

English Scheme of Learning

This scheme of work outlines the content taught and skills gained to ensure students at The Sky Academy gain the best possible outcomes both academically and in the wider world.

Year A

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme		Post apocalypse	Historical	Shakespeare	Ghost	Sci-fi	Fairy tales
Writing styles	Early readers and writers	Little boat -Creating a narrative -Recount -Setting descriptions -Postcard -Inner - Monologue -Character description	Pudding lane -Creating a setting description -Recount -Setting descriptions -Diary -Character description -Persuasive letter -Discussion		Lune et L'Autre -Narrative retelling -Dialogue -Character description -Discussion	Adventures Are The Pits -Retell narrative using sequencing (time) conjunctions -Diary -Persuasive letter	Caterpillar -Character descriptions -Recount -Narrative -Non-chronological report -Presenting research
	Developing readers and writers	Treasure -Riddle poem -Setting description -Diary entry -Persuasive letter	Ruckus -Character description -Reports -Inner voice -Journalistic writing -Newspaper report	A midsummer night's dream -Character description -Setting description -Posters - Explanations -Recounts -Discussion	Dracula's Whitby -Creating atmosphere -Writing recounts -Imagery -Journal	Invasions -Sci Fi narrative -Ship's Log -Setting description -Non-chron reports -Discussion	The black hat -Narrative -Character description -Figurative language
	Skilled readers and writers	Ruin -Setting Description -Character Profile -Flashback Narrative -Creating tension and suspense -Balanced argument	Beyond the lines -Narrative -Setting description -Alternative ending -3rd person narrative -Letters -Poetry based on war poet, Siegfried Sassoon	Macbeth -Balanced argument -Newspaper report -Journalistic writing -Discussion	Francis -Information texts -Setting description -Suspense -Tension -Diary entry -Narrative -Journal writing	Titanium -Setting description -Narrative account -Character dialogue -Newspaper Report -Journalistic writing -Diary entry -Prequel -Discussion	The tale of the three brothers -Creating a story map -Exploration of a range of poetry -Narrative poetry -Non-Chronological reports -Report writing

Entertain
Inform
Persuade
Discuss

Year B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction	Myths and legends	Dilemma story	Shakespeare	Mystery	Humorous	Fantasy
Non-fiction	Non-chronological report	Advertising and poster	Biography	Review	Letter and recount	Commentary
Poetry	Free verse Emotive poetry Narrative poetry Haiku					

Entertain
Inform
Persuade
Discuss

Suggested Learning Sequence

Week 1

- Understanding the key features of the genre/text type
- Identifying main SPaG used
- Making comparisons between different genres/text types
- At least 1 reading, writing and speaking and listen lesson per week

Week 2

- Practicing SPaG features
- Practicing genre/text type writing features
- Talking about writing
- Writing as a class, group and individual
- At least 1 reading, writing and speaking and listen lesson per week

Week 3

- Planning writing
- Writing the finished piece
- Re-drafting and editing work
- At least 1 reading, writing and speaking and listen lesson per week

Writing to Entertain

Early Writers

Text Features

- Time sequenced
- Begin to differentiate between past and present tense to suit purpose

Other Style Ideas

- Focus on oral work first
- Use opportunities to read

Grammar and Sentences

- Use coordinating conjunctions to link two main ideas:
They pulled and pulled at the turnip to get it out.
- Use noun phrases which add detail to description:
Very old grandma, brave woodchopper
- Use the progressive form for verbs:
Goldilocks was walking through the woods.
- Use exclamation sentences where appropriate:
What big eyes you have, Grandma!
- Adverbial examples:
First Then Next After Later The next day...
- Conjunction examples:
and, but, so, or when

Punctuation Content

- Use finger spaces between words
- Use capital letters & full stops to mark sentences
- Use capital letter for first person 'I'
- Use apostrophes to mark contractions, e.g. didn't
- Use exclamation marks, particularly in relation to speech
- Begin to use inverted commas to mark direct speech where appropriate.

Developing Writers

Text Features

- Detailed description
- Use paragraphs to organize in time sequence

Other Style Ideas

- Opportunities for comparing different forms of past tense (progressive and simple)

Grammar and Sentences

- Use fronted adverbials to show how/when an event occurs:
Without a sound... After a moment...
- Use expanded noun phrases to add detail & description:
...the dark gloomy cupboard under the stairs...
- Use subordinate clauses to add detail or context:
Although Theseus was scared, he prepared to enter the maze.
- Use nouns & pronouns for clarity and cohesion:
They crept into Minos's great labyrinth. Inside the maze....
- Adverbial examples:
Soon, meanwhile, as... The next day... Later... Carefully, without a thought...
- Conjunction examples:
if, when, because, while, as, until, whenever, once

Punctuation Content

- Use full punctuation for direct speech, including punctuation within and before inverted commas:
Mum asked, "Will you be home for tea?"
- Secure use of apostrophes for possession, including for plural nouns.
- Use commas after fronted adverbials and subordinate clauses
- May begin to use dashes for emphasis

Skilled Writers

Text Features

- Detailed description
- Use paragraphs to organise in time sequence

Other Style Ideas

- Use a range of tenses to indicate changes in timing, sequence, etc.

Grammar and Sentences

- Use subordinate clauses to add detail or context, including in varied positions:
Although Theseus was scared, he prepared to enter the maze.
Theseus, although he was scared, prepared to enter the maze.
- Use relative clauses to add detail or context:
Amy grabbed the torch, which she'd strapped to her belt, quickly.
- Use a wide range of sentence structures to add interest.
- Adverbial examples:
Meanwhile, later that day, silently, within moments, all night, nearby, under the treetops,
-ing openers -ed openers
- Conjunction examples:
if, when, because, while, as, until, whenever, once, since, although, unless, rather

Punctuation Content

- Use brackets for incidentals:
Amy saw Katie (her best friend) standing outside.
- Use dashes to emphasise additional information:
The girl was distraught - she cried for hours.
- Use colons to add further detail in a new clause:
The girl was distraught: she cried for hours.
- Use semi-colons to join related clauses:
Some think this is awful; others disagree.

Writing to Inform

Early Writers

Text Features

- Appropriate use of past and present tense

Other Style Ideas

- Could use a writing frame to structure sections
- May include images

Grammar and Sentences

- Use coordinating conjunctions to link two main ideas:
Badgers sleep in the day and look for food at night.
- Use subordinating conjunctions in the middle of sentences:
Badgers can dig well because they have sharp claws.
- Use noun phrases which inform:
sharp claws, black fur
- Use commas to separate items in a list:
You will need flour, eggs, sugar and water.
- Use exclamation sentences where appropriate:
What a fantastic time we all had!
- Adverbial examples:
first, firstly, next, after, later
- Conjunction examples:
and, but, so, or, when, if, because

Punctuation Content

- Use finger spaces between words.
- Use capital letters & full stops to mark sentences.
- Use question mark:
Did you know...?
- Use apostrophes to mark possession:
A badger's home is underground.

Developing Writers

Text Features

- Paragraphs used to group related ideas
- Subheadings to label content

Other Style Ideas

- May be built around a key image
- Use techniques to highlight key words (bold, underline, etc.)

Grammar and Sentences

- Use subordinating conjunctions to join clauses, including as openers:
Although they have a fierce reputation, the Vikings weren't all bad.
- Use expanded noun phrases to inform:
A tall dark-haired man was seen leaving the scene.
- Use commas to separate adjectives in a list:
You will need flour, eggs, sugar and water.
- Use relative clauses to add further detail:
We went to Downing Street, where the Prime Minister lives, before visiting the Houses of Parliament.
- Begin to use present perfect tense to place events in time:
This week we have visited the Science Museum.
- Adverbial examples:
first, firstly, before, after, later, soon, also, in addition, however
- Conjunction examples:
when, before, after, while, because, if

Punctuation Content

- Consolidate four main punctuation marks (. , ! ?)

- Use capital letters for proper nouns
- Use commas to mark fronted adverbials:
After lunch, we went into the museum.
- Use commas to mark subordinate clauses:
When he was a boy, Dahl did not like reading.
- Use inverted commas for direct speech
- Use bullet points to list items

Skilled Writers

Text Features

- Paragraphs used to group related ideas
- Heading/subheadings
- Use of technical vocabulary

Other Style Ideas

- May include a glossary
- Sections may contain more than one paragraph

Grammar and Sentences

- Use subordinating conjunctions in varied positions:
The Polar Bear, although it is large, can move at great speed.
- Use expanded noun phrases to inform:
...a tall dark-haired man with a bright-red cap...
- Use relative clauses to add further detail:
We went to Downing Street, where the Prime Minister lives, before visiting the Houses of Parliament.
- Begin to use passive voice to remain formal or detached:
The money was stolen from the main branch.
- Begin to use colons to link related clauses:
England was a good country to invade: it had plenty of useful land.
- Adverbial examples:
meanwhile, at first, after, furthermore, despite, as a result, consequently, due to, for example
- Conjunction examples:
when, before, after, while, because, if, although, as

Punctuation Content

- Use brackets or dashes to explain technical vocabulary
- Use semi-colons to punctuate complex lists, including when using bullet points
- Use colons to introduce lists or sections
- Use brackets or dashes to mark relative clauses
- Secure use of commas to mark clauses, including opening subordinating clauses
- Begin to use colons & semi-colons to mark clauses

Writing to Persuade

Early Writers

Text Features

- Use of 2nd person
- Repeat the main ideas
- Facts & key information
- Adjectives for positive description

Other Style Ideas

- Link to oracy, esp. for speeches
- Use of colour and images, esp. for advertising

Grammar and Sentences

- Use *imperative verbs* to convey urgency:
Buy it today! Listen very carefully....
- Use *rhetorical questions* to engage the reader:
Do you want to have an amazing day out?
- Use *noun phrases* to add detail and description:
Our fantastic resort has amazing facilities for everyone.
- Adverbial examples:
firstly, also, in addition, on the other hand, in conclusion
- Conjunctions:
if, because, unless, so, and, but, even, if, when

Punctuation Content

- Ensure use of *capital letters* for proper nouns
- Use *?!* for rhetorical / exclamatory sentences

Developing Writers

Text Features

- Use of 2nd person
- Planned repetition
- Facts & Statistics
- Adjectives for positive description

Other Style Ideas

- Link to oracy, esp. for speeches
- Use of colour and images, esp. for advertising

Grammar and Sentences

- Use *imperative verbs* to convey urgency:
Buy it today! Listen very carefully....
- Use *rhetorical questions* to engage the reader:
Do you want to have an amazing day out?
- Use *noun phrases* to add detail and description:
Our fantastic resort has amazing facilities for everyone.
- Use *relative clauses* to provide additional enticement:
Our hotel, which has 3 swimming pools, overlooks a beautiful beach.
- Adverbial examples:
firstly, also, in addition, however, on the other hand, therefore, in conclusion
- Conjunctions:
if, because, unless, so, and, but, even, if, when

Punctuation Content

- Ensure use of *capital letters* for proper nouns
- Use *?!* for rhetorical / exclamatory sentences
- Use *commas* to mark relative clauses
- Use *commas* to make fronted adverbials and subordinate clauses:
After your visit, you won't want to leave.
Once you've tasted our delicious sandwiches, you'll be coming back for more!

Skilled Writers

Text Features

- Use of 2nd person
- Personal pronouns
- Planned repetition
- Facts & Statistics
- Hyperbole

Other Style Ideas

- Link to oracy, esp. for speeches
- Use of colour and images, esp. for advertising

Grammar and Sentences

- Use imperative and modal verbs to convey urgency:
Buy it today! This product will transform your life..
- Use adverbials to convey sense of certainty:
Surely we can all agree...?
- Use short sentences for emphasis:
This has to stop! Vote for change!
- Use of the subjunctive form for formal structure:
If I were you, I would...
- Adverbial examples:
firstly, furthermore, in addition, however, nevertheless, therefore, consequently, in conclusion
- Conjunction examples:
if, because, although, unless, since, even, if, rather, whereas, in order to, whenever, whether

Punctuation Content

- Use ?! for rhetorical / exclamatory sentences
- Use colons and semi-colons to list features, attractions or arguments
- Use brackets or dashes for parenthesis, including for emphasis:
This is our chance—our only chance—to make a difference.
- Use semi-colons for structure repetition:
Bring your friends; bring your children; bring the whole family!

Writing to Discuss

Early Writers

Text Features

- Share different points of view or opinions
- Understanding other people's ideas or opinions

Other Style Ideas

- Practice rehearsing sentences or phrases orally
- Use of writing frames to support structured writing

Grammar and Sentences

- Use adverbials to provide cohesion across the text:
Despite its flaws... On the other hand...
- Use expanded noun phrases to describe in detail:
The dramatic performance by the amateur group was...
- Adverbial examples
firstly, in addition, therefore, in conclusion
- Conjunction examples
if, because, and, but, so, when, or

Punctuation Content

- Ensure use of capital letters for proper nouns
- Use ? ! for rhetorical / exclamatory sentences

Developing Writers

Text Features

- Share different points of view or opinions
- Understanding other people's ideas or opinions
- Provide points which clearly define the opinions that are being discussed

Other Style Ideas

- Practice rehearsing sentences or phrases orally
- Use of writing frames to support structured writing
- Use paragraphs to structure arguments
- Maintain formal / impersonal tone

Grammar and Sentences

- Use of subordinating conjunctions to make connections between points
- Use relative clauses to provide supporting detail:
The rainforest, which covers almost a third of South America...
- Use adverbials to provide cohesion across the text:
Despite its flaws... On the other hand...
- Use expanded noun phrases to describe in detail:
The dramatic performance by the amateur group was...
- Adverbial examples:
firstly, furthermore, in addition, however, nevertheless, therefore, consequently, in conclusion
- Conjunction examples:
if, because, although, unless, since, even, if, rather, whereas, in order to, whenever, whether

Punctuation Content

- Ensure use of capital letters for proper nouns
- Use ? ! for rhetorical / exclamatory sentences
- Use commas to mark relative clauses and subordinate clauses
- Use commas to separate multiple adjectives
- Use commas to denote fronted adverbials
- Use inverted commas for direct quotes

Skilled Writers

Text Features

- Appropriate use of cohesive devices

- Use of subjunctive form where needed

Other Style Ideas

- Use paragraphs to structure arguments
- Maintain formal / impersonal tone

Grammar and Sentences

- Use modal verbs to convey degrees of probability:
It could be argued... Some might say...
- Use relative clauses to provide supporting detail:
The rainforest, which covers almost a third of South America...
- Use adverbials to provide cohesion across the text:
Despite its flaws... On the other hand...
- Use expanded noun phrases to describe in detail:
The dramatic performance by the amateur group was...
- Begin to use passive voice to maintain impersonal tone:
The film was made using CGI graphics
- Adverbial examples:
firstly, furthermore, in addition, however, nevertheless, therefore, consequently, in conclusion
- Conjunction examples:
if, because, although, unless, since, even, if, rather, whereas, in order to, whenever, whether

Punctuation Content

- Use brackets or dashes for parenthesis, including for emphasis:
This performance—the first by such a young gymnast—was a masterpiece!
- Use semi-colons for to mark related clauses:
Some argue ... ; others say...
- Use commas to mark relative clauses
- Use colons and semi-colons to punctuate complex lists