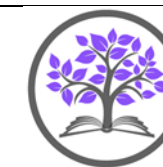


# Meadow Park: Sequence Of Learning Overview 2024-2025



## Subject- English

Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
<b>Year 1</b>					
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
<b>Year 2</b>					
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
<b>Year 3</b>					
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

				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

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

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
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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  Proofread for spelling and punctuation errors	Performing their own 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**

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	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	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	Considering and evaluating different viewpoints, adding their own interpretations and building on the contributions of others Offering an alternative explanation when other

Speaking audibly, fluently and with a full command of Standard English in all situations			through speculating, hypothesising, imagining and exploring ideas	collaborative conversations, staying on topic and initiating and responding to comments with confidence	participant(s) do not understand
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**Year 7**

<b>Stone Cold - WRITING FICTION</b> • develop an appreciation and love of reading and read critically through	<b>Stone Cold</b> READING CONTEMPORARY FICTION	<b>Narrative Writing</b> • write accurately, fluently, effectively and at length for pleasure	<b>History of English</b> • speak confidently and effectively, including through	<b>A Midsummer Night's Dream</b> • plan, draft, edit and proof-read through	<b>Literary Heritage</b> READING PRE-20TH CENTURY FICTION <b>Role Play and Performance</b>
<b>Moonfleet</b> READING PRE-20TH CENTURY FICTION • read critically through			<b>Poetry from Around the World</b> • understand increasingly		

**Year 8**

<b>Short story Fiction</b> <b>Stone Cold</b> CONTEMPORARY FICTION	<b>The Picture of Dorian Gray</b> READING PRE 20TH CENTURY FICTION	<b>News Writing</b> • write accurately, fluently, effectively and at length for pleasure and information	<b>Reading Poetry</b> READING PRE 20TH CENTURY POETRY	<b>Black Experiences in Literature</b> • speak confidently and effectively, including through	<b>Blood Brothers/Our Day Out</b> <b>Role Play and Performance</b> READING 20 CENTURY PLAY

**Year 9**

<b>FICTION WRITING</b> • plan, draft, edit and proof-read through amending the vocabulary, grammar and structure of their writing to	<b>Romeo and Juliet</b> • consolidate and build on their knowledge of grammar and vocabulary through	<b>Non-Fiction Writing: Whodunnit</b> • write accurately, fluently, effectively and at length for pleasure and information through	<b>Animal Farm</b> READING WORLD LITERATURE • understand increasingly	<b>English Language Fiction Writing</b> • speak confidently and effectively, including through	<b>Non-Fiction Reading Skills SOW</b> • Read critically through making critical comparisons across texts and studying a range of
<b>Travel Writing</b> • write accurately, fluently, effectively and at length for pleasure and information	<b>Role Play and Performance</b> • speak confidently and effectively, including through improvising, rehearsing and		<b>Debate and Presentation</b> • speak confidently and effectively, including through giving short speeches		

**Year 10**

<b>Lang: Component 1 Reading and Analysing 20th Century literature</b> Identify and interpret explicit and implicit information and ideas.	<b>Lang: Component 1 Narrative Writing</b> Communicate clearly, effectively, and imaginatively. Select and adapt tone, style and register.	<b>Lang: Component 2 Reading and Analysing 19th and 21st Century literature</b> Identify and interpret explicit and implicit information and ideas.	<b>Lang: Component 2 Transactional Writing</b> Communicate clearly, effectively, and imaginatively. Select and adapt tone, style and register.	<b>Lang: Component 1 Reading and Analysing 20th Century literature</b> Identify and interpret explicit and implicit information and ideas.	<b>Lang: Component 2 Transactional Writing</b> Communicate clearly, effectively, and imaginatively. Select and adapt tone, style and register.
<b>Debate and Discussion</b> Listen and respond appropriately to spoken language, including to specialist terminology.	<b>Formal Presentations</b> Use spoken Standard English effectively in speeches and presentations.	<b>Lang: Component 2 Reading and Analysing 19th and 21st Century</b>	<b>Lang: Component 2 Transactional Writing</b> Communicate clearly, effectively, and imaginatively. Select and adapt tone, style and register.	<b>Lang: Component 1 Writing Narrative Revision</b> Communicate clearly, effectively, and imaginatively. Select and adapt tone, style and register.	<b>Lang: Component 1 Writing Narrative Revision</b> Communicate clearly, effectively, and imaginatively. Select and adapt tone, style and register.

**Year 11**

<b>Lang: Component 1 Reading and Analysing 20th Century literature</b> Identify and interpret explicit and implicit information and ideas.	<b>Lang: Component 1 Narrative Writing</b> Communicate clearly, effectively, and imaginatively. Select and adapt tone, style and register.	<b>Lang: Component 2 Reading and Analysing 19th and 21st Century literature</b> Identify and interpret explicit and implicit information and ideas.	<b>Lang: Component 2 Transactional Writing</b> Communicate clearly, effectively, and imaginatively. Select and adapt tone, style and register.	<b>Lang: Component 1 Reading and Analysing 20th Century literature Revision</b> Identify and interpret explicit and implicit information and ideas.	<b>Examinations</b>
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<p>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>for different forms, purposes and audiences Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</p>	<p>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>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>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><b>Debate and Discussion</b> Listen and respond appropriately to spoken language, including to questions and feedback to presentations</p>	<p><b>Formal Presentations</b> Use spoken Standard English effectively in speeches and presentations. Demonstrate presentation skills in a formal setting</p>	<p><b>Lang: Component 2 Reading and Analysing 19th and 21st Century</b> 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><b>Lang: Component 2 Transactional Writing</b> Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p><b>Lang: Component 1 Writing Narrative Revision</b> Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p><b>Examinations</b></p>

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