

## ENGLISH

### OUR AIMS

“Language is not just words. It’s a culture, a tradition, a unification of community, a whole history that creates what a community is. It’s all embodied in a language” (Noam Chomsky)

At The Gillford Centre, we aim to inspire pupils and reignite their interest in reading and writing; encouraging them to understand that English is not just about letters and words and spelling but about exploration. We enable them to question, imagine and develop their awareness of our own and the literary world and its characters through personalised lessons and interventions; encouraging progress and a feeling of achievement by working to embed the key skills across KS1-4.

In Primary, pupils are taught thematically across the Curriculum. Using a variety of texts and writing styles, pupils have access to the themes which are used each half term to inspire and interest the pupils. Alongside reading and studying the topic, pupils are able to apply their own understanding to their writing with the aim of producing independent writes. In addition to this, across Key Stage 1 and 2, pupils use the VIPERS programme and Read, Write, Inc Phonics programme to develop their reading and comprehension skills. We aim to maintain the love of learning and develop the key skills to enable our pupils to continue to do this.

In Key Stage 3, skills are taught using both texts and thematic approaches. Students explore new texts and study their themes and content, learning about the context and characters. While reading alongside the teacher, students are able to develop their reading and writing skills by applying their knowledge of the story or topic. A key aim in Key Stage 3 is to encourage reading. The content and context are taught through a variety of media to stimulate students’ interests. Key skills, alongside individualised interventions, are taught with the aim of developing confidence in English and preparing for the Key Stage 4 curriculum.

In Key Stage 4 we support students in obtaining their external qualifications in both Functional Skills and GCSE. Alongside all exam content are the opportunities to develop key skills in Literacy. Students work towards Functional Skills qualifications to encourage the practical application of Literacy. Simultaneously, they are provided with the essential knowledge, skills and understanding to operate confidently, effectively and independently in school, life and at work. Students then work towards achieving a GCSE in English Language using the exam board AQA. GCSE lessons have an exam focus in order that all assessment objectives are covered.

## Year 1 and 2

<u>Term</u>	<u>Unit of Study</u>	<u>Key Skills Learning</u>
Yearly	- Breath of study: Literacy	-
<b>Autumn Term 1</b> Topic: Kings and Queens	- Traditional and non-traditional fairy tales	<b>Reading</b> <ul style="list-style-type: none"> <li>- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>- recognising and joining in with predictable phrases</li> <li>- discussing word meanings, linking new meanings to those already known</li> <li>- drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>- making inferences on the basis of what is being said and done</li> <li>- predicting what might happen on the basis of what has been read so far</li> <li>- participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>- explain clearly their understanding of what is read to them</li> <li>- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li> <li>- discussing the sequence of events in books and how items of information are related</li> <li>- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>- drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>- checking that the text makes sense to them as they read, and correcting inaccurate reading</li> <li>- making inferences on the basis of what is being said and done</li> <li>- answering and asking questions</li> <li>- predicting what might happen on the basis of what has been read so far</li> </ul>

		<ul style="list-style-type: none"> <li>- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- saying out loud what they are going to write about</li> <li>- composing a sentence orally before writing it</li> <li>- sequencing sentences to form short narratives</li> <li>- re-reading what they have written to check that it makes sense</li> <li>- discuss what they have written with the teacher or other pupils</li> <li>- read their writing aloud, clearly enough to be heard by their peers and the teacher</li> <li>- leaving spaces between words</li> <li>- joining words and joining clauses using 'and'</li> <li>- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>- writing narratives about personal experiences and those of others (real and fictional)</li> <li>- planning or saying out loud what they are going to write about</li> <li>- writing down ideas and/or key words, including new vocabulary</li> <li>- encapsulating what they want to say, sentence by sentence</li> <li>- learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists</li> <li>- use sentences with different forms: statement, question, exclamation, command</li> <li>- expanded noun phrases to describe and specify [for example, the blue butterfly]</li> </ul>
<p><b>Autumn Term 2</b> Topic: Climates around the world</p>	<ul style="list-style-type: none"> <li>- Meerkat Mail</li> <li>- Lost and Found</li> <li>- Non-fiction fact file about animals</li> <li>-</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>• discussing word meanings, linking new meanings to those already known</li> <li>• drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• checking that the text makes sense to them as they read, and correcting inaccurate reading</li> <li>• making inferences on the basis of what is being said and done</li> </ul>

- predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them
- listening to, discussing and expressing views about stories and non-fiction at a level beyond that at which they can read independently
- discussing the sequence of events in books and how items of information are related
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read, and correcting inaccurate reading
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

## Writing

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read their writing aloud, clearly enough to be heard by their peers and the teacher
- leaving spaces between words
- joining words and joining clauses using 'and'

		<ul style="list-style-type: none"> <li>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>writing narratives about personal experiences and those of others (real and fictional)</li> <li>writing for different purposes</li> <li>planning or saying out loud what they are going to write about</li> <li>writing down ideas and/or key words, including new vocabulary</li> <li>encapsulating what they want to say, sentence by sentence</li> <li>learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> <li>use sentences with different forms: statement, question, exclamation, command</li> <li>expanded noun phrases to describe and specify [for example, the blue butterfly]</li> </ul>
<b>Spring Term 1</b> <b>Topic: Inventors</b>	<ul style="list-style-type: none"> <li>- Instruction writing</li> <li>- Narrative Writing</li> <li>- Monster machine, Tom magnificent machines</li> <li>- Poems - focus upon vehicles</li> <li>-</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>discussing word meanings, linking new meanings to those already known</li> <li>drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>checking that the text makes sense to them as they read, and correcting inaccurate reading</li> <li>making inferences on the basis of what is being said and done</li> <li>predicting what might happen on the basis of what has been read so far</li> <li>participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>explain clearly their understanding of what is read to them</li> <li>learning to appreciate rhymes and poems, and to recite some by heart</li> <li>listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li> <li>discussing the sequence of events in books and how items of information are related</li> <li>being introduced to non-fiction books that are structured in different ways</li> </ul>

- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read, and correcting inaccurate reading
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

## Writing

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read their writing aloud, clearly enough to be heard by their peers and the teacher
- leaving spaces between words
- joining words and joining clauses using 'and'
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- writing narratives about personal experiences and those of others (real and fictional)
- writing for different purposes

		<ul style="list-style-type: none"> <li>• planning or saying out loud what they are going to write about</li> <li>• writing down ideas and/or key words, including new vocabulary</li> <li>• encapsulating what they want to say, sentence by sentence</li> <li>• learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> <li>• use sentences with different forms: statement, question, exclamation, command</li> <li>• expanded noun phrases to describe and specify [for example, the blue butterfly]</li> </ul>
<b>Spring Term 2</b> Topic: Oceans	<ul style="list-style-type: none"> <li>- Non-fiction</li> <li>- Fact files about ocean creatures</li> <li>- History link - Titanic</li> <li>- Poetry - commotion in the ocean</li> <li>- Narrative - stories set in fantasy worlds</li> <li>-</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>• listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>• recognising and joining in with predictable phrases</li> <li>• learning to appreciate rhymes and poems, and to recite some by heart</li> <li>• discussing word meanings, linking new meanings to those already known</li> <li>• drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• checking that the text makes sense to them as they read, and correcting inaccurate reading</li> <li>• discussing the significance of the title and events</li> <li>• making inferences on the basis of what is being said and done</li> <li>• predicting what might happen on the basis of what has been read so far</li> <li>• participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>• explain clearly their understanding of what is read to them</li> <li>• listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li> <li>• discussing the sequence of events in books and how items of information are related</li> <li>• becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>• being introduced to non-fiction books that are structured in different ways</li> </ul>

- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read, and correcting inaccurate reading
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

## Writing

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read their writing aloud, clearly enough to be heard by their peers and the teacher
- leaving spaces between words
- joining words and joining clauses using 'and'
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- writing narratives about personal experiences and those of others (real and fictional)



		<ul style="list-style-type: none"> <li>• writing about real events</li> <li>• writing poetry</li> <li>• writing for different purposes</li> <li>• planning or saying out loud what they are going to write about</li> <li>• writing down ideas and/or key words, including new vocabulary</li> <li>• encapsulating what they want to say, sentence by sentence</li> <li>• evaluating their writing with the teacher and other pupils</li> <li>• rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>• proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</li> <li>• read aloud what they have written with appropriate intonation to make the meaning clear</li> <li>• learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> <li>• use sentences with different forms: statement, question, exclamation, command</li> <li>• expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>• the present and past tenses correctly and consistently, including the progressive form</li> <li>• subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> </ul>
<b>Summer Term 1</b> Topic: WWI	<ul style="list-style-type: none"> <li>- Diary Entry</li> <li>- Letters</li> <li>- Non-fiction - animals in war</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>• listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>• discussing word meanings, linking new meanings to those already known</li> <li>• drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• checking that the text makes sense to them as they read, and correcting inaccurate reading</li> <li>• discussing the significance of the title and events</li> <li>• making inferences on the basis of what is being said and done</li> <li>• predicting what might happen on the basis of what has been read so far</li> </ul>

- participate in discussion about what is read to them, taking turns and listening to what others say
- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- being introduced to non-fiction books that are structured in different ways
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- drawing on what they already know or on background information and vocabulary provided by the teacher
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- leaving spaces between words
- joining words and joining clauses using 'and'
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

		<ul style="list-style-type: none"> <li>• writing narratives about personal experiences and those of others (real and fictional)</li> <li>• writing about real events</li> <li>• planning or saying out loud what they are going to write about</li> <li>• writing down ideas and/or key words, including new vocabulary</li> <li>• encapsulating what they want to say, sentence by sentence</li> <li>• evaluating their writing with the teacher and other pupils</li> <li>• rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>• proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</li> <li>• read aloud what they have written with appropriate intonation to make the meaning clear</li> <li>• learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> <li>• use sentences with different forms: statement, question, exclamation, command</li> <li>• the present and past tenses correctly and consistently, including the progressive form</li> <li>• subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> </ul>
<b>Summer Term 2</b> Topic: Carnival of the Animals	<ul style="list-style-type: none"> <li>- Narrative writing - Tiger Child</li> <li>- Animal Poetry</li> <li>- Non fiction fact file</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>• listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>• becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>• discussing word meanings, linking new meanings to those already known</li> <li>• drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• checking that the text makes sense to them as they read, and correcting inaccurate reading</li> <li>• discussing the significance of the title and events</li> <li>• making inferences on the basis of what is being said and done</li> <li>• predicting what might happen on the basis of what has been read so far</li> </ul>

- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them
- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read, and correcting inaccurate reading
- making inferences on the basis of what is being said and done
- answering and asking questions
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## Writing

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense

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|  |  | <ul style="list-style-type: none"> <li>• discuss what they have written with the teacher or other pupils</li> <li>• read their writing aloud, clearly enough to be heard by their peers and the teacher</li> <li>• leaving spaces between words</li> <li>• joining words and joining clauses using 'and'</li> <li>• beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>• using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>• writing narratives about personal experiences and those of others (real and fictional)</li> <li>• writing poetry</li> <li>• writing for different purposes</li> <li>• planning or saying out loud what they are going to write about</li> <li>• writing down ideas and/or key words, including new vocabulary</li> <li>• encapsulating what they want to say, sentence by sentence</li> <li>• evaluating their writing with the teacher and other pupils</li> <li>• rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>• proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</li> <li>• read aloud what they have written with appropriate intonation to make the meaning clear</li> <li>• learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> <li>• use sentences with different forms: statement, question, exclamation, command</li> <li>• expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>• the present and past tenses correctly and consistently, including the progressive form</li> <li>• subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>•</li> </ul> |
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## Year 3 and 4

<u>Term</u>	<u>Unit of Study</u>	<u>Key Skills Learning</u>
Yearly	- Breath of study: Literacy	-
<b>Autumn Term 1</b> Topic: Modern Europe	<ul style="list-style-type: none"> <li>- Narrative</li> <li>- Pupils will be inspired by stories from other cultures to write their own exciting Fairy Tale. They will focus on developing the plot, setting and character through description and dialogue. Will their characters live happily ever after or will there be an alternative ending?</li> </ul>	<ul style="list-style-type: none"> <li>- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>- reading books that are structured in different ways and reading for a range of purposes</li> <li>- using dictionaries to check the meaning of words that they have read</li> <li>- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>- identifying themes and conventions in a wide range of books</li> <li>- discussing words and phrases that capture the reader's interest and imagination</li> <li>- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>- asking questions to improve their understanding of a text</li> <li>- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>- predicting what might happen from details stated and implied</li> <li>- identifying main ideas drawn from more than one paragraph and summarising these</li> <li>- identifying how language, structure, and presentation contribute to meaning</li> <li>- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>- organising paragraphs around a theme</li> <li>- in narratives, creating settings, characters and plot</li> <li>- proof-read for spelling and punctuation errors</li> <li>- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul>

<p><b>Autumn Term 2</b> Topic: Extreme Weather</p>	<ul style="list-style-type: none"> <li>- Poetry</li> <li>- Pupils will be inspired by Extreme Weather to write a range of poems. Pupils will look at the figurative features within poems such as alliteration, metaphors, similes, personification and BOOM CRASH onomatopoeia. At Christmas pupils will write a Christmas "Wrap."</li> </ul>	<ul style="list-style-type: none"> <li>- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>- using dictionaries to check the meaning of words that they have read</li> <li>- identifying themes and conventions</li> <li>- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>- discussing words and phrases that capture the reader's interest and imagination</li> <li>- recognising some different forms of poetry [for example, free verse, narrative poetry]</li> <li>- asking questions to improve their understanding of a text</li> <li>- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>- predicting what might happen from details stated and implied</li> <li>- identifying how language, structure, and presentation contribute to meaning</li> <li>- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>- assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul>
<p><b>Spring Term 1</b> Topic: Mayans</p>	<ul style="list-style-type: none"> <li>- Adverts and persuasive writing</li> <li>- During this topic, pupils will explore Mayan culture including their Gods, number system, diet, local geography, achievements and legacy. Pupils will create an advert using various media for the new design of chocolate which</li> </ul>	<ul style="list-style-type: none"> <li>- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>- reading books that are structured in different ways and reading for a range of purposes</li> <li>- using dictionaries to check the meaning of words that they have read</li> <li>- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>- identifying themes and conventions in a wide range of books</li> <li>- discussing words and phrases that capture the reader's interest and imagination</li> </ul>



	<p>they will create in Food Technology.</p>	<ul style="list-style-type: none"> <li>- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>- asking questions to improve their understanding of a text</li> <li>- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>- identifying how language, structure, and presentation contribute to meaning</li> <li>- organising paragraphs around a theme</li> <li>- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> <li>- assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul>
<p><b>Spring Term 2</b> Topic: Vikings</p>	<ul style="list-style-type: none"> <li>- Historical Narratives</li> <li>- Pupils will explore a variety of stories with a historical setting eg Norse Gods</li> </ul>	<ul style="list-style-type: none"> <li>- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>- reading books that are structured in different ways and reading for a range of purposes</li> <li>- using dictionaries to check the meaning of words that they have read</li> <li>- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>- identifying themes and conventions in a wide range of books</li> <li>- discussing words and phrases that capture the reader's interest and imagination</li> <li>- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>- asking questions to improve their understanding of a text</li> <li>- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>- predicting what might happen from details stated and implied</li> <li>- identifying main ideas drawn from more than one paragraph and summarising these</li> </ul>



		<ul style="list-style-type: none"> <li>- identifying how language, structure, and presentation contribute to meaning</li> <li>- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>- organising paragraphs around a theme</li> <li>- in narratives, creating settings, characters and plot</li> <li>- proof-read for spelling and punctuation errors</li> <li>- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul>
<b>Summer Term 1</b> Topic: My Cumbrian Home	<ul style="list-style-type: none"> <li>- Letter Writing</li> <li>- Using our local landscape and current affairs locally, pupils will use their knowledge of letter writing and techniques to write a letter to a local person</li> </ul>	<ul style="list-style-type: none"> <li>- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>- reading books that are structured in different ways and reading for a range of purposes</li> <li>- using dictionaries to check the meaning of words that they have read</li> <li>- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>- identifying themes and conventions in a wide range of books</li> <li>- discussing words and phrases that capture the reader's interest and imagination</li> <li>- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>- asking questions to improve their understanding of a text</li> <li>- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>- identifying how language, structure, and presentation contribute to meaning</li> <li>- organising paragraphs around a theme</li> <li>- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> <li>- assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>- read aloud their own writing, to a group or the whole class, using appropriate</li> </ul>

		intonation and controlling the tone and volume so that the meaning is clear
<b>Summer Term 2</b> Topic: Extreme Earth	<ul style="list-style-type: none"> <li>- Poetry/Plays</li> <li>- Looking at how people would speak in a film such as Twister and how to communicate heightened emotions such as fear. To examine the use of song as an emotive tool.</li> </ul>	<ul style="list-style-type: none"> <li>- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>- using dictionaries to check the meaning of words that they have read</li> <li>- identifying themes and conventions</li> <li>- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>- discussing words and phrases that capture the reader's interest and imagination</li> <li>- recognising some different forms of poetry [for example, free verse, narrative poetry]</li> <li>- asking questions to improve their understanding of a text</li> <li>- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>- predicting what might happen from details stated and implied</li> <li>- identifying how language, structure, and presentation contribute to meaning</li> <li>- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>- assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul>

## Year 5 and 6

<u>Term</u>	<u>Unit of Study</u>	<u>Key Skills Learning</u>
Yearly	- Breath of study: Literacy	-
<b>Autumn Term 1</b> Topic: Mayans	<ul style="list-style-type: none"> <li>- Non-chronological Report</li> <li>- Fact finding</li> <li>- Information Texts</li> </ul>	<ul style="list-style-type: none"> <li>- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>- reading books that are structured in different ways and reading for a range of purposes</li> <li>- identifying and discussing themes and conventions in and across a wide range of writing</li> <li>- making comparisons within and across books</li> <li>- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>- asking questions to improve their understanding</li> <li>- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>- identifying how language, structure and presentation contribute to meaning</li> <li>- distinguish between statements of fact and opinion</li> <li>- retrieve, record and present information from non-fiction</li> <li>- 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</li> <li>- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>- noting and developing initial ideas, drawing on reading and research where necessary</li> <li>- using a wide range of devices to build cohesion within and across paragraphs</li> <li>- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> <li>- assessing the effectiveness of their own and others' writing</li> <li>- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>- ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>- proof-read for spelling and punctuation error</li> </ul>

<p><b>Autumn Term 2</b> Topic: Rivers</p>	<p>- Poetry</p>	<ul style="list-style-type: none"> <li>- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>- identifying and discussing themes and conventions in and across a wide range of writing</li> <li>- making comparisons within and across books</li> <li>- learning a wider range of poetry by heart</li> <li>- 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</li> <li>- asking questions to improve their understanding</li> <li>- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>- predicting what might happen from details stated and implied</li> <li>- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>- identifying how language, structure and presentation contribute to meaning</li> <li>- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>- 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</li> <li>- provide reasoned justifications for their views</li> <li>- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>- noting and developing initial ideas, drawing on reading and research where necessary</li> <li>- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> <li>- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>- assessing the effectiveness of their own and others' writing</li> <li>- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>- proof-read for spelling and punctuation errors</li> </ul>
<p><b>Spring Term 1</b> Topic: Benin</p>	<p>- Instructional Writing</p>	<ul style="list-style-type: none"> <li>- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>- asking questions to improve their understanding</li> <li>- retrieve, record and present information from non-fiction</li> </ul>

		<ul style="list-style-type: none"> <li>- 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</li> <li>- provide reasoned justifications for their views</li> <li>- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>- noting and developing initial ideas, drawing on reading and research where necessary</li> <li>- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>- using a wide range of devices to build cohesion within and across paragraphs</li> <li>- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> <li>- assessing the effectiveness of their own and others' writing</li> <li>- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>- ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>- proof-read for spelling and punctuation errors</li> </ul>
<b>Spring Term 2</b> Topic: Carlisle Past and Present	<ul style="list-style-type: none"> <li>- Newspaper Report and research</li> </ul>	<ul style="list-style-type: none"> <li>- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>- asking questions to improve their understanding</li> <li>- retrieve, record and present information from non-fiction</li> <li>- 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</li> <li>- provide reasoned justifications for their views</li> <li>- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>- noting and developing initial ideas, drawing on reading and research where necessary</li> <li>- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> </ul>

		<ul style="list-style-type: none"> <li>- using a wide range of devices to build cohesion within and across paragraphs</li> <li>- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> <li>- assessing the effectiveness of their own and others' writing</li> <li>- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>- ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>- proof-read for spelling and punctuation errors</li> </ul>
<b>Summer Term 1</b> Topic: WW2	<ul style="list-style-type: none"> <li>- Diary Entry</li> <li>- First person writing</li> </ul>	<ul style="list-style-type: none"> <li>- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>- reading books that are structured in different ways and reading for a range of purposes</li> <li>- 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</li> <li>- identifying and discussing themes and conventions in and across a wide range of writing</li> <li>- making comparisons within and across books</li> <li>- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>- asking questions to improve their understanding</li> <li>- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>- predicting what might happen from details stated and implied</li> <li>- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>- identifying how language, structure and presentation contribute to meaning</li> <li>- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>- 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</li> </ul>

		<ul style="list-style-type: none"> <li>- provide reasoned justifications for their views.</li> <li>- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>- noting and developing initial ideas, drawing on reading and research where necessary</li> <li>- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> <li>- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>- précising longer passages</li> <li>- using a wide range of devices to build cohesion within and across paragraphs</li> <li>- assessing the effectiveness of their own and others' writing</li> <li>- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>- ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>- proof-read for spelling and punctuation errors</li> </ul>
<b>Summer Term 2</b> Topic: Exploring Eastern Europe	<ul style="list-style-type: none"> <li>- Information Texts</li> <li>- Letter to inform</li> </ul>	<ul style="list-style-type: none"> <li>- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>- reading books that are structured in different ways and reading for a range of purposes</li> <li>- identifying and discussing themes and conventions in and across a wide range of writing</li> <li>- making comparisons within and across books</li> <li>- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>- asking questions to improve their understanding</li> <li>- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>- identifying how language, structure and presentation contribute to meaning</li> <li>- distinguish between statements of fact and opinion</li> </ul>



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|  |  | <ul style="list-style-type: none"><li>- retrieve, record and present information from non-fiction</li><li>- 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</li><li>- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li><li>- noting and developing initial ideas, drawing on reading and research where necessary</li><li>- using a wide range of devices to build cohesion within and across paragraphs</li><li>- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li><li>- assessing the effectiveness of their own and others' writing</li><li>- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li><li>- ensuring the consistent and correct use of tense throughout a piece of writing</li><li>- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li><li>- proof-read for spelling and punctuation error</li></ul> |
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## KS3

<u>Term</u>	<u>Unit of Study</u>	<u>Key Skills Learning</u>
Yearly	Breath of study: English	
<b>Autumn Term 1</b> Refugee boy/The Hate U Give/ Noughts and Crosses  Skills package (Literacy and SPAG catch up)	- Fiction/transactional writing - Explore the themes and context surrounding the issues faced by young people and authors living in the BAME Community	<ul style="list-style-type: none"> <li>• Identify and interpret explicit and implicit information and ideas</li> <li>• Select and synthesise evidence from different texts</li> <li>• Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</li> <li>• Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</li> <li>• Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</li> <li>• Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</li> <li>• Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)</li> </ul>
<b>Autumn Term 2</b> Transactional writing	Non Fiction <ul style="list-style-type: none"> <li>- Article</li> <li>- Letter</li> <li>- Speech</li> <li>- Review</li> <li>- Diary entry</li> <li>- Leaflet</li> <li>- Advert</li> </ul>	<ul style="list-style-type: none"> <li>• Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</li> <li>• Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</li> <li>• Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</li> <li>• Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)</li> </ul>
<b>Spring Term 1</b> Poetry- Pop, World War 1, Conflict	<ul style="list-style-type: none"> <li>- Comparison of poems and identifying literary devices.</li> <li>- Descriptive/imaginative writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and interpret explicit and implicit information and ideas</li> <li>• Select and synthesise evidence from different texts</li> <li>• Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</li> </ul>

		<ul style="list-style-type: none"> <li>• Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</li> <li>• Evaluate texts critically and support this with appropriate textual references</li> <li>• Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</li> <li>• Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</li> <li>• Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)</li> </ul>
<b>Spring Term 2</b> Shakespeare - Context - A Midsummer Night's Dream - Tempest	Identifying character emotions and effect of features upon the reader <ul style="list-style-type: none"> <li>- History</li> <li>- The Globe</li> <li>- Types of plays</li> <li>- Key extracts</li> <li>- Analysis of character and setting</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and interpret explicit and implicit information and ideas</li> <li>• Select and synthesise evidence from different texts</li> <li>• Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</li> <li>• Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</li> <li>• Evaluate texts critically and support this with appropriate textual references</li> <li>• Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</li> <li>• Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</li> <li>• Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)</li> </ul>
<b>Summer Term 1</b> Fiction - A Monster Calls/ 127 hours /	Character and effect upon the reader <ul style="list-style-type: none"> <li>- Descriptive/Narrative</li> </ul> Spoken language and themes within a text	<ul style="list-style-type: none"> <li>• Identify and interpret explicit and implicit information and ideas</li> <li>• Select and synthesise evidence from different texts</li> <li>• Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</li> <li>• Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</li> <li>• Evaluate texts critically and support this with appropriate textual references</li> <li>• Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</li> <li>• Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</li> </ul>

		<ul style="list-style-type: none"> <li>Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)</li> </ul>
<b>Summer Term 2</b> Born Free (7 and 8) GCSE preparation (9)	Speech writing  Introduction to EFS and GCSE Paper 1 and 2 overviews Non-fiction text and writing focus	<ul style="list-style-type: none"> <li>Identify and interpret explicit and implicit information and ideas</li> <li>Select and synthesise evidence from different texts</li> <li>Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</li> <li>Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</li> <li>Evaluate texts critically and support this with appropriate textual references</li> <li>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</li> <li>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</li> <li>Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)</li> </ul>

## POSSIBLE ENRICHMENT OPPORTUNITIES

Autumn 1: KS1 and KS2 - Local Pantomime or performance; KS3 - attend local BAME/Black History Month events in person or online

Autumn 2: KS2 - visit local areas to explore the environment and how it is impacted by the weather and look at rivers

KS3 - visit restaurant/ café for review activity

Spring 1: KS1 - visit to Life Museum in Newcastle

Spring 2: KS2 - Explore the local area, local visitors to come to school;

Summer 1:

Summer 2: KS1 - visit to Lake District Zoo or trip to Chester Zoo or visit by touring zoo

## HOW TO SUPPORT YOUR CHILD'S LEARNING

Read to and with your child as often as possible. Discuss the content, characters and themes within the story and encourage prediction and explanation of thoughts as you read. Reading with your child will encourage not only an interest and love of reading, but it will develop language, speaking and listening skills.

## WHERE TO GO:

Key Stage 1 - Life Museum in Newcastle; visit landmarks and areas in and around Carlisle and across Cumbria; local zoos

Key Stage 2 - Life Museum in Newcastle; visit landmarks and areas in and around Carlisle and across Cumbria

Key Stage 3 - visit landmarks and areas in and around Carlisle; Grasmere Wordsworth house

## WHAT TO READ:

All of the books featured throughout the Curriculum can be bought and read by you at home

## ONLINE:

[Free English resources from Twinkl](#)

[Online graphic novels for kids](#)

[Oak National Academy](#)

[Read, Write, Inc \(Phonics\)](#)

[BBC Bitesize](#)

[Wordwall](#) (free login required to access the content)

[Kahoot](#)