



Assessment tracker needs to be updated regularly to provide meaningful next steps

Autumn 1	Spring 1	Summer 1
<p>Entertain - Narrative - 2 weeks Entertain - Poetry (Recite - Macmillan Coffee Morning) - 1 week Inform - Letters - 2 week Entertain - Narrative - 2 weeks</p> <p>(7 Weeks)</p>	<p>Inform - Instructions - 1 week Entertain - Poetry (Recite) - 1 week Persuade - Advertising / Poster - 2 weeks Entertain - Narrative - 2 weeks</p> <p>(6 Weeks)</p>	<p>Inform - Biography - 2 weeks Inform - Information text - 2 weeks Entertain - Description - 1 week</p> <p>(6 Weeks)</p>
Autumn 2	Spring 2	Summer 2
<p>Entertain - Poetry (Recite) - 1 week Inform - Recount - Diary entry - 2 weeks Persuade - Persuasive Letter - 2 week Entertain - Narrative - 2 weeks</p> <p>(7 Weeks)</p>	<p>Inform - Explanation text - 2 weeks Entertain - Narrative - 2 weeks Entertain - Poetry (Recite) - 1 week</p> <p>(5 Weeks)</p>	<p>Entertain - Narrative - 2 weeks Inform - Journalistic Writing - 2 weeks Persuade - Speech or Letter - 2 weeks Entertain - Poetry (Recite) - 1 week</p> <p>(7 Weeks)</p>

Purpose of writing:		
To Entertain:	To Persuade:	To inform:
<ul style="list-style-type: none"> Description: characters and settings Narrative: myths, other cultures, fantasy, adventure, historical settings Poetry 	<ul style="list-style-type: none"> Advertising Speech Letter Poster 	<ul style="list-style-type: none"> Explanation text Recounts Letters Biography Journalistic writing Instructions <p>* To be based on current events</p>



Evenwood C of E Primary School
English Flow of the Week



Day	
Monday	Comprehension: Discrete comprehension lesson focusing of the skill KS1 - Share stories and ask questions
Tuesday	Features of the text: Share the features of the text type along with the purpose of writing. Share the example text. Add the features to your display.
Wednesday	Suggested lesson focus: Grammar - A grammar lesson focused on the requirements of the text. VCOP - A grammar lesson suggesting vocabulary, conjunctions, varied openers and punctuation.
Thursday	Suggested lesson focus: Grammar - A grammar lesson focused on the requirements of the text. VCOP - A grammar lesson suggesting vocabulary, conjunctions, varied openers and punctuation. Improve - Improve a section of the teachers work trying o include features and the grammar link
Friday	Write a section - Eg. An introduction, a beginning, a ending to a given story.
Monday	Plan: Teacher models parts of a plan and then he children create their own. KS1 - Class plan would be sufficient
Tuesday	Big Write - Children to write the text using the plan, features and previous grammar lessons KS1 and KS2 Autumn term - Teacher model writing some and then children write and then repeat.
Wednesday	Big Write - Children to write the text using the plan, features and previous grammar lessons KS1 and KS2 Autumn term - Teacher model writing some and then children write and then repeat.
Thursday	Improve - Children to improve a section of the text including the next steps. Alternatively, children can write the next section of their work. KS1 - children improve sentences created by the teacher related to the text.
Friday	Comprehension: Discrete comprehension lesson focusing on the skill KS1 - Share stories and ask questions



Autumn 1	Spring 1	Summer 1
<p>Capital Letters and basic punctuation- 1 week Verbs (doing verbs) - 1 week Adverbs - 1 week Fronted adverbials / Adverbial Phrases - 1 weeks Nouns (common, proper, collective) - 1 week Determiners (articles and possessives) - 1 week Noun phrases - 1 week</p> <p>(7 Weeks)</p>	<p>Suffixes (-ly -ation) - 1 week Subordinating conjunctions - complex sentences - 2 weeks Apostrophes for contraction - 1 week Apostrophes for possession - 2 weeks</p> <p>(6 Weeks)</p>	<p>Spelling rule (- sure or -ture and -ous) - 2 weeks Speech (Inverted commas) - 2 weeks Subordinating conjunctions - complex sentences - 1 week Adverbs, Adverbials and fronted adverbials - 1 weeks</p> <p>(6 Weeks)</p>
Autumn 2	Spring 2	Summer 2
<p>Prefixes (il, im, ir, re, sub, inter, super, anti, auto) - 2 weeks Co-ordinating conjunctions - compound sentences - 1 week Subordinating conjunctions - complex sentences - 2 weeks Apostrophes for contraction - 1 weeks Commas in lists - 1 week</p> <p>End of term word type expectations. Children to underline in the following sentences: <i>doing verbs including (is, was and were) nouns, determiners, adverbs, adjectives</i></p> <p>(7 Weeks)</p>	<p>Spelling rule (-tion, -ssion, -cian, sion) - 2 weeks Noun phrases - 1 week Prepositions - 1 week Adverbs, Adverbials and fronted adverbials - 1 weeks</p> <p>End of term word type expectations. Children to underline in the following sentences: <i>doing verbs, nouns, determiners, adverbs, adjectives, subordinating conjunctions, co-ordinating conjunctions</i></p> <p>(5 weeks)</p>	<p>Sentence types (simple, complex, compound) - 2 weeks Adverbials- 1 week Expanded Noun phrases - 1 week Speech - 1 week Apostrophes - 1 week Questions - 1 week</p> <p>End of term word type expectations. Children to underline in the following sentences: <i>doing verbs, nouns, determiners, adverbs, adjectives, subordinating conjunctions, co-ordinating conjunctions, prepositions</i></p> <p>(7 Weeks)</p>



Autumn 1	Spring 1	Summer 1
<p>2b - Retrieve and record information / identify key details (fiction - 1 week)</p> <p>2b - Retrieve and record information / identify key details (non-fiction - 1 week)</p> <p>2b - Retrieve and record information / identify key details (fiction - 1 week)</p> <p>2d - make inferences from the text / explain and justify inferences with evidence from the text (fiction - 1 week)</p> <p>2d - make inferences from the text / explain and justify inferences with evidence from the text (poetry- 1 week)</p> <p>2a - give / explain the meaning of words in context (fiction 1 week)</p> <p>2a - give / explain the meaning of words in context (non-fiction - 1 week) (7 weeks)</p>	<p>2b - Retrieve and record information / identify key details (non-fiction - 1 week)</p> <p>2b - Retrieve and record information / identify key details (fiction - 1 week)</p> <p>2a - give / explain the meaning of words in context (non-fiction)</p> <p>2d - make inferences from the text / explain and justify inferences with evidence from the text (fiction - 1 week)</p> <p>2d - make inferences from the text / explain and justify inferences with evidence from the text (fiction - 1 week)</p> <p>2f - identify / explain how information / narrative content is related and contributes to meaning as a whole (fiction - 1 week)</p> <p>(6 weeks)</p>	<p>2a - give / explain the meaning of words in context (fiction 1 week)</p> <p>2e - predict what might happen from details stated and implied (fiction 1 week)</p> <p>2c - summarise main ideas from more than one paragraph (fiction - 1 week)</p> <p>2c - summarise main ideas from more than one paragraph (non-fiction - 1 week)</p> <p>2g - identify / explain how meaning is enhanced through choice of words and phrases (fiction - 1 week)</p> <p>2b - Retrieve and record information / identify key details (poetry- 1 week)</p> <p>(6 weeks)</p>
Autumn 2	Spring 2	Summer 2
<p>2d - make inferences from the text / explain and justify inferences with evidence from the text (fiction - 1 week)</p> <p>2b - Retrieve and record information / identify key details (fiction - 1 week)</p> <p>2c - summarise main ideas from more than one paragraph (fiction - 1 week)</p> <p>2c - summarise main ideas from more than one paragraph (non-fiction - 1 week)</p> <p>2a - give / explain the meaning of words in context (fiction 1 week)</p> <p>2e - predict what might happen from details stated and implied (fiction 1 week)</p> <p>2e - predict what might happen from details stated and implied (non-fiction 1 week)</p> <p>(7 weeks)</p>	<p>2e - predict what might happen from details stated and implied (fiction)</p> <p>2e - predict what might happen from details stated and implied (poetry)</p> <p>2d - make inferences from the text / explain and justify inferences with evidence from the text (fiction - 1 week)</p> <p>2d - make inferences from the text / explain and justify inferences with evidence from the text (non-fiction - 1 week)</p> <p>2h - make comparisons within the text (fiction 1 week)</p> <p>(5 weeks)</p>	<p>2h - make comparisons within the text (poetry - 1 week)</p> <p>2d - make inferences from the text / explain and justify inferences with evidence from the text (fiction - 1 week)</p> <p>2a - give / explain the meaning of words in context (fiction 1 week)</p> <p>2e - predict what might happen from details stated and implied (fiction 1 week)</p> <p>2g - identify / explain how meaning is enhanced through choice of words and phrases (non-fiction - 1 week)</p> <p>2f - identify / explain how information / narrative content is related and contributes to meaning as a whole (fiction - 1 week)</p> <p>2c - summarise main ideas from more than one paragraph (fiction - 1 week)</p> <p>(7 weeks)</p>



Year 3/4 - Books to be covered in Shared Reading Sessions or as a class read

Every half term each class should read: **a specific text type, an award winner, Learn a poem to recite and Read sections of non-fiction**

Autumn 1	Spring 1	Summer 1
Complexity of the Narrator: Choose at least one of the following	Archaic: Choose at least one of the following	Resistant Texts: Choose at least one of the following
The Case of the Lost Boy - Dori Hillestad Butler - 124 pages Toys Go Out - Emily Jenkins - 117 pages Woof - Allan Ahlberg 160 pages	The Velveteen Rabbit - Margery Williams - 48 pages The Emperor's New Clothes - Hans Christian Anderson 26 pages The Little Match Girl - Hans Christian Anderson - 54 pages Pippi Longstocking - Astrid Lindgren - 144 pages	The Mysteries of Harris Burdick - Chris Van Allsburg - 32 pages
Award winners: New fiction that has recently won an award Choose at least one of these or one from the website lovereading4kids	Award winners: New fiction that has recently won an award Choose at least one of these or one from the website lovereading4kids	Award winners: New fiction that has recently won an award Choose at least one of these or one from the website lovereading4kids
The Boy At The Back Of The Class - Onjali Rauf - 256 pages (Blue Peter award 2019) The skylarks War - Hilary McKay - 320 pages (Costa award 18)	The Light Jar - Lisa Thompson - 304 pages (SL chn book award 19) When Life Gives You Mangos - Karine Gettin (Blue Peter Shortlist)	Dead Man's Cove - Lauren St. John - 224 pages (Blue Peter 2011) The Middler - K Applebaum - 256 pages (Branford Boase Award 20)
Poetry: Learn one of the poems to recite and perform	Poetry: Learn one of the poems to recite and perform	Poetry: Learn one of the poems to recite and perform
Cosmic Disco - Grace Nichols - 2013 My Shadow - Robbie Louis Stephenson - 1915	There Was a Young Lady Whose Nose and There Was an Old Man With a Beard - Edward Lear - 1920 Caged Bird - Maya Angelou - 2003	Something Told the Wild Geese - Rachel Field - 1920 What's In a Name - John Agard - 2011
Non Fiction: Books that contain facts (Use extracts)	Non Fiction: Books that contain facts (Use extracts)	Non Fiction: Books that contain facts (Use extracts)
The Book of time - Kathrin Koller	The London Underground: 50 things to see and do - Vicky Pipe	You can save the planet - 101 ways you can make a difference - J A Wines
Autumn 2	Spring 2	Summer 2
Non-Linear Time Sequences: Choose at least one of the following	Complexity of Plot/Symbol: Choose at least one of the following	Complexity of the Narrator: Choose at least one of the following
Fortunately the Milk - Neil Gaiman - 160 pages Dominic Grows Sweetcorn - Mandy Ross - 32 pages The Legend of Captain Crow's Teeth - Eoin Culfer - 112 pages The Butterfly Lion - Michael Morpurgo - 128 pages Farm Boy - Michael Morpurgo - 112 pages	Love That Dog - Sharon Creech - 112 pages The Molehouse Cat - Antonia Barber - 40 pages The Tunnel - Anthony Browne - 32 pages	5 Realms: Legend of Podkin One-Ear - Keiran Larwood - 288 pages The World According to Humphrey - Betty G. Bimey - 160 pages Nim's Island - Wendy Orr - 128 pages
Award winners: New fiction that has recently won an award Choose at least one of these or one from the website lovereading4kids	Award winners: New fiction that has recently won an award Choose at least one of these or one from the website lovereading4kids	Award winners: New fiction that has recently won an award Choose at least one of these or one from the website lovereading4kids
Asha and the Spirit bird - J. Bilan - 288 pages (Costa award 19) The Space we're in - K Balen - 304 pages (B..ford Boase Award 20)	The Land of never endings - Kate Saunders - 336 pages (lovereading 17) Amari and the Night Brothers - B.B. Alstone 384 (Waterstones Childrens Book Prize)	The children of Castle Rock - Natasha Farrant - 320 pages (UKLA19) Sky Dancer - Gill Lewis - 272 pages - (UKLA19)
Poetry: Learn one of the poems to recite and perform	Poetry: Learn one of the poems to recite and perform	Poetry: Learn one of the poems to recite and perform
Walking with my Iguana - Brian Moses - 2000 From a railway carriage - Robert Louis Stevenson - 1884	Please Mrs Butler - Allan Ahlberg - 1983 Everyone Is Doing It - Benjamin Zephaniah - 2003	Do Not Go Gentle Into That Dark of Night - Dillan Thomas - 2003 I Wondered Lonely As A Cloud -William Wordsworth - 1807
Non Fiction: Books that contain facts (Use extracts)	Non Fiction: Books that contain facts (Use extracts)	Non Fiction: Books that contain facts (Use extracts)
Work it Girl - Mae Jemison	Flower Power: The magic of nature's healers - Christine Paxman	The National Trust - 50 things you should do before you're 11 ½ - Tom Percival



Year 3 Chapter book selection		Featured author: Philip Reeve	
The Way of the Wolf - Smriti Prasad-Halls			
Me and Mister P - Maria Farrer			
Yours Sincerely, Giraffe - Megumi Iwasa			
The Cat Tales: Ice Cat - Linda Newbery			
Wigglesbottom Primary: The Shark in the Pool - Pamela Butchart			
The Abominables: - Eva Ibbotson			
Jinks and O'Hare Funfair Repair - Philip Reeve			
Cakes in Space - Philip Reeve			
Easy Peasy Awesome Pawsome Dog Training for Kids - Steve Mann			
Puga of the Frozen North - Philip Reeve			
The Wizard in My Shed - Simon Farnaby			

Year 4 Chapter book selection		Featured author: Philip Pullman	
How to Train Your Dragon - Cressida Cowell			
Curiosity The story of a Mars Rover - Marus Motum			
I was a Rat! Or, The Scarlett Slippers - Philip Pullman			
A Story Like the Wind - Gil Lewis			
Firework-Maker's Daughter - Philip Pullman			
Why the Whales Came - Michael Morpurgo			
Perry Angel's Suitcase - Glenda Milard			
Bill's New Frock - Anne Fine			
Jemmy Button: - Alix Barzelay			
Adrian Adams and the Cheese Nightmares - Paul Howard			
The Way to the impossible Island - Sophie Kirtly			
The Girl who stole an Elephant - Nirzana Farook			
The Last Bear - Hannah Gold			

The expectation is that the class teacher has knowledge of these texts and can engage in book talk with the children. Opportunities should be created for the children to discuss the different texts.