Read and understands a wide range of age-related literature. 	<ul style="list-style-type: none"> Why has the shoemaker been used as the hero? What effect do the words 'swallowed a volcano' have? Do you know any other stories like this? 	

Y6 English Scheme of Work

Spring 1						
Text: Tuesday – David Wiesner				Embedded texts: Tuesday – David Wiesner		
Wk	Date	Writing Focus	Grammar and punctuation focus	Key book band reading skills	Reading key questions for QA	Independent written outcome for QA
1	7/1/19	Sci-Fi Newspaper Report	<ul style="list-style-type: none"> Deconstruction of a text and how language features create effect Opinions and facts Direct Speech Indirect Speech 	<p><u>Grammatical Awareness:</u></p> <p>Recognise clauses within sentences and identify how they are connected.</p>	<ul style="list-style-type: none"> What is the genre of the book? What are the features that make you think this? What is the purpose of this book? How do you know? Why is this page laid out in this way? Could you improve it? Would you change any part of the story? How? 	To use a variety of speech to describe events,
2	14/1/19		<ul style="list-style-type: none"> Present Perfect; Past Perfect Semi-colons Modal verbs Select appropriate grammar vocabulary and understand how choices can change and enhance meaning. 	<p>Recognise and unpicks complex sentences. Identify connectives with multiple purposes. Identify active and passive verbs in reading.</p>		To write a newspaper article developing key features.
3	21/1/19		<ul style="list-style-type: none"> Parenthesis, hyphens and brackets Active and passive sentences The difference between structures typical of informal speech and structures appropriate for formal speech 	<p><u>Deduction:</u></p> <p><i>Appreciate that people use bias in persuasive writing, including in articles and advertisements.</i></p>		To develop a newspaper article including the key features.
4	28/1/19	Sci-Fi Fantasy Fiction	<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 	<p><i>Appreciate how two people may have a different perspective on the same event.</i></p>	<ul style="list-style-type: none"> Would you change any of the characters? How? When do you think this book was written? How do you know? Does it matter? What would it be like 	Opening, build-up and problem.
5	4/2/19		<ul style="list-style-type: none"> Use a variety of ways to open texts and draw reader in and make the purpose clear Include suspense, cliff hangers, flashbacks/forwards, time slips. Use a range of techniques to display a character's emotions to the reader 	Resolution and ending.		



6	11/2/19		<ul style="list-style-type: none">To write an extended piece independently using a range of taught skills	<p><i>Understand how the meaning of sentences is shaped by punctuation, phrase length, word order and connectives.</i></p> <p><u>Expression and Intonation:</u></p> <p><i>Understand how commas are used to give reading more meaning.</i></p> <p><i>Read texts aloud and perform them considering intonation, tone, volume and actions. Vary voice for direct or indirect speech.</i></p> <p><i>Aware that the pace of reading can add to the excitement.</i></p> <p><u>Comprehension:</u></p> <p><i>Appreciate how a set of sentences are organised to create maximum effect.</i></p> <p><i>Discuss words & phrases which interest.</i> <i>Summarise main points of argument or discussion.</i></p>	if it was written now?	To write a sci-fi story including the 5 part structure.
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				<p><i>Make up own mind about issues and justify views. Make comparisons between texts with reasons.</i></p>		
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