

OUR AIMS

“Language is not just words. It’s a culture, a tradition, a unification of community, a whole history that creates what a community is. It’s all embodied in a language” (Noam Chomsky)

At The Gillford Centre, we aim to inspire pupils and reignite their interest in reading and writing; encouraging them to understand that English is not just about letters and words and spelling but about exploration. We enable them to question, imagine and develop their awareness of our own and the literary world and its characters through personalised lessons and interventions; encouraging progress and a feeling of achievement by working to embed the key skills across KS1-4.

In Primary, pupils are taught thematically across the Curriculum. Using a variety of texts and writing styles, pupils have access to the themes which are used each half term to inspire and interest the pupils. Alongside reading and studying the topic, pupils are able to apply their own understanding to their writing with the aim of producing independent writes. In addition to this, across Key Stage 1 and 2, pupils use the VIPERS programme and Read, Write, Inc Phonics programme to develop their reading and comprehension skills. We aim to maintain the love of learning and develop the key skills to enable our pupils to continue to do this.

In Key Stage 3, skills are taught using both texts and thematic approaches. Students explore new texts and study their themes and content, learning about the context and characters. While reading alongside the teacher, students are able to develop their reading and writing skills by applying their knowledge of the story or topic. A key aim in Key Stage 3 is to encourage reading. The content and context are taught through a variety of media to stimulate students’ interests. Key skills, alongside individualised interventions, are taught with the aim of developing confidence in English and preparing for the Key Stage 4 curriculum.

In Key Stage 4 we support students in obtaining their external qualifications in both Functional Skills and GCSE. Alongside all exam content are the opportunities to develop key skills in Literacy. Students work towards Functional Skills qualifications to encourage the practical application of Literacy. Simultaneously, they are provided with the essential knowledge, skills and understanding to operate confidently, effectively and independently in school, life and at work. Students then work towards achieving a GCSE in English Language using the exam board AQA. GCSE lessons have an exam focus in order that all assessment objectives are covered.

Year 1 and 2



<u>Term</u>	<u>Unit of Study</u>	<u>Key Skills Learning</u>
Yearly	- Breath of study: Literacy	-
Autumn Term 1 Topic: Superheroes - Rotation 1 Topic: Kings and Queens - Rotation 2	Narratives Traditional and non-traditional fairy tales	Reading – Year 1 <ul style="list-style-type: none"> - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics - recognising and joining in with predictable phrases - discussing word meanings, linking new meanings to those already known - drawing on what they already know or on background information and vocabulary provided by the teacher - making inferences on the basis of what is being said and done - predicting what might happen on the basis of what has been read so far - participate in discussion about what is read to them, taking turns and listening to what others say - explain clearly their understanding of what is read to them Reading – Year 2 <ul style="list-style-type: none"> - listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently - discussing the sequence of events in books and how items of information are related - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales - drawing on what they already know or on background information and vocabulary provided by the teacher - checking that the text makes sense to them as they read, and correcting inaccurate reading - making inferences on the basis of what is being said and done - answering and asking questions - predicting what might happen on the basis of what has been read so far

		<ul style="list-style-type: none"> - participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say <p>Writing – Year 1</p> <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 their writing aloud, clearly enough to be heard by their peers and the teacher - 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’ <p>Writing – Year 2</p> <ul style="list-style-type: none"> - writing narratives about personal experiences and those of others (real and fictional) - 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 - learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists - use sentences with different forms: statement, question, exclamation, command - expanded noun phrases to describe and specify [for example, the blue butterfly]
<p>Autumn Term 2 Topic: The Great Fire of London - Rotation 1</p> <p>Topic: Climates around the world - Rotation 2</p>	<ul style="list-style-type: none"> - Newspaper - Diary - Story Writing - - Meerkat Mail - Lost and Found 	<p>Reading – Year 1</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • discussing word meanings, linking new meanings to those already known • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read, and correcting inaccurate reading

	<ul style="list-style-type: none"> - Non-fiction fact file about animals 	<ul style="list-style-type: none"> • making inferences on the basis of what is being said and done • predicting what might happen on the basis of what has been read so far • participate in discussion about what is read to them, taking turns and listening to what others say • explain clearly their understanding of what is read to them <p>Reading – Year 2</p> <ul style="list-style-type: none"> • listening to, discussing and expressing views about stories and non-fiction at a level beyond that at which they can read independently • discussing the sequence of events in books and how items of information are related • being introduced to non-fiction books that are structured in different ways • recognising simple recurring literary language in stories and poetry • discussing and clarifying the meanings of words, linking new meanings to known vocabulary • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read, and correcting inaccurate reading • making inferences on the basis of what is being said and done • answering and asking questions • predicting what might happen on the basis of what has been read so far • participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves <p>Writing – Year 1</p> <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 their writing aloud, clearly enough to be heard by their peers and the teacher • leaving spaces between words
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		<ul style="list-style-type: none"> • 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’ <p>Writing – Year 2</p> <ul style="list-style-type: none"> • writing narratives about personal experiences and those of others (real and fictional) • writing for different purposes • 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 • learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) • use sentences with different forms: statement, question, exclamation, command • expanded noun phrases to describe and specify [for example, the blue butterfly]
<p>Spring Term 1 Topic: China - Rotation 1</p> <p>Topic: Inventors - Rotation 2</p>	<ul style="list-style-type: none"> - Fact Files - Story Writing - Instruction writing - Narrative Writing - Monster machine, Tom magnificent machines - Poems - focus upon vehicles 	<p>Reading – Year 1</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • discussing word meanings, linking new meanings to those already known • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read, and correcting inaccurate reading • making inferences on the basis of what is being said and done • predicting what might happen on the basis of what has been read so far • participate in discussion about what is read to them, taking turns and listening to what others say • explain clearly their understanding of what is read to them <p>Reading – Year 2</p> <ul style="list-style-type: none"> • listening to, discussing and expressing views about stories and non-fiction at a level beyond that at which they can read independently • discussing the sequence of events in books and how items of information are related

- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read, and correcting inaccurate reading
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

Writing – Year 1

- 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 their writing aloud, clearly enough to be heard by their peers and the teacher
- 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’

Writing – Year 2

- writing narratives about personal experiences and those of others (real and fictional)
- writing for different purposes
- planning or saying out loud what they are going to write about

		<ul style="list-style-type: none"> • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence • learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) • use sentences with different forms: statement, question, exclamation, command • expanded noun phrases to describe and specify [for example, the blue butterfly]
<p>Spring Term 2 Topic: Chocolate - Rotation 1</p> <p>Topic: Oceans - Rotation 2</p>	<ul style="list-style-type: none"> - Non Fiction - Persuasive - Non-fiction - Fact files about ocean creatures - History link - Titanic - Poetry - commotion in the ocean - Narrative - stories set in fantasy worlds 	<p>Reading – Year 1</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • recognising and joining in with predictable phrases • learning to appreciate rhymes and poems, and to recite some by heart • discussing word meanings, linking new meanings to those already known • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read, and correcting inaccurate reading • discussing the significance of the title and events • making inferences on the basis of what is being said and done • predicting what might happen on the basis of what has been read so far • participate in discussion about what is read to them, taking turns and listening to what others say • explain clearly their understanding of what is read to them <p>Reading – Year 2</p> <ul style="list-style-type: none"> • listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently • discussing the sequence of events in books and how items of information are related • becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • being introduced to non-fiction books that are structured in different ways • recognising simple recurring literary language in stories and poetry

- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read, and correcting inaccurate reading
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

Writing – Year 1

- 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 their writing aloud, clearly enough to be heard by their peers and the teacher
- 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’

Writing – Year 2

- writing narratives about personal experiences and those of others (real and fictional)

		<ul style="list-style-type: none"> • writing about real events • writing poetry • writing for different purposes • 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 • 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 • learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) • use 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)
<p>Summer Term 1 Topic: Toys - Rotation 1</p> <p>Topic: WWI - Rotation 2</p>	<ul style="list-style-type: none"> - Narrative - Diary Entry - Letters - Non-fiction - animals in war 	<p>Reading – Year 1</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • discussing word meanings, linking new meanings to those already known • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read, and correcting inaccurate reading • discussing the significance of the title and events • making inferences on the basis of what is being said and done • predicting what might happen on the basis of what has been read so far

- participate in discussion about what is read to them, taking turns and listening to what others say

Reading – Year 2

- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- being introduced to non-fiction books that are structured in different ways
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read, and correcting inaccurate reading
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

Writing – Year 1

- 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 their writing aloud, clearly enough to be heard by their peers and the teacher
- 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

		<ul style="list-style-type: none"> • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' <p>Writing – Year 2</p> <ul style="list-style-type: none"> • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • 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 • 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 • learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) • use sentences with different forms: statement, question, exclamation, command • 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)
<p>Summer Term 2 Topic: Carlisle Past and Present - Rotation 1</p> <p>Topic: Carnival of the Animals - Rotation 2</p>	<ul style="list-style-type: none"> - Stories with familiar settings - Fact files - Narrative writing - Tiger Child - Animal Poetry - Non fiction fact file 	<p>Reading - Year 1</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • discussing word meanings, linking new meanings to those already known • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read, and correcting inaccurate reading • discussing the significance of the title and events

- making inferences on the basis of what is being said and done
- predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them

Reading – Year 2

- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read, and correcting inaccurate reading
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

Writing – Year 1

- 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 their writing aloud, clearly enough to be heard by their peers and the teacher
- 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'

Writing – Year 2

- writing narratives about personal experiences and those of others (real and fictional)
- writing poetry
- writing for different purposes
- 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
- 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
- learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- use 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)

Year 3 and 4

<u>Term</u>	<u>Unit of Study</u>	<u>Key Skills Learning</u>
Yearly	- Breath of study: Literacy	-
Autumn Term 1 Topic: USA - Rotation 1 Topic: Modern Europe - Rotation 2	<ul style="list-style-type: none"> - Non-Fiction - 3 weeks Instructional Writing, which is linked to the science and D&T topic. - Pupils will write exercise instructions and recipe cards. - Focus on imperative verbs, fronted adverbials and adverbs. - Create a brochure to advertise Route 66. - Narrative - Pupils will be inspired by stories from other cultures to write their own exciting Fairy Tale. They will focus on developing the plot, setting and character through description and dialogue. Will their characters live happily ever after or will there be an alternative ending? 	<ul style="list-style-type: none"> - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - reading books that are structured in different ways and reading for a range of purposes - using dictionaries to check the meaning of words that they have read - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally - identifying themes and conventions in a wide range of books - discussing words and phrases that capture the reader's interest and imagination - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context - asking questions to improve their understanding of a text - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - predicting what might happen from details stated and implied - identifying main ideas drawn from more than one paragraph and summarising these - identifying how language, structure, and presentation contribute to meaning - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - organising paragraphs around a theme - in narratives, creating settings, characters and plot - proof-read for spelling and punctuation errors - read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

<p>Autumn Term 2 Topic: Romans - Rotation 1</p> <p>Topic: Extreme Weather - Rotation 2</p>	<ul style="list-style-type: none"> - Narrative Stories - Myths - Character, setting and plot structure. - Pupil's will explore Roman myths such as Romulus and Remus before writing their own. - Poetry - Pupils will be inspired by Extreme Weather to write a range of poems. Pupils will look at the figurative features within poems such as alliteration, metaphors, similes, personification and BOOM CRASH onomatopoeia. At Christmas pupils will write a Christmas "Wrap." 	<ul style="list-style-type: none"> - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - using dictionaries to check the meaning of words that they have read - identifying themes and conventions - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action - discussing words and phrases that capture the reader's interest and imagination - recognising some different forms of poetry [for example, free verse, narrative poetry] - asking questions to improve their understanding of a text - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - predicting what might happen from details stated and implied - identifying how language, structure, and presentation contribute to meaning - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures - assessing the effectiveness of their own and others' writing and suggesting improvements - read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
<p>Spring Term 1 Topic - Rainforest - Rotation 1</p> <p>Topic: Mayans - Rotation 2</p>	<ul style="list-style-type: none"> - Poetry - Different poetry genres based around the five senses of the rainforest. - Adverts and persuasive writing - During this topic, pupils will explore Mayan culture including their Gods, number 	<ul style="list-style-type: none"> - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - reading books that are structured in different ways and reading for a range of purposes - using dictionaries to check the meaning of words that they have read - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally - identifying themes and conventions in a wide range of books - discussing words and phrases that capture the reader's interest and imagination

	<p>system, diet, local geography, achievements and legacy. Pupils will create an advert using various media for the new design of chocolate which they will create in Food Technology.</p>	<ul style="list-style-type: none"> - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context - asking questions to improve their understanding of a text - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - identifying how language, structure, and presentation contribute to meaning - organising paragraphs around a theme - in non-narrative material, using simple organisational devices [for example, headings and sub-headings] - 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 - read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
<p>Spring Term 2 Topic - Crime and Punishment - Rotation 1 Topic: Vikings - Rotation 2</p>	<ul style="list-style-type: none"> - Narrative - Diary writing - Stories with a familiar setting linking it to the topic. - Historical Narratives - Pupils will explore a variety of stories with a historical setting eg Norse Gods 	<ul style="list-style-type: none"> - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - reading books that are structured in different ways and reading for a range of purposes - using dictionaries to check the meaning of words that they have read - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally - identifying themes and conventions in a wide range of books - discussing words and phrases that capture the reader's interest and imagination - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context - asking questions to improve their understanding of a text - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - predicting what might happen from details stated and implied - identifying main ideas drawn from more than one paragraph and summarising these

		<ul style="list-style-type: none"> - identifying how language, structure, and presentation contribute to meaning - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - organising paragraphs around a theme - in narratives, creating settings, characters and plot - proof-read for spelling and punctuation errors - read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
<p>Summer Term 1 Topic: Landscapes of the world (mountains, rivers and coasts). - Rotation 1</p> <p>Topic: My Cumbrian Home - Rotation 2</p>	<ul style="list-style-type: none"> - Non-Fiction - Biography and auto biography. - Pupils will focus on Ibtihaj Muhammad (who was the inspiration for the proudest blue book). They will write a biography about her life. Pupils will then write their own auto-biography. - Non-Chronological report writing based on their geography. - Letter Writing - Using our local landscape and current affairs locally, pupils will use their knowledge of letter writing and techniques to write a letter to a local person 	<ul style="list-style-type: none"> - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - reading books that are structured in different ways and reading for a range of purposes - using dictionaries to check the meaning of words that they have read - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally - identifying themes and conventions in a wide range of books - discussing words and phrases that capture the reader's interest and imagination - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context - asking questions to improve their understanding of a text - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - identifying how language, structure, and presentation contribute to meaning - organising paragraphs around a theme - in non-narrative material, using simple organisational devices [for example, headings and sub-headings] - 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 - read aloud their own writing, to a group or the whole class, using appropriate

		<p>intonation and controlling the tone and volume so that the meaning is clear</p>
<p>Summer Term 2 Topic: Anglo Saxons - Rotation 1</p> <p>Topic: Extreme Earth - Rotation 2</p>	<ul style="list-style-type: none"> - Narrative Writing - Heroic Epic - Pupils will focus on creating their own Heroic Epic tale influenced by the Anglo Saxon story of Beowulf. - Poetry/Plays - Looking at how people would speak in a film such as Twister and how to communicate heightened emotions such as fear. To examine the use of song as an emotive tool. 	<ul style="list-style-type: none"> - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - using dictionaries to check the meaning of words that they have read - identifying themes and conventions - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action - discussing words and phrases that capture the reader's interest and imagination - recognising some different forms of poetry [for example, free verse, narrative poetry] - asking questions to improve their understanding of a text - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - predicting what might happen from details stated and implied - identifying how language, structure, and presentation contribute to meaning - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures - assessing the effectiveness of their own and others' writing and suggesting improvements - read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Year 5 and 6

<u>Term</u>	<u>Unit of Study</u>	<u>Key Skills Learning</u>
Yearly	- Breath of study: Literacy	-
Autumn Term 1 Topic: Holes - Rotation 1 Topic: Mayans - Rotation 2	- Story Writing - Non-chronological Report - Fact finding - Information Texts	- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - reading books that are structured in different ways and reading for a range of purposes - identifying and discussing themes and conventions in and across a wide range of writing - making comparisons within and across books - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context - asking questions to improve their understanding - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas - identifying how language, structure and presentation contribute to meaning - distinguish between statements of fact and opinion - retrieve, record and present information from non-fiction - explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary - 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 - 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] - 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 - proof-read for spelling and punctuation error

<p>Autumn Term 2 Topic: Egyptians - Rotation 1</p> <p>Topic: Rivers - Rotation 2</p>	<ul style="list-style-type: none"> - Newspaper Article - Poetry 	<ul style="list-style-type: none"> - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - identifying and discussing themes and conventions in and across a wide range of writing - making comparisons within and across books - learning a wider range of poetry by heart - preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience - asking questions to improve their understanding - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - predicting what might happen from details stated and implied - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas - identifying how language, structure and presentation contribute to meaning - discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary - provide reasoned justifications for their views - 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 - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - assessing the effectiveness of their own and others' writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - proof-read for spelling and punctuation errors
<p>Spring Term 1 Topic: Earth Matters - Rotation 1</p>	<ul style="list-style-type: none"> - Poetry 	<ul style="list-style-type: none"> - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - asking questions to improve their understanding - retrieve, record and present information from non-fiction

<p>Topic: Benin - Rotation 2</p>	<ul style="list-style-type: none"> - Instructional Writing 	<ul style="list-style-type: none"> - explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary - provide reasoned justifications for their views - 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 - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - 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] - 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 - proof-read for spelling and punctuation errors
<p>Spring Term 2 Topic: Healthy Living- Rotation 1</p> <p>Topic: Eastern Europe - Rotation 2</p>	<ul style="list-style-type: none"> - Persuasive Texts - Information text - Letter to inform 	<ul style="list-style-type: none"> - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - asking questions to improve their understanding - retrieve, record and present information from non-fiction - explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary - provide reasoned justifications for their views - 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 - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

		<ul style="list-style-type: none"> - 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] - 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 - proof-read for spelling and punctuation errors
<p>Summer Term 1 Topic: WW2- Rotation 1</p> <p>Topic - Iron Age and Stone Age - Rotation 2</p>	<ul style="list-style-type: none"> - Play Script - Diary Entry 	<ul style="list-style-type: none"> - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - reading books that are structured in different ways and reading for a range of purposes - increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions - identifying and discussing themes and conventions in and across a wide range of writing - making comparisons within and across books - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context - asking questions to improve their understanding - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - predicting what might happen from details stated and implied - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas - identifying how language, structure and presentation contribute to meaning - discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary

		<ul style="list-style-type: none"> - provide reasoned justifications for their views. - 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 - 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 - 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 - proof-read for spelling and punctuation errors
<p>Summer Term 2 Topic: Ancient Greece - Rotation 1</p> <p>Topic: Carlisle Past and Present - Rotation 2</p>	<ul style="list-style-type: none"> - Fables - Newspaper Report on a Local Event 	<ul style="list-style-type: none"> - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - reading books that are structured in different ways and reading for a range of purposes - identifying and discussing themes and conventions in and across a wide range of writing - making comparisons within and across books - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context - asking questions to improve their understanding - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas - identifying how language, structure and presentation contribute to meaning - distinguish between statements of fact and opinion - retrieve, record and present information from non-fiction

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| | | <ul style="list-style-type: none">- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary- 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- 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]- 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- proof-read for spelling and punctuation error |
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KS3

<u>Term</u>	<u>Unit of Study</u>	<u>Key Skills Learning</u>
Yearly	Breath of study: English	
<p>Autumn Term 1 BAME Authors and stories -Refugee Boy or The Hate U Give</p>	<ul style="list-style-type: none"> - Non-fiction/transactional writing - Explore the themes and context surrounding the issues faced by young people and authors living in the BAME Community - Write a diary entry/letter as a character <p>Assessment</p> <p>1. How is the theme of relationships portrayed in Refugee Boy? Write a diary entry as Alem in a chosen part of the text, or</p> <p>2. How is the theme of racism / conflict portrayed in The Hate U Give? Write a diary entry as Starr in a chosen section of the book.</p>	<ul style="list-style-type: none"> - AOs AO5, AO6, AO1, AO2, AO3 - Outcomes Make a personal response to a text and provide some textual reference in support Respond to a text by making precise points and providing relevant evidence in support of those points. Build an interpretation of a text, recognising links between ideas, themes or characters and supporting points with precise evidence and explanation.
<p>Autumn Term 2 Transactional writing</p>	<ul style="list-style-type: none"> - Article - Letter - Speech - Review 	<ul style="list-style-type: none"> - AOs AO5, AO6, AO2 - Outcomes

	<ul style="list-style-type: none"> - Diary entry - Leaflet - Advert <p>Assessment To respond to a range of scenarios clearly, effectively and imaginatively.</p>	<p>Draw on the conventions of written forms to plan writing and develop ideas for a specific task. To communicate clearly, effectively and imaginatively. To organise information and ideas accurately. To use a range of vocabulary, punctuation & sentence types effectively. To comment on, and analyse how writers use language using the relevant subject terminology.</p>
<p>Spring Term 1 Poetry- Pop, War, Conflict</p>	<ul style="list-style-type: none"> - Comparison of poems and identifying literary devices. - Descriptive/Imaginative writing. <p>Assessment 1. Compare two poems. How is the theme of ----- portrayed? 2. Write one poem as a narrative/the thoughts of the character in a letter/diary/speech.</p>	<ul style="list-style-type: none"> - AOs AO1, AO2, AO3, AO4, AO5, AO6 - Outcomes Analyse in depth and detail writers' use of literary, rhetorical and grammatical features and their effects. Recognise and comment on how writers' language choices contribute to the overall effect on readers. To communicate clearly, effectively and imaginatively. To organise information and ideas accurately. To use a range of vocabulary, punctuation & sentence types effectively. To comment on, and analyse how writers use language using the relevant subject terminology.
<p>Spring Term 2 Shakespeare - Context</p>	<p>Identifying character emotions and effect of features upon the reader</p> <ul style="list-style-type: none"> - History - The Globe - Types of plays - Key extracts <p>Assessment Description of The Globe</p>	<ul style="list-style-type: none"> - AOs AO1, AO2, AO3, AO4, AO5, AO6 - Outcomes Elicit a range of responses from the reader, having made a judgement about the effectiveness of specific linguistic and literary techniques in particular contexts or for specific tasks. Draw on a repertoire of linguistic and literary techniques, and select those most appropriate for creating specific effects in their own writing.

		Develop in their own writing some of the key linguistic and literary techniques used by writers, and deploy them for deliberate effect on the reader.
Summer Term 1 <i>A Monster Calls</i>	Character and effect upon the reader - Descriptive/Narrative Spoken language and themes within a text Assessment <i>How is the theme of _____ presented in the novel A Monster Calls?</i>	<ul style="list-style-type: none"> - AOs AO1, AO2, AO3, AO4, AO5, AO6 - Outcomes To comment on the writer's use of language. To explore characters' thoughts and feelings. To locate and retrieve evidence. To develop skimming and scanning skills.
Summer Term 2 Thematic (7-8) GCSE preparation (9)	Cross-curricular approach to English, eg. Scott and the Antarctic. Introduction to EFS and GCSE Paper 1 and 2 overviews Non-fiction text and writing focus	<ul style="list-style-type: none"> - AOs AO1, AO2, AO3, AO4, AO5, AO6 - Outcomes Use a text/ theme as stimuli for learning. Understand the requirements of EFS and GCSE. Begin to appreciate different forms of text and purpose. Provide detailed descriptions. Independently comment on non-fiction texts.

POSSIBLE ENRICHMENT OPPORTUNITIES

Autumn 1: KS1 and KS2 - Local Pantomime or performance; KS3 - attend local BAME/Black History Month events in person or online

Autumn 2: KS2 - visit local areas to explore the environment and how it is impacted by the weather and look at rivers

KS3 - visit restaurant/ café for review activity

Spring 1: KS1 - visit to Life Museum in Newcastle

Spring 2: KS2 - Explore the local area, local visitors to come to school;

Summer 1:

Summer 2: KS1 - visit to Lake District Zoo or trip to Chester Zoo or visit by touring zoo

HOW TO SUPPORT YOUR CHILD'S LEARNING

Read to and with your child as often as possible. Discuss the content, characters and themes within the story and encourage prediction and explanation of thoughts as you read. Reading with your child will encourage not only an interest and love of reading, but it will develop language, speaking and listening skills.

WHERE TO GO:

Key Stage 1 - Life Museum in Newcastle; visit landmarks and areas in and around Carlisle and across Cumbria; local zoos

Key Stage 2 - Life Museum in Newcastle; visit landmarks and areas in and around Carlisle and across Cumbria

Key Stage 3 - visit landmarks and areas in and around Carlisle; Grasmere Wordsworth house

WHAT TO READ:

All of the books featured throughout the Curriculum can be bought and read by you at home

ONLINE:

[Free English resources from Twinkl](#)

[Online graphic novels for kids](#)

[Oak National Academy](#)

[Read, Write, Inc \(Phonics\)](#)

[BBC Bitesize](#)

[Wordwall](#) (free login required to access the content)

[Kahoot](#)

