English – Emerald

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme 1	**Fiction**	**Non-Fiction**	**Fiction**	**Fiction**	**Fiction**	**Non-fiction**
Topic	**Atmospheric Settings**	**Non-chronological Reports**	**Stories by a Significant Author**	**Stories from Another Culture / Fable**	**Myths and Legends**	**Adventure Stories**
Knowledge	**Outcome:** **To describe a range of settings that create a range of atmospheres based on word choice and sentence structure.** • To explore strong descriptive phrases • To compose simple and complex sentences of different lengths using conjunctions • To explore, collect and use fronted adverbials and other sentence starters and identify how they affect the sentence. • To use a range of conjunctions to link clauses	**Outcomes:** **To write a non-chronological report using notes made from texts read.** • To understand technical language in a non-chronological report • To research a topic using YouTube, non-fiction books and the internet to make notes • To interview using questions • To compare a variety of forms of questions from texts, e.g. asking for help, asking the time, asking someone to be quiet. • To compare and recognise sentences: question, exclamation,	**Outcomes:** **To read and enjoy stories by the same author (ensure children have read 2 others earlier in the year in shared novel time) or by a significant author** • To make connections and links with other stories by the same author • To understand who the author is and to identify the main themes of his work in simple terms (e.g., war, animals, humour) • To make predictions about dilemmas, cliff-hangers, character motivations, red herrings and ending	**Outcomes:** **To write a story with a dilemma and moral (e.g. Anansi, fables etc)** • To become familiar with cultural facts and vocabulary necessary to understand the story • To make connections and links with other stories • To identify the dilemma in a story and predict a resolution • To identify the moral of a story and write their own • To consider how a character's actions affect the plot • To use hot seating to explore motivations, feelings and actions	**Outcomes:** **To write a complete quest myth organised into a clear sequence of events.** • To understand the basic conventions of speech punctuation through: identifying speech marks in reading; beginning to use speech marks in own writing; • To use capital letters to mark the start of direct speech; to use the term "speech marks" • To begin to use speech marks and other dialogue punctuation appropriately in writing and to use the conventions which mark boundaries between	**Outcomes: To write an adventure story that has a problem and resolution** • To use written dialogue that moves the plot on or highlights character. • To understand the basic conventions of speech punctuation through: identifying speech marks in reading; beginning to use speech marks in own writing; using capital letters to mark the start of direct speech; to use the term "speech marks"; beginning to use speech marks and other dialogue punctuation appropriately in writing and to use the conventions which mark

English – Emerald

	• To develop their ability to experiment with words to create powerful images and settings • To become familiar, explore and use higher level vocabulary in writing • To explore and write noun phrases e.g. the vivid, technicolour rainbow • To use the term "adjective" appropriately and to understand the function of adjectives in sentences through: Identifying adjectives in shared reading; Discussing and defining what they have in common i.e. words which qualify nouns; Experimenting with deleting and substituting adjectives and noting the effects on meaning;	statement and command. • To turn statements into questions, learning a range of "wh" words, typically used to open questions: what, where, when, who, and to add question marks. • To secure knowledge of question marks and exclamation marks in reading, understand their purpose and use appropriately in own writing • To use precise language, commas for lists and presentational features such as headings, diagrams, bullet points, trivia boxes, captions, labels etc.… • To use connectives in paragraphs (later, after) • To use commas in a list • To revise using a range of conjunctions	• To develop their skills of argument and discussion • To be able to give justification for their ideas using evidence • To create a written or drawn representation of the story that can be used as an aide memoire • To compare and contrast the openings of stories by the same author and write their own openings using different ideas. • To re-write a significant chapter or missing scene using dialogue of their own. • To develop their awareness of the narrative voice in a text • To identify the dilemma faced by the main characters T • To consider how author has developed character and setting	• To compare a variety of forms of questions from texts, e.g. asking for help, asking the time, asking someone to be quiet. • To turn statements into questions, learning a range of "wh" words, typically used to open questions: what, where, when, who, and to add question marks. • To secure knowledge of question marks and exclamation marks in reading, understand their purpose and use appropriately in own writing • To introduce the terms build-up, dilemma, resolution • To plan a story using build-up, dilemma, resolution, moral using story mountain or boxing up • To revise fronted adverbials and other	spoken words and the rest of the sentence. • To explore, read and enjoy a range of myths • To compare and contrast. To continue to use a range of conjunctions to link clauses • To revise using fronted adverbials • To begin to add some features of tension • To explore the main features of a myth – gods, magic, heroes, quest etc • To plan and 'box up' a myth using features and skills learnt • To write a myth with a build-up, dilemma, resolution • To understand the main points of a story in terms of the above and summarise them	boundaries between spoken words and the rest of the sentence. • To revise use of build-up, dilemma, resolution. • To use fronted adverbials in paragraphs to move the plot on (later that day, suddenly, as night emerged etc) • To read and enjoy adventure stories and make links between other stories they know • To identify the dilemma in a story • To consider how a character's actions affect the plot • To continue to use a range of conjunctions • To practise and arrange information into paragraphs • To recognise how commas, connectives and full stops are used to join and separate

English – Emerald

	• To collect and classify adjectives, e.g. for colours, sizes, moods; • Experiment with the impact of different adjectives through shared writing • To edit and revise own writing	• To arrange and organise information under sub-headings • To write an introduction using who, what, where and when • To edit and revise own writing	• To discuss meaning of unfamiliar or contextual words – e.g. horseless carriage, lantern, air-raid • To discuss and evaluate how authors use language – including figurative – and consider impact • To identify and discuss themes and conventions in the genre • To draw inferences from characters' feelings, thoughts and motives • To draw and annotate an 'emotions journey' to plot how a character changes • To write a letter, recount or interview as the main character • To edit and revise own writing	sentence starters and identify how they affect the sentence • To use a range of conjunctions to link clauses. • To develop their ability to experiment with words to create powerful images and settings • To become familiar, explore and use higher level vocabulary in writing • To revise the use of noun phrases • To edit and revise own writing • To evaluate their own and their partner's work against specific criteria and then discuss how they could improve their work	• To edit and revise own writing • To evaluate their own and their partner's work against specific criteria and then discuss how they could improve their work	clauses. To identify in their writing where each is more effective • To edit and revise own writing • To evaluate their own and their partner's work against specific criteria and then discuss how they could improve their work
Theme 2	**Poetry**	**Fiction**	**Poetry**	**Non-fiction**	**Non-fiction**	**Fiction**
Topic	**Performance and Shape poems**	**Plays, Scripts and Dialogue**	**Play/Nonsense Poetry**	**Instructions**	**Letter Writing**	**Persuasive Text**

English – Emerald

Knowledge	Outcomes: **To read, respond to and write shape poems: calligrams/riddles/Kennings.** • To explore strong descriptive phrases • To develop their ability to experiment with words to create powerful images and settings • To use noun phrases • To use capitalisation for new lines in poetry • To explore poetic features of each kind of poetry • To hear and enjoy poems • To compare and contrast different poetic styles • To perform poetry with confidence, accuracy, pace, intonation and volume	Outcomes: **To write and perform play scripts based on familiar stories.** • To read a number of stories that have been changed into plays • To identify key features of a play (scene, no speech, brackets) • To perform a part using intonation, volume and emotion • To learn a part • To perform to an audience • To write stage directions • To convert a simple narrative to a play script	Outcomes: **To read and write nonsense poems which play with language.** • To develop understanding of patterned language • To count and use syllables • To compare and contrast poems • To write own nonsense poem using rhymes and syllables • To edit and revise own writing	Outcomes: **To write an instruction leaflet** • To understand verbs in 1st, 2nd, and 3rd person, e.g. I/we do, you do, he/she does, they do; discussing the purposes for which each can be used; relating to different types of text, e.g. 1st person diaries / letters, 2nd person instructions, 3rd person for narrative, recounts • To experiment with transforming sentences and noting which words need to be changed • To use connectives in paragraphs (later, after, in addition etc) • To organise information chronologically • To revise writing an introduction and conclusion using who, what, where and when	Outcome: **To write two letters for different purposes and audiences** • To read and enjoy a range of letters • To discuss different audiences – formal and informal • To identify features and phrases of a letter • To identify the audience for letters • To edit and revise own writing • To use the term “verb” appropriately and to understand the function of verbs in sentences. • To notice that sentences cannot make sense without verbs • To collect and classify examples of verbs from own reading and own knowledge e.g. run,	Outcomes: To write a persuasive text • To read and watch a number of persuasive texts / videos • To become familiar with some of the key features of persuasive media • To gain an awareness of persuasive language • To watch a video, trailer or advert critically and identify features • To plan the message of their video or advert using a storyboard • To critically assess each other’s videos and respond positively • To identify emotive language and use • To edit and revise own writing

English – Emerald

				• To use presentational features such as bullet points, diagrams, colour or numbering • To adapt writing for different readers, e.g. simplifying for younger readers • To identify the imperative form in instructional writing and use	chase, sprint; eat, consume, gobble	

Red denotes outcomes from the SPAG appendices