



English Long Term Plan

English is how we communicate through reading and writing; it underpins the whole curriculum.



Vision

At Oatlands Junior School, the English Curriculum aims to deliver broad, balanced and diverse learning experiences to all children, where they have -opportunities to develop culturally, emotionally, intellectually, socially and spiritually. An English Curriculum that:

- develops fluent and critical: speakers, listeners, readers and writers.
- empowers children to communicate their deepened learning and mastery of skills across the curriculum.
- drives the core understanding that writing is both essential to thinking, learning and communicating as well as enjoyable in its own right.
- creates a love of reading in pupils to promote lifelong learning and enjoyment in a range of texts / media.

OJS Curriculum Threads

Our curriculum vision is based upon our knowledge of our pupils and community. Our three curriculum threads are:

- Promote Equality and Diversity
- Provoke Curiosity
- Embed Safe Behaviours



These threads are woven through each subject, alongside individual subject pedagogy, to ensure our learners benefit from a purposeful curriculum.

National Curriculum Aims

The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Planning and Resources

At OJS, we follow the National Curriculum as a foundation for our English planning. We then bespoke our planning by using The Write Stuff and Read Write Inc Spelling support documentations. English is taught daily. Our close links with Oatlands Infants School and our local secondary schools ensure that our English curriculum is both fluid and progressive.

Wider Offer

In English, our wider offer within the school day is: daily class story time, independent reading time, regular visits to the school library, half termly class reading swaps, and also experience days such as poet or author visits, the annual book fair and trips to the theatre. We celebrate English through weekly Achievement Awards, Scarth's Celebrations, Oatlands Points, as well as celebrating national events such as National Poetry Day and World Book Day.

Pupil Voice Groups

Through the Reading Ambassadors pupil voice group, School Council and our House Captains, we gather pupil feedback about the English when monitoring and evaluating our English curriculum offer.

Links to other documents:

- Curriculum Handbook
- OJS Passport
- Teaching and Learning Policy
- Assessment and Reporting policy
- Key Knowledge Progression
- English Guidance
- Marking and feedback policy
- Handwriting and presentation guidance
- Reading for Pleasure at OJS
- Vocabulary for English

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Lower KS2 – Year 3 and 4 Key Learning Objectives

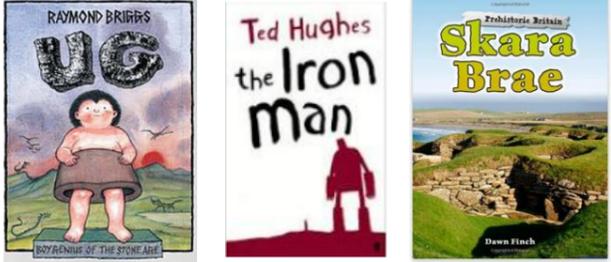
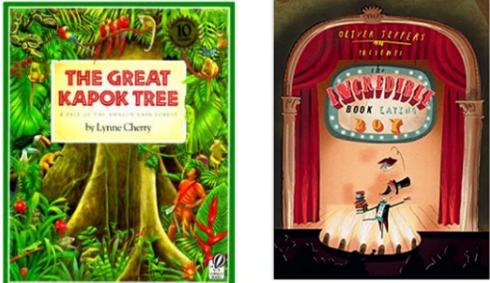
Reading	Writing
<p><i>Pupils should be taught to:</i></p> <p>Word Reading</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<p><i>Pupils should be taught to:</i></p> <p>Transcription</p> <ul style="list-style-type: none"> • use further prefixes and suffixes and understand how to add them (appendix 1) • spell further homophones • spell words that are often misspelt (appendix 1) • place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • use the first 2 or 3 letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, including words and punctuation taught so far
<p>Comprehension</p> <ul style="list-style-type: none"> • develop positive attitudes to reading, and an understanding of what they read, by: • 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 • 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] • understand what they read, in books they can read independently, by: • 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 1 paragraph and summarising these • identifying how language, structure, and presentation contribute to meaning • retrieve and record information from non-fiction • participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say 	<p>Handwriting</p> <ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] <p>Composition</p> <ul style="list-style-type: none"> • plan their writing by: • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas • draft and write by: • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2 • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] • evaluate and edit by: • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proofread for spelling and punctuation errors • read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear <p>Vocabulary, grammar and punctuation</p> <p>develop their understanding of the concepts set out in English appendix 2 by:</p> <ul style="list-style-type: none"> • extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although • using the present perfect form of verbs in contrast to the past tense • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause • using fronted adverbials • learning the grammar for years 3 and 4 <p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> • using commas after fronted adverbials • indicating possession by using the possessive apostrophe with plural nouns • using and punctuating direct speech <p>use and understand the grammatical terminology in English appendix 2 accurately and appropriately when discussing their writing and reading.</p>

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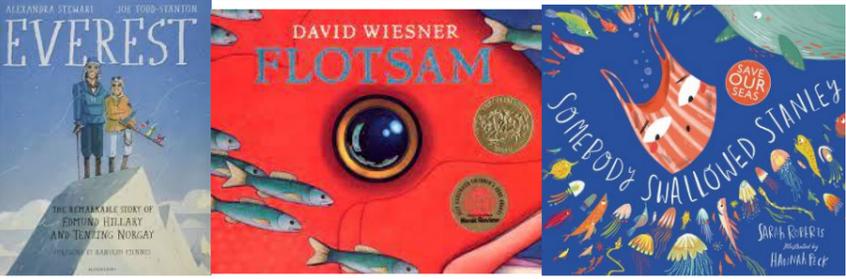
Upper KS2 – Year 5 and 6 Key Learning Objectives

Reading	Writing
<p><i>Pupils should be taught to:</i></p>	<p><i>Pupils should be taught to:</i></p>
<p>Word Reading</p> <ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet 	<p>Transcription</p> <ul style="list-style-type: none"> use further prefixes and suffixes and understand the guidance for adding them spell some words with 'silent' letters [for example, knight, psalm, solemn] continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English appendix 1 use dictionaries to check the spelling and meaning of words use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus
<p>Comprehension</p> <p>maintain positive attitudes to reading and an understanding of what they read by:</p> <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 recommending books that they have read to their peers, giving reasons for their choices 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 <p>understand what they read by:</p> <ul style="list-style-type: none"> 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 1 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 distinguish between statements of fact and opinion retrieve, record and present information from non-fiction participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously 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 	<p>Handwriting</p> <p>write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task
	<p>Composition</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>draft and write by:</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action precising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>
	<p>Vocabulary, grammar and punctuation</p> <p>develop their understanding of the concepts set out in English appendix 2 by:</p> <ul style="list-style-type: none"> recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun <p>learning the grammar for years 5 and 6 in English appendix 2</p> <p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> using commas to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis using semicolons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistently <p>use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading</p>

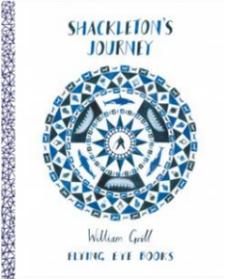
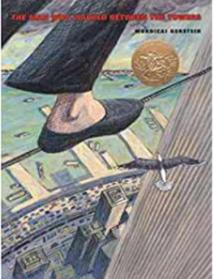
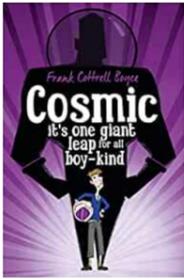
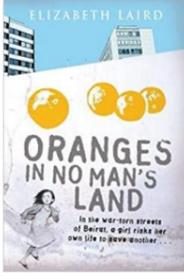
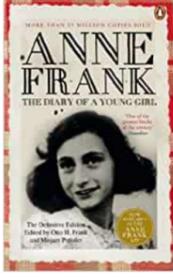
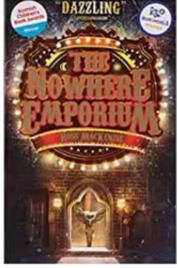
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Year 3	Autumn	Spring	Summer
			
	<p>Writing Outcomes</p> <p>Comic Story (writing to entertain) Own TWS unit – Ug: Boy Genius of the Stone Age – Raymond Briggs</p> <p>Story opening (writing to entertain) The Write Stuff Unit – The Iron Man</p> <p>Holiday brochure (writing to persuade) The Write Stuff Unit – Skara Brae</p> <p>Reading</p> <p>Ug: Boy Genius of the Stone Age – Raymond Briggs The Iron Man – Ted Hughes Skara Brae – Dawn Finch</p> <p>Key comprehension skills – inference and deduction, summarising, explaining, vocabulary, predicting, retrieval</p> <p>Creative writing journal</p> <p>Story inspired by a short film (Literacy Shed +) The Sleeping Giant – Pobble 365.</p> <p>Wider Offer: National Poetry Day Anti-Bullying Week Remembrance</p> <p>Golden Threads: Promote Equality and Diversity – treating people fairly & not being judgemental about appearances.  Provoke Curiosity – long time ago, real-life links to the past.  Embed Safe Behaviours – explain anachronisms (not literal), emphasising safe behaviours (e.g. Iron Man jumps off a cliff) </p> <p>British Values: Respect and Tolerance, Democracy – The Iron Man, Skara Brae, Ug the Stone Age Boy</p>	<p>Writing Outcomes</p> <p>Dilemma Story (writing to entertain) Own TWS unit - The Great Kapok Tree – Lynne Cherry</p> <p>Humorous story (writing to entertain) The Write Stuff Unit – The Incredible Book Eating Boy – Oliver Jeffers</p> <p>Reading</p> <p>The Great Kapok Tree – Lynne Cherry The Incredible Book Eating Boy – Oliver Jeffers</p> <p>Key comprehension skills – inference and deduction, summarising, explaining, vocabulary, predicting, retrieval</p> <p>Creative writing journal</p> <p>My hopes for the year The House in the Rainforest – Pobble 365</p> <p>Wider Offer: World Book Day Flamingo Land visit</p> <p>Golden Threads: Promote Equality and Diversity – tribes, deforestation, threat of extinction of animals  Provoke Curiosity – exploring a vulnerable environment and animals which live there  Embed Safe Behaviours – healthy eating </p> <p>British Values: Respect and Tolerance, Individual Liberty – The Great Kapok Tree, The Incredible Book Eating Boy</p>	<p>Writing Outcomes</p> <p>Myth (writing to entertain) Own TWS unit – Marcy & the Riddle of the Sphinx – Joe Tod-Stanton</p> <p>Non-chronological report (writing to inform) The Write Stuff Unit – An Anthology of Intriguing Animals by Ben Hoare</p> <p>Reading</p> <p>Marcy & the Riddle of the Sphinx – Joe Tod-Stanton An Anthology of Intriguing Animals – Ben Hoare</p> <p>Key comprehension skills – inference and deduction, summarising, explaining, vocabulary, predicting, retrieval</p> <p>Creative writing journal</p> <p>Story inspired by Pobble image – The Garden of Life Story inspired by a short film (Literacy Shed +)</p> <p>Wider Offer: Countryside Day Summer Fair</p> <p>Golden Threads: Promote Equality and Diversity – different culture & time, explorer is a girl.  Provoke Curiosity – Myths & legends, riddles.  Embed Safe Behaviours – travelling alone, visiting other countries, interacting with strangers. </p> <p>British Values: Respect and Tolerance, Individual Liberty - Animals</p>

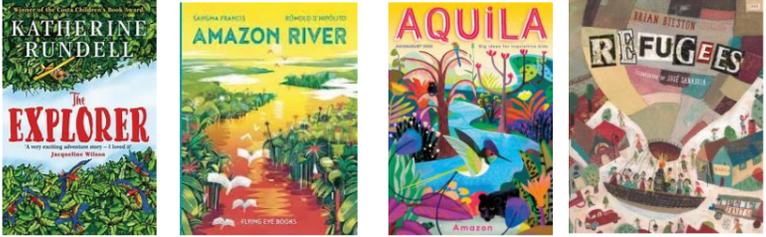
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Year 4	Autumn	Spring	Summer
			
	<p>Writing Outcomes</p> <p>Character Description (writing to entertain) Own TWS unit – Demon Dentist</p> <p>Newspaper Report (writing to entertain/writing to inform) Own TWS unit – Demon Dentist</p> <p>Retell a myth (writing to entertain) TWS Unit – Theseus and the Minotaur</p>	<p>Writing Outcomes</p> <p>Narrative (writing to entertain) TWS Unit – Charlie and the Chocolate Factory</p> <p>Holiday Brochure (writing to persuade/writing inform) TWS Unit – Holiday Brochure</p>	<p>Writing Outcomes</p> <p>Biography Edmund Hillary/Tenzing Norgay (writing to inform) Own TWS unit – Everest</p> <p>River Poem (writing to entertain) Own TWS unit – The River</p> <p>Setting/Character Descriptions (writing to entertain) Own TWS unit – Flotsam</p>
	<p>Reading</p> <p>Demon Dentist – David Walliams Theseus and Minotaur – Hugh Lupton Myth and Legends – Marcia Williams (two myths) The Minotaur (poem) – Rachel Nicholas</p> <p>Key comprehension skills – inference and deduction, summarising, explaining, vocabulary, predicting, retrieval</p>	<p>Reading</p> <p>Charlie & the Chocolate Factory – Roald Dahl Escape from Pompeii – Christina Ballit Queen of Darkness – Tony Bradman Holiday Brochure (Sicily) – unknown author</p> <p>Key comprehension skills – inference and deduction, summarising, explaining, vocabulary, predicting, retrieval</p>	<p>Reading</p> <p>Everest – Alexandra Stewart and Joe Todd Stanton River – Hanako Clulow Flotsam – David Wiesner Somebody Swallowed Stanley – Sarah Roberts Information Texts – various authors</p> <p>Key comprehension skills – inference and deduction, summarising, explaining, vocabulary, predicting, retrieval</p>
	<p>Creative writing journal</p> <p>Story inspired by a short film (Literacy Shed +) Character description of the Minotaur (writing to entertain)</p>	<p>Creative writing journal</p> <p>Dearne Valley Diary Story inspired by a short film (Literacy Shed +)</p>	<p>Creative writing journal</p> <p>Biography about Rebecca Stephens (first woman to ascend Everest) – writing to inform Diary Entry of a Turtle (from turtle video) – writing to persuade/entertain</p>
	<p>Wider Offer:</p> <p>National Poetry Day Anti-Bullying Week Remembrance</p>	<p>Wider Offer:</p> <p>Enterprise week Summer Fair Y4 Residential</p>	<p>Wider Offer:</p> <p>World Book Day Author / poet visit</p>
	<p>Golden Threads:</p> <p>Promote Equality and Diversity different families </p> <p>Provoke Curiosity Myths and legends </p> <p>Embed Safe Behaviours Dental health </p>	<p>Golden Threads:</p> <p>Promote Equality and Diversity Boudicca </p> <p>Provoke Curiosity Y4 Residential, holiday brochure, Pompeii/ Vesuvius history </p> <p>Embed Safe Behaviours Y4 Residential </p>	<p>Golden Threads:</p> <p>Promote Equality and Diversity Female explorer (Rebecca Stephens) </p> <p>Provoke Curiosity Everest explorer, pollution within the ocean </p> <p>Embed Safe Behaviours Survival guide, recycling </p>
	<p>British Values:</p> <p>Democracy – Theseus and the Minotaur Individual liberty – The Minotaur, Demon Dentist</p>	<p>British Values:</p> <p>Respect and Tolerance, Democracy, Individual Liberty – Queen of Darkness</p>	<p>British Values:</p> <p>Respect and Tolerance, Individual Liberty – Everest</p>

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Year 5	Autumn	Spring	Summer
	<p>The Malffeasance It was a dark, dark, dreadful night And white millions were abed The Malffeasance bestirred itself And raised its ugly head. The leaves dropped quietly in the night, In the sky Orion shone; The Malffeasance bestirred itself Then crawled around till dawn. Taller than a chimney stack, More massive than a church, It slithered to the city With a purpose and lurch. Squelch, squelch, the scaly feet Flapped along the roads; Nothing like it had been seen Since the recent fall of the toads. Bullets bounced off the beast, Aircraft made it grin, Its open mouth made an eerie sound Uglier than sin.</p>  	 	  
	<p>Writing Outcomes</p> <p>Diary Entry of Antarctic Explorer (Writing to inform) <i>Our own TWS unit – Shackleton's Journey</i></p> <p>Poem based on exploring climate change through a metaphor – TWS (Writing to entertain and inform) <i>TWS Unit – The Malffeasance</i></p> <p>Newspaper Report - (Writing to inform, discuss and entertain) <i>Our own TWS unit – The Man Who Walked Between the Towers</i></p>	<p>Writing Outcomes</p> <p>Adventure Story (Writing to entertain) <i>TWS unit – Cosmic</i></p> <p>Additional paragraph (Writing to entertain and inform)</p> <p>Diary Entry (Writing to entertain, discuss and inform) <i>Our own TWS unit – OIMML and Azzi in Between</i></p>	<p>Writing Outcomes</p> <p>A letter from Otto/Edith Frank to Neville Chamberlain imploring Britain to take action against Germany (against appeasement) (Writing to persuade, discuss and inform) <i>Our own TWS unit – Diary of Anne Frank</i></p> <p>Narrative story about finding the door to The Nowhere Emporium (Writing to entertain) <i>TWS Unit – The Nowhere Emporium</i></p> <p>Description of the machine (Writing to inform and entertain)</p> <p>Letter from father to son (Writing to discuss and persuade) <i>Our own TWS unit – The Alchemist's Letter</i></p>
	<p>Reading</p> <p>Shackleton's Journey – William Gill The Malffeasance – Alan Bold The Man Who Walked between the Towers</p> <p>Key comprehension skills – inference and deduction, explaining, vocab</p>	<p>Reading</p> <p>Cosmic – Frank Cottrell-Boyce Oranges in No Man's Land – Elizabeth Laird</p> <p>Key comprehension skills – inference and deduction, summarising, explaining, vocabulary, predicting, retrieval</p>	<p>Reading</p> <p>Diary of Anne Frank</p> <p>Key comprehension skills – inference and deduction, summarising, explaining, vocabulary, retrieval</p>
	<p>Creative writing journal</p> <p>Story inspired by a short film (Literacy Shed +) Buster The Boxer – John Lewis Ad</p>	<p>Creative writing journal</p> <p>Island (Pobble Stimulus)</p>	<p>Creative writing journal</p> <p>Otto Frank revisiting annex – Picture stimulus Story inspired by a short film (Literacy Shed +)</p>
	<p>Wider Offer:</p> <p>National Poetry Day Anti-Bullying Week Remembrance</p>	<p>Wider Offer:</p> <p>World Book Day Author / poet visit Scholastic Book Fair</p>	<p>Wider Offer:</p> <p>Enterprise week Summer Fair</p>
	<p>Golden Threads:</p> <p>Provoke Curiosity – explore biomes – linked to geography and how climate change affects them </p> <p>Embed Safe Behaviours – understand how we are responsible individually and collectively for changes to the environment  </p>	<p>Golden Threads:</p> <p>Promote Equality and Diversity – links to refugees in Oranges in No Man's Land </p> <p>Provoke Curiosity – links to Science: Earth and Space </p> <p>Embed Safe Behaviours – debating and considering whether Liam is brave or reckless during character analysis </p>	<p>Golden Threads:</p> <p>Promote Equality and Diversity – links to WW2 and refugees </p> <p>Provoke Curiosity – comparison of similarities and differences between historical people and events, and current lifestyles and events </p> <p>Embed Safe Behaviours – understanding the importance of how prejudices can be used to hurt others </p>
	<p>British Values:</p> <p>Rule of Law – The Man who Walks Between the Towers Respect and Tolerance – The Malffeasance</p>	<p>British Values:</p> <p>Respect and Tolerance – Oranges in No Man's Land Rule of Law – Cosmic – Protagonist challenges and breaks rules frequently. Consequences of actions.</p>	<p>British Values:</p> <p>Respect and Tolerance, Democracy, Individual Liberty – Diary of Anne Frank</p>

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Year 6	Autumn	Spring	Summer
			
	<p>Writing Outcomes</p> <p>Survival story (writing to entertain) <i>The Write Stuff Unit – The Explorer</i></p> <p>Non chronological report about an Amazon animal (writing to inform) <i>The Write Stuff Unit – Emperor Penguins</i></p>	<p>Writing Outcomes</p> <p>Ghost story (writing to entertain) <i>Own TWS unit – Dracula’s Whitby</i></p> <p>Poem based on The Lost Words (writing to inform and entertain) <i>The Write Stuff Unit – Moth</i></p> <p>Topical discussion based on Picture News (writing to discuss) <i>The Write Stuff Unit – Is Screen Use Making Children Lazy (Balanced Argument)</i></p>	<p>Writing Outcomes</p> <p>Hero nomination speech (writing to inform and persuade) <i>The Write Stuff Unit – Greta Thunberg Speech</i></p> <p>Performance poetry based on Macbeth (writing to entertain)</p>
	<p>Reading</p> <p>The Explorer – Katherine Rundell I used to live here once – Jean Rhys Mary Kingsley diary Aquila magazine (Amazon issue) Amazon River – Sangma Francis Refugees – Brian Bilston For the Fallen – Robert Lawrence Binyon</p> <p>Key comprehension skills – inference and deduction, summarising, explaining, vocabulary, predicting, retrieval</p>	<p>Reading</p> <p>Uncle Montague’s Tales of Terror – Chris Priestley Dracula – Bram Stoker Room 13 – Robert Swindell The Raven – Edgar Allan Poe The Lost Words – Robert McFarlane and Jackie Morris Moth – Isabel Thomas Picture News</p> <p>Key comprehension skills – inference and deduction, summarising, explaining, vocabulary, predicting, retrieval</p>	<p>Reading</p> <p>We Are All Greta – Valentina Giannella No-one is Too Small to Make a Difference – Greta Thunberg First News Macbeth – William Shakespeare Macbeth – A Shakespeare Story retold by Andrew Matthews Kensuke’s Kingdom – Michael Morpurgo</p> <p>Key comprehension skills – inference and deduction, summarising, explaining, vocabulary, predicting, retrieval</p>
	<p>Creative writing journal</p> <p>Story inspired by a short film (Literacy Shed +) Castle Head diary</p>	<p>Creative writing journal</p> <p>Story inspired by Pobble Image Discussion on ‘If I ruled the World...’</p>	<p>Creative writing journal</p> <p>Letter to persuade headteacher Story inspired by a short film (Literacy Shed +)</p>
	<p>Wider Offer:</p> <p>National Poetry Day Anti-Bullying Week Remembrance Y6 Residential</p>	<p>Wider Offer:</p> <p>World Book Day Author / poet visit</p>	<p>Wider Offer:</p> <p>Enterprise week Summer Fair Y6 Production</p>
	<p>Golden Threads:</p> <p>Promote Equality and Diversity – refugee experience, colonialism in Africa </p> <p>Provoke Curiosity – exploring of distant ecosystems (Amazon, Congo) </p> <p>Embed Safe Behaviours – personal safety and risk assessment at Castle Head. Discussion of risk in The Explorer </p>	<p>Golden Threads:</p> <p>Promote Equality and Diversity – discussion of a current equality / inclusivity issue </p> <p>Provoke Curiosity – ghost stories and imagination, current affairs issues </p>	<p>Golden Threads:</p> <p>Promote Equality and Diversity – neurodiversity </p> <p>Provoke Curiosity – researching iconic figures </p> <p>Embed Safe Behaviours – adapting to climate crisis </p>
	<p>British Values:</p> <p>Democracy – The Explorer, Katherine Rundell Respect and Tolerance – Refugees, Brian Bilston</p>	<p>British Values:</p> <p>Respect and Tolerance – The Moth</p>	<p>British Values:</p> <p>Individual Liberty/Democracy/Respect and Tolerance – Icons speech Rule of Law/ Democracy/ Respect and Tolerance – Greta Thunberg unit</p>

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