

Meadow Park: Sequence Of Learning Overview 2023-2024



Subject- English

| Autumn A | Autumn B | Spring A | Spring B | Summer A | Summer B |
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| <u>Year 1</u> | | | | | |
| Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently | Being encouraged to link what they read or hear read to their own experiences | Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics | Recognising and joining in with predictable phrases | 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 |
| 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 | Discussing what they have written with the teacher or other pupils | Reading their writing aloud clearly enough to be heard by their peers and the teacher |
| Using appropriate vocabulary to describe their immediate world and feelings | Thinking of alternatives for simple vocabulary choices | Organising their thoughts into sentences before expressing them | Describing their immediate world and environment | Retelling simple stories and recounts aloud | Recognising when it is their turn to speak in a discussion Recognising that different people will have different responses and that these are as valuable as their own opinions and ideas |
| <u>Year 2</u> | | | | | |
| 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 | Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales | Recognising simple recurring literary language in stories and poetry | Discussing the sequence of events in books and how items of information are related | 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 |
| Planning or saying out loud what they are going to write about | Writing down ideas and/or key words, including new vocabulary | Encapsulating what they want to say, sentence by sentence | Evaluating their writing with the teacher and other pupils | 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 | Proofreading to check for errors in spelling, grammar and punctuation |
| Starting to use subject- specific vocabulary to explain, describing and adding detail | Suggesting words or phrases appropriate to the topic being discussed Starting to vary language according to the situation between formal and informal | Usually speaking in grammatically correct sentence | Talking about themselves clearly and confidently Verbally recounting experiences with some added interesting details | Offering ideas based on what has been heard. Giving enough detail to hold the interest of other participant(s) in a discussion | Engaging in meaningful discussions that relate to different topic areas. Remaining focused on a discussion when not directly involved and be able to recall the main points when questioned |
| <u>Year 3</u> | | | | | |
| Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks | Reading books that are structured in different ways and reading for a range of purposes | Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally | Identifying themes and conventions in a wide range of books | Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context | Identifying main ideas drawn from more than one paragraph and summarising these |

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| | | | | Asking questions to improve their understanding of a text | |
| Discussing and recording ideas Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures | Organising paragraphs around a theme In narratives, creating settings, characters and plot | In non-narrative material, using simple organisational devices (headings & subheadings) Assessing the effectiveness of their own and others' writing and suggesting improvements | Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences | Proofreading for spelling and punctuation errors | Reading their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear |
| Using vocabulary that is appropriate to the topic and/or the audience | Recognise powerful vocabulary in stories/ texts that they read or listen to and begin to try to use these words and phrases in their own talk | Discuss topics that are unfamiliar to their own direct experience | Organising what they want to say so that it has a clear purpose | Beginning to give descriptions, recounts and narrative retellings with added details to engage listeners | Engaging in discussions, making relevant points or asking relevant questions to show they have followed a conversation Taking account of the viewpoints of others when participating in discussions |

Year 4

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| Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks | Reading books that are structured in different ways and reading for a range of purposes | Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally | Identifying themes and conventions in a wide range of books | Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context Asking questions to improve their understanding of a text | Identifying main ideas drawn from more than one paragraph and summarising these |
| Discussing and recording ideas Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures | Organising paragraphs around a theme In narratives, creating settings, characters and plot | In non-narrative material, using simple organisational devices (headings & subheadings) Assessing the effectiveness of their own and others' writing and suggesting improvements | Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences | Proofreading for spelling and punctuation errors | Reading their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear |
| Regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech | Knowing and using language that is acceptable in formal and informal situations with increasing confidence | Recognising powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way | Giving descriptions, recounts and narrative retellings with specific details to actively engage listeners Debating issues and making their opinions on topics clear | Adapting their ideas in response to new information Engaging in discussions, making relevant points and ask for specific additional information or viewpoints from other participants | Beginning to challenge opinions with respect Engaging in meaningful discussions in all areas of the curriculum |

Year 5

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| Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks | Reading books that are structured in different ways and reading for a range of purposes | Making comparisons within and across books | 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 | Identifying and discussing themes and conventions in and across a wide range of writing | Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Asking questions to improve their understanding Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas |
| Noting and developing initial ideas, | Selecting appropriate grammar | Using a wide range of devices to | Proposing changes to | Ensuring correct subject and | Performing their own |

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| drawing on reading and research where necessary | and vocabulary, understanding how such choices can change and enhance meaning In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action Précising longer passages | build cohesion within and across paragraphs Using further organisational and presentational devices to structure text and to guide the reader Assessing the effectiveness of their own and others' writing | vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensuring the consistent and correct use of tense throughout a piece of writing | verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register Proofread for spelling and punctuation errors | compositions, using appropriate intonation, volume, and movement so that meaning is clear |
| Regularly using interesting adjectives, adverbial phrases and extended noun phrases in speech | Know and use language that is acceptable in formal and informal situations with increasing confidence | Recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way. Plan and present information clearly with ambitious added detail and description for the listener | Participating in debates/arguments and use relevant details to support their opinions and adding humour where appropriate | Developing, agreeing to and evaluating rules for effective discussion; following their own rules in small groups and whole-class conversations Engaging in longer and sustained discussions about a range of topics | Asking questions, offering suggestions, challenging ideas and giving opinions in order to take an active part in discussions |

Year 6

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| Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks | Reading books that are structured in different ways and reading for a range of purposes | Making comparisons within and across books | 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 | Identifying and discussing themes and conventions in and across a wide range of writing | Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Asking questions to improve their understanding Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas |
| Noting and developing initial ideas, drawing on reading and research where necessary | Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action Précising longer passages | Using a wide range of devices to build cohesion within and across paragraphs Using further organisational and presentational devices to structure text and to guide the reader Assessing the effectiveness of their own and others' writing | Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensuring the consistent and correct use of tense throughout a piece of writing | Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register Proofreading for spelling and punctuation errors | Performing their own compositions, using appropriate intonation, volume, and movement so that meaning is clear |
| Using relevant strategies to build their vocabulary Using adventurous and ambitious vocabulary in speech, which is always appropriate to the topic, audience and purpose Speaking audibly, fluently and with a full command of Standard English in all situations | Using a broad, deep and rich vocabulary to discuss abstract concepts and a wide range of topics Confidently explaining the meaning of words and offer alternative synonyms | Communicating confidently across a range of contexts and to a range of audiences Articulating and justifying arguments and opinions with confidence | Giving well-structured descriptions, explanations, presentations and narratives for different purposes, including for expressing feelings Using spoken language to develop understanding through speculating, | Making reference back to their original thoughts when their opinions have changed and giving reasons for their change of focus. Maintaining attention and participating actively in collaborative | Considering and evaluating different viewpoints, adding their own interpretations and building on the contributions of others Offering an alternative explanation when other participant(s) do not understand |

hypothesising, imagining and exploring ideas

conversations, staying on topic and initiating and responding to comments with confidence

Year 7

Stone Cold -

WRITING FICTION

Develop an appreciation and love of reading, and read increasingly challenging material independently
Consolidate and build on their knowledge of grammar and vocabulary through studying the effectiveness and impact of the grammatical features of the texts they read
Write accurately, fluently, effectively and at length

Stone Cold

READING

CONTEMPORARY FICTION

Read critically through knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning as well as recognising a range of poetic conventions and understanding how these have been used

Narrative Writing

Write accurately, fluently, effectively and at length for pleasure and information through writing for a wide range of purposes and audiences, including: 1. well-structured formal expository and narrative essays 2. stories, scripts, poetry and other imaginative writing

History of English

Speak confidently and effectively, including through using Standard English confidently in a range of formal and informal contexts, including classroom discussion, as well as giving short speeches and presentations, expressing their own ideas and keeping to the point

A Midsummer Night's

Dream

Plan, draft, edit and proof-read through considering how their writing reflects the audiences and purposes for which it was intended
consolidate and build on their knowledge of grammar and vocabulary through extending and applying the grammatical knowledge

Literary Heritage

READING PRE-20TH CENTURY FICTION

Role Play and Performance

Understand increasingly challenging texts through learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries

Moonfleet

READING PRE-20TH CENTURY FICTION

Read critically through knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning as well as recognising a range of poetic conventions and understanding how these have been used

Poetry from Around the World

Understand increasingly challenging texts through making inferences and referring to evidence in the text
Read critically through making critical comparisons across texts and studying a range of authors,

Year 8

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| <p>Short story Fiction Stone Cold <u>CONTEMPORARY FICTION</u> Plan, draft, edit and proof-read through paying attention to accurate grammar, punctuation and spelling understand increasingly challenging texts through making inferences and referring to evidence in the text</p> | <p>The Picture of Dorian Gray <u>READING PRE 20TH CENTURY FICTION</u> Read critically through studying setting, plot, and characterisation, and the effects of these and understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play</p> | <p>News Writing Write accurately, fluently, effectively and at length for pleasure and information through notes and polished scripts for talks and presentations plus a range of other narrative and non-narrative texts, including arguments, and personal and formal letters</p> | <p>Reading Poetry <u>READING PRE 20TH CENTURY POETRY</u> Role Play and Performance Read critically through studying setting, plot, and characterisation, and the effects of these</p> | <p>Black Experiences in Literature Speak confidently and effectively, including through giving short speeches and presentations, expressing their own ideas and keeping to the point, as well as participating in formal debates and structured discussions, summarising and/or building on what has been said</p> | <p>Blood Brothers/Our Day Out <u>READING 20 CENTURETH PLAY</u> Consolidate and build on their knowledge of grammar and vocabulary through knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English and using Standard English confidently in their own writing and speech</p> |
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Year 9

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| <p>FICTION WRITING Plan, draft, edit and proof-read through amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness</p> | <p>Romeo and Juliet Consolidate and build on their knowledge of grammar and vocabulary through using Standard English confidently in their own writing and speech as well as discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology</p> | <p>Non-Fiction Writing: Whodunnit To write accurately, fluently, effectively and at length for pleasure and information through summarising and organising material, and supporting ideas and arguments with any necessary factual detail, applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form and drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing</p> | <p>Animal Farm <u>READING WORLD LITERATURE</u> To Understand increasingly challenging texts through knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension and checking their understanding to make sure that what they have read makes sense</p> | <p>English Language Fiction Writing Speak confidently and effectively, including through participating in formal debates and structured discussions, summarising and/or building on what has been said, as well as improvising, rehearsing and performing play scripts and poetry to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact</p> | <p>Non-Fiction Reading Skills <u>SOW</u> Read critically through making critical comparisons across texts and studying a range of authors</p> |
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| <p>Travel Writing Write accurately, fluently, effectively and at length for pleasure and information through summarising and organising material, and supporting ideas and arguments with any necessary factual detail, applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form and drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing</p> | <p>Role Play and Performance Speak confidently and effectively, including through improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.</p> | | <p>Debate and Presentation Speak confidently and effectively, including through giving short speeches and presentations, expressing their own ideas and keeping to the point as well as participating in formal debates and structured discussions, summarising and/or building on what has been said</p> | | |
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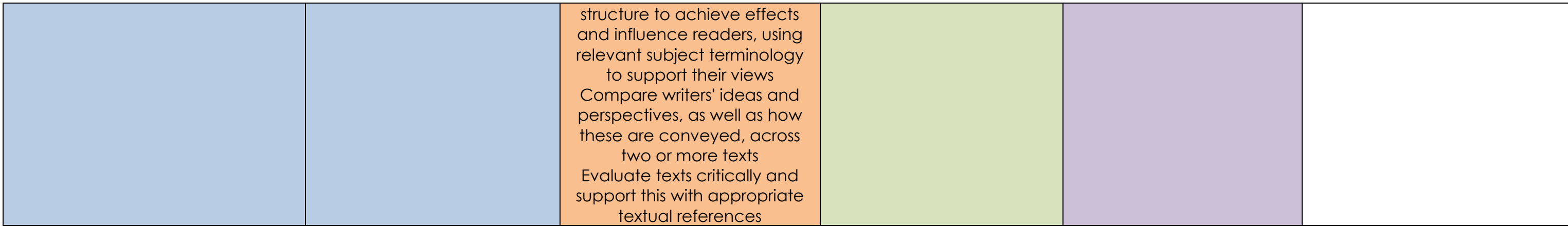
Year 10

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| <p>Lang: Component 1 Reading and Analysing 20th Century literature Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts Explain, comment on analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views Evaluate texts critically and support this with appropriate textual references</p> | <p>Lang: Component 1 Narrative Writing Communicate clearly, effectively, and imaginatively. Select and adapt tone, style and register for different forms, purposes and audiences Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> | <p>Lang: Component 2 Reading and Analysing 19th and 21st Century literature Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts Explain, comment on analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts Evaluate texts critically and support this with appropriate textual references</p> | <p>Lang: Component 2 Transactional Writing Communicate clearly, effectively, and imaginatively. Select and adapt tone, style and register for different forms, purposes and audiences Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> | <p>Lang: Component 1 Reading and Analysing 20th Century literature Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts Explain, comment on analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views Evaluate texts critically and support this with appropriate textual references</p> | <p>Lang: Component 2 Transactional Writing Communicate clearly, effectively, and imaginatively. Select and adapt tone, style and register for different forms, purposes and audiences Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> |
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| <p>Debate and Discussion Listen and respond appropriately to spoken language, including to questions and feedback to presentations</p> | <p>Formal Presentations Use spoken Standard English effectively in speeches and presentations. Demonstrate presentation skills in a formal setting</p> | <p>Lang: Component 2 Reading and Analysing 19th and 21st Century Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts Explain, comment on analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts Evaluate texts critically and support this with appropriate textual references</p> | <p>Lang: Component 2 Transactional Writing Communicate clearly, effectively, and imaginatively. Select and adapt tone, style and register for different forms, purposes and audiences Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> | <p>Lang: Component 1 Writing Narrative Revision Communicate clearly, effectively, and imaginatively. Select and adapt tone, style and register for different forms, purposes and audiences Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> | <p>Lang: Component 1 Writing Narrative Revision Communicate clearly, effectively, and imaginatively. Select and adapt tone, style and register for different forms, purposes and audiences Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> |
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Year 11

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| <p>Lang: Component 1 Reading and Analysing 20th Century literature Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts Explain, comment on analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views Evaluate texts critically and support this with appropriate textual references</p> | <p>Lang: Component 1 Narrative Writing Communicate clearly, effectively, and imaginatively. Select and adapt tone, style and register for different forms, purposes and audiences Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</p> | <p>Lang: Component 2 Reading and Analysing 19th and 21st Century literature Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts Explain, comment on analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts Evaluate texts critically and support this with appropriate textual references</p> | <p>Lang: Component 2 Transactional Writing Communicate clearly, effectively, and imaginatively. Select and adapt tone, style and register for different forms, purposes and audiences Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> | <p>Lang: Component 1 Reading and Analysing 20th Century literature Revision Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts Explain, comment on analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views Evaluate texts critically and support this with appropriate textual references</p> | <p>Examinations</p> |
| <p>Debate and Discussion Listen and respond appropriately to spoken language, including to questions and feedback to presentations</p> | <p>Formal Presentations Use spoken Standard English effectively in speeches and presentations. Demonstrate presentation skills in a formal setting</p> | <p>Lang: Component 2 Reading and Analysing 19th and 21st Century Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts Explain, comment on analyse how writers use language and</p> | <p>Lang: Component 2 Transactional Writing Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> | <p>Lang: Component 1 Writing Narrative Revision Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> | <p>Examinations</p> |



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| | Spoken English: Oral Presentations |
| | Writing: Transactional and Persuasive |
| | Writing: Descriptive and Narrative |
| | Reading: Fiction |
| | Reading: Non Fiction |
| | Reading: Evaluate and compare texts |