

**ENGLISH CONTENT CYCLE B**

English 1	<u>Folk tales-</u> Anne Johnson- London Folk Tales for Children	<u>Traditional tales with a twist</u> Padraig Kenny- Tin Leigh Hodginson- Goldilocks and just the one bear.	<u>Stories from other cultures</u> When stars are scattered Omar Mohammed and Victoria Jamieson .	<u>Stories with familiar settings</u> Ted Hughes- Iron Man	<u>Playscripts</u> Odessa and the Magic Goat John Agard	<u>Mystery/ adventure stories</u> Ross Mackenzie- The Nowhere Emporium Enid Blyton The Famous Five- Good Old Timmy and other stories.
English focus	Setting description.	Problem.	Ending.	Character description.		Flash back including jumps to various times and places.
SPAG Y3	<ul style="list-style-type: none"> <li>Identify clauses in sentences.</li> <li>Homophones and near homophones.</li> </ul>	<ul style="list-style-type: none"> <li>Use inverted commas for direct speech.</li> <li>Ou- young, double, touch.</li> </ul>	<ul style="list-style-type: none"> <li>Use commas to separate clauses when subordinate clause appears first.</li> <li>Sure- treasure, enclosure, pleasure.</li> </ul>	<ul style="list-style-type: none"> <li>Use adverbs.</li> <li>Suffixes ly, ous.</li> </ul>	<ul style="list-style-type: none"> <li>Ture- creature, furniture, adventure.</li> </ul>	<ul style="list-style-type: none"> <li>Use perfect forms of verbs- have and has.</li> <li>Prefixes super, anti.</li> </ul>
SPAG Y4	<ul style="list-style-type: none"> <li>Use adverb starters for when.</li> <li>Use commas after fronted adverbials.</li> <li>Ch- scheme, chorus.</li> </ul>	<ul style="list-style-type: none"> <li>Use inverted commas and other punctuation for direct speech (The tour guide announced, “Be back here for 4 oclock.”</li> <li>Ch- chalet, chef, machine.</li> </ul>	<ul style="list-style-type: none"> <li>Use commas to mark clauses in complex sentences.</li> <li>y- myth, gym, Egypt.</li> </ul>	<ul style="list-style-type: none"> <li>Use noun phrases.</li> <li>Prefixes sub, inter.</li> </ul>	<ul style="list-style-type: none"> <li>Prefixes- in, im, ir.</li> </ul>	<ul style="list-style-type: none"> <li>Use standard English- were, was.</li> <li>Prefixes super, anti.</li> </ul>
SPAG Y5	<ul style="list-style-type: none"> <li>Use relative clauses for who, which.</li> <li>Able/ ible</li> </ul>	<ul style="list-style-type: none"> <li>Use relative clauses for where, whose when, that.</li> <li>Ei after c.</li> </ul>	<ul style="list-style-type: none"> <li>Use ed starters.</li> <li>Use ing opening clauses.</li> </ul>	<ul style="list-style-type: none"> <li>Use expanded noun phrases.</li> <li>Suffixes ise, ify.</li> </ul>	<ul style="list-style-type: none"> <li>Prefixes dis, de.</li> </ul>	<ul style="list-style-type: none"> <li>Use simile starters.</li> <li>Prefixes over.</li> </ul>
SPAG Y6	<ul style="list-style-type: none"> <li>Use devices to build cohesion between paragraphs in narrative.</li> <li>Cious, tious.</li> </ul>	<ul style="list-style-type: none"> <li>Use ellipsis to link paragraphs.</li> <li>Fer.</li> </ul>	<ul style="list-style-type: none"> <li>Use repetition of a word or phrase to link ideas between paragraphs.</li> <li>Prefixes tele, circum.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and use semi-colons.</li> </ul>	<ul style="list-style-type: none"> <li>Collect a range of synonyms and antonyms.</li> </ul>	<ul style="list-style-type: none"> <li>Identify subject and object in a sentence.</li> </ul>
English 2	<u>Non-chronological reports-</u> The Local Area	<u>Instructions</u> Link to DT food topic.	<u>Poetry</u> Haiku, limericks and other structures.	<u>News reports</u> Earthquakes and volcanoes.	<u>Balanced argument</u> Link to History- Islamic Golden Age inventors.	<u>Recounts</u> Visits and events.
SPAG Y3	<ul style="list-style-type: none"> <li>Identify main and subordinate clause.</li> <li>Irregular past tense- send/ sent, hear/ heard, think/ thought.</li> </ul>	<ul style="list-style-type: none"> <li>Create complex sentences using conjunctions- when, if, because, although, while, since, until, before, after, so.</li> <li>Ei, eigh, ey.</li> </ul>	<ul style="list-style-type: none"> <li>Irregular plurals- goose/ geese, woman/ women.</li> </ul>	<ul style="list-style-type: none"> <li>Use prepositions for where.</li> <li>Prefix auto.</li> </ul>	<ul style="list-style-type: none"> <li>Use determiner a or an.</li> </ul>	<ul style="list-style-type: none"> <li>Prefixes dis, mis, re.</li> </ul>
SPAG Y4	<ul style="list-style-type: none"> <li>Use fronted adverbials for where.</li> <li>Use commas after fronted adverbials.</li> <li>Sc- science, scene.</li> </ul>	<ul style="list-style-type: none"> <li>Use apostrophes for single and plural possession.</li> <li>Gue- que- tongue, antique.</li> </ul>	<ul style="list-style-type: none"> <li>Change nouns and adjectives to verbs- pollen=pollinate.</li> </ul>	<ul style="list-style-type: none"> <li>Prefix auto, inter.</li> </ul>	<ul style="list-style-type: none"> <li>Use determiners- a/ an/ the, this/ that/ those/ these, my/ your/ his/ her/ its/ our.</li> <li>Suffixes- ation, tion</li> </ul>	<ul style="list-style-type: none"> <li>Suffixes ssion, cian.</li> </ul>
SPAG Y5	<ul style="list-style-type: none"> <li>Use commas to avoid ambiguity.</li> <li>Link ideas across paragraphs using adverbials.</li> <li>Ant, ance/ ancy, ent, ence/ ency.</li> </ul>	<ul style="list-style-type: none"> <li>Use commas to mark parenthesis.</li> <li>Use brackets to mark parenthesis.</li> <li>Use brackets to mark parenthesis.</li> <li>Ough.</li> </ul>	<ul style="list-style-type: none"> <li>Silent letters.</li> </ul>	<ul style="list-style-type: none"> <li>Use modal verbs.</li> <li>Suffixes ate.</li> </ul>	<ul style="list-style-type: none"> <li>Use devices to build cohesion- firstly, then, presently, subsequently.</li> <li>Prefixes re, pre.</li> </ul>	<ul style="list-style-type: none"> <li>Create complex sentences where the relative pronoun is omitted. Tine, standing at the bus stop, pondered the day ahead.</li> <li>Prefixes mis.</li> </ul>
SPAG Y6	<ul style="list-style-type: none"> <li>Explore how hypens can be used to avoid ambiguity.</li> <li>Cial endings.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and use colons to introduce a list.</li> <li>Use semi-colons within lists.</li> <li>Homophones.</li> </ul>	<ul style="list-style-type: none"> <li>Prefixes bi, trans.</li> </ul>	<ul style="list-style-type: none"> <li>Punctuate bullet points consistently.</li> </ul>	<ul style="list-style-type: none"> <li>Use devise to build cohesion in persuasive, discursive and explanatory texts.</li> </ul>	<ul style="list-style-type: none"> <li>Explore active and passive.</li> </ul>