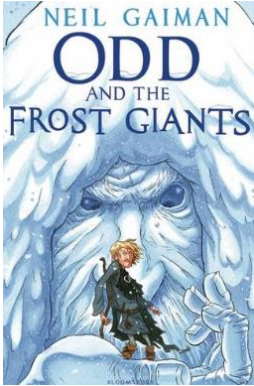

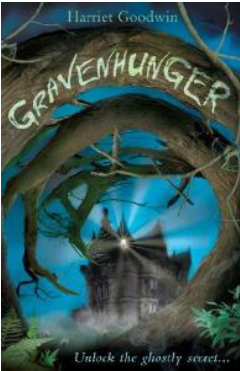
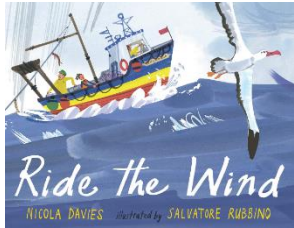





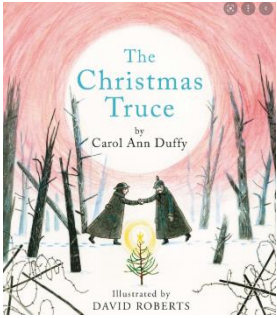

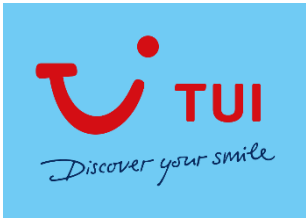

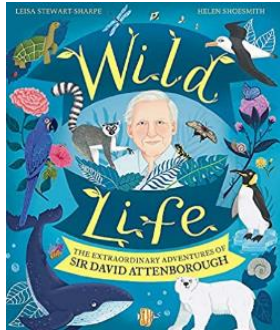
Upper School Long Term English Overview – Cycle A

Autumn 1 Anglo-Saxons and the Vikings	Autumn 2 Rivers	Spring 1 Local Study on Alfred the Great	Spring 2 National Resources – is every country equal?	Summer 1 The Mayans	Summer 2 Comparative Study - Rio
Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1
<p>Text: Beowulf</p>  <p>Outcome: Narrative - Character Description SOA:</p>	<p>Text: The Lost Words</p>  <p>Outcome: River Descriptive Poetry – look at Otter example SOA: Non-Chronological report</p>	<p>Text: The Buried Crown</p>  <p>Outcome: Narrative about discovering an Anglo-Saxon artefact. SOA: Narrative – setting description</p>	<p>Text: Letters from the Lighthouse</p>  <p>Outcome: Diary Entry</p>	<p>Text: The Rain Player</p>  <p>Outcome: Narrative – 1st Person build atmosphere and apply descriptive features.</p>	<p>Text: Floodland</p>  <p>Outcome: Narrative showing aftermath of a natural disaster.</p>
<p>In narratives describe settings, characters and atmosphere.</p> <p>Use expanded noun phrases to convey information.</p> <p>Use relative clauses beginning with who, which and where.</p>	<p>Use figurative language in a range of writing.</p> <p>Select appropriate vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Assess effectiveness of their own and others writing.</p>	<p>Use figurative language in a range of writing.</p> <p>In narrative intergrate dialogue to describe character and advance action.</p> <p>Use relative clauses beginning with who, which, where and that.</p>	<p>Recognise vocabulary and structures that are appropriate for formal speech in writhing including subjunctive form.</p> <p>Use dashes and commas to indicate parenthesis.</p> <p>In narratives describe character and atmosphere.</p>	<p>Use figurative language in a range of writing.</p> <p>In narratives integrate dialogue to describe character and advance action.</p> <p>Using perfect form of verbs to mark relationships of time and cause.</p>	<p>In narratives describe setting, characters and atmosphere.</p> <p>Use figurative language in a range of writing.</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p>

Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2
<p>Text: Odd and the Frost Giants</p>  <p>Outcome: Non-Chronological report on Mythological Creature from Asgardian legend. SOA: Narrative – character description</p>	<p>Text: A River</p>  <p>Outcome: Narrative – Setting Description SOA: Descriptive poetry</p>	<p>Text: Gravenhunger</p>  <p>Outcome: Inform/persuasive write - Produce a set of property particulars to encourage the sale of Gravenhunger Manor</p>	<p>Text: Ride the Wind</p>  <p>Outcome: Non-chronological report on the dangers posed by humans to the oceans and the need for renewable energy sources.</p>	<p>Text: First News – Newsround Webpage</p>  <p>Outcome: Newspaper Report on a Taco – eating competition.</p>	<p>Text: Tui Holiday Adverts and webpages</p>  <p>Outcome: Visit Rio holiday advert.</p>
<p>Use wide range of devices to build cohesion within and across paragraphs.</p> <p>Use further organisational and presentational devices (headings, topic sentences, topic paragraphs).</p> <p>Use brackets to indicate parenthesis.</p> <p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, If, because, although.</p>	<p>In narratives describe settings and atmosphere.</p> <p>Use figurative language in a range of writing.</p> <p>Use relative clauses beginning with who, which, where, that.</p> <p>Using semi-colons to mark boundary between independent clauses.</p>	<p>Use modal verbs or adverbs to indicate degrees of possibility.</p> <p>Use fronted prepositional phrases for greater effect.</p> <p>Choose the appropriate register for the audience and purpose (informal or formal).</p>	<p>Use wide range of devices to build cohesion within and across paragraphs.</p> <p>Use further organisational and presentational devices (headings, topic sentences, topic paragraphs and bullet points).</p> <p>Use colons to introduce a list and punctuate bullet points consistently.</p> <p>Use commas to clarify meaning (in a list).</p>	<p>Use passive verbs to affect the presentation of information in a sentence.</p> <p>Use hyphens to avoid ambiguity.</p> <p>Distinguish between the language of speech and writing and choose the appropriate register (reported and direct speech).</p> <p>Ensure consistent and correct use of tense.</p>	<p>Use modal verbs and adverbs to indicate degrees of possibility.</p> <p>Use further organisational and presentational devices (topic paragraphs, headings).</p> <p>Select appropriate grammar and vocabulary to enhance meaning (hyperboles).</p>

Upper School Long Term Writing Overview – Cycle B

Autumn 1 Ancient Greece	Autumn 2 Economic Activity – a lovely Cup of Tea!	Spring 1 WW2	Spring 2 The UK is amazing!	Summer 1 The Victorians	Summer 2 Natural Disasters
Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1
<p>Text: The Adventures of Odysseus</p>  <p>Outcome: Non-chronological report</p>	<p>Text: War of the Worlds</p>  <p>Outcome: Diary Entry documenting the invasion.</p>	<p>Text: Warhorse</p>  <p>Outcome: Formal Report</p>	<p>Text: Wonder Garden</p>  <p>Outcome: Non-Chronological Report – describing UK environment – (including a first person atmosphere building introduction)</p>	<p>Text: Street Child</p>  <p>Outcome: Narrative - Character and Setting Description</p>	<p>Text: Swimming Against the Storm</p>  <p>Outcome: Narrative – first person story</p>
<p>Use wide range of devices to build cohesion within and across paragraphs.</p> <p>Use further organisational and presentational devices (headings, topic sentences, topic paragraphs).</p> <p>Use brackets to indicate parenthesis.</p> <p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, If, because, although.</p>	<p>Recognise vocabulary and structures that are appropriate for formal speech in writing including subjunctive form.</p> <p>Use brackets to indicate parenthesis.</p> <p>In narratives describe character and atmosphere.</p>	<p>Distinguish between the language of speech and writing and choose the appropriate register (reported and direct speech).</p> <p>Use further organisational and presentational devices (headings, topic sentences, topic paragraphs and bullet points).</p> <p>Use colons to introduce a list and punctuate bullet points consistently.</p>	<p>Use wide range of devices to build cohesion within and across paragraphs.</p> <p>Use further organisational and presentational devices (headings, topic sentences, topic paragraphs).</p> <p>Use brackets, commas and dashes to indicate parenthesis.</p> <p>Use commas to clarify meaning (in a list).</p>	<p>Use figurative language in a range of writing.</p> <p>In narratives integrate dialogue to describe character and advance action.</p> <p>Using perfect form of verbs to mark relationships of time and cause.</p>	<p>In narratives describe setting, characters and atmosphere.</p> <p>Use figurative language in a range of writing.</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p>

Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2
<p>Text: The Dragon Slayer Literacy Shed Short Video</p>  <p>Outcome: First person descriptive Narrative</p>	<p>Text: The Christmas Truce</p>  <p>Outcome: Letter home from the front</p>	<p>Text: Macbeth</p>  <p>Outcome: Poetry featuring descriptive features.</p>	<p>Text: Tui Holiday Adverts and webpages</p>  <p>Outcome: Visit UK holiday advert.</p>	<p>Text: First News – Newsround Webpage</p>  <p>Outcome: Newspaper Report on an eating competition.</p>	<p>Text: Wild Life of Sir David Attenborough</p>  <p>Outcome: Biography about Sir David Attenborough or another key figure involved with protecting the environment – Greta Thunberg</p>
<p>In narratives describe settings, characters and atmosphere.</p> <p>In narratives integrate dialogue to describe character and advance action.</p> <p>Use expanded noun phrases to convey information.</p> <p>Use relative clauses beginning with who, which and where.</p>	<p>Use further organisational and presentational devices to structure text and to guide the reader.</p> <p>Describe setting and atmosphere using figurative language.</p> <p>Using model verbs or adverbs to indicate degrees of possibility.</p>	<p>Use figurative language in a range of writing.</p> <p>Select appropriate vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Assess effectiveness of their own and others writing.</p>	<p>Use modal verbs and adverbs to indicate degrees of possibility.</p> <p>Use further organisational and presentational devices (topic paragraphs, headings).</p> <p>Select appropriate grammar and vocabulary to enhance meaning (hyperboles).</p>	<p>Use passive verbs to affect the presentation of information in a sentence.</p> <p>Use hyphens to avoid ambiguity.</p> <p>Distinguish between the language of speech and writing and choose the appropriate register (reported and direct speech).</p> <p>Ensure consistent and correct use of tense.</p>	<p>Use further organisational and presentational devices (topic paragraphs, headings).</p> <p>Use wide range of devices to build cohesion within and across paragraphs.</p> <p>Use colons to introduce a list and punctuate bullet points consistently.</p> <p>Use brackets, commas and dashes to indicate parenthesis.</p>