



Iceni Primary Academy English Long Term Plan

- Jane Considine's writing plans will be used across the school whether and will fit topic where possible; for the independent writing task at the end of the unit then topic-linking will be used where appropriate
- NB: Instructional writing in UKS2 will be completed in Science/DT sessions
- Termly authors are included in this LTP (including where it fits with JC units)
- Spelling is delivered through Little Wandle and stages 1-6 of Spelling Shed
- Handwriting begins with single letters being formed accurately and moving into joined handwriting
- KS2 SPAG sessions focus on test-type SPAG questions

This document includes evidence of the coverage of the National Curriculum for KS1 and 2 and the statutory framework for EYFS.

Term	EYFS Class Topic	Term's Author Focus	Jane Considine's Writing Unit Plans	Text type covered by unit plan
Autumn 1	Houses and Homes	Julia	Acorn Class begin using Jane Considine's Writing Unit Plans in Autumn 2	N/A
		Donaldson	F: Handa's Surprise by Eileen Browne	Story
Autumn 2	Celebrations Around the World		NF: The Snail and the Whale by Julia Donaldson	Postcard
	Allound the World		N/A—leaving room for Christmas teacher planning	
	-1 - 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		F: We're Going on a Bear Hunt by Michael Rosen	Story
Spring 1	The Owl Who Was Afraid of the Dark		NF: Penguins by National Geographic	Report/factfile
	/ maid of the Dank	Valerie	NF: Chocolate Mug Cake by Michael Rosen	Instructions
		Thomas	F: Where the Wild Things Are by Warner Bros Pic	Story
Spring 2	People Who Help Us		NF: What we'll Build by Oliver Jeffers	Advice leaflet
			N/A—leaving room for Easter teacher planning	
			F: Katie and the Sunflowers by James Mayhew	Story
Summer 1	Watch me Grow		F: How to Catch a Star by Oliver Jeffers	Story
		Nick	NF: I wanna Iguana by Karen Kayfman Orloff	Persuasive letter
	NA/-1 NA/-1	Butterworth	F: Jack and the Beanstalk by Rachel Mortimer	Story
Summer 2	Water, Water Everywhere		F: Rainbow Fish by Marcus Pfister	
			NF: If Sharks Disappeared by Lily Williams	Report

Term	Willow Class Topic	Term's Author Focus	Jane Considine's Writing Unit Plans	Text type covered by unit plan
			F: The way back home by Oliver Jeffers	Narrative/Science Fiction
Autumn 1	All About Me		NF: Ice planet adventure park	Persuasive leaflet
		Oliver Jeffers	P: N/A	
		Oliver Jeffers	F: The Train Ride by June Crebbin	Story
Autumn 2	Terrific Transport		NF: Our trip to the woods	Recount
			P: Firework Night by Andrew Collett	List poem
			F: Song of the Seay StudioCanal	Irish myth
Spring 1	Pirates		NF: Toys from the past by Sally Hewett	Report
		Jill Murphy/	P: When I am By Myself by Eloise Greenfield	Rhyming poem
		Tom Percival?	F: Pinocchio by Carlo Callodi	Traditional tale
Spring 2	Materials		NF: Bold Women in Black history by Vashti Harrison	Biography
			P: N/A	
			F: The Queen's Hat by Steve Antony	Adventure story
Summer 1	Great Fire of London		NF: Seasons by Hannah Pang	Information text
	London	John	P: N/A	
		Burningham	F: The Storm Whale by Benji Davies	Story
Summer 2	Go Wild!		NF: On Safari	Travel journal
			P: N/A	

Term	Elm Class Topic	Term's Author Focus	Jane Considine's Writing Unit Plans	Text type covered by unit plan
			F: Milo Imagines The World by Matt de la Pena	Overcoming difficulties story
Autumn 1	Hockwold and Beyond		NF: Malala's Magical Pencil by Malala Yousafzei	Biography
	beyond	Anthony	P: Strange by Valerie Bloom	Comic poem
		Browne	F: My Christmas Star by The BBC	Story
Autumn 2	The Victorians		NF: How to Make a Bird Feeder	Instructions
			P: N/A	
			F: Little Red Reading Hood by Lucy Rowland	Traditional tale with a twist
Spring 1	Heroes and Heroines		NF: Neil Armstrong by Brad Meltzer	Recount
	licionics	NA: ala a al Danal	P: Desk diddler by Michael Rosen	Humorous poem
		Michael Bond	F: George and the Dragon by Christopher Wormell	Legend
Spring 2	Under the Sea		NF: Plants by DK	Information text
			P: N/A	
			F: The Building Boy by R Montgomery and D Litchfield	Adventure story
Summer 1	Where in the world?		NF: In My Heart: A Book of Feelings by Jo Witek	Lyrical explanation
	world:	Dick	P: If I Were in Charge of the World by Judith Viorst	Free verse
		King-Smith	F: A Lion in Paris by Beatrice Alemagna	Adventure story
Summer 2	We are Zoologists		NF: Bug Cats	Non-chron report
			P: N/A	

Term	Y3/4 Cycle A Class Topic	Term's Author Focus	Jane Considine's Writing Unit Plans	Text type covered by unit plan
			F: Theseus and the Minotaur retold by H Lupton/D Morden Y3	Myth
Autumn 1	Ancient Greece		NF: Earthquakes by Robin Jacobs Y3	Non-chron report
		Tod Usebaa	P: Autumn is here Y3	Harvest Poetry
		Ted Hughes	F: The Iron Man by Ted Hughes Y4	Science fiction
Autumn 2	Our World and Beyond		NF: Should we feed animals at National Parks? By C Turnham Y4	Balanced Argument
	beyond		P: N/A	
			F: The Great Chocoplot by Chris Callaghan Y4	Mystery story
Spring 1	Angry Aztecs		NF: My Strong Mind by Niels can Hove Y3	Instruction
		Chris	P: The Colour Collector (based on The Sound Collector) Y3	
		Callaghan	F: Farther by Grahame Baker-Smith Y4	Legacy story
Spring 2	Medieval Mayhem		NF: Nikola Tesla by Azadeh Westergaard Y4	Biography
			P: The Plague Y4	Playscript
			F: The Magic Paintbrush by Julia Donaldson Y3	Tradition tale—Chine
Summer 1	Myths and Legends		NF: The Creature Y4	Newspaper report
			P: I asked the little boy who couldn't see Y3	
		Roald Dahl	F: George's Marvellous Medicine by Roald Dahl Y3	Comedy narrative
Summer 2	Interesting Inventors		NF: Ban on social media for Under 13 Year olds– Y4	Website article
	inventors		P: N/A	

Term	Y3/4 Cycle B Class Topic	Term's Author Focus	Jane Considine's Writing Unit Plans	Text type covered by unit plan
			F: Stone Age Boy by Satoshi Kitamura Y3	Step back in time story
Autumn 1	Stone Age		NF: Skara Brae by Dawn Finch Y3	Holiday brochure
		Joe	P: The River by Valerie Bloom Y4	
		Todd-Stanton	F: The Secret of Black Rock by Joe Todd-Stanton Y3	Adventure story
Autumn 2	What does it matter?		NF: The Gardener by Sarah Stewart Y3	Letter
	matter:		P: N/A	
			F: Wolves in the Walls by Neil Gaiman Y3	Suspense story
Spring 1	Exciting Egypt		NF: Secrets of a Sun King by Emma Carroll Y4	Diary
Spring 1		Cressida	P: N/A	
		Cowell	F: Aladdin and the Enchanted Lamp by Phillip Pullman Y4	Traditional tale
Spring 2	Stars and Stripes		NF: Climate action Y3	Magazine article
			P: I asked the little boy who couldn't see Y3	Poetry
			F: The BFG by Roald Dahl Y4	Adventure
Summer 1	Biological Bodies		NF: Digestion Explanation based on Gut Garden - A Journey into the Wonderful World of your Microbiome by Katie Brosnan Y4	Explanation
		JK Rowling	P: Still I Rise by Maya Angelou Y4	
		1	F: The Boy, The Mole, The Fox and The Horse: C Mackesy Y4	Friendship/hope story
Summer 2	All About Art		NF: Sicily Holiday Brochure Y4	Persuasive writing
			P: N/A	

Term	Y4/5 Cycle A Class Topic	Term's Author Focus	Jane Considine's Writing Unit Plans	Text type covered by unit plan			
			F: The Great Chocoplot by Chris Callaghan Y4	Mystery story			
Autumn 1	WW1		NF: Should we feed animals at National Parks? By C Turnham Y4	Balanced Argument			
		Michael	P: WW1 poetry (not JC)				
		Morpurgo	F: I believe in Unicorns by Michael Morpurgo	Blitz story			
Autumn 2	WW2		NF: Kick by Mitch Johnson Y5	Persuasive letter			
			P: N/A				
			F: The Explorer by Katherine Rundell Y5	Adventure			
Spring 1	Location		NF: Secrets of a Sun King by Emma Carroll Y4	Diary			
		Katherine	P: N/A				
		Rundell	F: Charlie and the Chocolate Factory by Roald Dahl	Adventure story			
Spring 2	Location		NF: Refugees Y5	Speech			
			P: P: Still I Rise by Maya Angelou Y4				
			F: Cosmic by Frank Cottrell Boyce Y5	Science fiction			
Summer 1	Earth and Space		NF: Mars Transmission Y5	Journal			
		A . I . Cl I	P: N/A				
		Andy Stanton	F: The Boy, The Mole, The Fox and The Horse: C Mackesy Y4	Friendship/hope story			
#Summer 2	Circle of Life		NF: David Attenborough by MIS Vegara Y5	Biography			
			P: The most dangerous animal in the world by Valerie Bloom Y5	Poetry			

Term	Y4/5 Cycle B Class Topic	Term's Author Focus	Jane Considine's Writing Unit Plans	Text type covered by unit plan
			F: Aladdin and the Enchanted Lamp by Phillip Pullman Y4	Traditional tale
Autumn 1	Early Islamic Civilisation		NF: Scott of the Antarctica by E and J Dowdeswell Y5	Diary
	Civilisation	Dhilin Dullman	P: The Malfeasance by Alan Bold	Be kind poem
		Philip Pullman	F: The Snowman by Raymond Briggs Y5	Christmas story
Autumn 2	Frozen		NF: The Emperor Penguin Y5	Non-chron report
			P: N/A	
			F: Farther by Grahame Baker-Smith Y4	Legacy story
Spring 1	Ruthless Romans		NF: Hatshepsut Egypt by Kate Pankhurst Y5	Biography
		Cressida	P: The River by Valerie Bloom	Watery poem
		Cowell	F: The Whale by Ethan and Vita Murrow	Mystery story
Spring 2	Ruthless Romans		NF: Wizards of Once by Cressida Cowell	Newspaper report
			P: N/A	
			F: The Nowhere Emporium by Ross Mackenzie Y5	Mystery story
Summer 1	Evolution		NF: Screen Use Y5	Balanced argument
		Ross Mackenzie	P: The Plague Y4	
		The Nowhere	F: The BFG by Roald Dahl Y4	Adventure
Summer 2	Healthy Bodies	Emporium	NF: Digestion explanation Y4	Explanation
			P: N/A	

Term	Y6 Cycle A Class Topic	Term's Author Focus	Jane Considine's Writing Unit Plans	Text type covered by unit plan
			F: The Graveyard Book by Neil Gaiman	Mystery story
Autumn 1	WW1	Michael	NF: Goldilocks	Newspaper report
		Michael Morpurgo	P: WW1 poetry (not JC)	
		The War	F: Kensuke's Kingdom by Michael Morpurgo	Adventure story
Autumn 2	WW2	Horse	NF: Letters From The Lighthouse by Emma Carroll Y6	Recount
			P: N/A	
			F: The Explorer by Katherine Rundell Y5	Adventure
Spring 1	Location		NF: Greta by Greta Thunberg Y6	Speech/make persuasive letter
		Katherine	P: Thinker's Rap by Eloise Greenfield	
		Rundell	F:The Arrival by Shaun Tan	Journey story
Spring 2	Location		NF: Everest by Sangma Francis and Lisk Feng Y6	Non-chron report
			P: N/A	
			F: Cosmic by Frank Cottrell Boyce Y5	Science fiction
Summer 1	Earth and Space		NF: Mars Transmission Y5	Journal
			P: TBD	
		Andy Stanton	F: The Journey by Francesca Sanna	New start story
Summer 2	Circle of Life		NF: David Attenborough by MIS Vegara Y5	Biography
			P: N/A	

Term	Y6 Cycle B Class Topic	Term's Author Focus	Jane Considine's Writing Unit Plans	Text type covered by unit plan
			F: The Firework Maker's Daughter by Philip Pullman	Adventure story
Autumn 1	Early Islamic Civilisation		NF: I am Malala	
	Civilisation	Dhilin Dullman	P: If by Rudyard Kipling	Dream poem
		Philip Pullman	F: Tyger by SF Said	Adventure in dystopia
Autumn 2	Frozen		NF: The Emperor Penguin Y5	Non-chron report
			P: N/A	
			F: A Monster Calls by Patrick Ness	Horror/courage story
Spring 1	Ruthless Romans		NF: Detailed timeline of Ancient Greece by Ben Hubbard	Timeline (made Roman)
		Cressida	P: N/A	
		Cowell	F: Paperman by Disney	Romance story
Spring 2	Ruthless Romans		NF: Postcard from Prison	Locked up postcard
			P: Hope-o-potamus by Greg James and Chris Smith	Narrative poem
			F: Hansel and Gretel by Neil Gaiman	Not as it seems story
Summer 1	Evolution		NF: The Origin of Species by Sabina Radeva Y6	Non-chron report
		Ross Mackenzie	P: Moth by Isabel Thomas	Evolution poem
		The Nowhere	F: Thornhill by Pam Smy	Ghost story
Summer 2	Healthy Bodies	Emporium	NF: Pet Peeves	Blog
			P: N/A	

Iceni Primary Academy, the National Curriculum and Jane Considine





The subject leader has audited the long term plan alongside Jane Considine's Writing Unit Plans to ensure that what we are doing at Iceni Primary Academy covers all aspects of the National Curriculum and Statutory Framework regarding writing.

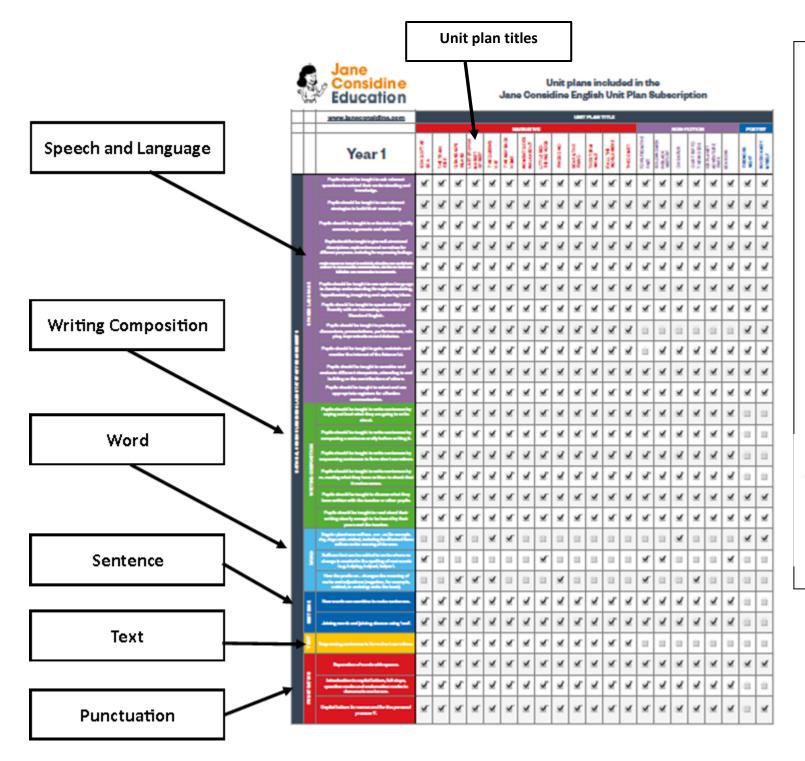
Statutory framework for the early years foundation stage

Setting the standards for learning, development and care for children from birth to five

English programmes of study: key stages 1 and 2

National curriculum in England





Jane Considine's Writing Unit
Plans cover all programmes of
study from the National
Curriculum and statutory
framework for Early Years.

The English Subject Leader has audited the chosen unit plans for each year group to ensure coverage of all statutory requirements across each year group and cycle for mixed-age year groups.

Easier to read versions are available on our Sharepoint or by request.



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	DI BARDINA I	Listen attentively as direspond to what they have reith relevant quantions, commands and actions when being a said to and direting whole class die outsides and are all group interactions.	₹	⊻′	¥	₹	≝′	⊻		ゼ	≤	⊌	₹	⊻	€	ď	₹	ď	ď	⊌	¥	⊻′	ď	₹	≰	ď	₹	¥	⊌
	ALT BITTOWN	Make comments about what they have heard and set questions to clarify their under standing.	×	✓	₹	ď	₹	M	ď	₹	M	M	~	₹	×	≥	~	ď	×	M	ď	~	ď	₹	₹	ď	₹	₹	⊴
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		Participate in small group, class and one-to-eas discussions, offering their was ideas, using races by introduced vocabulary.	×	✓	₹	×	₹	✓	×	✓	M	×	₹	~	×	×	~	×	od′	M	×	₹	ď	✓	✓	ď	✓	✓	M
	EAKING	Offer explanations for viry things might bappen, making use of recently introduced visible lary from startes, non-tileflor, rhymes and poers when appropriate.	ø	₹	z	ď	ď	₫	ď	ď	ø	ø	ď	Z	ď	ď	₹	ď	ď	d	s	₹	ď	E	₹	ď	Z	ø	ø
A THOM OTHOR	-	Express their ideas and feelings about their experiences along full sentences including use of passi, present and father the sea and making see of conjunctions, with modeling and support from their issolver.	ø	ď	×	ď	×	ø	ゼ	ď	ø	ø	×	ď	ď	ď	₫	ď	ď	ø	ø	ď	ď	ď	₹	ď	ď	ø	ø
DW-CM		Write recognisable letters most of which are correctly ferred.	₹	₹	₹	ď	≝′	≝	ď	ď	₹	₹	≝′	≝′	€	ゼ	₹	ď	ゼ	₹	₹	⊻′	ゼ	⊻′	⊻′	ď	₹	⊻	⊌
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eraturo	NEGEN	Anticipate - where appropriate - key events in stories.	ø	₹	₹	ď	ď	₫	ď	ď	ø	ø	ď	ď	₹	ď	₹	ď	₫	ø	ø		-	П		-	П		
	8	Use as dunder stand recestly in it a duced vocabulary during discussions about startes, non-toiles, rhymes as dipoems as didaring releptay.	M	×	×	ď	×	M	ď	ď	M	M	×	×	ď	ď	¥	ď	ď	¥	M	×	ď	×	×	ď	×	M	¥
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	MEN BLASSLATOR	Perform songs, rhymes, poems and starteewith others, and - when appropriate -try to move in time with rassic.		п	п	0	п	-		•			п	п	-									п	-		п	п	-



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П		Pepi is abould to target to use relevant strategies to hulid their vocabulary	ď	ď	ď	₹	₫	⊻′	₹	₹	ď	ď	ď	₫	₹	₹	⊻′	₹	₹	ď	ゼ	₫	₫
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_		Pupile should be taught to participate in disc sessors, presentations, performances, role play improvinctions and debates.	ď	₫	M	×	M	×	M	₫	ď	ď	Ħ	M	ď		Н	Ш	н	•	•	ď	M
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		How the profits so-changes the races by of verte and adjectives [segation, for example, suided, or sudding, write the best].	-		<u>M</u>	×	■				<u> </u>					×			<u> </u>			10	
	SENTENOE	How we do can combine to really sentences.	≅′	<u> </u>	M	X	<u> </u>	<u> </u>	<u>~</u>	✓	E	E	<u></u>	M	₹	₹	₹	<u>~</u>	<u>×</u>	<u> </u>	E	10	10
		Jointing words and jointing ols seen seing hard.	€	M	M	<u>×</u>	<u> </u>	×	<u>×</u>	<u> </u>	E	€	<u> </u>	M	<u>×</u>	×	~	~	<u>×</u>	<u> </u>	<u> </u>	-	10
		Dequescing seateness to form short a smathess.	€	M	M	X	.J	×	2	2	E	e/	3	M	₹	_		.,		-	ed.		10
		Separation of words with spaces.	€	M	M	×	<u> </u>	×	<u>×</u>	<u> </u>	≅	€	3	M	×	₹	<u>×</u>	<u>×</u>	<u>×</u>	₩.	E	₩.	×
	PUND TURETION	question marks and explanation marks to demarkate sentences.	€	M	M	×	4	~	~	~	€	€	¥	M	₹	~	¥	~	~	×	E	-	
		Capitalistion for same and for the personal pronous 'f.	ď	ei.	M	✓	M	×	×	×	ď	ď	×	×	✓	×	×	✓	×	M	×		₩



	Education																													
	www.janeconsidine.com						NARRA	TIVE						,	JNITPL	AN TIT	LE		NO	N-FICTI	ON							P	OETRY	
	Year 2	THE CROWS TALE	UTTLERED READING HOOD	THE OWL WHO WAS AFRAID	STARDUST	THEBUILDING	GEORGE AND THE DRAGON	MY CHRISTMAS STAR	MLO MAGNES THE WORLD	THE FRENDSHIP BENCH	ALION N PARIS	THE MARVELLOUS FLUFFY	NEIL ARMSTRONG	THISIS HOW WE DOIT	GRACEDARLING	SINGAPORE	PLANTS	THE GREAT FIRE OF LONDON	PRATES	BIG OATS	THED AY THE ORAYONS GUIT	HBERNATION	N MY HEART: A BOOK OF FEELINGS	HOW TO MAKE ABIRD FEEDER	MEERKAT OHRISTMAS	HABITATS	MALALA'S MAGIOPENOIL	F I WEREIN CHARGE OF THE WORLD	STRANGE	DESK DIDDLER
	Pupile should be taught to ask relevant questions to extend their understanding and knowledge.	⊻	✓	✓	✓	✓	✓	✓	₹	✓	✓	⊻	✓	✓	✓	✓	✓	⊻	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
П	Pupils should be taught to use relevant strategies to build their vocabulary.	₹	₹	₹	✓	✓	✓	4	₹	₹	✓	₹	✓	✓	✓	✓	✓	₹	✓	₹	✓	✓	✓	✓	✓	✓	₹	✓	₹	₹
П	Pupils should be taught to articulate and justify answers, arguments and opinions.	⋖	✓	₹	✓	✓	✓	4	₹	₹	✓	₹							✓	₹	✓		✓	✓	✓		₹			
П	Pupils should be taught to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.	₹	₹	₹	✓	✓	✓	4	₹	₹	✓	✓	✓	✓	✓	✓	✓	⋖	✓	✓	✓	✓	✓	✓	✓	✓	₹			
П	Pupils should be taught to maintain attention and participate actively in odiabonative convenations, staying on topic and initiating and responding to commerts.	₹	₹	₹	✓	✓	✓	✓	₹	₹	✓	₹	✓	✓	✓	✓	✓	₹	✓	✓	✓	✓	✓	✓	✓	✓	₹			
PHAGE	Pupils should be taught to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.	⊻	₹	₹	✓	✓	✓	✓	₹	₹	✓	₹	✓	✓	✓	✓	✓	₹	✓	₹	✓	✓	✓	✓	✓	✓	₹	✓	₹	₹
WENI AN	Pupils should be taught to speak audibly and fluently with an increasing command of Standard English.	⊻	✓	₹	✓	✓	✓	✓	₹	₹	✓	₹	✓	✓	✓	✓	✓	₹	⋖	₹	✓	✓	✓	✓	✓	✓	₹	✓		₹
ds	Pupils should be taught to participate in discussions, presentations, performances, role play, improvisations and debates.	⊻	✓	✓	✓	⊻	✓	✓	₹	✓	✓	✓															₹	✓	✓	✓
П	Pupils should be taught to gain, maintain and monitor the interest of the listener(s).	⊻	✓	✓	✓	⊻	✓	✓	₹	✓	✓	✓														✓	✓	✓	₹	⊻
П	Pupils should be taught to consider and evaluate different viewpoints, attending to and building on the contributions of others.	⊻	✓	₹	✓	⊻	✓	✓	₹	₹	✓	✓	✓	✓	✓	✓	✓	⊻	⊻	✓	✓	✓	✓	✓	✓	✓	₹			
П	Pupils should be taught to select and use appropriate registers for effective communication.	⊻	✓	✓	✓	⊻	✓	✓	₹	✓	✓	✓			0											✓	₹	✓	₹	₹
ı	Pupils should be taught to develop positive attitudes towards and stamina for writing by writing narratives about personal experiences and those of others (real and fictional).	⊻	₹	₹	⊻	⊻	⊻	Y	₹	₹	⊻	₹														✓	✓			
П	Pupils should be taught to develop positive attitudes towards and stamina for writing by writing about real events.												✓	✓	✓	✓	✓	₹	⋖	✓	✓	✓	✓	✓	✓	✓	₹			
П	Pupils should be taught to develop positive attitudes towards and stamina for writing by writing poetry.																											✓	✓	≰
П	Pupils should be taught to develop positive attitudes towards and stamina for writing by writing for different purposes.	⊻	✓	✓	✓	⊻	✓	≰	⊻	✓	✓	✓	⊻	✓	✓	⊻	✓	≰	⊻	✓	✓	✓	✓	✓	✓	✓	≰	✓	≰	✓
ı	Pupils should be taught to consider what they are going to write before beginning by planning or saying out loud what they are going to write about.	✓	✓	⊻	✓	✓	✓	✓	⊻	₹	✓	✓	✓	⊻	✓	⊻	⊻	✓	✓	⊻	⊻	✓	✓	✓	✓	✓	✓	✓	₹	≰
SEN.	Pupils should be taught to consider what they are going to write before beginning by writing down ideas and/or key words, including new vocabulary.	≰	₹	₹	✓	≰	✓	✓	₹	≰	✓	₹	✓	₹	✓	₹	⋖	₹	≰	₹	✓	✓	✓	✓	✓	✓	₹	✓	₹	₹
N REGUIREME	Pupils should be taught to consider what they are going to write before beginning by encapsulating what they want to eay, sentence by sentence.	✓	✓	₹	✓	✓	✓	✓	✓	✓	✓	✓	✓	Y	✓	✓	✓	✓	✓	≰	✓	✓	✓	✓	✓	✓	✓			
E STATUTOR	Pupils should be taught to make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.	⊻	✓	₹	✓	✓	✓	✓	Y	✓	✓	✓	✓	Y	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	₹	✓	✓	✓	₹
OURRICULUM INE NOLAND STATUTORY REQUIREMENTS	Pupils should be taught to make simple additions, revisions and corrections to their own witing byte-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.	⊻	₹	₹	⊻	✓	✓	Y	Y	₹	✓	₹	₹	₹	✓	Y	⊻	₹	✓	₹	⊻	⊻	₹	Y	Y	₹	₹	✓	₹	₹
NATIONAL GURR	Pupils should be taught to make simple additions, revisions and corrections to their own writing by proof-reading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated overectiv).	✓	✓	₹	₹	✓	✓	Y	₹	₹	✓	✓	✓	₹	✓	₹	₹	₹	₹	✓	₹	✓	✓	Y	✓	✓	₹	✓		✓
	Pupils should be taught to read aloud what they have written with appropriate intonation to make the meaning clear.	⊻	✓	✓	✓	✓	✓	✓	₹	✓	✓	✓	✓	✓	✓	✓	✓	⊻	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
ı	Formation of nouns using suffixes such as - ness, -er and by compounding [for example, whiteboard, superman]						✓	✓	₹			✓				✓														
						⊻			₹				✓		✓		✓				✓									
П	Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs			✓	✓	✓		✓				✓			0	✓		✓		✓		✓		✓						
	Subordination (using when, if, that, because) and co-ordination (using or, and, but)			₹	✓	✓	✓				✓	✓	✓	Y	✓	✓	✓	✓	✓	✓	₹	✓	₹	₹	✓	✓	✓			
SENTENCE	Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]	⊻	✓		≰	✓	✓		⊻		⊻	⋖	✓	⊻	✓	⊻	≰	≰			✓			✓	✓	✓	✓			
	How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	✓	✓		✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
	Correct choice and consistent use of present tense and past tense throughout writing	⊻	✓	✓	✓	✓	✓	✓	⊻			✓	≰	✓	✓	✓	✓	≰	✓	≰	✓	✓	✓			✓				✓
Į.	Use of the progressive form of verbs in the present and past tense to mark actions in progress (for example, she is drumming, he was shouting)					≰	⊻	Y						₹	✓	▼	₹	≰							✓	✓				₹
	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓			
RINOTHATION	Commas to separate items in a list	⊻				✓					✓	✓	✓	✓	✓	✓	✓	✓	✓						✓	✓	✓	✓		
	Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (for example, the girl's name)	✓	✓	✓	✓	✓		✓	⊻						✓	✓	✓	✓							✓		✓			



		www.janeconsidine.com	UNIT PLAN TITLE NARRATIVE NON-FICTION POET																										
		Year 3	THE MAGIO PAINTBRUSH	FLOOD	STONE AGE BOY	THE TRUE STORY OF THREELITTLE PKS	THE BLUE UMBRELLA	THESEUSAND THE MNOTAUR	STARINTHE	HIE HAPPY	THE SECRET OF BLACK ROOK	WOLVESIN THE WALLS	THE INOREDIBLE BOOK EATING	WSP: A STORY OF HOPE	GEOPIGE'S MARVELLOUS MEDIONE	THE LAST BEAR	LIONA	EARTHOUAKES	STREET BENEATH MY FEET	HOW AROBOT DOG WORKS	SKARA BRAE	MY ST RONG MIND	OHRISTMAS DESSERT SOCIAL POST	THEGARDENER	OLIMATE AOTION	SKELETONS AND MUSOLES	LITTLE BOY WHO COULDN'T SEE	AUTUMNIS	THE OCLOUR
		Pupils should be taught to ask relevant questions to extend their understanding and knowledge.	✓	✓	≰	⊻	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	₹	✓	✓	✓	✓	✓	✓	✓	✓	₹	₹
		Pupils should be taught to use relevant strategies to build their vocabulary.	₫	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Pupils should be taught to articulate and justify answers, arguments and opinions.	₹	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
		Pupils should be taught to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.	✓	✓	▼	✓	✓	✓	✓	√	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
		Pupile should be taught to maintain attention and participate actively in cellaborative conversations, staying on topic and initiating and responding to comments.	✓	✓	▼	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
	GUAGE	Pupils should be taught to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.	≰	✓	▼	⊻	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	₹	✓	✓	✓	✓	✓	✓	₹	▼	₹	₹
	OKEN LAN	Pupils should be taught to speak audibly and fluently with an increasing command of Standard English.	₹	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	⋖	✓	✓	✓	✓	₹	✓	✓	✓	₹	✓	₫	₹
STN:	å	Pupils should be taught to participate in discussions, presentations, performances, role play, improvisations and debates.	₫	✓	₫	⊻	✓	✓	₫	✓	✓	✓	✓	✓	✓	✓	✓	✓	₹	✓	✓	✓	✓	✓	✓	₹	₹	₫	₹
NATIO NA LOURRICULUM IN ENGLAND STATUTORY REQUIREMENTS		Pupils should be taught to gain, maintain and monitor the interest of the listener(s).	₫	✓	₫	✓	✓	✓	₫	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	₹	₫	₹
TUTORYR		Pupils should be taught to consider and evaluate different viewpoints, attending to and building on the contributions of others.	₹	✓	≰	₫	₹	✓	⋖	✓	✓	✓	₹	✓	₹	✓	₹	₹	₹	✓	✓	₹	₹	₹	✓	₹			
AND STA		Pupils should be taught to select and use appropriate registers for effective communication.	₹	✓	₫	₫	₹	✓	✓	✓	✓	⋖	✓	✓	✓	⋖	⋖	₹	₹	✓	✓	₹	₹	✓	✓	₹	✓	₫	₹
JM IN ENGI		Pupils should be taught to write sentences by saying out loud what they are going to write about.	₹	✓	≰	₫	₹	✓	⋖	✓	✓	⋖	₹	✓	₹	⋖	⋖	₹	₹	₹	✓	₹	₹	₹	✓	₹			
URRICULL	z	Pupils should be taught to write sentences by composing a sentence or ally before writing it.	₹	✓	₫	₫	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	₹		U	
TIO NAL O	MPO-SITTO	Pupils should be taught to write sentences by sequencing sentences to form short narratives.	₫	✓	₫	⊻	✓	✓	₫	✓	✓	✓	✓	✓	✓	✓		U	D			₫							
Z	RITINGO	Pupils should be taught to write sentences by re-reading what they have written to check that it makes sense.	₹	✓	⋖	₹	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	₹	₹	✓	✓	₹	₹		D	₹		U	D
	3	Pupile should be taught to discuss what they have written with the teacher or other pupils.	₫	✓	₫	₫	✓	✓	₫	✓	✓	✓	✓	⊻	✓	✓	✓	✓	₹	✓	✓	₹	✓			₫	₹	₫	₹
		Pupils should be taught to read aloud their writing clearly enough to be heard by their peers and the teacher.	₹	₹	₫	✓	✓	₹	₫	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	₹	✓	✓		J	₹	₹	₫	₹
	a	Formation of nouns using a range of prefixes [for example super-, anti-, auto-]		✓			✓		₫		✓		✓						D		✓								
	WORD	Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rook, an open box] Wordfamilies based on common words,	D	✓		✓	D				✓	✓	U		U	D	D	✓	D		D		D		D	D		D	J
		showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]			✓	₫			✓				✓																
		Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because]	₹	✓	✓		✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓					✓	U			
	SENTENCE	Adverbs [for example, then, next, soon, therefore]	✓			✓	✓	✓		✓	V		✓	✓	✓	✓	✓	✓	✓	✓		₹			✓	U			
		Prepositions [for example, before, after, during, in, because of]	✓	✓	✓		✓	✓	✓	✓		✓	✓				✓	✓	✓						✓	D			
		Introduction to paragraphs as a way to group related material									✓			✓	✓	✓	⋖	✓	₹	✓	✓				✓				
	TEXT	Headings and sub-headings to aid presentation	U	U			U	U					U		U	✓	✓	✓	₹	✓	✓	✓	✓		✓	U			
		Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]				✓		✓		✓							✓	✓	U						✓				
	PUNOTUATION	Introduction to inverted commas to punctuate direct speech	▼	✓	⊻		✓	✓	✓	✓	✓	⊻	✓	✓	✓	✓			₹						✓				



	www.janeconsidine	.com	UNIT PLAN TITLE NARRATIVE NON-FICTION																												
																											_		POE	TRY	PLAYSCRIPT
	Year 4		BINE BOY	OHARLIE AND OHDO FACTORY	FEAST	THEPRINDESS	THEIRONMAN	THELOST	THEBRG	THEGREAT	FLOAT	THEWHALE	JOURNEY	ALADDIN AND THELAMP	THEBOY, THE MOLE, THE FOX AND THE HORSE	FARTHER	FEEDING ANIMALS NATIONAL PARKS	SECRETS OF A SUN KING	STROODLES	DIGESTION EXPLANATION	SIDILY HOLIDAN BROOHURE	THEOREATURE	WZAFDSOF	NVITINGAN	ONOEUPONA	NIKOLATEBLA	BAN ON SOCIAL MEDIA	JOURNEY OF ILIONA	STILL IRISE	THERINER	THEPLAGUE
ı	Pupils should be taught to ask r questions to extend their understa knowledge.		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	₫	₹	⋖	₹	✓	✓	✓
ı	Pupils should be taught to use r strategies to build their vocab	relevant oulary.	✓	✓	√	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	₹	₹	₹	✓	✓	✓
ı	Pupils should be taught to articulate answers, arguments and opin		✓	₹	✓	✓	✓	✓	✓	⋖	✓	✓	V	✓	₹	✓	✓	✓	₹	✓	✓	✓	✓	✓	₹	✓	₹	✓			₫
ı	Pupils should be taught to give well-s descriptions, explanations and narro different purposes, including for expres	structured atives for sing feelings.	✓	✓	√	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	₹	₹	✓	₹			✓
ı	Pupils should be taught to maintain attention is actively in cellatomative conversations, stayin initiating and responding to commo	and participate ng on topic and ents.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	V	✓	₹	✓	✓	✓	✓	✓	✓	✓	✓	✓	₹	✓	₹	✓			₫
	Pupils should be taught to use spoke to develop understanding through s hypothesising, imagining and explo	speculating,	⋖	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	₹	₹	₹	✓	✓	⊻
	Pupils should be taught to speak a fluently with an increasing com Standard English.	udibly and	✓	₹	√	✓	✓	✓	V	✓	V	✓	✓	✓	₹	✓	✓	✓	✓	✓	✓	✓	✓	✓	₫	✓	✓	✓	✓	✓	₫
NTS	Pupils should be taught to partic discussions, presentations, perform play, improvisations and deb	oipate in nances, role	✓	✓	✓	✓	✓	✓	✓	₹	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	₹	✓	₹	✓	✓	✓	✓
OUIREME	Pupils should be taught to gain, ma monitor the interest of the liste		✓	✓	✓	✓	✓	✓	V	✓	V	✓	V	✓	₹	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	₹	✓	✓	✓	₫
отояи я≝	Pupils should be taught to consi evaluate different viewpoints, atten building on the contributions of	nding to and	✓	✓	✓	✓	✓	✓	V	✓	V	✓	V	✓	₫	✓	✓	✓	✓	✓	✓	✓	✓	✓	₫	✓	₹	✓	U		4
ANDSTAT	Pupils should be taught to select appropriate registers for effe communication.	t and use ective	✓	✓	√	✓	✓	✓	V	✓	V	✓	V	✓	₹	√	✓	✓	✓	✓	✓	✓	✓	✓	₫	✓	₹	✓	✓	✓	✓
IINENGE	Pupils should be taught to write ser saying out loud what they are goin about.		✓	₹	√	✓	✓	✓	V	✓	V	✓	✓	✓	₹	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	₹	₹	₹	D		 ✓
NATIONAL CURFFCULUM IN ENGLAND STATUTO FY FEGURE	Pupils should be taught to write see composing a sentence orally before		✓	✓	√	✓	✓	✓	✓	✓	V	✓	V	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	₹	✓	₹			⋖
TONAL CU	Pupils should be taught to write see		✓	✓	✓	✓	✓	✓	V	✓	V	⋖	V	✓	✓	✓								U			U		✓	✓	
NAT	Pupils should be taught to write see re-reading what they have written to it makes sense.		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	V	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	₫	✓	₹	✓	✓	✓	✓
ı	Pupile should be taught to discuss have written with the teacher or ot		✓	✓	✓	✓	✓	✓	V	✓	V	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	₹	✓	✓	✓	✓
ı	Pupils should be taught to read al writing clearly enough to be hear peers and the teacher.		✓	₫	✓	✓	✓	✓	✓	⊻	✓	✓	✓	✓	₫	✓	✓	✓	✓	✓	✓	✓	✓	✓	₫	₹	₹	✓	✓	✓	✓
ı	The grammatical difference between possessive -s Standard English forms for verb in										✓			✓				✓				✓	✓						✓	₹	
ı	instead of local spoken forms [for e were instead of we was, or I did in done]	xample, we													✓		✓	✓	✓	✓	✓				₫	₹	⋖				
	Noun phrases expanded by the au modifying adjectives, nouns and p phrases (e.g. the teacher expanded	reposition to: the strict	U	✓	✓	✓	✓			✓	V	✓	✓		✓		✓	✓	✓			✓	✓			₹		ı	✓		✓
	maths teacher with ourly his Fronted adverbials [for example, La	ter that day,	✓	✓	✓	✓			V	✓	V	✓	V	✓	√	✓	✓	✓					✓			✓	✓				
	Use of paragraphs to organise idea													✓	4	✓	✓	V	✓		✓				✓	✓	✓				
	Appropriate choice of pronoun or r and across sentences to aid cohesio		√			✓					✓	✓	✓		✓		✓	✓	✓							✓	✓			✓	
	Use of inverted commas and other p	ample, a	_,	_							_,	_,			_																
	comma after the reporting clau punctuation within inverted com conductor shouted, "Sit dow	mas: The	✓	▼	•	✓			✓	▼	✓	₹	✓	✓	V	₹	▼		✓			•	✓	•							
	Apostrophes to mark plural posses		U		U		U			₫				✓	₫			✓	✓		U	✓	✓	U		U	₹	U		✓	
	Use of commas after fronted ad	verbials	✓	₫	✓	✓			✓	≰	✓	⋖	✓	✓	✓	✓	✓	✓				✓	✓	✓		₹	₹				



		www.janeconsidine.com											UNITPLANTITLE													
			NARRATIVE									뽀	5	3	Œ.		NON-FICTION								Y	
		Year 5	00Z	COMPUTER	COGMIC	GORILLA	ONE SMALL STEP	THENOWHER	THEPRESENT	THE FANTASTIO FLYING BOOK	IBELIEVE IN	ROSE BLANOS	THEEXPLORE	THESNOWINA	DAVID ATTENBOROUG	PLASTIO	MARS	KOIK	SOREENUSE	SOOT T OF THE ANTARO	PENGUINS	REFUGEES	HATSHEPSUT	THE	MOST DANGEROU ANIMAL	THE HGHWANMAN
П		Pupils should be taught to ask relevant questions to extend their understanding and knowledge.	≰	≰	✓	✓	✓	≰	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	≰	✓	≰	✓	≰	✓	✓
П		Pupils should be taught to use relevant strategies to build their vocabulary.	₹	₹	✓	✓	✓	₫	✓	✓	✓	✓	✓	✓	✓	V	✓	✓	✓	✓	✓	✓	✓	≰	✓	✓
П		Pupils should be taught to articulate and justify answers, arguments and opinions.	✓	✓	✓	✓	✓	⊻	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
П		Pupils should be taught to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.	₹	≰	✓	✓	✓	≰	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
П		Pupils should be taught to maintain attention and participate actively in cellaborathie convenations, staying on topic and initiating and responding to comments.	✓	✓	✓	✓	✓	⊻	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
	an Arak	Pupils should be taught to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.	₹	≰	✓	✓	✓	≰	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	KENLAN	Pupils should be taught to speak audibly and fluently with an increasing command of Standard English.	⋖	₹	✓	⋖	✓	₫	✓	✓	✓	✓	✓	✓	⋖	✓	✓	⋖	✓	₹	✓	✓	✓	⊻	✓	₹
	á	Pupils should be taught to participate in discussions, presentations, performances, role play, improvisations and debates.	₹	₹	✓	⋖	✓	₹	✓	✓	✓	✓	✓	✓	₹	✓	✓	✓	⋖	₹	✓	✓	✓	⊻	✓	₹
П		Pupils should be taught to gain, maintain and monitor the interest of the listener(o).	✓	⋖	✓	✓	✓	₹	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	₹	✓	✓	✓	⋖	✓	✓
П		Pupils should be taught to consider and evaluate different viewpoints, attending to and building on the contributions of others.	₹	≰	✓	≰	✓	≰	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
		Pupils should be taught to select and use appropriate registers for effective communication.	₹	≰	✓	✓	✓	≰	✓	✓	✓	✓	✓	✓	✓	✓	✓	≰	✓	≰	✓	₹	₹	≰	✓	≰
ı		Pupils should be taught to plan their writing by identifying the audience for and purpose of their writing, selecting the appropriate form and using other similar writing as models for their own.	₹	✓	✓	✓	✓	✓	✓	✓	≰	✓	✓	✓	✓	✓	≰	⋖	✓	✓	₹	₹	✓	✓	✓	✓
П		Pupils should be taught to plan their writing by noting and developing initial ideas, drawing on reading and research where necessary.	≰	≰	✓	✓	✓	≰	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	≰	✓	✓	✓	≰	✓	✓
ı	NOLLISOMWOO	Pupils should be taught to plan their writing by in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.	₹	✓	✓	✓	✓	✓	✓	✓	⋖	✓	✓	✓												
g	WRITING	Pupils should be taught to draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Pupils should be taught to draft and write by in	₹	₹	✓	✓	✓	✓	₹	₹	✓	✓	✓	✓	✓	₹	✓	₹	✓	₹	₹	₹	₹	✓	✓	₹
OUIREMENT		narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.	⋖	₹	₹	⋖	✓	✓	✓	✓	⋖	⊻	✓	✓												
UTORY RE		Pupils should be taught to draft and write by precising longer passages.	⋖	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
AND STAT		Pupils should be taught to draft and write by using a wide range of devices to build cohesion within and across paragraphs.	⊻	✓	✓	⊻	✓	⊻	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	⊻	✓	✓	✓	✓			
RIOULUM IN ENGLAND STATUTORY REQUIREMENTS		Pupils should be taught to draft and write by using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining)							-						✓	✓	₹	✓	✓	✓	₹	₹	₹			
9		Pupils should be taught to evaluate and edit by assessing the effectiveness of their own and others' writing.	₹	₹	✓	₹	⋖	₹	✓	✓	✓	✓	⋖	₹	₹	✓	✓	₹	₹	₹	₹	₹	✓	₹	✓	₹
NATIONAL OU		Pupils should be taught to evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	₹	₹	₹	₹	✓	₹	✓	✓	₹	✓	₹	₹	₹	✓	₹	₹	✓	✓	₹	₹	₹	₹	₹	₹
П		Pupile should be taught to evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.	₹	≰	✓	≰	✓	≰	✓	✓	✓	✓	₹	✓	✓	✓	✓	✓	₹	≰	✓	✓	✓			
ı		Pupils should be taught to evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.	≰	⋖	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	⋖	✓	✓	₹	₹	✓	⋖	✓	⋖
П		Pupils should be taught to evaluate and edit by proof-read for spelling and punctuation errors.	₹	≰	✓	≰	✓	≰	✓	✓	✓	✓	≰	✓	✓	✓	₹	✓	≰	≰	₹	₹	₹	≰	✓	≰
		Pupils should be taught to evaluate and edit by perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.	₹	✓	₹	₹	✓	₹	✓	✓	₹	₹	✓	₹	✓	₹	₹	₹	₹	₫	₹	₹	₹	₹	₹	₹
		Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]		≰		≰	✓								✓								✓			≰
	WORD	Verb prefixes (for example, die-, de-, mis-, over- and re-)			✓			₹	✓		✓		✓	✓	✓	✓		✓		₹				₹		
	SENTENCE	Relative clauses beginning with who, which, where, where, whose, that, or an omitted relative pronoun	₹	≰	✓	✓	✓	₹	✓	✓	✓	✓		✓	✓		⋖	✓		≰	₹	₹				
	ž,	Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]	₹	✓	✓	✓	✓	₹	✓	✓	✓				✓	✓			✓		✓					
		Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]				⋖							≰	⊻	✓	⊻	₹	≰	✓	✓	₹	₹	₹			
	e la	Linking ideas across paragraphs using adverbials of time flor example, later), place flor example, nearby] and number flor example, secondly] or tense choices [for example, he had seen her before]	≰	✓				✓	✓		✓	✓	✓	✓	✓	✓	✓	⋖	✓	✓	₹	₹	₹			
	MILION	Brackets, dashes or commas to indicate parenthesis	≰	≰	✓	₹		₫	✓	✓	✓	✓	✓		₹	✓	✓		✓		₹					≰
	PURCTUALION	Use of commas to clarify meaning or avoid ambiguity					✓							✓	✓				✓	₹		₹				



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		D P P			۵		NARRA CC					NAL		-OF	EEOE	8	NON-F	ETION	NO	COUSE				RAP		
	Year 6	THE JOURNEY	HANBELAN	PAPER MAN	THE	VARMINTS	AMONSTER	KENBUKE'S	THE FIREWORK- MAKER'S DAUGHTER	THORNHILL	TYGER	THEARRIV	EVEREST	THEORIGIN	ANOIENT GR	GOLDILOOP	GRETA	LETTER TOMR SOROOGE	ANCILOSAX	LETTERSFROM THE LIGHTHOUS	POSTOARDE	PET PEEVES BLOG	МОТН	HOPELO-D	ш	THINKERS
	Pupile should be taught to ask relevant questions to extend their understanding and knowledge.	₹	✓	₹	✓	✓	₹	₹	₹	✓	✓	✓	₹	✓	✓	✓	✓	✓	✓	₹	₹	✓	✓	✓	₹	₹
	Pupile should be taught to use relevant strategies to build their vocabulary.	≰	≰	₹	≰	₹	≰	≰	✓	⊻	✓	₹	✓	≰	✓	✓	✓	₹	₹	✓	≰	≰	₹	✓	✓	≰
	Pupils should be taught to articulate and justify answers, arguments and opinions.	⊻	⊻	✓	✓	✓	✓	₹	✓	⊻	✓	✓	✓	⊻	✓	✓	✓	✓	⊻	✓	✓	✓				
	Pupils should be taught to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.	₹	≰	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	≰	✓	✓	✓	≰	≰	✓	✓	✓				
	Pupils should be taught to maintain attention and participate actively in exhabstrative conversations, staying on topic and inklating and responding to comments.	⋖	⊻	✓	✓	✓	✓	₹	✓	✓	✓	✓	✓	⊻	✓	✓	✓	✓	✓	✓	✓	✓				
NGUAGE	Pupils should be taught to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.	≰	₹	₹	✓	✓	₹	₹		✓	✓	✓	₹	₹	✓	✓	✓	₹	₹	₹	₹	₹	✓	₹	₹	≰
SPOKENLANGUAGE	Pupils should be taught to speak audibly and fluently with an increasing command of Standard English.	₹	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
ı	Pupils should be taught to participate in discussions, presentations, performances, role play, improvisations and debates.	₹	✓	₹	≰	₹	₹	₹	✓	≰	₹	₹	₹	₹	✓	₹	₹	✓	✓	✓	✓	₹	₹	₹	✓	₹
	Pupils should be taught to gain, maintain and monitor the interest of the listener(s).	₹	₹	₹	₹	₹	₹	₹	₹	✓	₹	₹	₹	₹	✓	₹	₹	✓	₹	₹	₹	₹	₹	₹	₹	✓
	Pupils should be taught to consider and evaluate different viewpoints, attending to and building on the contributions of others.	⊻	⊻	✓	✓	≰	✓	₹	✓	⊻	✓	₹	✓	⊻	✓	⊻	✓	✓	⊻	✓	✓	✓				
	Pupils should be taught to select and use appropriate registers for effective communication.	⊻	✓	✓	✓	✓	✓	✓	✓	⊻	✓	✓	✓	✓	✓	✓	✓	✓	⊻	✓	✓	✓	✓	✓	✓	✓
	Pupils should be taught to plan their writing by identifying the audience for and purpose of their writing, selecting the appropriate form	⊻	✓	₹	✓	✓	✓	✓	✓	✓	✓	✓	₹	✓	✓	✓	✓	✓	₹	₹	✓	✓	✓	✓	₹	✓
	Pupils should be taught to plan their writing by noting and developing initial ideas, drawing on reading and research where necessary.	₹	₹	₹	₹	₹	₹	₹	₹	₹	₹	₹	₹	₹	₹	₹	₹	₹	₹	₹	₹	₹	₹	₹	₹	₹
П	Pupils should be taught to plan their writing by in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.	₹	₫	₹	✓	✓	✓	✓	✓	✓	✓	✓														
REMENTS	Pupils should be taught to draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.	⊻	⊻	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	⊻	₹	✓	✓	✓	✓	₹	✓	✓	✓	✓	₹	✓
TORY REGUI	Pupils should be taught to draft and write by in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.	₹	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓														
ID STATU	Pupils should be taught to draft and write by precising longer passages.	₹	✓	₹	✓	✓	₹	₹	✓	✓	✓	✓	₹	✓	✓	✓	₹	₹	₹	₹	₹	₹				
N ENGLAY	Pupils should be taught to draft and write by using a wide range of devices to build cohesion within and across paragraphs.	⊻	⊻	✓	✓	✓	✓	✓	✓	⊻	✓	✓	✓	⊻	✓	✓	✓	✓	⊻	✓	✓	✓				
NATIONAL CURRICULUM IN ENGLAND STATUTORY REQUIREMENTS WIRTHA COMPOSITION	Pupils should be taught to draft and write by using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining)												₹	✓	₹	✓	✓	✓	₹	₹	✓	✓				
NATIONAL	Pupils should be taught to evaluate and edit by assessing the effectiveness of their own and others' writing.	⊻	⊻	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
П	Pupile should be taught to evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	₹	✓	₹	✓	✓	₹	✓	⊻	✓	₹	✓	₹	✓	₹	✓	✓	₹	₹	₹	₹	✓	✓	₹	₹	✓
	Pupile should be taught to evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing. Pupile should be taught to evaluate and edit by	≰	₹	₹	₹	₹	₹	₹	✓	✓	₹	₹	₹	₹	✓	✓	✓	✓	✓	≰	₹	₹				
П	ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.	≰	⊻	₹	✓	✓	₹	✓	⊻	✓	✓	✓	₹	⊻	≰	✓	✓	≰	≰	₹	₹	✓	✓	₹	₹	≰
	Pupile should be taught to evaluate and edit by proof-read for spelling and punctuation errors.	₹	✓	₹	✓	✓	✓	₹	✓	✓	₹	✓	₹	✓	✓	✓	✓	✓	✓	✓	₹	✓	✓	✓	✓	✓
	Pupile should be taught to evaluate and edit by perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.	₹	₹	₹	₹	₹	₹	₹	✓	✓	₹	₹	₹	₹	✓	✓	✓	✓	✓	₹	✓	₹	₹	₹	≰	✓
gg.	The difference between vocabulary typical of informat speech and vocabulary appropriate for formal speech and writing (for example, find out – discover) salk for – request; go in – enter]				✓								₹	⊻	✓	✓	✓		₹		✓	₹				≰
8	How words are related by meaning as synonyms and antonyms [for example, big, large, little].			₹			₹	₹	✓	✓	✓	₹						✓				₹	✓	₹		₹
NOE.	Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].			✓		✓		✓		✓		✓				✓	₹		₹			✓				
SENTENDE	The difference between structures typical of informal speech and structures appropriate for formal speech and writing (for example, the use of question tage: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or	⊻	✓	✓	✓		✓		✓	✓			✓	✓	✓	✓		✓	✓	✓	✓	✓				✓
	Were they to some in some very formal writing and speech] Linking ideas across paragraphs using a wider																									
техт	range of cohesive devices: repetition of a word or phrase, grammatical connections (for example, the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis	₹	⊻				₹			✓	₹		₹	⊻	≰	✓	⊻					₹				
	Layout devices [for example, headings, sub- headings, columns, bullets, or tables, to structure text]												✓	⊻	✓	✓						✓				
	Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, it's rainings I'm fed up]	≰	✓	✓		✓	≰	≰			✓	✓	✓	✓	✓	✓		✓		✓	✓	✓				
АТІОН	Use of the colon to introduce a list and use of semi-colons within lists	⊻				✓		✓	⊻	✓		✓	✓	⊻	✓	✓	✓	✓		✓		✓				
PUNOTUAT	Punctuation of bullet points to list information														₹	✓						✓				
	How hyphens can be used to avoid ambiguity [for example, man eating shark versus man- eating shark, or recover versus re-cover]	⊻			✓		✓		✓	✓					✓	✓				₹		✓				