

## English Coverage 2020/21

Year Group	Term	Topic (geography, history & science)	Genre	Text Types	Coverage	Ongoing coverage
FS	Autumn	<ul style="list-style-type: none"> <li>- Ready for anything</li> <li>- Body Parts/Keeping healthy</li> <li>- What happens when the sun goes down?</li> <li>- Space</li> <li>- Light</li> <li>- Nocturnal animals</li> </ul>	Fiction	Not a box, not a stick, Monkey Nut The Dot, Ish, Sky Colour The Lion Inside Some Dogs Do The Brilliant Beast Whatever Next Peace at Last Wow! Said the owl (day and night versions) The Black Book of Colour Day Monkey/Night Monkey The Christmas Story A Letter To Santa	Writing speech bubbles Writing captions Sequencing stories	Browsing boxes of favourite authors:  Peter H. Reynold stories Julia Donaldson stories Oliver Jeffers stories Jill Murphy Stories
			Non-fiction	My History My Body Day and Night animals Light and Dark	Learning facts Using ebooks and internet for research	
			Poetry	Bonfire Night Poetry Diwali Poetry Rhyme – how the grinch stole Christmas	Hearing rhymes Matching initial phonemes to spoken sounds	
	Spring	<ul style="list-style-type: none"> <li>- Who lives in castles?</li> <li>- What happens on a farm?</li> <li>- Materials &amp; properties</li> <li>- Living things and growth (farm animals, life cycles)</li> </ul>	Fiction	Robin Hood George and The Dragon Rapunzel The Princess and The Pea Farmer Duck What The Ladybird Heard Oliver's Fruit and Vegetables Oliver's Milkshake	Writing sentences Writing story openers Sequencing traditional tales Writing speech bubbles	Adding books to provision boxes linked to traditional tales and characters from other farm themed stories
			Non-fiction	Seeds A Year At A Farm Castles		Adding books to provision linked to castles and buildings

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				Nottingham books		
	Summer	<ul style="list-style-type: none"> <li>- What's a forest for?</li> <li>- Where does our river go?</li> <li>- Living things and growth (forest &amp; arctic creatures)</li> <li>- Materials (floating &amp; sinking)</li> <li>- Living things and growth (sea creatures)</li> </ul>	Fiction	Where The Wild Things Are The Little Raindrop Mrs Armitage and The Big Wave Mrs Armitage On Wheels Snail and The Whale Here We Are Stuck Little Red Riding Hood The Gruffalo The Gruffalo's Child Where The Forest Meets The Sea	Write imaginative stories about the forest and the beach	Add new books to Oliver Jeffers and Julia Donaldson books
			Non-fiction	Rivers / River Trent The Water Cycle Seasons Sherwood Pines / Forests Earth Day	Write fact and information	
			Poetry	Rhyming pairs in The Gruffalo Season poems		
1	Autumn	<ul style="list-style-type: none"> <li>- Our place</li> <li>- Old Toys</li> <li>-Animals incl. humans</li> </ul>	Fiction	Peaksy Rat Funnybones Don't Forget the Bacon High Street Six Dinner Sid 3 Pigs / gingerbread Man Dogger Lost Toy Museum Toymaker Owl who was Afraid of the Dark Stanley's Stick Tadpole's Promise	<ul style="list-style-type: none"> <li>-Use capital letters and full stops to demarcate sentences in some writing.</li> <li>-Use capital letters for names of people and personal pronoun I.</li> <li>-Understand words can combine to make sentences.</li> <li>-Rainbow Grammar, subject, predicate.</li> <li>-Join words and clauses using 'and'.</li> </ul>	<ul style="list-style-type: none"> <li>-Separate words with spaces.</li> <li>-Become familiar with stories and authors (both male and female)</li> <li>-Share a range of texts from different cultures/traditions/communities/families. The importance of sharing a daily story.</li> <li>-Vocabulary – focus on teaching key language from texts.</li> <li>-Name the letters of the alphabet by name.</li> <li>-Hold pencil comfortably and correctly.</li> <li>-form lower-case letters in the correct direction, starting and finishing in the right place.</li> </ul>
			Non-fiction	Toys and Games – Sally Hewitt All about me		

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			Human Body Your Fantastic, elastic brain	-To start forming pre-cursive handwriting. -Understand which letters belong to which handwriting 'families'. -Write sentences, sequencing them to form short narratives. -Understanding of an adjective and its purpose. -Determiners – My, your, his, her. -Adjectives, verbs. -Rhyme -Narrative/Recount -Poems	-To recognise and form upper case letters correctly. -Know the correct phoneme for the given grapheme and recognise these speedily. -Write sentences by orally composing them before writing. -Discuss what he/she has written with the teacher or other pupils. -Able to match the 40+ grapheme to their phonemes and use when writing. -To spell common exception words, using mats to support until learnt. -Read own sentences to check they make sense. -To plan stories/reports and use these to support their writing. -Write for different purposes.
		Poetry	Bend your body I come up to my brothers knee Home Number one, touch your .. Horsie Horsie Ride a Cock Horse Girls and Boys come out to Play Miss Polly had a Dolly	Breaking longer words into syllables to support spelling.	
Spring	- Nottingham vs London - Great Fire of London - Materials and their properties - Uses of everyday materials	Fiction	Queens Hat / Handbag Big Red Bus Three Pigs True story of the three pigs The wolves and the big bad pig Bog Baby My Dragon Tin Forest (Helen Ward) Paper Dolls (Julia Donaldson)	-Use suffixes that can be added to verbs where no change is needed in the spelling of root word. Ing, ed, er. -Use a capital letter for places and days of the week. -Use regular plural noun suffixes. Eg. Dogs, wishes. -Question marks. -Using conjunctions and, but, because.	-Read aloud his/her writing clearly enough to be heard by his/her peers and the teacher. -Responding to marking with purple pencil. -Terminology – letter, word, capital letters, full stops, sentence, punctuation, conjunctions, time connectives, nouns, verbs, adjectives, plural, singular, noun phrases, commas, root words, suffixes, prefixes, question marks and exclamation marks.
		Non-fiction	Great Fire of London (Emma Adams) Toby and the Great fire of London	-Noun phrases, commas -Simple alliteration. -Imperative verbs. -Reports, newspaper articles, letter, poem -Facts, opinions	
		Poetry	London Poetry		

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	<p>Summer</p>	<ul style="list-style-type: none"> <li>- Seasons</li> <li>- What has changed in Nottingham?</li> <li>- Seasonal changes</li> <li>- Plants</li> </ul>	<p>Fiction</p>	<p>I thought I heard a tree sneeze            Fantastic Mr Fox            Emma's Lamb            The Day the crayons quit            Tiny seed            Great Pet Sale- <b>(Advert)</b>            Jack and the Beanstalk            Jim (Jill) and the Beanstalk            Little Evie and the Wild Wood            Wolves</p>	<ul style="list-style-type: none"> <li>-Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> <li>-Understand how the prefix un changes the meanings of verbs and adjectives. Eg unkind, untie.</li> <li>-Exclamation marks.</li> <li>-Determiners a and an.</li> <li>-Adverbs to modify verbs.</li> <li>-Speech bubbles, understanding of the characters speaking those words.</li> </ul>	
<p>Non-fiction</p>	<p>Bean Diary            Lift the flap Q and A about the weather</p>					
<p>Poetry</p>						
<p>2</p>	<p>Autumn</p>	<ul style="list-style-type: none"> <li>- Our place</li> <li>- Old Toys</li> <li>- Animals incl. humans</li> </ul>	<p>Fiction</p>	<p>Peaksy Rat            Funnybones            Don't Forget the Bacon            High Street            Six Dinner Sid            3 Pigs / gingerbread Man            Dogger            Lost Toy Museum            Toymaker            Owl who was Afraid of the Dark            Stanley's Stick            Tadpole's Promise</p>	<ul style="list-style-type: none"> <li>-Learning to spell common exception words</li> <li>-Writing down ideas and key words</li> <li>-Expanded noun phrases to describe and specify</li> <li>-Sentence demarcation</li> <li>-Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>-Write from memory simple sentences dictated by the teacher including common exception words and punctuation taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>-Form lower case letters of the correct size relative to one another</li> <li>-Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters are better</li> <li>- All children are expected to write in a cursive style (unjoined) by the end of the year</li> <li>-Writing narratives about personal experiences and those of others (real and fictional)</li> <li>-Writing about real events</li> <li>-Writing poetry</li> <li>-Writing for different purposes</li> <li>- Links to topics</li> <li>- School trips (Yorkshire Wildlife Park)</li> </ul>
<p>Non-fiction</p>	<p>Toys and Games – Sally Hewitt            All about me            Human Body            Your Fantastic, elastic brain</p>					
<p>Poetry</p>	<p>Bend your body            I come up to my brothers knee            Home</p>					

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				Number one, touch your .. Horsie Horsie Ride a Cock Horse Girls and Boys come out to Play Miss Polly had a Dolly		-Saying out loud what they are going to write about -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. -Proofreading to check for errors in spelling, grammar and punctuation. - Self assessment (purple pen) -Read what they have written with appropriate intonation to make the meaning clear -Some features of written Standard English
Spring	- Nottingham vs London - Great Fire of London - Materials and their properties - Uses of everyday materials	Fiction	Queens Hat / Handbag Big Red Bus Three Pigs True story of the three pigs The wolves and the big bad pig Bog Baby My Dragon Tin Forest (Helen Ward) Paper Dolls (Julia Donaldson)	-Learning the possessive apostrophe -Learning to spell words with contracted forms -Sentences with different forms: statement, question, exclamation, command -The present and past tenses correctly and consistently including the progressive form -Writing down ideas and/or key words, including new vocabulary -Encapsulating what they want to say, sentence by sentence -Suffixes to form new words (-ful, -er, -ness)		
		Non-fiction	Great Fire of London (Emma Adams) Toby and the Great fire of London			
		Poetry	London Poetry			
Summer	- Seasons - What has changed in Nottingham? - Seasonal changes - Plants	Fiction	I thought I heard a tree sneeze Fantastic Mr Fox Emma's Lamb The Day the crayons quit Tiny seed Great Pet Sale Jack and the Beanstalk Jim (Jill) and the Beanstalk Little Evie and the Wild Wood Wolves	-Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly -Commas in lists -Apostrophes for omission & singular possession -Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks,		
		Non-fiction	Bean Diary			

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				Lift the flap Q and A about the weather	question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) -Distinguishing between homophones and near homophones -Writing down ideas and/or key words, including new vocabulary -Encapsulating what they want to say, sentence by sentence - Peer assessment (orange crayon)	
			Poetry			
3	Autumn	<ul style="list-style-type: none"> <li>- Nottingham &amp; Bagamoyo</li> <li>- Stone Age, Iron Age, Bronze Age</li> <li>- Forces &amp; Magnets</li> <li>- Rocks &amp; Fossils</li> </ul>	Fiction	<ul style="list-style-type: none"> <li>*The Boy with the Bronze Axe</li> <li>*The First Drawing</li> </ul>	<ul style="list-style-type: none"> <li>- past tense</li> <li>- speech punctuation - inverted commas</li> <li>- expanded noun phrases</li> <li>- paragraphs</li> <li>- sentence structure</li> <li>- Fronted adverbials</li> </ul>	<ul style="list-style-type: none"> <li>- planning</li> <li>- drafting</li> <li>- editing</li> <li>- handwriting</li> <li>- spelling</li> <li>- vocabulary</li> <li>- full stops/question marks/exclamation marks/capital letters</li> <li>- awareness of the audience</li> </ul>
			Non-fiction	Information books – non-chronological reports Tanzania *Africa Amazing Africa *Africa is not a Country Biography – Mary Anning	<ul style="list-style-type: none"> <li>- present tense</li> <li>- paragraphs to organise information</li> <li>- headings/subheadings</li> <li>- conjunctions - Uses a range of subordinating conjunctions.</li> </ul>	<ul style="list-style-type: none"> <li>-Consistently uses capital letters accurately.</li> <li>- Use of full stops is mostly accurate within extended pieces.</li> <li>- Accurate use of inverted commas for direct speech.</li> </ul>
			Poetry	*Poems on a theme (Africa) - Is it Far to Zanzibar?	<ul style="list-style-type: none"> <li>- Features of poems</li> <li>Structure</li> <li>Vocabulary choices</li> </ul>	

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Spring	<ul style="list-style-type: none"> <li>- Coasts</li> <li>- Indus Civilisation</li> <li>- Light</li> <li>- Sound</li> </ul>	Fiction	<ul style="list-style-type: none"> <li>*Dumb Creatures</li> <li>Playscripts</li> <li>*The Secret of Black Rock</li> </ul>	<ul style="list-style-type: none"> <li>- prepare playscripts to perform</li> <li>Apostrophes used for singular possession and contraction</li> </ul>	<ul style="list-style-type: none"> <li>- Most sentences are cohesive and make sense.</li> <li>- Past and present tenses used correctly and consistently</li> </ul> <p>With prompting, proof reads own work to check spelling/punctuation.</p> <ul style="list-style-type: none"> <li>- Proposes change to own and others' work to develop grammar/vocabulary.</li> </ul>
		Non-fiction	<ul style="list-style-type: none"> <li>Persuasive texts – where people should go on holiday</li> <li>Explanation</li> <li>*How does a lighthouse work?</li> </ul>	<ul style="list-style-type: none"> <li>- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>- discussing and recording ideas</li> <li>-Paragraphs</li> <li>-conjunctions</li> <li>Vocabulary choices</li> <li>- Commas used in lists.</li> <li>- Mostly accurate and appropriate use of question marks and exclamation marks</li> </ul>	
		Poetry	Performance poetry	<ul style="list-style-type: none"> <li>- prepare poems to perform- Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling tone and volume so the meaning is clear</li> </ul>	
Summer	<ul style="list-style-type: none"> <li>- What's special about the UK?</li> </ul>	Fiction	<ul style="list-style-type: none"> <li>*Journey – Fantasy stories</li> </ul>	<ul style="list-style-type: none"> <li>- create settings and characters</li> </ul>	

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		- Ancient Egyptians - Plants & Animals			<p>Effective vocabulary used to bring characters to life.</p> <ul style="list-style-type: none"> <li>- Effective language used to help reader picture a setting</li> <li>- Uses adverbs to express time and manner.</li> <li>- Beginning to use a range of nouns and pronouns to avoid repetition.</li> <li>- Uses prepositions</li> <li>- Mostly correct use of the determiner a/an.</li> </ul>	
		Non-fiction	*Tutankhamun *The Legend of Tutankhamun Recount –Diary Recount – Newspaper report	<p>Plans/models used to start to organise paragraphs around theme</p> <ul style="list-style-type: none"> <li>- Uses familiar structure to create a story plot</li> </ul> <p>Speech punctuation</p> <p>Fronted adverbials</p>		
		Poetry	Various classic poetry by UK poets	<p>Writing narratives about personal experiences and those of others (real and fictional)</p> <ul style="list-style-type: none"> <li>-Writing about real events</li> </ul>		

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					<ul style="list-style-type: none"> <li>-Writing poetry</li> <li>-Writing for different purposes</li> <li>- Links to topics</li> <li>- School trips</li> </ul>	
4	Autumn	<ul style="list-style-type: none"> <li>- Nottingham &amp; Bagamoyo</li> <li>- Stone Age, Iron Age, Bronze Age</li> <li>- Forces &amp; Magnets</li> <li>- Rocks &amp; Fossils</li> </ul>	Fiction	<ul style="list-style-type: none"> <li>*The Boy with the Bronze Axe</li> <li>*The First Drawing</li> </ul>	<ul style="list-style-type: none"> <li>- past tense</li> <li>- speech punctuation - punctuation inside inverted commas</li> <li>- expanded noun phrases- including prepositions.</li> <li>- paragraphs</li> <li>- fronted adverbials with a comma</li> </ul>	<ul style="list-style-type: none"> <li>- planning</li> <li>- drafting</li> <li>- editing</li> <li>- handwriting</li> <li>- spelling</li> <li>- vocabulary</li> <li>- full stops/question marks/exclamation marks/capital letters</li> <li>- awareness of the audience</li> <li>Starting to independently proof read own work to check for errors</li> <li>- Proposes changes to own and others' work to develop grammar/vocabulary</li> <li>- Assess the effectiveness of their own and others' writing and suggest improvements.</li> <li>- Sentences are cohesive and make sense</li> </ul>
			Non-fiction	<ul style="list-style-type: none"> <li>Information books – non-chronological reports Tanzania</li> <li>*Africa Amazing Africa</li> <li>*Africa is not a Country</li> <li>Biography – Mary Anning</li> </ul>	<ul style="list-style-type: none"> <li>- present tense</li> <li>- paragraphs to organise information</li> <li>- headings/subheadings</li> <li>- using a range of conjunctions</li> </ul>	
			Poetry	<ul style="list-style-type: none"> <li>*Poems on a theme (Africa) - Is it Far to Zanzibar?</li> </ul>	<ul style="list-style-type: none"> <li>Structure</li> <li>Vocabulary choices</li> </ul>	
	Spring	<ul style="list-style-type: none"> <li>- Coasts</li> <li>- Indus Civilisation</li> <li>- Light</li> <li>- Sound</li> </ul>	Fiction	<ul style="list-style-type: none"> <li>*Dumb Creatures</li> <li>Playscripts</li> <li>*The Secret of Black Rock</li> </ul>	<ul style="list-style-type: none"> <li>- Apostrophes used accurately for contraction, singular possession and starting to for plural possession</li> <li>- discussing writing similar to that which they are planning to write in order to</li> </ul>	<ul style="list-style-type: none"> <li>- Correct use of standard English for past and present tense</li> <li>- Accurately uses a range of subordinating conjunctions.</li> </ul>

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					<ul style="list-style-type: none"> <li>understand and learn from its structure, vocabulary and grammar</li> <li>- discussing and recording ideas</li> <li>- Correct use of the determiner a/an</li> </ul>	<ul style="list-style-type: none"> <li>- Uses a range of nouns and pronouns to avoid repetition</li> <li>- Uses a range of fronted adverbials</li> <li>- Consistent use of capital letters</li> <li>- Use of full stops is accurate</li> </ul>
		Non-fiction	Persuasive texts – where people should go on holiday Explanation *How does a lighthouse work?	<ul style="list-style-type: none"> <li>- Starting to organise paragraphs independently</li> <li>-Conjunctions</li> <li>-Question marks, exclamation marks</li> </ul>		
		Poetry	Performance poetry	<ul style="list-style-type: none"> <li>- Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling tone and volume so the meaning is clear</li> </ul>		
	Summer	<ul style="list-style-type: none"> <li>- What's special about the UK?</li> <li>- Ancient Egyptians</li> <li>- Plants &amp; Animals</li> </ul>	Fiction	*Journey – fantasy stories	<ul style="list-style-type: none"> <li>- creating settings and characters</li> <li>- Uses a clear structure to write a story</li> <li>- Deliberate vocabulary choices and description of actions to bring characters to life</li> </ul>	

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					<ul style="list-style-type: none"> <li>- Deliberate language choices, including use of imagery, used to create clear and vivid settings.</li> <li>-Fronted adverbials, commas</li> </ul>	
			Non-fiction	<ul style="list-style-type: none"> <li>*Tutankhamun</li> <li>*The Legend of Tutankhamun</li> <li>Recount –Diary</li> <li>Recount – Newspaper report</li> </ul>	Paragraphs	
			Poetry	Various classic poetry by UK poets	<ul style="list-style-type: none"> <li>- Writing narratives about personal experiences and those of others (real and fictional)</li> <li>-Writing about real events</li> <li>-Writing poetry</li> <li>-Writing for different purposes</li> <li>- Links to topics</li> <li>- School trips</li> </ul>	
<b>5</b>	Autumn	<ul style="list-style-type: none"> <li>- Climate Change</li> <li>- Anglo-Saxons, Viking &amp; Scots</li> <li>- Earth &amp; Space</li> <li>- Forces</li> </ul>	Fiction	How to train your dragon	<ul style="list-style-type: none"> <li>- paragraphing</li> <li>- cohesive devices (adverbials)</li> <li>- expanded noun phrases</li> <li>- speech punctuation</li> </ul>	<ul style="list-style-type: none"> <li>- planning</li> <li>- drafting</li> <li>- editing</li> <li>- handwriting</li> <li>- spelling</li> <li>- awareness of the reader</li> </ul>

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			Non-fiction	<p>Recounts of invasions</p> <p>Leaflets (information)</p> <p>Persuasion</p>	<ul style="list-style-type: none"> <li>- modal verbs</li> <li>- relative clauses (&amp; relative pronouns)</li> <li>- commas to separate clauses</li> <li>- colons to introduce a list</li> </ul>	- vocabulary (UNITs)
			Poetry	The Future We Want (Climate Change)	<ul style="list-style-type: none"> <li>- subordinating conjunctions</li> <li>- positions of conjunctions</li> </ul>	
Spring	<ul style="list-style-type: none"> <li>- Amazon</li> <li>- Tudors</li> <li>- Properties of materials</li> </ul>	Fiction	Spy Master (Jan Burchett & Sara Vogler)	<ul style="list-style-type: none"> <li>- settings to create mood</li> <li>- building complex plots in stories</li> <li>- interaction between characters through action, description</li> </ul>		
		Non-fiction	Information texts Explanation texts	<ul style="list-style-type: none"> <li>- brackets, dashes or commas for parenthesis</li> <li>- colons for a list</li> </ul>		
		Poetry	Shape poems (Amazon) Limericks (Tudors)	<ul style="list-style-type: none"> <li>- beginning to select vocabulary &amp; grammatical structures for effect</li> </ul>		
Summer	<ul style="list-style-type: none"> <li>- Cold places</li> <li>- English Civil War</li> <li>- Living things &amp; their habitats</li> <li>- Animals incl. humans</li> </ul>	Fiction	Robert Falcon Scott (diary entries)	<ul style="list-style-type: none"> <li>- verb agreement/tenses</li> <li>- subordinating conjunctions</li> <li>- varying position on conjunctions in a sentence</li> </ul>		

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					<ul style="list-style-type: none"> <li>- Apostrophes for possession and contraction</li> </ul>	
			Non-fiction	Robert Falcon Scott Information texts Recounts of battles	<ul style="list-style-type: none"> <li>- modal verbs</li> <li>- relative clauses &amp; relative pronouns</li> </ul>	
			Poetry		<ul style="list-style-type: none"> <li>- beginning to select vocabulary &amp; grammatical structures for effect</li> </ul>	
6	Autumn	<ul style="list-style-type: none"> <li>- Climate Change</li> <li>- Anglo-Saxons, Viking &amp; Scots</li> <li>- Earth &amp; Space</li> <li>- Forces</li> </ul>	Fiction	How to train your dragon	<ul style="list-style-type: none"> <li>- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</li> <li>- accurate speech punctuation</li> <li>- non finite phrases</li> </ul>	
			Non-fiction	Recounts of invasions Leaflets (information) Persuasion	<ul style="list-style-type: none"> <li>- modal verbs/passive voice</li> <li>- relative clauses &amp; relative pronouns</li> <li>- commas to separate clauses consistently</li> <li>- semi colons to link sentences</li> <li>- shifts in formality</li> </ul>	
			Poetry	The Future We Want (Climate Change)	<ul style="list-style-type: none"> <li>- subordinating conjunctions (revise)</li> </ul>	

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					<ul style="list-style-type: none"> <li>- positions of conjunctions (revise)</li> <li>- dashes and hyphens</li> </ul>	
Spring	<ul style="list-style-type: none"> <li>- Amazon</li> <li>- Tudors</li> <li>- Properties of materials</li> </ul>	Fiction	Spy Master (Jan Burchett & Sara Vogler)	<ul style="list-style-type: none"> <li>- in narratives, describe settings, characters and atmosphere; developing complex plots within stories</li> <li>- integrate dialogue in narratives to convey character and advance the action</li> <li>- subordinate clauses &amp; position in the sentence</li> </ul>		
		Non-fiction	Information texts Explanation texts	<ul style="list-style-type: none"> <li>- brackets, dashes or commas for parenthesis</li> <li>- colons for a list</li> <li>- colons for an explanatory statement</li> <li>- use simple devices to structure the writing</li> </ul>		
		Poetry	Shape poems (Amazon) Limericks (Tudors)	<ul style="list-style-type: none"> <li>- beginning to select vocabulary &amp; grammatical structures for effect</li> </ul>		
Summer	<ul style="list-style-type: none"> <li>- Cold places</li> <li>- English Civil War</li> </ul>	Fiction	Robert Falcon Scott (diary entries)	<ul style="list-style-type: none"> <li>- use verb tenses consistently and</li> </ul>		

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		- Living things & their habitats - Animals incl humans			correctly throughout their writing - varying position of subordinate clauses in a sentence - Apostrophes for possession and contraction (using contracted forms in dialogues in narrative)	
			Non-fiction	Robert Falcon Scott Information texts Recounts of battles	- modal verbs / passive voice - a wide range of subordinate clauses, varying position - shifts in formality	
			Poetry		- beginning to select vocabulary & grammatical structures for effect	