Planning overview for English 2023-2024

KS2

In KS2 at Ashton Gate, we teach English through a huge variety of novels, short stories, poetry and plays, recommended by the Centre for Literacy in Primary Education (CLPE), and following their Power of Reading scheme. The Power of Reading is a scheme of work which encourages the teaching of writing (including grammar and punctuation) and reading to be thoroughly intertwined, through the experience of great texts.

Reading comprehension lessons are taught weekly, using the texts the children are studying that term. Every term, children are explicitly taught the features and writing styles of a variety of fiction and non-fiction text types. Grammar and punctuation forms, appropriate to each year group, are taught and revised throughout KS2.

Please see the overviews of the Power of Reading texts taught in each year group below. At the bottom of this document you will also find the National Curriculum Spelling, Punctuation and Grammar and Reading expectations for each year group.

Planning overview for English 2023-2024

Lower KS2

Year 3	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
POR text & other linked quality texts	**Three by the Sea**-Mini Grey **Gregory Cool**-Caroline Binch	**Iron Man** –Ted Hughes **Tin Forest**-Helen Ward **Poetry Pie**-Roger McGough	**Mama Mitti**-Donna Jo Napoli and Kadir Nelson **Werewolf Club Rules**-Joseph Coelho	**The Lost Happy Endings**-Carol Anne Duffy and Jane Ray **The Great Kapok Tree** By Lynne Cherry	**Varjak Paw**-SF Said	**Greek Myths**- Marcia Williams **How the Stars came to be**-Poonam Mistry
Poetry	Triolets or Tankas		Nonsense Verse		Calligrams	

Year 4	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
POR text & other linked quality texts	**Leon and the Place Between**-Graeme Baker-Smith	**The Ice Palace**-Robert Swindells	**The Story of the Blue Planet-**Andri Magnason and Aslaug Jonsdottir	**Beowulf-**Kevin Crossley version Seamus Heaney version for translations	**One Plastic Bag:** Isatou Ceesay and the Recycling Women of the Gambia	**The Boy at the Back of the Class-**Onjali Rauf
Poetry focus	Rondelet		Epic Verse		Rhyming couplets	

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Upper KS2

Year 5	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
POR text & other linked	**The Promise**- Nicola Davies.	**Corey's Rock**- Sita Brahmachari	**Macbeth**- William Shakespeare	**Clockwork**- Phillip Pullman.	**Wolf Brother -** Michelle Paver.	→
Poetry	Villanelle			Sonnet		Free verse-to include Fall of Colston linked with History

Year 6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
POR text & other linked quality texts	**War Horse -** Michael Morpurgo Various WW1 poems	**The Ice Trap- M**eredith Hooper **Shackleton's Journey -** William Grill **Jabberwocky**-Lewis Carroll	**Journey To the Riversea-** Eva Ibbotson Reference made to The Explorer by Katharine Rundell	**The Highwayman**-Alfred Noyes	**Giant's necklace**-Michael Morpurgo **The Listeners** – Walter de la Mere **Woman in White**-Wilkie Collins	**Skysteppers** Katharine Rundell **Modern Fairytales**
Poetry	Pantoum			Ballad		Children to select from poetic forms studied in KS2

Year 3: Detail of content to be introduced (statutory requirement)

Word	Formation of **nouns** using a range of **prefixes** [for example *super–, anti–, auto–*]
	Use of the **forms** *a* or *an* according to whether the next **word** begins with a **consonant** or a **vowel** [for example, *a rock*, *an open box*]
	Word families based on common **words**, showing how words are related in form and meaning [for example, *solve, solution, solver, dissolve, insoluble*]
Sentence	Expressing time, place and cause using **conjunctions** [for example, *when, before, after, while, so, because*], **adverbs** [for example, *then, next, soon, therefore*], or **prepositions** [for example, *before, after, during, in, because of*]
Text	Introduction to paragraphs as a way to group related material
	Headings and sub-headings to aid presentation
	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*]
Punctuation	Introduction to inverted commas to **punctuate** direct speech

Year 4: Detail of content to be introduced (statutory requirement)

Word	The grammatical difference between **plural** and **possessive** –*s*
	Standard English forms for **verb inflections** instead of local spoken forms [for example, *we were* instead of *we was*, or *I did* instead of *I done*]
Sentence	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to: *the strict maths teacher with curly hair*)
	Fronted adverbials [for example, *Later that day*, I heard the bad news.]
Text	Use of paragraphs to organise ideas around a theme
	Appropriate choice of **pronoun** or **noun** within and across **sentences** to aid **cohesion** and avoid repetition
Punctuation	Use of inverted commas and other **punctuation** to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: *The conductor shouted, "Sit down!"*]
	Apostrophes to mark **plural** possession [for example, *the girl's name*, *the girls' names*]
	Use of commas after **fronted adverbials**
Terminology for pupils	determiner
	pronoun, possessive pronoun
	adverbial

Year 5: Detail of content to be introduced (statutory requirement)

Word	Converting **nouns** or **adjectives** into **verbs** using **suffixes** [for example, –*ate*; –*ise*; –*ify*]
	Verb prefixes [for example, *dis–, de–, mis–, over–* and *re–*]
Sentence	**Relative clauses** beginning with *who, which, where, when, whose, that*, or an omitted relative pronoun
	Indicating degrees of possibility using **adverbs** [for example, *perhaps, surely*] or **modal verbs** [for example, *might, should, will, must*]
Text	Devices to build **cohesion** within a paragraph [for example, *then, after that, this, firstly*]
	Linking ideas across paragraphs using **adverbials** of time [for example, *later*], place [for example, *nearby*] and number [for example, *secondly*] or tense choices [for example, he *had* seen her before]
Punctuation	Brackets, dashes or commas to indicate parenthesis
	Use of commas to clarify meaning or avoid ambiguity
Terminology for pupils	modal verb, relative pronoun
	relative clause
	parenthesis, bracket, dash
	cohesion, ambiguity

Year 6: Detail of content to be introduced (statutory requirement)

Text	Linking ideas across paragraphs using a wider 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]
Punctuation	Use of the semi-colon, colon and dash to mark the boundary between independent **clauses** [for example, *It's raining; I'm fed up*]
	Use of the colon to introduce a list and use of semi-colons within lists
	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*]
Terminology for pupils	subject, object
	active, passive
	synonym, antonym
	ellipsis, hyphen, colon, semi-colon, bullet points

Statutory requirements Year 3 and 4 Reading Comprehension	**Statutory requirements** Year 5 and 6 Reading Comprehension

Year 3 and 4 Reading Comprehension

Pupils should be taught to:

- develop positive attitudes to reading and 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 one 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.

Year 5 and 6 Reading Comprehension

Pupils should be taught to:

- maintain positive attitudes to reading and understanding of what they read by:
  - 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
- understand what they read by:
  - 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 one 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.