

Tregony School English Curriculum

Summers	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Genres	N/A Concentrating on Read Write Inc.	Non-fiction: <ul style="list-style-type: none"> Lists, labels, captions Poetry: <ul style="list-style-type: none"> List poems 	Fiction: <ul style="list-style-type: none"> Narrative - retelling Narrative - innovation Poetry: <ul style="list-style-type: none"> Poems with simple repetition 	Fiction: <ul style="list-style-type: none"> Narrative - retelling Letter Non-fiction: <ul style="list-style-type: none"> Non-chronological report 	Fiction: <ul style="list-style-type: none"> Narrative - retelling Narrative - innovation Poetry: <ul style="list-style-type: none"> Free verse poems based on the senses 	Fiction: <ul style="list-style-type: none"> Narrative - retelling Narrative - innovation Setting description Non-fiction: <ul style="list-style-type: none"> Instructions Recount
Key Texts		The Body Book by Hannah Alice	The Enormous Turnip by Katie Daynes and Georgien Overwater	Look Up by Nathan Bryon Counting on Katherine by Helaine Becker and Dow Phumiruk	The Tiger Who Came to Tea by Judith Kerr Cloudland by John Burningham	Dolphin Boy by Michael Morpurgo Coming to England by Floella Benjamin The Big Book of Blooms by Yuval Zommer
National Curriculum Objectives (Taught across the year)						
Writing - Transcription	<ul style="list-style-type: none"> spell : <ul style="list-style-type: none"> words containing each of the 40+ phonemes already taught common exception words the days of the week name the letters of the alphabet <ul style="list-style-type: none"> naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound add prefixes and suffixes <ul style="list-style-type: none"> using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs using the prefix un– using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] apply simple spelling rules and guidance, as listed in English Appendix 1 					

	<ul style="list-style-type: none"> write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far
Writing – Handwriting	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place form capital letters form digits 0-9 understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these
Writing – Composition	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> write sentences by: <ul style="list-style-type: none"> saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils read aloud their writing clearly enough to be heard by their peers and the teacher
Writing – Vocabulary, Grammar and Punctuation	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> develop their understanding of the concepts set out in English appendix 2 by: <ul style="list-style-type: none"> leaving spaces between words joining words and joining clauses using and beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ learning the grammar for year 1 in English Appendix 2 use and understand the grammatical terminology in English appendix 2 in discussing their writing

Perran	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Genres	Fiction: <ul style="list-style-type: none"> Narrative retelling Narrative innovation Non-fiction:	Fiction: <ul style="list-style-type: none"> Diary entry Narrative - retelling Narrative - innovation Non-fiction:	Fiction: <ul style="list-style-type: none"> Narrative - retelling Narrative - innovation Non-fiction:	Fiction: <ul style="list-style-type: none"> Narrative - retelling Narrative - setting description Non-fiction:	Fiction: <ul style="list-style-type: none"> Narrative retelling Narrative - innovation Non-fiction: <ul style="list-style-type: none"> Instructions 	Fiction: <ul style="list-style-type: none"> Diary Entry Narrative - innovation Non-fiction: <ul style="list-style-type: none"> Instructions Explanation

	<ul style="list-style-type: none"> • Non-chronological report • Instructions Poetry: <ul style="list-style-type: none"> • Haikus 	<ul style="list-style-type: none"> • Non-chronological report 	<ul style="list-style-type: none"> • Non-chronological report Poetry: <ul style="list-style-type: none"> • Question and answer 	<ul style="list-style-type: none"> • Non-chronological report • Explanation text 	Poetry: <ul style="list-style-type: none"> • Riddles 	
Key Texts	Lost and Found by Oliver Jeffers Mr Wolf's Pancakes by Jan Fearnley	The Lion Inside by Rachel Bright Astrogirl by Ken Wilson-Max	Leo and the Octopus by Isabelle Marinov The Journey Home by Frann Preston-Gannon The Lost Words - Robert Macfarlane	Grandad's Island by Benji Davies The Mousehole Cat by Antonia Barber	The Disgusting Sandwich by Gareth Edwards The Monkey Puzzle by Julia Donaldson	The Diary of a Killer Cat by Anne Fine The Night Gardener by Terry Fan Dear Green Peace by Simon Matthews
National Curriculum Objectives (Taught across the year)						
Writing - Transcription	<ul style="list-style-type: none"> • spell by: <ul style="list-style-type: none"> • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones • learning to spell common exception words • learning to spell more words with contracted forms • learning the possessive apostrophe (singular) [for example, the girl's book] • distinguishing between homophones and near-homophones • add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly • apply spelling rules and guidance, as listed in English appendix 1 • write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far 					
Writing – Handwriting	Pupils should be taught to: <ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • use spacing between words that reflects the size of the letter 					
Writing – Composition	Pupils should be taught to: <ul style="list-style-type: none"> • develop positive attitudes towards and stamina for writing by: 					

	<ul style="list-style-type: none"> • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes • consider what they are going to write before beginning by: <ul style="list-style-type: none"> • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence • make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> • evaluating their writing with the teacher and other pupils • rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) • read aloud what they have written with appropriate intonation to make the meaning clear
Writing – Vocabulary, Grammar and Punctuation	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop their understanding of the concepts set out in English appendix 2 by: <ul style="list-style-type: none"> • learning how to use both familiar and new punctuation correctly - see English appendix 2, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) • learn how to use: <ul style="list-style-type: none"> • sentences with different forms: statement, question, exclamation, command • expanded noun phrases to describe and specify [for example, the blue butterfly] • the present and past tenses correctly and consistently, including the progressive form • subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • the grammar for year 2 in English appendix 2 • some features of written Standard English • use and understand the grammatical terminology in English appendix 2 in discussing their writing

Porthcurnick Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Genres	Fiction: Non-fiction: Poetry: Narrative poetry (Rangtan)	Fiction: Narrative - Quest Stories Non-fiction:	Fiction: Non-fiction: Poetry:	Fiction: Narrative - Rags to Riches Non-fiction: Poetry:	Fiction: Non-fiction: Poetry:	Fiction: Narrative - Overcoming the Monster Non-fiction:

						Poetry:
Key Texts	The Great Kapok Tree by Lynne Cherry Vanishing Rainforest by Richard Platt Ride of Passage (Literacy Shed)	The Lost Happy Endings by Carol Ann Duffy The Stinky Cheese Man and other fairly stupid Tales	Stone Age Boy by Satoshi Kitamura The First Drawing by Mordicai Gerstein Secrets of Stonehenge by Mick Manning	Aladdin The Ironman by Ted Hughes The Tin Forest by Helen Ward	The Lion, Witch and the Wardrobe by C.S. Lewis The Matchbox Diary by Paul Fleischman	Cloud Tea Monkeys by Mal Peet The Tear Thief by Carol Ann Duffy - in Perran
National Curriculum Objectives (Taught across the year)						
Writing - Transcription	<p><i>Year 3/4</i></p> <ul style="list-style-type: none"> • use further prefixes and suffixes and understand how to add them - see English appendix 1 • spell further homophones • spell words that are often misspelt - see English appendix 1 • place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • use the first 2 or 3 letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far • 					
Writing – Handwriting	<p><i>Year 3/4</i></p> <ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] 					
Writing – Composition	<p><i>Year 3/4</i></p> <ul style="list-style-type: none"> • plan their writing by: <ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas 					

	<ul style="list-style-type: none"> • draft and write by: <ul style="list-style-type: none"> • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2 • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] • evaluate and edit by: <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proofread for spelling and punctuation errors • read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
Writing – Vocabulary, Grammar and Punctuation	<p><i>Year 3/4</i></p> <ul style="list-style-type: none"> • Develop their understanding of the concepts set out in English appendix 2 by: <ul style="list-style-type: none"> • extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although • using the present perfect form of verbs in contrast to the past tense • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause • using fronted adverbials • learning the grammar for years 3 and 4 in appendix • indicate grammatical and other features by: <ul style="list-style-type: none"> • using commas after fronted adverbials • indicating possession by using the possessive apostrophe with plural nouns • using and punctuating direct speech • use and understand the grammatical terminology in English appendix 2 accurately and appropriately when discussing their writing and reading

Porthcurnick Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Genres	Fiction: N	Fiction: Narrative - Quest	Fiction: Overcoming the monster	Fiction:	Fiction: Non-fiction:	Fiction:

	<p>Non-fiction: recount (Beach trip)</p> <p>setting description (Pompeii)</p> <p>narrative (retelling) Pompeii</p> <p>dialogue (Black Dog)</p>	<p>Non-fiction: letter</p> <p>Poetry: Cinquains</p>	<p>Non-fiction: Narrative Poetry:</p>	<p>Narrative - Rags to riches</p> <p>Non-fiction: non-chron report</p>	<p>Poetry:</p>	<p>Narrative - Overcoming the monster</p> <p>Non-fiction: Poetry:</p>
Key Texts	<p>Escape from Pompeii by Christina Balitt</p> <p>Black Dog Levi Pinfold</p> <p>The Present (Literacy Shed)</p>	<p>The Firework Maker's Daughter by Philip Pullman</p> <p>John Lyons poetry Dancing in the Rain</p>	<p>Beowulf by Michael Morpurgo</p> <p>The Boy Who Grew Dragons by Andy Shepherd</p>	<p>Journey to Joburg Beverley Naidoo</p> <p>Amazing Africa</p> <p>Long Walk to Freedom (Illustrated Children's Edition) Mandela</p> <p>The Legend of Sally Jones by Jakob Wegelius</p> <p>Old Possum's Book of Practical Cats by TS Lewis</p>	<p>Mermaid of Zennor by Charles Causeley</p> <p>Hidden Depths Exploring the Deep</p> <p>Jabberwocky by Lewis Carroll</p>	<p>Flotsam by David Wiesner</p> <p>Stig of the Dump by Clive King</p>
National Curriculum Objectives (Taught across the year)						
Writing - Transcription	<p>Year 3/4</p> <ul style="list-style-type: none"> • use further prefixes and suffixes and understand how to add them - see English appendix 1 • spell further homophones • spell words that are often misspelt - see English appendix 1 • place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • use the first 2 or 3 letters of a word to check its spelling in a dictionary 					

	<ul style="list-style-type: none"> • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far •
Writing – Handwriting	<p><i>Year 3/4</i></p> <ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined <ul style="list-style-type: none"> • increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]
Writing – Composition	<p><i>Year 3/4</i></p> <ul style="list-style-type: none"> • plan their writing by: <ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas • draft and write by: <ul style="list-style-type: none"> • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2 • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] • evaluate and edit by: <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proofread for spelling and punctuation errors • read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
Writing – Vocabulary, Grammar and Punctuation	<p><i>Year 3/4</i></p> <ul style="list-style-type: none"> • Develop their understanding of the concepts set out in English appendix 2 by: <ul style="list-style-type: none"> • extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although • using the present perfect form of verbs in contrast to the past tense • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause • using fronted adverbials

	<ul style="list-style-type: none"> • learning the grammar for years 3 and 4 in appendix • indicate grammatical and other features by: <ul style="list-style-type: none"> • using commas after fronted adverbials • indicating possession by using the possessive apostrophe with plural nouns • using and punctuating direct speech • use and understand the grammatical terminology in English appendix 2 accurately and appropriately when discussing their writing and reading
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Portholland Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Genres	Fiction: <ul style="list-style-type: none"> • Setting Descriptions • Narrative - retelling • Diary entry Non-fiction: <ul style="list-style-type: none"> • Explanations Poetry: <ul style="list-style-type: none"> • Blackout poems 	Fiction: <ul style="list-style-type: none"> • Setting Description • Narrative - rags to riches Non-fiction: <ul style="list-style-type: none"> • Non-chronological report • Newspaper Article 	Fiction: <ul style="list-style-type: none"> • Setting Description • Diary entries Non-fiction: <ul style="list-style-type: none"> • Non-chronological report • Persuasive Letter Poetry: <ul style="list-style-type: none"> • Free verse with 	Fiction <ul style="list-style-type: none"> • Narrative – Overcoming the monster • Diary entries Non-fiction <ul style="list-style-type: none"> • Newspaper Article 	Fiction: <ul style="list-style-type: none"> • Setting Descriptions Non-fiction: <ul style="list-style-type: none"> • Non-chronological reports • Balanced Arguments Poetry: <ul style="list-style-type: none"> • Modal verb poems. 	Fiction: <ul style="list-style-type: none"> • Character profile • Narrative - voyage and return • Diaries / logbooks Non-fiction: <ul style="list-style-type: none"> • Newspaper Articles • Non-chronological reports

			figurative language			<ul style="list-style-type: none"> Persuasive Writing
Key Texts	The Fantastic Flying Book of Morris Lessmore by WE Joyce Tabula Rasa (Literacy Shed)	Great Women Who Changed the World by Kate Pankhurst Oliver Twist by Charles Dickens Titanium (Music Video)	Quest by Aaron Becker Journey by Aaron Becker Titanic (Dorling Kindersley)	Tuesday by David Wiesner Mirror by Jeanie Baker	The Nowhere Emporium by Ross MacKenzie	The Man Who Walked Between the Towers by Mordicai Gerstein The Last Bear by Hannah Gold
National Curriculum Objectives (Taught across the year)						
Writing - Transcription	<p><i>Year 3/4</i></p> <ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them - see English appendix 1 spell further homophones spell words that are often misspelt - see English appendix 1 place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] use the first 2 or 3 letters of a word to check its spelling in a dictionary write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far 			<p><i>Year 5/6</i></p> <ul style="list-style-type: none"> use further prefixes and suffixes and understand the guidance for adding them spell some words with 'silent' letters [for example, knight, psalm, solemn] continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English appendix 1 use dictionaries to check the spelling and meaning of words use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus 		
Writing – Handwriting	<p><i>Year 3/4</i></p> <ul style="list-style-type: none"> use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of 			<p><i>Year 5/6</i></p> <p>write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task 		

	writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]	
Writing – Composition	<p><i>Year 3/4</i></p> <ul style="list-style-type: none"> ● plan their writing by: <ul style="list-style-type: none"> ● discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ● discussing and recording ideas ● draft and write by: <ul style="list-style-type: none"> ● composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2 ● organising paragraphs around a theme ● in narratives, creating settings, characters and plot ● in non-narrative material, using simple organisational devices [for example, headings and sub-headings] ● evaluate and edit by: <ul style="list-style-type: none"> ● assessing the effectiveness of their own and others' writing and suggesting improvements ● proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ● proofread for spelling and punctuation errors ● read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	<p><i>Year 5/6</i></p> <ul style="list-style-type: none"> ● plan their writing by: <ul style="list-style-type: none"> ● identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own ● noting and developing initial ideas, drawing on reading and research where necessary ● in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed ● draft and write by: <ul style="list-style-type: none"> ● selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ● in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action ● précising longer passages ● using a wide range of devices to build cohesion within and across paragraphs ● using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] ● evaluate and edit by: <ul style="list-style-type: none"> ● assessing the effectiveness of their own and others' writing ● proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ● ensuring the consistent and correct use of tense throughout a piece of writing ● ensuring correct subject and verb agreement when using singular and plural, distinguishing between the

		<p>language of speech and writing and choosing the appropriate register</p> <ul style="list-style-type: none"> • proofread for spelling and punctuation errors • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
<p>Writing – Vocabulary, Grammar and Punctuation</p>	<p><i>Year 3/4</i></p> <ul style="list-style-type: none"> • Develop their understanding of the concepts set out in English appendix 2 by: <ul style="list-style-type: none"> • extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although • using the present perfect form of verbs in contrast to the past tense • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause • using fronted adverbials • learning the grammar for years 3 and 4 in appendix • indicate grammatical and other features by: <ul style="list-style-type: none"> • using commas after fronted adverbials • indicating possession by using the possessive apostrophe with plural nouns • using and punctuating direct speech • use and understand the grammatical terminology in English appendix 2 accurately and appropriately when discussing their writing and reading 	<p><i>Year 5/6</i></p> <p>Develop their understanding of the concepts set out in English appendix 2 by:</p> <ul style="list-style-type: none"> • recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • using passive verbs to affect the presentation of information in a sentence • using the perfect form of verbs to mark relationships of time and cause • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility • using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun • learning the grammar for years 5 and 6 in English appendix 2 <p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> • using commas to clarify meaning or avoid ambiguity in writing • using hyphens to avoid ambiguity • using brackets, dashes or commas to indicate parenthesis • using semicolons, colons or dashes to mark boundaries between independent clauses • using a colon to introduce a list • punctuating bullet points consistently

		<ul style="list-style-type: none"> • use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading
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Portholland Year B	Autumn 1 Vikings	Autumn 2	Spring 1	Spring 2	Summer 1 Egyptians	Summer 2
Genres	Fiction: <ul style="list-style-type: none"> • Character description • Setting description • Narrative - legend • Narrative - retelling • Diary Non-fiction: <ul style="list-style-type: none"> • Explanation • Non-chronological reports • Biography Poetry: <ul style="list-style-type: none"> • Blackout poems 	Fiction: <ul style="list-style-type: none"> • Diary entries • Narrative - Rags to riches. • Narrative - mythical tale Non-fiction: <ul style="list-style-type: none"> • Informal letters • Adverts • Persuasive writing Poetry: <ul style="list-style-type: none"> • Rhyming couplets 	Fiction: <ul style="list-style-type: none"> • Diaries • Character description • Setting description • Narrative Non-fiction: <ul style="list-style-type: none"> • Newspaper report • Letters (informal and formal) • Non-chronological report • Persuasive letter Poetry: <ul style="list-style-type: none"> • Free verse with figurative language 	Fiction: <ul style="list-style-type: none"> • Narrative - overcoming the monster • Character description • Diary entry Non-fiction: <ul style="list-style-type: none"> • Non-chronological reports • Newspaper report • Persuasive letter • Character memoir 	Fiction: <ul style="list-style-type: none"> • Narrative - retelling • Character descriptions • Diary entry Non-fiction: <ul style="list-style-type: none"> • Non-chronological report. • Biography • Instructions Poetry: <ul style="list-style-type: none"> • Modal verb poems 	Fiction: <ul style="list-style-type: none"> • Dialogue • Story summaries • Narrative - voyage and return. • Diary entries Non-fiction: <ul style="list-style-type: none"> • Non-chronological report • Informal letter
Key Texts	Wreck of the Zanzibar by Michael Morpurgo Pride by Rob Sanders	Cinnamon by Neil Gaiman The Polar Express by Chris Van Allsburg	Shackleton's Journey by William Grill High Rise Mystery by Sharna Jackson	Hidden Figures by Margot Lee Shetterly Curiosity: The story of a Mars rover by Markus Motum	The Story of Tutankhamun by Patricia Cleaveland-Peck The Secrets of Tutankhamun by	Children of Benin Kingdom by Dinah Orji The Mega City (Literacy Shed Video)

Patricia Cleaveland-
Peck
Tadeo Jones
(Literacy Shed Video)

National Curriculum Objectives (Taught across the year)

<p>Writing - Transcription</p>	<p><i>Year 3/4</i></p> <ul style="list-style-type: none"> • use further prefixes and suffixes and understand how to add them - see English appendix 1 • spell further homophones • spell words that are often misspelt - see English appendix 1 • place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • use the first 2 or 3 letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far 	<p><i>Year 5/6</i></p> <ul style="list-style-type: none"> • use further prefixes and suffixes and understand the guidance for adding them • spell some words with 'silent' letters [for example, knight, psalm, solemn] • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English appendix 1 • use dictionaries to check the spelling and meaning of words • use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary • use a thesaurus
<p>Writing – Handwriting</p>	<p><i>Year 3/4</i></p> <ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] 	<p><i>Year 5/6</i></p> <p>write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task
<p>Writing – Composition</p>	<p><i>Year 3/4</i></p> <ul style="list-style-type: none"> • plan their writing by: <ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 	<p><i>Year 5/6</i></p> <ul style="list-style-type: none"> • plan their writing by: <ul style="list-style-type: none"> • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

	<ul style="list-style-type: none"> • discussing and recording ideas • draft and write by: <ul style="list-style-type: none"> • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2 • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] • evaluate and edit by: <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proofread for spelling and punctuation errors • read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	<ul style="list-style-type: none"> • noting and developing initial ideas, drawing on reading and research where necessary • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed • draft and write by: <ul style="list-style-type: none"> • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • précising longer passages • using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] • evaluate and edit by: <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proofread for spelling and punctuation errors • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
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Writing – Vocabulary, Grammar and Punctuation	<p>Year 3/4</p> <ul style="list-style-type: none"> Develop their understanding of the concepts set out in English appendix 2 by: <ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although using the present perfect form of verbs in contrast to the past tense choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials learning the grammar for years 3 and 4 in appendix indicate grammatical and other features by: <ul style="list-style-type: none"> using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speech use and understand the grammatical terminology in English appendix 2 accurately and appropriately when discussing their writing and reading 	<p>Year 5/6</p> <p>Develop their understanding of the concepts set out in English appendix 2 by:</p> <ul style="list-style-type: none"> recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun learning the grammar for years 5 and 6 in English appendix 2 <p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> using commas to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis using semicolons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistently use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading
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Porthluney Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Genres	Fiction: Narrative	Fiction: Persuasive pitch	Fiction: Playscript Dialogue	Fiction: Narrative - tragedy	Fiction:	Fiction: Diary Narrative sequel

	Dialogue Diary Character description Non-fiction: Newspaper report Advert	Informal letter Diary Narrative - Voyage and Return Non-fiction: Biography Poetry: Poem based on Windrush Child by John Agard	Setting description Character description Non-fiction: Poetry: Comic verse	Formal letter Balanced argument Non-fiction: Persuasive campaign Newspaper report	Narrative - voyage and return - (Alice in Wonderland) Character description Non-fiction: Instructions Poetry: Blackout Poetry	Imagined conversation Narrative - rebirth Non-fiction: Non-chronological report
Key Texts	The Giant's Necklace by Michael Morpurgo The Lighthouse (Literacy Shed)	Windrush Child by Benjamin Zephaniah Walter Tull's Scrapbook by Michaela Morgan	The Tempest by William Shakespeare The Viewer by Gary Crew and Shaun Tan	Suffragette, the battle for equality by David Roberts Derby Day by Maz O'Connor (Literacy Shed)	The Lion and the Unicorn by Shirley Hughes Beyond the Lines (Literacy Shed)	The Island by Armin Greder Pandora (Literacy Shed)
National Curriculum Objectives (Taught across the year)						
Writing - Transcription	<p>Year 5/6</p> <ul style="list-style-type: none"> • use further prefixes and suffixes and understand the guidance for adding them • spell some words with 'silent' letters [for example, knight, psalm, solemn] • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English appendix 1 • use dictionaries to check the spelling and meaning of words • use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary • use a thesaurus 					
Writing – Handwriting	<p>Year 5/6</p> <p>write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task 					
Writing – Composition	<p>Year 5/6</p> <ul style="list-style-type: none"> • plan their writing by: <ul style="list-style-type: none"> • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • noting and developing initial ideas, drawing on reading and research where necessary 					

	<ul style="list-style-type: none"> ● in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed ● draft and write by: <ul style="list-style-type: none"> ● selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ● in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action ● précising longer passages ● using a wide range of devices to build cohesion within and across paragraphs ● using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] ● evaluate and edit by: <ul style="list-style-type: none"> ● assessing the effectiveness of their own and others' writing ● proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ● ensuring the consistent and correct use of tense throughout a piece of writing ● ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register ● proofread for spelling and punctuation errors ● perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
<p>Writing – Vocabulary, Grammar and Punctuation</p>	<p><i>Year 5/6</i></p> <p>Develop their understanding of the concepts set out in English appendix 2 by:</p> <ul style="list-style-type: none"> ● recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms ● using passive verbs to affect the presentation of information in a sentence ● using the perfect form of verbs to mark relationships of time and cause ● using expanded noun phrases to convey complicated information concisely ● using modal verbs or adverbs to indicate degrees of possibility ● using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun ● learning the grammar for years 5 and 6 in English appendix 2 <p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> ● using commas to clarify meaning or avoid ambiguity in writing ● using hyphens to avoid ambiguity ● using brackets, dashes or commas to indicate parenthesis ● using semicolons, colons or dashes to mark boundaries between independent clauses ● using a colon to introduce a list ● punctuating bullet points consistently

	<ul style="list-style-type: none"> use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading
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Porthluney Year B	Autumn 1 Greeks	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Genres	Fiction: Character description Diary Non-fiction: <i>Non-Chronological Report</i> Poetry: Comic verse	Fiction: Dialogue Traditional tale Narrative - Voyage and return Poetry: Couplets	Fiction: <i>Dialogue (Commentary)</i> Diary Recount Non-fiction: Instructions Advert Poetry: Reverse Poetry	Fiction: Diary Narrative - Rebirth (A Christmas Carol) <i>Narrative with flashbacks</i> Recount Setting description Non-fiction: Persuasive letter Balanced argument	Fiction: Setting description Diary entry Alternative ending Formal letter Dystopian narrative Non-fiction: Non-Chronological report	Fiction: Letter Diary Narrative - Tragedy (Frankenstein) Non-fiction: Non Chronological Report Poetry: Figurative language
Key Texts	Percy Jackson and the Lightning Thief by Rick Riordan Mythological by Stephen Kershaw The Odyssey by Gillian Cross	Grimm Tales for young and old by Phillip Pullman Night Mail by WH Auden	Rain Player by David Wisniewski Blackface (Literacy Shed) The Girl of Ink and Stars by Kiran Millwood	The Piano (Literacy Shed) Street Child by Berlie Doherty	The Last Wild by Piers Torday Swimming with Sharks by Heather Lang Maps by Aleksandra Mizielinska	Some Places More Than Others by Renee Watson Every Child a Song by Nicola Davies

National Curriculum Objectives (Taught across the year)

Writing - Transcription	<p><i>Year 5/6</i></p> <ul style="list-style-type: none"> use further prefixes and suffixes and understand the guidance for adding them spell some words with ‘silent’ letters [for example, knight, psalm, solemn] continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English appendix 1 use dictionaries to check the spelling and meaning of words use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus
Writing – Handwriting	<p><i>Year 5/6</i></p> <p>write legibly, fluently and with increasing speed by:</p>

	<ul style="list-style-type: none"> • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task
Writing – Composition	<p><i>Year 5/6</i></p> <ul style="list-style-type: none"> • plan their writing by: <ul style="list-style-type: none"> • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • noting and developing initial ideas, drawing on reading and research where necessary • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed • draft and write by: <ul style="list-style-type: none"> • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • précising longer passages • using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] • evaluate and edit by: <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proofread for spelling and punctuation errors • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
Writing – Vocabulary, Grammar and Punctuation	<p><i>Year 5/6</i></p> <p>Develop their understanding of the concepts set out in English appendix 2 by:</p> <ul style="list-style-type: none"> • recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • using passive verbs to affect the presentation of information in a sentence • using the perfect form of verbs to mark relationships of time and cause • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility • using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun • learning the grammar for years 5 and 6 in English appendix 2

	<p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> ● using commas to clarify meaning or avoid ambiguity in writing ● using hyphens to avoid ambiguity ● using brackets, dashes or commas to indicate parenthesis ● using semicolons, colons or dashes to mark boundaries between independent clauses ● using a colon to introduce a list ● punctuating bullet points consistently ● use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading
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Fundamental Story Plots

- Quest - Porthcurnick
- Rags to riches - Porthcurnick and Portholland
- Overcoming the monster - Porthcurnick and Portholland
- Voyage and return - Porthluney and Portholland
- Tragedy - Porthluney
- Rebirth - Porthluney
- Comedy - Porthluney

Quest	Rags to riches	Overcoming the monster	Voyage and return	Tragedy	Rebirth
<ol style="list-style-type: none"> 1. The story starts in a miserable place. 2. The hero gets the call to making things better but this is far away. 3. The hero travels to the goal, having 	<ol style="list-style-type: none"> 1. Initial wretchedness for the main character. 2. The hero is called into the wider world. 3. The hero experiences initial success. 4. Everything goes 	<ol style="list-style-type: none"> 1. The threat of the monster becomes known. 2. the hero is called upon to confront the monster. 3. The hero prepares and journeys to confront the monster. 	<ol style="list-style-type: none"> 1. We meet a hero who is bored, reckless, looking for an adventure. 2. The hero is transported to a strange new world. 3. The hero explores the new world, finds it 	<ol style="list-style-type: none"> 1. We meet a hero who is unfulfilled and wants more. 2. The hero finds focus in an object of desire. 3. The hero commits to his goal and things go well for him. 4. Things start to 	<ol style="list-style-type: none"> 1. The hero falls under the power of a dark force. 2. Things seem to go well at first and the threat recedes. 3. Threat returns in full force in the state of a living death.

<p>adventures along the way.</p> <ol style="list-style-type: none"> 4. Within sight of the goal, the hero faces the most difficult obstacle yet. 5. The hero faces a final set of tests. 6. The hero survives and gets the treasure. 	<p>wrong for the hero.</p> <ol style="list-style-type: none"> 5. The hero finds true strength and overcomes their rival. 6. The hero survives and their status has changed forever. 	<ol style="list-style-type: none"> 4. The hero appears to be outmatched. 5. The final battle with the monster, the hero appears to be outmatched. 6. The hero overthrows the monster. 	<p>strange but fascinating.</p> <ol style="list-style-type: none"> 4. Gradually the new world becomes alarming / dangerous. 5. There is a serious threat to the hero. 6. Thrilling escape and return. 	<p>go wrong for the hero and he commits actions that cannot be undone.</p> <ol style="list-style-type: none"> 5. Hero loses control of the situation and loses the love of others. 6. The hero is destroyed in some way. 	<ol style="list-style-type: none"> 4. The dark power seems to completely triumph. 5. Someone miraculously rescues the hero.
<p>e.g. The Hobbit, Lord of the Rings, Holy Grail, Indiana Jones</p>	<p>e.g. Oliver Twist, Aladdin, Cinderella.</p>	<p>e.g. Beowulf, Dracula, James Bond, Jack and the Beanstalk.</p>	<p>e.g. Wizard of Oz, Robinson Crusoe, Gulliver's Travels.</p>	<p>e.g. Hamlet, Romeo and Juliet, Frankenstein.</p>	<p>e.g. The Beauty and the Beast, The Secret Garden and A Christmas Carol</p>

Poetry

Class	Poetry Genre
Summers	<p>List poems Poems with simple repetition Free verse poems based on the senses</p>
Perran	<p>Haikus Question and answer poems Riddles</p>
Porthcurnick	<p>Cinquain Kennings Narrative poems</p>

Portholland	Blackout poem Free verse with figurative language Modal verb poems
Porthluney	Comic verse

Ongoing Review:

Throughout the year, you should comment on issues/positives/challenges/likes/dislikes/outcomes so we can review with ease.

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Books:

Diversity (ethnicity, gender stereotypes), classics, poems,