



Whole School English Overview 2023 - 2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>Our class is a family Shannon Olsen Peace at last by Jill Murphy.</p>	<p>Leaf man by Lois Ehlert The Nativity story by Juliet David My mum and dad make me laugh by Nick Sharrot</p>	<p>The three Billy Goats Gruff by Alison Edgson We're Goin on a Bear Hunt by Michael Rosen and Helen Oxenbury Chinese New Year Snowball by Sue Hendra</p>	<p>Jack and the beanstalk. Zog by Julia Donaldson The Easter story</p>	<p>Hungry Caterpillar by Eric Carle The very busy Spider by Eric Carle</p>	<p>What the ladybird heard at the seaside by Julia Donaldson Look what I have found all the seaside by Moria Butterfield What a wonderful world by George David Weiss</p>
	<p>What makes me a ME? David Tazzyman Goldilocks and the three bears</p>	<p>The Nativity story by Juliet David Simon Sock by Nick East Owl Babies by Martin Waddell.</p>	<p>Supertato Sue Hendra & Paul Linnet The Magic Sky by Lucy Richards Chinese New Year Going to the Volcano by Andy Stanton.</p>	<p>Jasper's Beanstalk by Mick Inkpen The Easter stor Life of a chick</p>	<p>Farmyard Hullabaloo by Giles Andreae & David Wojtowycz The Enourmous Turnip by Irene Yates</p>	<p>Masise goes on Holiday by Lucy Cousins Commotion in the ocean by Giles Andreae & David Wojowycz Sharing a shell by Julia Donaldson & Lydia Monks</p>
	<p>LO:</p> <ul style="list-style-type: none"> -I can randomly scribble on the page, sometimes with both hands. -I can begin to balance when sitting. -I can make connections between my actions and marks being made. 	<ul style="list-style-type: none"> -I can control marks on the page. -I can use a range of tools to make marks and show an interest in my own marks and others marks. -Mark making firework tuff tray. Christmas cards/lists. 	<ul style="list-style-type: none"> -I can make connections between my actions and the marks being made -I ascribe meaning to my marks. 	<ul style="list-style-type: none"> -I can distinguish between the different marks I make. -I can tell an adult what my marks mean. -I can draw lines and circles in the air, on the floor or on large sheets of paper. -I can copy shapes, letter and pictures. 	<ul style="list-style-type: none"> -I can identify sounds from my own name in other words. -I can write some or all of my name. 	<ul style="list-style-type: none"> -I can use some of my print and letter knowledge in my early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. -I can write some letters accurately. -I can write al letters of my name.

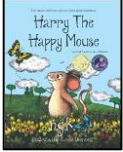


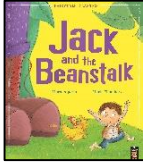
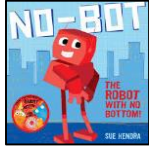
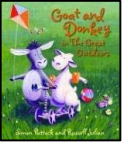

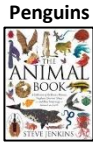


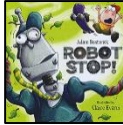



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Reception	Texts	<p>Funnybones – Janet and Allen Ahlburg (Fiction) Boris' Body- Spike Gerrell (Non Fiction) Peepo - Janet and Allen Ahlburg (Fiction)</p> 	<p>The Paper Dolls – Julia Donaldson (Fiction) Dear Father Christmas – Durant (Fiction) The Twelve Days of Christmas (Poetry)</p> 	<p>The Great Explorer – Chris Judge (Fiction) My Big Book of Transport Moira Butterfield & Bryony Clarkson (Non Fiction) My Village: Rhymes from Around the World Danielle Wright & Mique Moriuchi (Poetry)</p> 	<p>Oliver's Vegetables – Alison Bartlett and Vivian French (Fiction) Lifecycles: Tadpole to Frog (Non-Fiction) What the Ladybird Heard – Julia Donaldson (Fiction) Mad About Minibeasts – Giles Andreae (Poetry)</p> 	<p>The Gingerbread Man - Mara Alperin (Fiction) Recipes (Non-Fiction) Twisted Fairy Tales Ross, Stewart; Newman, Samantha; Franklin, Jo (Rhyme)</p> 	<p>Yo Ho Ho A Pirating We'll Go – Kaye Umansky (Fiction) Sharks and Other Sea Creatures (No-Fiction) I Want to be a Pirate (Poetry)</p> 
	LO:	<ul style="list-style-type: none"> -Simple stories that children maybe familiar with -Children can learn repeated refrains throughout the stories to create simple story maps -Good opportunities for writing, <ul style="list-style-type: none"> -Initial sounds -Simple labelling of the body -Writing simple statements I can see a ... 	<ul style="list-style-type: none"> -Simple stories that follow a pattern. Easy for the children to remember beginning middle end. -Opportunities to develop and change story. (Paper Dolls) -Opportunities to introduce rhyme -Children can learn repeated refrains throughout the stories to create simple story maps -Opportunities for ch to experience different styles of writing- Letters/ postcards etc. -Opportunities for writing, <ul style="list-style-type: none"> -No fiction sentences -Labelling -Rhyming pairs and couplets 	<ul style="list-style-type: none"> -Longer stories that children can revisit over a few days. -Opportunities to experience different styles of writing. -Opportunities to develop rhyme and introduce other poetry. -Children to create simple story maps. -Opportunities for ch to experience different styles of writing- Poster. Non fiction texts etc. 	<ul style="list-style-type: none"> -Stories that follow a pattern. Easy for the children to remember beginning middle end. -Opportunities to develop and change story write about own adventures. -Instruction writing -Experience more texts by the same author Julia Donaldson (Paper dolls What the ladybird heard) 	<ul style="list-style-type: none"> -Simple stories that follow a pattern. Stories that the children are familiar with. Easy for the children to remember beginning middle end and write their own stories. -Look at characters in the story and character's view and opinions. Look at the story from other people's perspectives. (Twisted fairy tales) -Opportunities to for writing beginning, middle and end of stories. -Writing recipes and instructions, making ginger bread. -Children can learn repeated refrains throughout the stories to create simple story maps 	<ul style="list-style-type: none"> -Stories with a plot -Look at good and evil characters -Create own stories with a pirate theme





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Year 1	Narrative Main Text	<p><u>Narrative – Story with a familiar setting</u> Harry the Happy Mouse by by N.G.K and Janelle Dimmett</p> 	<p><u>Stories by the Same Author</u> Lost and Found by Oliver Jeffers</p> 	<p><u>Classic Stories</u> The Tale of Peter Rabbit by Beatrix Potter</p> 	<p><u>Traditional Tales</u> Jack and the Beanstalk</p> 	<p><u>Stories with Fantasy Settings</u> NoBot by Sue Hendra</p> 	<p><u>Stories with Familiar Settings</u> Goat and Donkey in the Great Outdoors by Simon Puttock</p> 
	GPS	<p>Use a capital letter for the personal pronoun 'I.' - Use punctuation to demarcate simple sentences - full stops. Finger spaces</p>	<p>Simple sentences with capital letters and full stops. Joining word 'and'</p>	<p>Suffixes to verbs where no change is needed. e.g. pull – pulled Exclamation marks</p>	<p>Adding the prefix 'un' to verbs and adjectives to change the meaning e.g. untie, unkind. Joining words e.g. and, but, or,</p>	<p>Pluralising nouns using '-es', e.g. wish, wishes. Add suffix 'ed' to a root word with no spelling change 'joining words' to link ideas, e.g. and, but, or, so</p>	<p>Joining words to link words and clauses e.g. and, but, because Punctuating with capital letters and full stops</p>
	Outcomes	<p>Innovated story based on a plot pattern.</p>	<p>Narrative based on model text with innovation of character/s and setting.</p>	<p>Narrative based on model text with innovation of character(s) and setting.</p>	<p>An innovated story, based on model text, to entertain children.</p>	<p>A fantasy story featuring their own robot model as the central character.</p>	<p>Narrative based on model text with innovation of character(s) and a familiar setting based on a text read.</p>
	Non-fiction	<p>An information poster focused on an animal- Mouse</p> 	<p>Non-chronological report</p> 	<p>Instructions : Cress Heads</p> 	<p>Recount: An Easter Egg Hunt.</p> 	<p>Recount</p> 	<p>Information Booklet</p> 
	GPS	<p>Identify and use question marks.</p>	<p>Joining word and to link words and clauses. Use of full stops, capital letters and question marks.</p>	<p>Punctuate simple sentences with capital letters and full stops.</p>	<p>Capital letter for the personal pronoun 'I'. Capital letters for people and places.</p>	<p>'Time joining words' to help sequence the events chronologically. Capital letter for the personal pronoun I.</p>	<p>joining words to link ideas and clauses e.g. and, but, or, because</p>
	Outcomes	<p>An information poster focused on an animal</p>	<p>Non-chronological report</p>	<p>A simple set of instructions.</p>	<p>A recount of an event.</p>	<p>A first person recount about making a model robot.</p>	<p>Write an information booklet linked to a selected focus.</p>




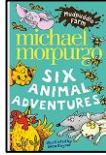
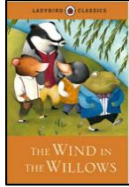
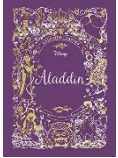
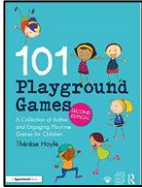
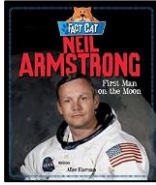
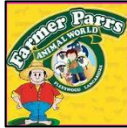
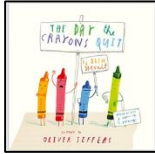
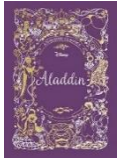


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Poetry	Poetry, Songs and Rhymes				Poems to learn by heart. 	Traditional Rhymes 	
	GPS	Segment VC and CVC words using Phase 2 and Phase 3 graphemes. Identify rhyming words				Question marks and exclamation marks. Read words with contractions.	Capital letters for names of people and places.
	Outcomes	<i>Oral presentation of a poem. Innovated poem based on a structure.</i>				Learn a poem by heart for performance.	A simple rhyme based on a traditional playground rhyme



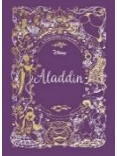


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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Year 2	Narrative <u>Main Text & writing</u> 	Traditional Tales with a Twist The three little wolves and the Big Bad Pig 	Stories by the same author The Man on the Moon/A right royal disaster 	Stories with familiar Settings: Mudpuddle Farm 	Animal adventure Stories The Wind in the Willows 	Aladdin- Push pack 	
	GPS <i>Joining words to link words: and but or,</i>	<i>Joining words and, but, so and or. Past Tense verbs</i>	<i>Subordination for time using when, before and after Apostrophes for contracted forms</i>	<i>Adjectives Suffixes -ful or -less</i>	<i>Subordinating conjunction 'that' Adverbs</i>	<i>Revisit of all GPS skills taught across Year 2.</i>	
	Outcomes	<i>Innovated Narrative</i>	<i>Innovated Traditional tale with a twist</i>	<i>Innovated Narrative based on a model.</i>	<i>Innovated narrative with a farm setting</i>	<i>Animal adventure story/additional chapter.</i>	<i>A range of outcomes</i>
	Non-fiction	Information page based on a chosen animal	Instructions: To write a set of instructions for a new playground game. 	Non-Chronological Reports: Neil Armstrong 	Persuasive Writing: Persuasive leaflet/Local attraction 	Recount: Letters The day the crayons quit. 	Aladdin- Push Pack A range of non-fiction 
	GPS	Identify and use question marks and exclamation marks. - Secure the use of full stops, capital letters, exclamation marks and question marks.	Suffix 'ly' to turn adjectives into adverbs e.g. slowly, gently, carefully Commas in a list.	Subordination for reason using because and if <i>Past and present tense</i>	<i>Progressive form of verbs in the present tense Suffixes -er and -est</i>	<i>Apostrophes for contracted form apostrophes for singular Possession in nouns</i>	<i>Revisit of all GPS skills taught across Year 2.</i>
	Outcomes	<i>Wolf poster Information page.</i>	<i>A set of instructions for a new playground game</i>	<i>Non-Chronological report</i>	<i>Persuasive leaflet/poster</i>	<i>Letter return in role as characters.</i>	<i>A range of outcomes</i>

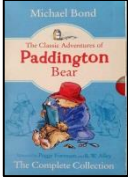
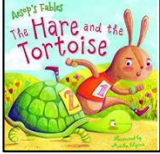




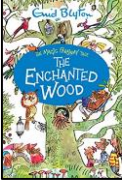


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	Poetry		<p>Classic Poetry 'Twas the night before Christmas</p> 		<p>Write to entertain - Poetry (Riddles)</p> 		<p>Aladdin Push Pack Poems with a structure</p> 
	GPS		<p>Noun Phrases Adjectives</p>		<p>Noun Phrases Subordination for time Adjectives</p>		
	Outcomes		<p>Own poem based on a classic poem.</p>		<p>Riddles based on animals.</p>		<p>Own poem based on a structure</p>



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		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Narrative <u>Main Text</u>	The Classic Adventures of Paddington by Michael Bond 	Fables Aesops Fables Hare and the Tortoise. 	Film and Play scripts: Dum Spiro/What the Romans did for us.  	Novel as a theme: <i>The Iron Man</i> by Ted Hughes 	Story as a theme Stig of the dump by Clive King 	Adventure Stories The Enchanted Wood 
	GPS	<i>Subordination for time</i> <i>Complex sentences using a range of conjunctions</i> <i>Commas to separate clauses</i>	<i>Use the determiner a or an adverbs</i>	<i>Explore and identify main and subordinate clauses in complex sentences. Adverbs for time</i>	<i>Effective use of adverbs.</i> <i>Conjunctions to create complex sentences.</i> <i>Commas to demarcate complex sentences.</i> <i>Paragraphs</i>	<i>Prepositions within sentences</i> <i>Inverted commas for dialogue</i>	<i>Complex sentences with main and subordinate clauses</i> <i>Inverted commas for dialogue</i> <i>Paragraphs</i>
	Outcomes	<i>Narrative based on a model text with innovated plot structure.</i>	<i>Fable based on a structure.</i>	<i>Play script based on a text read or film.</i>	<i>Story based on a plot structure from the focus text.</i>	<i>Narrative based on text read.</i>	<i>A fantasy story</i>
	Non-fiction	Information Leaflet Focus Texts: A Range of nonfiction texts about London	Writing to persuade – persuasive letters	Non Chronological Report Leaflet – Romans	Recount: Diaries	Discussion Text presenting different points of view.	Explanation text
	GPS	<i>Different Sentence forms</i> <i>Main and Subordinate clauses</i> <i>Complex sentences using a range of conjunctions</i>	<i>Present Perfect</i> <i>Complex sentences with a range of conjunctions</i>	<i>Conjunctions when, before, after, since, until, as</i>	<i>determiners a/an.</i>	<i>Sentences with conjunctions e.g. because, if, although. -</i> <i>Commas to demarcate sentences where the subordinate clause appears first.</i> <i>Paragraphs</i>	<i>Conjunctions for cause and effect e.g. if, so, although, because -</i> <i>Adverbs and adverbials for time e.g. first of all; following this; later on; before the ...; after; while the ...; as the...; since... -</i> <i>Prepositions e.g. above, below, beneath –</i> <i>Perfect form of verbs e.g. have/had</i>


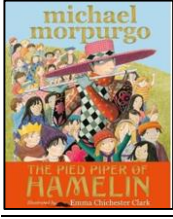
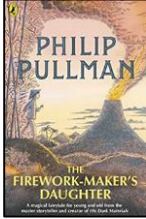
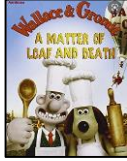

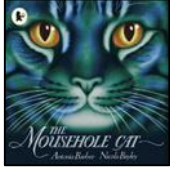



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Outcomes	Non-fiction – a newcomer’s information leaflet/guide to London (or to your local area)	Persuasive letter.	Non-chronological report	Diary entries which include those written: - from own experience; - in role as a character	Discussion presenting different points of view.	An explanation linked with the theme.
Poetry		Poems with a structure: Shape Poems WAGOLL Snake Glides	Poems on a theme: Romans			Classic Poetry WAGOLL: The spider and the fly
GPS		Identify and discuss words and phrases e.g. specific nouns, adjectives, similes.	Explore and collect word families			Define the terms prefix, suffix, root and root words.
Outcomes		Poem/s with a structure e.g. shape, calligrams	Poem learned by heart for performance; create a poem linked to theme with a structure.			Performance of a poem. Written responses to poetry



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		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	Narrative Main Text & writing outcomes	Adventure Story: The Loch Ness Monster 	Fairy Tales: The Pied Piper 	Fantasy: The Firework-Maker's Daughter 	Stories with Issues and Dilemmas A Matter of loaf and Death 	Novel as a theme Secrets of the Sun King by Emma Carroll 	Stories with a Theme The Mousehole Cat by Antonia Barber 
	GPS	<i>Complex sentences using a range of conjunctions</i> <i>Commas to separate clauses in complex sentences where the subordinate clause appears first.</i> <i>Inverted commas to punctuate direct speech</i>	Appropriate use of fronted adverbials for 'where' Inverted commas to punctuate speech.	Specific nouns/noun phrases. Fronted adverbials for when. Speech using inverted commas and other punctuation	<i>Complex sentences with adverb starters</i> <i>Paragraphs with adverb starters to link events</i> <i>Dialogue using inverted commas and other punctuation, including Standard and non-Standard</i>	<i>Complex sentences with adverb starters. –</i> <i>Fonted adverbials for 'when' and 'where'.</i> <i>Apostrophes for singular and plural possession</i>	<i>Noun phrases within sentences.</i> <i>Complex sentences using adverb starters.</i> <i>Commas to mark clauses in complex sentences.</i> <i>Fronted adverbials for 'where'</i>
	Outcomes	<i>Story based on a plot pattern linked to the Loch Ness Monster theme</i>	Innovated narrative based on a model.	Innovated narrative based on a model.	<i>Story based on a plot structure from a text read or film viewed.</i>	<i>Story based on a plot structure from a focus text.</i>	<i>Narrative based on text read</i>
	Non-fiction	The Loch Ness Monster: Information Text 	Recount: Newspapers: Pied Piper	Explanations	Persuasive Advert	Biography	Debate/Discussion Text
	GPS	<i>Complex sentences using a range of conjunctions</i> <i>Commas to demarcate clauses in sentences</i> <i>Standard English verb inflections for writing</i>	<i>Identifying, selecting and effectively using pronouns.</i>	<i>Sentences with subordinating conjunctions to show time and cause and effect</i> <i>Commas to demarcate clauses</i> <i>Appropriate technical vocabulary</i> <i>Sequenced steps</i>	<i>Suffixes to understand meanings, e.g. -tion, -sion</i> <i>Appropriate use of pronouns.</i> <i>Noun phrases and expanded noun phrases</i>	<i>Conjunctions</i> <i>Pronouns</i> <i>Determiners</i>	<i>Standard English verb inflections.</i> <i>Commas in complex sentences.</i> <i>Paragraphs with key points and supporting evidence</i>

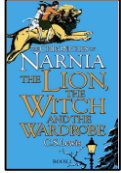
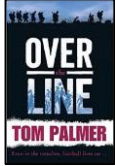
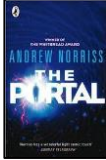

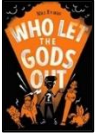


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	Outcomes	<i>Information text: article for a children's magazine/ Information text: infographic for a children's magazine</i>	<i>Newspaper report</i>	<i>Oral explanation of a process. Written explanation of a process.</i>	<i>Persuasive advert</i>	<i>Biography of Tutankhamun</i>	<i>Formal debate. Discussion text</i>
	Poetry		Classic Poetry <i>WAGOLL Pied Piper</i>			Poems with a structure: Riddles WAGOLL: Water dance by Thomas Locker	Poems on a theme WAGOLL My Mother Saw a Dancing Bear by Charles Causley
	GPS		<i>Exploring, identifying, collecting and using noun phrases.</i>			Verbs Synonyms Alliteration	Determiners Apostrophes for singular and plural possession
	Outcomes		<i>Learn a poem by heart for performance</i>			<i>Poem with a structure linked to a theme</i>	<i>Performance of a poem. Responses to a poem linked to the theme</i>



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Year 5	Narrative Main Text & writing outcomes 	Historical Narrative Over the Line by Tom Palmer 	Science Fiction: Time Spinner 	Novel as a theme: Hugo Cabernet 	Stories from other cultures – Journey to the River Sea 	Greek Myths – Who let the Gods out by Maz Evans 	
	GPS	Fronted adverbials for when. Fronted adverbials for where. Complex sentences using ing opening clauses Simile Starters	<i>Complex sentences by using relative clauses with relative pronouns using who, which and where. Create, write and punctuate complex sentences with an -ing opener. Blending action, dialogue and description within a paragraph.</i>	Adverbials for place and time Characters presented through blended action and description - expanded noun phrases	<i>Blend action and description within a paragraph. - complex sentences with relative clauses using pronouns 'who', and 'where' and demarcate with commas</i>	Use of dashes for parenthesis - blending action, dialogue and description across paragraphs - complex sentences with -ed and -ing sentence openers. Suffixes to understand meanings e.g., -ible, -able, -ibly, -ably	Complex sentences with simile starters. - a blend of action, dialogue and description. - devices to build cohesion
	Outcomes	<i>Narrative based on a model text with an innovated plot structure</i>	<i>New chapter or scene linked to novel/story with historical setting.</i>	<i>A science fiction story to entertain an identified audience.</i>	<i>A short story or chapter for a novel about an invention. A range of writing outcomes linked to the novel, e.g. explanation, summary, prediction.</i>	A story set in the rainforest.	A myth to amaze or intrigue an audience.
	Non-fiction	Non Chronological Report – The Lion the witch and the wardrobe.	Writing to persuade – Adverts /WW1 Propaganda	Information Booklets	Magazine: Information Text Hybrid	Debate	Non Chronological report
	GPS	<i>Expanded Noun Phrases Paragraphs</i>	<i>Modal verbs Relative pronouns who, which and where.</i>	<i>Commas and bracket for parenthesis - an awareness of purpose and audience.</i>	<i>Commas, brackets and dashes to indicate parenthesis pronouns 'which', and 'whose' and demarcate with commas</i>	Suffixes to understand meanings e.g. -ant, -ance, -ancy, -ent, -ence, -ency Modal verbs Relative clauses with relative pronouns. Devices to build cohesion, e.g. firstly, furthermore, as a consequence	<i>Complex sentences with -ed opening clauses. - complex sentences with -ing opening clauses - complex sentences where the relative pronoun is omitted.</i>
	Outcomes	<i>Non-Chronological report based upon mythical creatures in literature</i>	Persuasive Film/TV broadcast	An information booklet which includes more than one non-fiction text type, e.g. non-chronological report, instructions and explanation	<i>A magazine which includes a range of text types</i>	A persuasive speech. A debate.	<i>A non-chronological report about an aspect of the Olympics.</i>

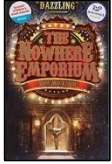



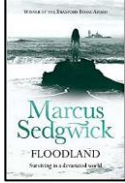



Whole School English Overview 2023 - 2024

	Poetry		Classic Narrative Poetry WAGOLL In Flanders's Field by John McCrae		Poems with a structure – WAGOLL Limericks by Edward Lear		Poems with figurative language WAGOLL- A poem to be spoken quietly by Pie Corbet
	GPS		Similes Creating imagery		Similes and Metaphors Synonyms		Metaphor, simile and personification
	Outcomes		<i>An oral performance of a poem. A new poem, or verse for a poem, based on a model.</i>		<i>A new poem drawing on the structure(s) of those studied</i>		<i>A performance of poems learned by heart during the reading phase. Interesting and engaging poem(s) which use figurative language. A performance of the new poem(s)</i>



Whole School English Overview 2023 - 2024

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	Narrative <u>Main Text & writing outcomes</u>	The Nowhere Emporium by Ross Mackenzie 	Goodnight Mr Tom by Michelle Magorian 	Older Literature: Macbeth A Modern Retelling 	Crime: Skulduggery Pleasant 	Novel on a theme Floodland By Marcus Sedgwick 	Wonder by R.J. Palacio (Push Pack) 
	GPS	<i>ing opening clause</i> <i>Simile starters</i> <i>Relative clauses with relative pronouns who, which and that</i> <i>Manipulate a range of sentences for effect.</i>	<i>Ellipsis</i> <i>Semi colons to link clauses</i> <i>Subject and object</i>	<i>Synonyms and Antonyms</i> <i>Manipulation of sentences for effect. - lines or phrases from the original text.</i> <i>Adverbials to link ideas</i>	Active and Passive Voice Devices to build cohesion between paragraphs. - Characters presented through action, dialogue and description	<i>Subjunctive form</i> <i>Expanded noun phrases</i> <i>Use colons, semi-colons and dashes to link independent clauses</i>	<i>Blend action, dialogue and description within sentences</i> <i>Ellipsis to link paragraphs</i> <i>Rhetorical questions</i>
	Outcomes	<i>Narrative based on a model text with an innovated plot structure</i>	<i>Innovated narrative.</i>	<i>A focus on several extended writing opportunities, with a range of purposes and audiences, in response to key events in the text and/or a retelling of older literature drawing on what they have read as models for their own writing e.g. use of literary language.</i>	<i>A detective story to entertain and intrigue children in another class.</i>	<i>A survival/adventure story.</i>	<i>A range of outcomes to choose from, including: biography, poetry, diary entries and narratives from different characters' perspectives.</i>
	Non-fiction	Magazine page	Biography - WW2 leader	Information Text Hybrid	Explanations- Solving a crime	SATS Revision	Biography
	GPS	<i>Synonyms</i> <i>Cohesive devices between paragraphs</i> <i>Complex sentence with a relative clause using the pronoun which and/or whose.</i>	<i>Subjunctive form</i> <i>Hyphens</i> <i>Question tags</i>	<i>Colons to introduce lists. - correct punctuation of bullet points. - features of the chosen text types within the booklet</i>	<i>Passive voice</i> <i>Devices to build cohesion between paragraphs</i>	<i>Recap of key grammar skills</i>	<i>Active and passive voice</i> <i>Brackets to indicate parenthesis;</i> <i>Dashes</i>



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	Outcomes	A magazine page focusing on magic or the circus		<i>An information text containing a mixture of non-fiction text types and forms, e.g. a booklet/magazine containing a non-chronological report, discursive argument and biography (recount) based on a famous person such as Shakespeare, or a speech containing elements of persuasion, recount and report</i>	<i>An explanation linked to the theme e.g. how evidence assists in solving a crime and/or An explanation linked to learning experiences in another subject</i>		<i>A range of outcomes to choose from, including: biography, poetry, diary entries and narratives from different characters' perspectives.</i>
	Poetry		WW2 Poetry WAGOLL- Behind the lines	Poems with Imagery WAGOLL- Winter Morning			Poetry – Poetry as lyrics WAGOLL- Ugly
	GPS		Imagery through word choices Emotive language	<i>Create language effects: Similes and metaphors Select language for effect Imagery through word choices</i>			<i>figurative language: similes, metaphors Synonyms and Antonyms</i>
	Outcomes		Poem on a theme	<i>Interesting and engaging poem(s) which use powerful imagery</i>			<i>Own version of a poem.</i>