

English Whole KS2 – Autumn Term 2018



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Text Focus	<p>Picture prompt: The Greatest Library</p>	<p>Author: Roald Dahl Various texts</p>		<p>Reports NCR about rats</p>	<p>Pestilence Poems</p>	<p>Historical Journals Plague: A cross on the door by Ann Turnbull My story: The Great Plague by Pamela Oldfield</p>	
NC: Reading	<p>LKS2: listen to and discuss a range of fiction identify main ideas. Predict what might happen from details.</p>	<p>Listen to and discuss a wide range of fiction. Identify themes and conventions in a wide range of books. Discuss words and phrases that capture the readers interest and imagination. Identify main ideas drawn from more than one paragraph. Identify how language, structure and presentation contribute to meaning. Participate in discussion about books that are read to them and those that they can read to themselves.</p>		<p>Read a wide range of non-fiction and reference books.</p>	<p>Prepare poems to read aloud and perform, showing understanding through intonation, tone, volume and action. Discuss words and phrases that capture the readers interest and imagination. Recognise some different forms of poetry.</p>	<p>Listen to and discuss a wide range of fiction. Identify themes and conventions in a wide range of books. Discuss words and phrases that capture the readers interest and imagination. Identify main ideas drawn from more than one paragraph. Identify how language, structure and presentation contribute to meaning. Participate in discussion about books that are read to them and those that they can read to themselves.</p>	
	<p>UKS2: continue to discuss a range of fiction. Identify and discuss themes and conventions. Summarise the main points of a story.</p>	<p>Continue to read and discuss an increasingly wide range of fiction. Increase their familiarity with a wide range of books. Recommend books that they have read to their peers, giving reasons for their choices. Identify and discuss themes and conventions in and across a range of writing. Make comparisons within and across books.</p>		<p>Continue to read and discuss an increasingly wide range of non-fiction and reference books or text books.</p>	<p>Continue to read and discuss an increasingly wide range of poems. Learn a wide range of poetry by heart. Prepare poems to read aloud and perform.</p>	<p>Continue to read and discuss an increasingly wide range of fiction. Increase their familiarity with a wide range of books. Recommend books that they have read to their peers, giving reasons for their choices. Identify and discuss themes and conventions in and across a range of writing. Make comparisons within and across books.</p>	

Writing	LKS2: discuss and record ideas before writing. Compose and rehearse sentences orally (including dialogue). Build a varied and rich vocabulary and an increasing range of sentence structures.	Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discuss and record ideas. Organise paragraphs around a theme. In narratives, create settings, characters and plot. Read aloud their own writing. Discuss and record ideas before writing. Compose and rehearse sentences orally (including dialogue). Build a varied and rich vocabulary and an increasing range of sentence structures.	Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discuss and record ideas.	Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discuss and record ideas. Organise paragraphs around a theme. In non-narrative material, use simple organisational devices (e.g. headings and sub-headings).	Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discuss and record ideas. Organise paragraphs around a theme. In narratives, create settings, characters and plot. Read aloud their own writing. Discuss and record ideas before writing. Compose and rehearse sentences orally (including dialogue). Build a varied and rich vocabulary and an increasing range of sentence structures.
	UKS2: select appropriate grammar and vocabulary. In narratives, describe settings, characters and atmosphere. Integrate dialogue. Use paragraphs.	Select appropriate grammar and vocabulary. In narratives, describe settings, characters and atmosphere. Integrate dialogue. Use paragraphs.	Select appropriate grammar and vocabulary.	Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).	Select appropriate grammar and vocabulary. In narratives, describe settings, characters and atmosphere. Integrate dialogue. Use paragraphs.
Spoken Language	Give well-structured descriptions, explanations and narratives for different purposes. Participate in discussions. Listen and respond appropriately.	Give well-structured descriptions, explanations and narratives for different purposes. Participate in discussions. Listen and respond appropriately.	Give well-structured descriptions, explanations and narratives for different purposes. Participate in discussions. Listen and respond appropriately.	Give well-structured descriptions, explanations and narratives for different purposes. Participate in discussions. Listen and respond appropriately.	Give well-structured descriptions, explanations and narratives for different purposes. Participate in discussions. Listen and respond appropriately.
SPAG Y3	Expanded noun phrases Full stops and capital letters	Expanded noun phrases Pronouns Inverted commas	Co-ordinating conjunctions Commas in lists	Similes	Co-ordinating conjunctions Commas in lists Adverbials of time
Y4	Expanded noun phrases Full stops and capital letters	Expanded noun phrases Pronouns Inverted commas	Co-ordinating conjunctions Commas in lists	Similes	Co-ordinating conjunctions Commas in lists Adverbials of time

Y5	Expanded noun phrases Full stops and capital letters	Expanded noun phrases Pronouns Inverted commas	Subordinating conjunctions Commas in lists	Similes Metaphors	Subordinating conjunctions Commas in lists Adverbials of time
Y6	Expanded noun phrases Tenses Full stops and capital letters Commas	Expanded noun phrases Pronouns Tenses Inverted commas	Subordinating conjunctions Commas in lists Relative clauses	Similes Metaphors	Subordinating conjunctions Commas in lists Relative clauses Adverbials of time