



# Manland Primary School – English Curriculum Intent

## Overview of Skills



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Literacy	<ul style="list-style-type: none"> <li>- Enjoy stories, poems, rhymes and non-fiction books</li> <li>- Hear and say initial and final sounds</li> <li>- Orally blend and segment</li> <li>- Write their name</li> <li>- Give meaning to marks</li> <li>- Tell others what happens in a story</li> <li>- Label a picture</li> <li>- Use letters to communicate and represent the sounds I hear</li> <li>- Identify rhyming words</li> </ul>	<ul style="list-style-type: none"> <li>- Name and sound the letters of the alphabet</li> <li>- Begin to write letters</li> <li>- Blend sounds to read CVC words with picture cues</li> <li>- Write my name with more accuracy</li> <li>- Suggest ideas for group stories</li> <li>- Represent sounds in CVC words</li> <li>- Tell others the meaning of my marks</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to write CVC words to match spoken sounds</li> <li>- Represent sounds in sequence</li> <li>- Write lists, captions, labels</li> <li>- Write for a purpose e.g. to describe</li> <li>- Read simple sentences</li> </ul>	<ul style="list-style-type: none"> <li>- Write rhyming words</li> <li>- Begin to write in sentence like structures with CVC words and tricky words</li> <li>- Read my writing back to others</li> <li>- Read using tricky words, phonemes, digraphs &amp; context</li> </ul>	<ul style="list-style-type: none"> <li>- Write for a purpose</li> <li>- Write sentences and begin to use features such as finger spaces, full stops and capital letters</li> <li>- Read words with more than one syllable</li> <li>- Read and understand simple sentences using phonic knowledge to decode and read tricky words aloud               <ul style="list-style-type: none"> <li>- Demonstrate understanding of what they have read when discussing with others e.g. main events</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Write sentences that can be read by themselves and others</li> <li>- Use sentences to write simple stories and poems</li> <li>- Spell tricky words accurately</li> <li>- Begin to use the features of a story in my own writing</li> <li>- Follow text in the environment</li> </ul>
	Writing	<p>Labels, captions, lists. Write labels and Sentences.</p> <p>Stories with predictable phrasing: Write simple sentences using patterned language, words and phrases taken from familiar stories</p>	<p>Instructions –linked to D and T cookery. Following a practical experience, write up the instructions for a simple recipe</p> <p>Recounts: Leaf man write simple first person recounts based on personal experience, using adverbs of time to aid sequencing</p> <p>Take one Book: Bubbles write simple recounts based on personal experience, using adverbs of time to aid sequencing. Write setting descriptions.</p>	<p>Reports: woodland animals simple non-chronological report with a series of sentences to describe aspects of the subject; distinguish between a description of single member of a group and the group in general.</p> <p>Stories reflecting own experience – Can't you sleep little bear.</p> <p>Write a series of sentences to retell events based on personal experiences.</p> <p>Poetry – Read, write and perform free verse. Recite familiar poems by heart.</p>	<p>Traditional Stories – Jack and the beanstalk. Write narratives - stories based on traditional stories</p> <p>Take one book – Mr Postmouse</p> <p>Write a series of sentences to retell events based on personal experiences</p> <p>Instructions -Growing plants – science</p> <p>Making sandwiches - DT</p> <p>Following a practical experience, write up simple instructions.</p>	<p>Traditional Fairy Stories: Little Red Riding Hood</p> <p>Write a character description based on a character from a known Fairy Story. Write longer sentences independently.</p> <p>Stories based on own experience: Billy's bucket. Write a series of sentences to retell events based on personal experience.</p> <p>Reports: beaches (linked to seaside holidays from the past), simple non-chronological report with a series of sentences to describe aspects of the</p>	<p>Poetry -Monsters &amp; Mrs Sprockett's Strange Machine</p> <p>To generate vocabulary linked to a theme. To write a poem.</p> <p>Explanations – The Light house keepers' Daughter, (linked to topic). Draw pictures to illustrate a simple process and prepare several sentences to support the explanation. (linked to Science)</p> <p>Recount _ Grace Darling (linked to history)</p> <p>Write simple recounts based on personal experience, using</p>



# Manland Primary School – English Curriculum Intent

## Overview of Skills



					subject; distinguish between a description of a single member of a group and the group in general	adverbs of time to aid sequencing
Reading	Plenty of love to go round We're going on a Bear hunt. A Squash and a Squeeze Farmer Duck. Snow white and the Seven Dwarves.	Leaf Man Room on the Broom Oliver's vegetables	Can't you sleep little bear? Peace at last Monkey Puzzle Wordsmith sensational Senses	Where the Wild Things Are Jack and the Beanstalk  One Silver Speck by Laura Purdie Salas- To read and respond to free verse poetry	Little Red Riding Hood Billy's Bucket The lonely Beast Rainbow fish Tiddler The Tiger who came to tea	The Storm whale The Lighthouse keeper's daughter
Grammar	Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks. Capital letters for names and for the personal pronoun I. How words can combine to make sentences	Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks. Capital letters for names and for the personal pronoun I How words can combine to make sentences  Joining words and joining clauses using and	Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks. Capital letters for names and for the personal pronoun I How words can combine to make sentences Joining words and joining clauses using and	Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks. Capital letters for names and for the personal pronoun I How words can combine to make sentences Joining words and joining clauses using and	Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks. Capital letters for names and for the personal pronoun I How words can combine to make sentences  Joining words and joining clauses using and	Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks. Capital letters for names and for the personal pronoun I How words can combine to make sentences  Joining words and joining clauses using and
Phonics	Phase 3 and 4 review J v w x y z zz qu sh ch th ng ai ee oo oa ar or igh ur ow oi ear er air ure	Phase 5 - ay ou ie ea oy ir ue aw wh ph ew oe au ey a-e e-e i-e o-e u-e /zh/ as in treasure Alternative pronunciations for i and o	Phase 5 - Alternative pronunciations for c g u ow ie ea er ch a y	Phase 5 – Alternative pronunciations for ou e ey Alternative spellings for ch j n r m s z u i ear	Phase 5 – Alternative spellings for ar ur air or oo ai ee	Phase 5 – Alternative spellings for igh, oa, (y)oo oo oo sh



# Manland Primary School – English Curriculum Intent

## Overview of Skills



Year 2	Writing	<p>Genre: Explanation Explanation of how to look after a new monster.</p> <p>Genre: Recounts Write a first-person recount retelling a day hunting witches.</p> <p>Genre: List poems Read and perform list poems. Write and perform own versions.</p>	<p>Genre: Calligrams Write a description about the monster using calligrams to emphasise key words.</p> <p>Genre: Narrative Write a retelling of a traditional story.</p> <p>Genre: Letters Write a series of persuasive letters to different characters from a story.</p>	<p>Genre: Stories with recurring language Use a familiar story as a model to write a new story.</p> <p>Genre: Rhyming Poetry Write poems with AABB and ABAB rhyming structures.</p> <p>Genre: Stories with recurring language Use a familiar story as a model to write a new story.</p>	<p>Genre: Report Assemble information on a subject, sorting and categorising information.</p> <p>Genre: Poetry Write a shape poem themed to the Great Fire of London.</p> <p>Genre: Narrative Use a book with pictures but no words to practise writing our own narratives and descriptions.</p>	<p>Genre: Myths (creation stories) Write a creation myth based on ones read.</p> <p>Genre: Instructions: Write a series of fiction-based instructions, including diagrams.</p>	<p>Genre: Explanations Produce a flowchart, ensuring content is clearly sequenced.</p> <p>Genre: Diary Write a series of first-person diary entries of life as a witch.</p> <p>Genre: Poetry Recite familiar poems by heart. Read, write and perform free verse.</p>
	Reading	<p>Monsters: An Owner's Guide – Jonathan Emmett</p> <p>Rapunzel – Vera Southgate (Traditional version)</p> <p>Rapunzel – Beth Woollvin (Modern adaptation)</p> <p>A Kid in My Class – Rachel Rooney (Poetry)</p>	<p>Pirate Cruncher – Johnny Duddle</p> <p>Usborne Illustrated Fairy Tales</p> <p>The Man Who Wore All His Clothes – Alan Ahlberg</p>	<p>On the Way Home – Jill Murphy</p> <p>Poems to Perform – Julia Donaldson</p> <p>Cockadoodle-doo, Mr Sultana – Michael Rosen</p>	<p>Raven Boy – Pippa Goodhart</p> <p>Great Fire of London – Emma Adams</p> <p>Journey – Aaron Becker</p>	<p>Stories from the Billabong – James Vance Marshall</p> <p>Instructions - Neil Gaiman</p>	<p>Natural Wonders of the World – Molly Oldfield</p> <p>The Worst Witch – Jill Murphy</p> <p>Winnie the Witch – Valerie Thomas and Korky Paul</p> <p>No Breathing in Class – Michael Rosen</p>
	Grammar	<p>Grammar topics will be repeated throughout the year. Bold statements are emphasised.</p> <p><b>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</b></p> <p><b>Expanded noun phrases for</b></p>	<p>In addition to going revisiting the previous topics:</p> <p>Use of the suffixes –er, –est in adjectives</p> <p><b>Subordination (using when, if, that, because) and co-ordination (using or, and, but)</b></p> <p><b>How the grammatical patterns in a sentence indicate its function as a statement, question,</b></p>	<p>In addition to going revisiting the previous topics:</p> <p><b>the use of –ly in Standard English to turn adjectives into adverbs</b></p> <p>Apostrophes to mark where letters are missing in spelling</p> <p>Apostrophes to mark singular possession in nouns</p>	<p>In addition to going revisiting the previous topics:</p> <p>Formation of adjectives using suffixes such as –ful, –less</p>	<p>Revisiting the previous topics</p>	<p>Revisiting the previous topics</p>



# Manland Primary School – English Curriculum Intent

## Overview of Skills



		<p><b>description and specification [for example, the blue butterfly, plain flour, the man in the moon]</b></p> <p><b>Correct choice and consistent use of present tense and past tense throughout writing</b></p> <p>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]</p>	<p><b>exclamation or command</b></p> <p>Commas to separate items in a list</p>				
	Phonics	<p>-ed suffix</p> <p>Irregular verbs</p> <p>-ing suffix</p> <p>-er suffix</p>	<p>-est suffix</p> <p>-es, s suffixes to make plurals</p> <p>-es, s suffixes to conjugate verbs</p>	<p>-ly suffix for adverbs</p> <p>-ly suffix for time adverbials</p> <p>-y suffix for adjectives</p>	<p>-ness suffix</p> <p>-ment suffix</p> <p>-ful suffix</p> <p>-less suffix</p> <p>-en suffix</p>	Recap the sounds and spelling rules learned so far based on AfL.	Recap the sounds and spelling rules learned so far based on AfL.
Year 3	Writing	<p>Genre: Narrative- Fables Write a Fable based on a well-known fable.</p> <p>Genre: Poetry- Write a calligram shape poem based on poems in World Whirls and shape poems- John Foster.</p> <p>Genre: Explanation- Write an explanation on how a machine works.</p>	<p>Genre: Non-chronological reports. To write a non-chronological report based on a fictional frog from the book Tuesday.</p> <p>Genre: Poetry- Write a free verse poem based on Kit Wright's The Magic Box</p> <p>Genre: Narrative- To describe settings- The Iron Man</p>	<p>Genre: Playscript- To write a playscript on a traditional tale.</p> <p>Genre- Narrative- Traditional tale- To retell a traditional tale from a character's point of view.</p> <p>Genre: Poetry- Limericks- Write a limerick based on nonsense Limericks by Edward Lear.</p>	<p>Genre: Recount- Write a news report about the events of the Three Little Pigs. Based on the story- The True Story of The Three Little Pigs.</p> <p>Genre: Poetry- Haiku- To write a Haiku</p> <p>Genre: Poetry- Take One Book- To write a narrative poem based on revolting rhymes</p>	<p>Genre: Narrative- Adventure stories based on Fantastic Mr Fox and Flat Stanley.</p> <p>Genre: Persuasive writing- Write a persuasive letter around an issue of debate.</p>	<p>Genre: Narrative- Take One Book – Film from literacy shed RUIN</p> <p>Genre: Recount- Diary entry- To write a diary entry from a character's point of view in the story The Witches.</p> <p>Genre: Instruction writing- To write instructions based on making a traditional pizza</p>



# Manland Primary School – English Curriculum Intent

## Overview of Skills



Reading	The Iron Man- Ted Hughes	Stig of The Dump – Clive King	Fortunately, the milk	Fantastic Mr Fox- Roald Dahl	How To Train Your Dragon- Cressida Cowell	The Witches- Roald Dahl	
Grammar	<p>Expressing time and cause using conjunctions, adverbs and prepositions.</p> <p>Introduction to speech marks to punctuate direct speech.</p> <p>Use of perfect form of verbs to mark relationships of time and cause.</p> <p>Introduction to paragraphs as way to group related material.</p>	<p>Expanded noun phrases</p> <p>Heading and sub-headings to aid presentation.</p> <p>Introduction to paragraphs as way to group related material.</p> <p>Expressing time and cause using conjunctions, adverbs and prepositions.</p> <p>Vocabulary for formal writing.</p> <p>Introduction to paragraphs as way to group related material.</p>	<p>Expanded noun phrases</p> <p>Continuous form of verb in the present and past tense.</p> <p>Introduction to paragraphs as way to group related material</p>	<p>Expressing time and cause using conjunctions, adverbs and prepositions.</p> <p>Expanded noun phrases</p> <p>Introduction to speech marks to punctuate direct speech.</p> <p>Vocabulary for formal writing.</p> <p>Consistent use of present tense and past tense through out texts.</p>	<p>Expressing time and cause using conjunctions, adverbs and prepositions.</p> <p>Introduction to paragraphs as way to group related material.</p> <p>Expanded noun phrases</p> <p>Introduction to speech marks to punctuate direct speech.</p>	<p>Expressing time and cause using conjunctions, adverbs and prepositions.</p> <p>Expanded noun phrases</p> <p>Introduction to speech marks to punctuate direct speech.</p> <p>Introduction to paragraphs as way to group related material.</p>	
Spelling	<p>Words with the long /ai/ sound spelt with ei</p> <p>Words with the long /ai/ sound spelt with ey</p> <p>Words with the long /ai/ sound spelt with ai</p> <p>Words with /ur/ sound spelt with ear</p> <p>Homophones &amp; near homophones</p> <p>Homophones &amp; near homophones</p>	<p>Creating adverbs using suffix-ly (No change in root word)</p> <p>Creating adverbs using suffix-ly (Root word ends in y with more than one syllable)</p> <p>Creating adverbs using suffix-ly (root words ends in le)</p> <p>Creating adverbs using suffix-ly (Root words ends in ic or al)</p> <p>Creating adverbs using suffix-ly (exception to the rules)</p>	<p>Words with short /i/ sound, spelt with y</p> <p>Adding suffixes beginning with a vowel (er,ed,ing) (Not double the final consonant)</p> <p>Adding suffix to words beginning with a vowel (er,ed,ing) (Double the consonant)</p> <p>Creating negative meanings using prefix- mis</p>	<p>Homophones and near homophones</p> <p>Homophones and near homophones</p> <p>Adding prefix bi- and adding prefix re-</p> <p>Words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que'</p> <p>Words with the /sh/ spelt ch</p> <p>Statutory spelling challenge words</p> <p>Review week</p>	<p>Words ending in -ary</p> <p>Words with short /u/ sound spelt with 'o'</p> <p>Words with short /u/ sound spelt with 'ou'</p> <p>Words families based on common words, showing how words are related in form and meaning</p> <p>Words families based on common words, showing how words are related in form and meaning</p>	<p>Words ending in suffix -al</p> <p>Words ending in /zhuh/ sound, spelt 'sure'</p> <p>Words ending in /chuh/ sound, spelt 'ture'</p> <p>Words ending in /chuh/ sound, spelt 'ture'</p> <p>Silent letters revision</p> <p>Silent letters revision</p> <p>Review week</p>	



# Manland Primary School – English Curriculum Intent

## Overview of Skills



			Statutory spelling challenge words Review week	Creating negative meanings using prefix- dis Words spelt with /k/ sound spelt with ch Review week		Words families based on common words, showing how words are related in form and meaning Review week	
Year 4	Writing	<p>Narrative - Traditional tales – Myths (quests) Write a Greek myth focussing on effective characterisation, e.g. descriptions (in the style of a ‘Wanted’ poster, ‘lonely hearts advert’, ‘job application’) link dialogue to effective characterisation, interweaving speech and action.</p> <p>Expanded noun phrases.</p> <p>Non-fiction Report Write own report independently based on notes gathered from several sources</p>	<p>Appropriate choice of pronoun or noun within a sentence (avoid ambiguity and repetition).</p> <p>Poetry focus- topical poems</p> <p>Alliteration Personification Similes Metaphors Adjectives</p> <ul style="list-style-type: none"> <li>Grace Nicholls – collected poems</li> <li>James Carter – collected poems</li> </ul> <p><b><u>TAKE ONE BOOK</u></b></p> <p>Journey to Jo’Burg – Beverly Naidoo</p>	<p>Narrative - Writing and performing a play. Appropriate choice of pronoun or noun across sentences. Write and perform a play based on a familiar story.</p> <p>Non-fiction Persuasion Assemble and sequence points in order to plan the presentation of a point of view, using graphs, images, visual aids to make the view more convincing.</p> <p>You Wait Til I’m Older Than You – Michael Rosen</p>	<p>Narrative - Story settings.</p> <p>Write a section of a narrative (or several narratives) focussing on setting.</p> <p>Non-fiction Persuasion Assemble and sequence points in order to plan the presentation of a point of view, using graphs, images, visual aids to make the view more convincing.</p> <p><b><u>TAKE ONE BOOK</u></b></p> <p>Bill’s New Frock – Anne Fine</p>	<p>Narrative - A story/stories with a theme. Relate the theme of the story to personal experience and write an autobiographical story/account reflecting that theme.</p> <p>Non-fiction Discussion Consider different sides of an argument and decide on a course of action, summarising your reasons in a letter.</p>	<p>Non- fiction Explanation Create a flowchart to explain how a new invention works, use the notes to write an explanation using an impersonal style.</p> <p><b><u>TAKE ONE BOOK</u></b> Why the Whales came- Michael Morpurgo</p>
	Reading	<ul style="list-style-type: none"> <li>Myths and Legends (Anglo-Saxons and Vikings)</li> <li>Beowulf – Michael Morpurgo</li> </ul>	<ul style="list-style-type: none"> <li>The Jungle Book – Rudyard Kipling</li> </ul>	Wind in the Willows	<ul style="list-style-type: none"> <li>Voices in the Park – Anthony Browne</li> </ul>	<ul style="list-style-type: none"> <li>The Lion, the Witch and the Wardrobe – CS Lewis</li> </ul>	<ul style="list-style-type: none"> <li>My life as a Tudor School Boy- Jim Eldridge</li> </ul>



# Manland Primary School – English Curriculum Intent

## Overview of Skills



Grammar	<p>The grammatical differences between plural and possessive – s</p> <p>Use of paragraphs to organise ideas around a theme. Standard English forms for verb inflections (we were instead of we was and I did instead of I done)</p> <p>Apostrophes to mark singular and plural possession (the girl's name, the boys' boots)</p> <p>Determiners (before nouns or noun phrases)</p>	<p>Expanded noun phrases</p> <p>Fronted adverbials</p> <p>Use speech marks to punctuate direct speech</p> <p>Use of commas after fronted adverbials (e.g. Later that day, I heard the bad news)</p> <p>Homophones</p> <p>Pronouns and possessive pronouns</p>	<p>Speech punctuation</p> <p>Using pronouns and other nouns to avoid repetition</p>	<p>The grammatical differences between plural and possessive – s</p> <p>Use of paragraphs to organise ideas around a theme. Standard English forms for verb inflections (we were instead of we was and I did instead of I done)</p> <p>Apostrophes to mark singular and plural possession (the girl's name, the boys' boots)</p> <p>Determiners (before nouns or noun phrases)</p>	<p>Expanded noun phrases</p> <p>Fronted adverbials</p> <p>Use speech marks to punctuate direct speech</p> <p>Use of commas after fronted adverbials (e.g. Later that day, I heard the bad news)</p> <p>Homophones</p> <p>Pronouns and possessive pronouns</p>	<p>Speech punctuation</p> <p>Using pronouns and other nouns to avoid repetition</p>
Spelling	<p>Words with /aw/ spelt 'augh' and 'au'</p> <p>Words with the prefix in-</p> <p>Words with the prefix 'im-' before a root word starting with 'm' or 'p'</p> <p>Words with the prefix 'il' before a root word starting with 'l' and root words starting with 'ir-' before a root word starting with 'r'</p> <p>Homophones and near homophones</p> <p>Words with the ending /shun/ spelt sion (root</p>	<p>Words with the ending /shun/ spelt sion (root words end 'de', 'se' or 'd')</p> <p>Words ending with 'shuhn', spelt using ssion (root words ending 'ss' and 'mit')</p> <p>Words ending with 'shuhn', spelt using 'tion' (Root words ending in 't' and 'te', there is no definite root word)</p> <p>Words ending with 'shuhn', spelt using 'cian' (root words end in 'c' or 'cs')</p> <p>Words with the letter pattern 'ough' which make</p>	<p>Homophones and near homophones</p> <p>Nouns ending in the Suffix-ation</p> <p>Adding prefix- Sub abd Prefix Super</p> <p>Plural possessive apostrophes</p>	<p>Words with the s sound spelt sc</p> <p>Words ending in a 'soft' c sound spelt ce</p> <p>Words with a 'Soft c' spelt with a ci</p> <p>Word families based on common words, related form and meaning</p> <p>Statuary spelling Challenge words</p>	<p>Adding the prefix- inter (meaning "between" or 'among')</p> <p>Adding the prefix- Anti meaning "against"</p> <p>Statuary spelling Challenge words</p> <p>Adding the prefix- ex meaning "out"</p> <p>Adding the prefix non-meaning not</p> <p>Words ending in – ar/-er</p>	<p>Adding the suffix- ous (no change to root word)</p> <p>Adding the Suffix- ous (no definitive root word)</p> <p>Adding the suffix y to become I and word ending in "our" become or</p> <p>Adding the suffix -ous (dropping the e)</p> <p>Adverbials of frequency and possibility</p> <p>Statuary spelling Challenge words</p>





# Manland Primary School – English Curriculum Intent

## Overview of Skills



		words end 'de', 'se' or 'd')	the long /o/, /oo/ or /or/ sound. Statutory spelling challenge words.				
Year 5	Writing	<p>Myths &amp; Legends – to write own myth using required features.</p> <p>Recounts – to write a recount on an event in the classroom.</p> <p>Explanation – to write an explanation about how a plant grows.</p>	<p>Suspense &amp; Mystery – to write a suspenseful narrative. (linked to Who Let the Gods Out?) Setting and character description describing the moment key characters meet in the cave.</p> <p>Cinquain poetry – to write and perform own cinquains describing Greek God.</p> <p>Independent piece Persuasion – to write a persuasive text outlining the reasons why Elliot shouldn't help Thanatos.</p>	<p>Fiction from our literary heritage – (Lion, witch and the wardrobe) To explore a text in detail. Write in the style of the author. Take the plot and theme from the text to plan and write own contemporary version.</p> <p>Children will write a dual narrative between two characters (the queen and Edmund)</p> <p>Independent write: Children to image they have been transported to a new land and meet a new character. Write a dialogue between themselves and the new character.</p>	<p>Report – Children to write a non-chronological report on Street cats and Mesopotamian Blue cats.</p> <p>Spoken word poetry/rap – Based on their own research.</p>	<p>Explanation – How to cross the Berlin wall. (Linked to The friends who crossed the border in a balloon in Survivors)</p> <p>Report – Children produce a safety leaflet/pamphlet on how to scuba dive safely. (Linked to The Girl Who Fell From The Sky in Survivors)</p> <p>Poetry appreciation – Children to write a Tanka poem. (Linked to The friends who crossed the border in a balloon in Survivors)</p>	<p>Discussion – Children debate and present a balanced discussion presenting two sides of the argument – Should David and Tucky help the Germans?</p> <p>Take One Book - The Wolf Wilder by Katherine Rundell – Children produce a non-chronological report, Newspaper article and some journalistic writing.</p>
	Reading	The Usborne book of Greek Myths	Who Let the Gods Out? – Maz Evans	CS Lewis – The lion, the witch and the wardrobe.	<p>Michael Rosen's A-Z: The Best Children's Poetry from Agard to Zephaniah</p> <p>Rhythm and Poetry – Karl Nova</p> <p>Varjak Paw – SF Said</p>	<p>Survivors – David Long</p> <p>Shackleton's Journey – William Grill</p>	<p>Friend or Foe – Michael Morpurgo</p> <p>The Wolf Wilder – Katherine Rundell</p>





# Manland Primary School – English Curriculum Intent

## Overview of Skills



	Grammar	Adverbials of time Commas for parenthesis Devices to build cohesion	Modal verbs Relative clauses Devices to build cohesion	Inverted commas for speech Reported and direct speech Punctuation for speech Commas to avoid ambiguity and clarify meaning	Apostrophes for possession Fronted adverbials (ISPACE) Comma demarcate fronted adverbials Expanded noun phrases	Commas to clarify meaning Adverbials of time Devices to build cohesion Modal verbs	Converting nouns or adjectives into verbs using suffixes. Adverbials of time Brackets/commas for parenthesis
	Spelling	Words with endings that sound like /shuhs/ spelt with -cious  Words with endings that sound like /shuhs/ spelt with -tious or -ious  Words with the short vowel sound /i/ spelt with y Words with the long vowel sound /i/ spelt with y  Homophones & near homophones  Homophones & near homophones	Words with 'silent' letters  Words with 'silent' letters  Modal verbs  Words ending in 'ment'  Adverbs of possibility and frequency  Statutory Spelling Challenge Words	Creating nouns using - ity suffix  Creating nouns using - ness suffix  Creating nouns using - ship suffix  Homophones & Near Homophones  Homophones & Near Homophones  Homophones & Near Homophones	Words with an /or/ sound spelt 'or'  Words with /or/sound spelt 'au'  Convert nouns or adjectives into verbs using the suffix -ate  Convert nouns or adjectives into verbs using the suffix -ise  Convert nouns or adjectives into verbs using the suffix -ify  Convert nouns or adjectives into verbs using the suffix -en	Convert nouns or adjectives into verbs using the suffix -en  Convert nouns or adjectives into verbs using the suffix -en  Convert nouns or adjectives into verbs using the suffix -en  Convert nouns or adjectives into verbs using the suffix -en  Convert nouns or adjectives into verbs using the suffix -en  Convert nouns or adjectives into verbs using the suffix -en	Understand vowels in polysyllabic words  Adding verb prefixes de- and re-  Adding verb prefix over-  Convert nouns or verbs into adjectives using suffix -ful  Convert nouns or verbs into adjectives using suffix -ive  Convert nouns or verbs into adjectives using suffix -al  Review
Year 6	Writing	All Wound Up Genre: narrative – re-telling scene from Clockwork Independent write (recount) – describing scene from protagonist	Skellig Genre: narrative – describing scene where main character discovers Skellig in the garage.  Independent write – a description of entering an	World War One and Two Genre: Flashback Outcome: A narrative describing the moment soldiers leave the trenches to go 'over the top' to the front line. ( <i>Independent piece</i> )	World War Two Genre: Diary writing Outcome: Diary entry about the first night of the Blitz  Genre: Informal Letter Outcome: Letter describing life in the Blitz	Power of Persuasion Genre: Formal Letter Outcome: A letter in role linked to A letter to Mrs Wicks Headteacher on an issue of their choice, followed up by a Q and A	Take One Book – writing linked to 'Wonder'  Writing with different degrees of formality: Formal letter Informal email Text message



# Manland Primary School – English Curriculum Intent

## Overview of Skills



	point of view (linked to Clockwork)  Explanation – create biography describing the life and times of Mary Anning (History topic)	abandoned abbey and discovering a creature.  Explanation – findings from Science (circuits). Children to explain what affects the brightness of a bulb (reporting findings from enquiries, causal relationships, reliability of results and conclusion)  Independent write – Non-chronological report describing Buddhism.  Free verse poetry (snow)	Genre: Poetry Outcome: Remembrance Poem  Narrative to describe settings, characterisation and develop atmosphere – newspaper report describing the Blitz  Power of Persuasion Genre: Formal Letter Outcome: A letter in role linked to A letter to Mrs Wicks Headteacher on an issue of their choice, followed up by a Q and A	Discussion text – a debate, followed by a write-up with presents and evaluates the opinions of multiple differing viewpoints. <i>The validity/ethics of war</i>  Read, write and perform free verse poetry	SATs \ moderation prep. Use peer editing to improve previous pieces of independent writing.	(writing from different viewpoints of characters)  Drama – end of Year 6 production
Reading	Clockwork – Philp Pullman Dracula – Bram Stoker (extracts)	Skellig – David Almond	Goodnight Mr Tom (extracts) My Story: Battle of Britain (extracts)	My Story: Blitz (extracts) Kingdom by the Sea (extracts)	Yankee Girl – Mary Ann Rodman  SATs prep in streamed in groups	Wonder – R J Palacio
Grammar	Cohesive devices, fronted adverbials, subordination, hyphens, layout devices (headings, sub-headings, columns, bullet points to list information.), hyphens to avoid ambiguity.	Passive voice Expanded noun phrases Informal Vs formal tone (switching between both, as appropriate, in a single piece of writing), use of the subjunctive Cohesive devices to link ideas across paragraphs. Use of semi-colon, colon and dash Hyphens to avoid ambiguity Use of semi-colon, colon and dash to indicate stronger subdivision of sentence than a comma. Elision.	Informal Vs formal speech  Vocabulary typical of informal speech. Vocabulary appropriate for formal speech and writing ('said' Vs 'reported', 'alleged' or 'claimed' in formal speech or writing)  Cohesive devices to link ideas across paragraphs. Use of semi-colon, colon and dash Hyphens to avoid ambiguity Use of semi-colon, colon and dash to indicate	Cohesive devices  Grammatical connections (adverbials)  Vocabulary appropriate for formal speech and writing ('said' Vs 'reported', 'alleged' or 'claimed' in	Vocabulary typical of informal speech. Vocabulary appropriate for formal speech and writing ('said' Vs 'reported', 'alleged' or 'claimed' in formal speech or writing) Question tags (informal) Vs subjunctive form in formal writing and speech Cohesive devices	



# Manland Primary School – English Curriculum Intent

## Overview of Skills



			Passive voice.	stronger subdivision of sentence than a comma. Elision.			
Spelling	<p>Hyphens: To join a prefix ending in a vowel to a root word beginning with a vowel.</p> <p>Hyphens: To join compound adjectives to avoid ambiguity</p> <p>Homophones &amp; Near Homophones: Nouns that end in -ce/-cy and verbs that end in -se/-sy</p> <p>Adjectives ending in -ant into nouns ending in -ance/ -ancy</p> <p>Adjectives ending in -ent into nouns ending in -ence/ -ency</p>	<p>Words ending in –able</p> <p>Words ending in –ably</p> <p>Word families based on common words, showing how words are related in form and meaning</p> <p>Creating diminutives using prefixes micro or mini</p>	<p>Adding suffixes beginning with vowel letters to words ending in –fer</p> <p>Words with a long /e/ sound spelt ‘ie’ or ‘ei’ after c (and exceptions)</p> <p>Word families based on common words, showing how words are related in form and meaning</p>	<p>Words with endings which sound like /shuhl/ after a vowel letter</p> <p>Words with endings which sound like /shuhl/ after a consonant letter</p> <p>Words with a ‘soft c’ spelt /ce/</p> <p>Word families based on common words, showing how words are related in form and meaning</p>	<p>Word families based on common words, showing how words are related in form and meaning</p> <p>Words that can be nouns and verbs</p> <p>Words with a long /o/ sound, spelt ‘ou’ or ‘ow’</p> <p>Words ending in ‘ible’</p> <p>Words ending in ‘ibly’</p>	Synonyms and antonyms	