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| **Year 1** | | | | | | | |
|  | **Autumn Term** | | | **Spring Term** | | **Summer Term** | |
| **Narrative** | **Contemp. fiction – stories reflecting children’s own experience (4 weeks)**  **Stories with predictable phrasing (2 weeks)** Julia Donaldson stories. | | | **Traditional Tales - Fairy tales (7 weeks)**  I/Goldilocks/LRRH/3 little pigs/Jack and the beanstalk | | **Contemp. fiction – stories reflecting children’s own experience** – growing XC link to Science (3 weeks) Modern versions of Jack and the beanstalk , enormous turnip  **Stories with predictable phrasing** (2 weeks)  Handa’s Surprise/ Bringing the Rain to Kapiti Plain. | |
| **Suggested final written outcome** | Write simple sentences using patterned language, words and phrases taken from familiar stories | | | Write a series of sentences in sequence to retell key events from the stories. To write character descriptions using connectives to extend sentences. | | Write an alternative ending for a story read.  To write descriptive phrases. | |
| **Reading** | Daily group reading – Children to read a variety of fiction / non-fiction / plays depending on ability during the term. | | | Daily group reading – Children to read a variety of fiction / non-fiction / plays depending on ability during the term | | Daily group reading – Children to read a variety of fiction / non-fiction / plays depending on ability during the term | |
| **GPS**  Objectives introduced in these terms, then revisited throughout the year. | Spaces between words.  Punctuation with a capital letter and full stop. | Connectives to join phrases.  Question marks and exclamation marks.  Prefix un | | Capital letters for names of people, places and days of the week.  Suffixes ed/ing/er. | Regular plural noun suffixes – s/es | Revision | Revision |
| Letters and Sounds Focus | Phase 3  Set 6/7/consonant digraphs | Phase 3  Vowel digraphs | | Phase 4  Adjacent consonants | Phase 5  Alternative graphemes | Phase 5  Alternative graphemes | Phase 6  Suffixes |
| **Non- fiction** | **Report (3 weeks)**  **Ed-Shed – The Clock Tower.** | | **Recount (2 weeks)**  History – Guy Fawkes | **Report (2 weeks)**  BWM – Antarctic Adventure | **Labels, lists and captions** 2 weeks  **Report** 2 weeks  BWM – Antarctic Adventure | **Instructions (1 week)**  **XC Science -** The Growing Story/Ten Seeds/The Tiny Seed**.** | **Explanations / instructions / letter writing (**5 weeks) |
| **Suggested final written outcome** | Write labels and sentences for an in-class exhibition/ museum display | | Write first person  recounts based simple on personal experience, using adverbs of time to aid sequencing | A simple non-  chronological report with a series of sentences to describe aspects of the subject; distinguish between a description of a single member of a group and  the group in  general. | Write labels and sentences for a collage / map.  A simple non-  chronological report with a series of sentences to describe animals from Antarctica. | Following  a practical experience,  Write up the instructions for planting a seed. | Draw pictures to illustrate a simple  process and prepare several sentences to support the explanation |
| **Poetry** | **Vocabulary building**  (1 week)  Shape and Acrostic | | **Structure – rhyming couplets** (1 week)  **Joyce Sidman – The seasons and shape poems.** | **Vocabulary building**  (1 week) | **Structure**  **– rhyming couplets**  (1 week) | **Vocabulary building**  (1 week)  Jungle song (Twinkl) | **Take one poet – poetry appreciation**  (1 week)  **Michael Rosen** |
| **Suggested outcome** | Read, write and perform free verse | | **Recite familiar**  **poems by heart**  Remember, remember poem. | Recite familiar poems by heart. (1 week)  Guided reading focus | Recite familiar poems by heart. (1 week)  Guided reading focus | Read, write and perform free verse  Guided reading focus | Personal  responses to poetry  Recite familiar  poems by heart |
| **Class novel** | Various texts and books related to science and History | | | Fairy tales | | Handa’s Surprise / Handa’s Hen / Handa’s surprising day Handa’s Noisy night. | |

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| **Year 2** | | | | | | | | | | |
|  | **Autumn Term** | | | | | **Spring Term** | | | **Summer Term** | |
| **Narrative** | **Stories with recurring literary language**  4 weeks (or 2 + 2 weeks) | | | | | **Traditional Tales - Fairy Tales**  **Stories from another Culture**  4 weeks (or 2 + 2 weeks) | | | **Traditional Tales - Myths (creation stories)**  4 weeks (or 2 + 2 weeks) | |
| **Suggested final written outcome** | Use a familiar story as a model to write a new story.  CLPE – The Snail and the Whale | | | | | Write a re-telling of a traditional story.  BWM Unit 3 Jack and the Beanstalk | | | Write a creation myth based on ones read e.g. how the zebra got his stripes.  Rudyard Kipling Book study | |
| **Reading** | **Reading through JEL/Letters and Sounds** Daily for 15 minutes **Guided Reading in differentiated groups (max 7 children and 1 adult)** Daily for 30 minutes **Reading through the Big Write Missions or CLPE** 3 or 4 sessions per week **Whole Class book** 2 to 3 times per week at the end of the day **Enjoying books from the Library** 1 x 30 minute session per week **Benchmark Levelling** At the end of each half term **PIRA Reading Assessment** 1 x term at the end of the term **Reading their own work out in class** Regularly in most lessons. | | | | | | | | | |
| **GPS** | BWM Unit 2 The Silver Box **question forms:** who, what, when, where, why, how **sentence forms:** commands **identifying and using imperative/‘bossy’ verbs** nouns, adjectives and adverbs co-ordinating **connectives** and, but, or **punctuation** ! ? **sentence forms**: statement, question command **simple past** **tense** (verb suffixes: -ed) **present tense** | | | | | BWM Unit 3 Jack and the Beanstalk CLPE – Lila and the Secret of rain. Using **capital letter** for people, places, days of the week and the pronoun ‘I’ **sequencing** first, next, then, soon, finally **direct speech** **apostrophes** for contraction. expanded noun phrases to describe and specify  !/? Capital letters and Full stops | | | CLPE Book study- One Night, Far From Here  Vocabulary focus  Spelling – adding ed/ing  Co-ordinating and Subordinating connectives  Homophones  !/? Capital letters and Full stops | |
| Letters and Sounds Focus | Phase 5 revision | | Natural progression of Phase work | | | Natural progression of Phase work | | | Natural progression of Phase work | |
| **Non- fiction** | **Instructions**  2 weeks | **Report** 4 weeks (or 2 + 1+1 weeks) | | | **Recount** 2 weeks (or 1 + 1 week) | **Explanations**  2 week | **Recount**  2 weeks (or 1 + 1 week) | | **Report** 4 weeks (or 2 + 1+1 weeks) | **Explanations**  2 weeks |
| **Suggested final written outcome** | Write a series of fiction-based instructions (i.e. ‘How to trap an ogre’), including diagrams.  BWM Unit 2 The Silver Box – instructions on how to use the X-Watches | Assemble information on a subject, sorting and categorising information; use comparative language to describe and differentiate BWM Unit 1 Planning a Day Out 2 weeks  XC History – Rosa Parks 1 wk | | | Write first person recounts re- telling historical events, using adverbs of time to aid sequencing, and maintaining consistency in tense and person  XC History – Rosa Parks 1 wk | Following practical tasks, produce a simple flowchart or cyclical diagram and record a series of sentences to support the explanation  Science – Animals including Humans – Life Cycles | Write first person recounts re- telling historical events, using adverbs of time to aid sequencing, and maintaining consistency in tense and person  XC - History link | | Assemble information on a subject, sorting and categorising information; use comparative language to describe and differentiate  The Lighthouse keeper’s lunch – Lighthouse information  History – Liberation Day 1 week | Produce a flowchart, ensuring content is clearly sequenced  Science – Habitats 1 week  History – Liberation Day 1 week |
| **Poetry** | **Vocabulary building (list poems)** (2 weeks) | | | **Structure – calligrams**  (1 week) | | **Vocabulary building**  (1 week) | | **poetry appreciation** (1 week) Poems written by children. | **Vocabulary building**  (1 week) | **Take one poet – poetry appreciation** (2 weeks) |
| **Suggested outcome** | Read list poems. Write and perform own versions.  Link to reading poems for 1 week each ½ term | | | Write own calligrams (based on single words)  Linked to the Snail and the Whale  Winter / Christmas Calligrams | | Read, write and perform free verse  Link to reading poems for 1 week each ½ term | | Personal responses to poetry  Focus on environmental poems – link to Earth day in April. | Read, write and perform free verse  Link to reading poems for 1 week each ½ term | Personal responses to poetry Recite familiar poems by heart Poet – Judith Nicholls |
| **Class novel**  **Roald Dahl** | James and the Giant Peach | | | | | The Giraffe, the Pelly and Me / The magic Finger | | | Matilda | |

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| **Year 3 English Long term plan 2021-2022** | | | | | | | | | |
|  | **Autumn Term** | | | **Spring Term** | | | **Summer Term** | | |
| **Narrative** | **Time-slip stories**  (3 weeks)  Book Study **– Stone Age Boy** | **Fantasy Stories**  (4 weeks)  Book Study - **The Iron Man** | | **Myths and Legends**  (3 weeks)  **Egyptian myths** | **Adventure stories**  (4 weeks)  **The Firework maker’s daughter** | | **Traditional Tales and Author Focus:** Anthony Browne (3 weeks) | **Quest Stories**  (3 weeks) | |
| **Suggested final written outcome** | Write a time slip story, focusing on plot. | Write and perform a play, based on a familiar story perspective. | | Write a short myth or legend. | Write part of an adventure story from a key characters point of view. | | Write an alternative ending to a traditional tale. | Write a quest story focusing on building tension. | |
| **Reading** | 4 x whole class guided reading sessions. The choice of texts is dependent on the children’s reading levels/ interests/current events. Both on-going and focus objectives are noted on the weekly plans. | | | | | | | | |
| **GPS** | Skills builders Teacher’s Guide Units 1-5 | Skills builders Teacher’s Guide Units 6-10 | | Skills builders Teacher’s Guide Units 11-15 | | Skills builders Teacher’s Guide Units 16-30 | Revise and re-cap | | Revise and re-cap |
| **RWI Units covered including spelling patterns** | Unit 1: Adding the prefixes dis– and in– , Unit 2: Adding im– to root words beginning with m or p, Unit 3: Adding the suffix –ous, Unit 4: Adding the suffix –ly, Unit 5: Words ending in –ture. | | | Unit 6: Adding –ation to verbs to form nouns, Unit 7: Words with the c sound spelt ch, Unit 8: Words with the sh sound spelt ch, Unit 9: Adding the suffix –ion, Unit 10: Adding the suffix –ian. | | | Unit 11: Adding the prefix re–, Unit 12: Adding the prefix anti–, Unit 13: Adding the prefix super–, Unit 14: Adding the prefix sub–. | | |
| **Non- fiction** | **Recount (1 week)** | | **Report (2 weeks)** | **Instructions (2 weeks)** | | **Explanations (1 week)** | **Persuasion - letter writing (2 weeks)** | **Discussion**  **(1 week)** | |
| **Suggested final written outcome** | Write a recount of their trip to La Hougue Bie noting all the information relating to the Stone Age. | | Write a news report of an ‘unfolding event’ in the Iron Man. Include detail expressed in ways that will engage the reader/viewer. | Write and evaluate a range of instructions (Mummification/Canopic jars) in a clear structure. | | Teacher demonstrates research, note-taking techniques and computing using a spider-gram to organise information. (Volcanoes/extreme earth). | Present a point of view in the form of a letter, selecting style and vocabulary appropriate to the reader. | Debate and deliberate based on evidence found. Give justifications for answers and listen to what others have to say. | |
| **Poetry** | **Vocabulary building**  (2 weeks) | | **Structure - rhyming**  (1 week) | **Structure – shape poems** (1 week) | | **Structure – haiku, tanka and kennings**  (2 weeks) | **Vocabulary building**  (1 week) | | **Range of poems - Evidence of dragons -**  **Poems by Pie Corbett**  (2 weeks) |
| **Suggested outcome** | Read, write and perform free verse. Linked to Harvest (Autumn). | | Write rhyming poems based on the Iron Man. | Create River poems and shape poems based on the River Nile. | | Read and write haiku, kennings and onomatopoeic poems. | Read, write and perform free verse. | | Research a particular poem. Personal responses to poetry. Recite familiar  poems by heart. |
| **Class novel** | **Stone Age Boy** | **The Iron Man** | | **Egyptian myths** | | **The Firework maker’s daughter** | **The Tunnel**  **Into the Forest**  **Voices in the park** | **The Dragon Snatcher** | |

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| **Year 4** | | | | | | | |
|  | **Autumn Term** | | **Spring Term** | | **Summer Term** | |
| **Narrative** | **A story/stories with a theme**  (4 weeks)  Stig of the dump  I was a rat | | **Writing and performing a play**  (2 weeks)  The Write Stuff – Charlie and the Chocolate Factory | **Story settings**  (3 weeks)  The Write Stuff – Charlie and the Chocolate Factory | **Traditional Tales - Myths (quests)**  (4 weeks)  CLPE – The Mouse hole cat | |
| **Suggested final written outcome** | * To use descriptive writing for character references * To write a diary entry in character * To identify the main themes in the story and link to other stories * To write their own story based on one of the themes from the story | | Write and perform a play,  Using Chapter 7 as inspiration. | * To write a section of a narrative (or several narratives) focusing on setting * To write a Golden Ticket invitation. * To write a description of the Chocolate factory and the Bucket’s house. | * To talk confidently about picture books and their own response. * To explore ways in which pictures and illustrations can convey atmosphere and meaning. * To explore the story through drama, dance and music * To draw the narrative shape of the story. * To write their own stories from more than one viewpoint | |
| **Reading** | Whole class reading using VIPERS texts and videos. | | | | | | |
| **GPS** | Skills builders Teacher’s Guide Units 1 - 6 | Skills builders Teacher’s Guide Units 7 - 12 | Skills builders Teacher’s Guide Units 13 - 18 | Skills builders Teacher’s Guide Units 19 - 24 | Skills builders Teacher’s Guide Units 25 – 30 | Revise and recap |
| **RWI units covered** | U1, U2, SF1, U3 Test 1 U4, U5 | SF2, Unit 6, Test 2, U7, Unit 8 Test 3 | SF3, U9, U10,Test 4, U11, SF4 | U12, Test 5, U13,  U14, Test 6 | Revise each unit, CEW and Homophones | Revise each unit, CEW and Homophones |
| **Non- fiction** | **Report**  4 weeks  I was a rat | | **Persuasion**  3 weeks  The Promise | | **Explanation**  2 weeks  Literacy shed - Flotsam | **Discussion**  2 weeks  CLPE – The Mouse hole cat |
| **Suggested final written outcome** | * Identify features of newspaper reports * Write a report in the form of a newspaper. | | * To write invitations to the factory * Write a persuasive letter to Willy Wonka to encourage him to make their sweet invention. | | * To explain what the pictures mean in the story * To explain what life is like for a turtle * To write letter of persuasion to supermarket to ask them to stop using single use plastic | * Consider different points of view – Mowzer and Tom * Debate different decisions made and write argument |
| **Poetry** | **Take one poet – poetry appreciation**  (2 weeks)  The Magic Box – Kit wright | **Structure –riddles**  (1 week) | **Vocabulary building**  (1 week)  Charlie and the Chocolate factory | **Structure– narrative poetry**  (2 weeks)  Charlie and the Chocolate factory | **Vocabulary building**  (1 week)  Flotsam | **Vocabulary building**  (2 weeks)  The mousehole cat |
| **Suggested outcome** | Research a particular poet.  Personal responses to poetry | Read and write riddles | Read, write and poem link to Charlie and chocolate factory | Recite some narrative poetry by heart  Read and respond – One of the Oompa Loompa Songs. | Read, write and perform free verse  Write poem from the boy’s point of view when he found the camera | Read, write and perform free verse linked to Mousehole cat |
| **Class novel** | Stig of the dump | | Charlie and the Chocolate Factory the Promise | | Mousehole cat | |

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| **Year 5** | | | | | | |
|  | **Autumn Term** | | **Spring Term** | | **Summer Term** | |
| **Narrative** | **Traditional Tales - legends**  (3 weeks) | | **Suspense and mystery**  (4 weeks) | | **Fiction/book study**  (4 weeks) | |
| **Suggested final written outcome** | Reflect on the main character of the legend from different viewpoints. Re-tell the story from several different perspectives.  Explore tales and legends of Jersey such as the Black Dog alongside Greek myths and legends.  <http://www.theislandwiki.org/index.php/Jersey_Folklore> | | Develop skills of building up atmosphere in writing e.g. passages building up tension  The Explorer | | Explore a text in detail. Write in the style of the author to complete sections of the stories. Take the plot and theme from the text to plan and write their own contemporary version. | |
| **Reading** | 4 x weekly whole class reading sessions  Both ongoing and focus objectives are noted on the Medium Term plans/weekly plans. | | | | | |
| **GPS** | Half termly assessments: use of Rising Stars GPS scheme to fill identified gaps and plan for GPS lessons. Use of Skills Builders, Grammar and Punctuation workbooks to teach explicit rules. Utilisation of other year groups books when gaps identified. | | | | | |
| RWI Units covered including spelling patterns | Unit 1: Silent letter b, SF1: Letter string ough, Unit 2: Words ending –ible, SF2: Homophones, Unit 3: Words ending –able, SF3: Orange words, Unit 4: Silent letter t, SF4: Orange words | | Unit 5: Words ending –ibly and –ably, SF5: Homophones, Unit 6: Words ending –ent, SF6: Orange words, Unit 7: Words ending –ence, SF7: Orange words, Unit 8: ee sound spelt ei, SF8: Homophones | | Unit 9: Words ending –ant, -ance, ancy, SF9: Orange words, Unit 10: Words ending in shus spelt –-cious, SF10: Orange words, Unit 11: Words ending shus spelt –tious, SF11, Orange words, Unit 12: Words ending in shul spelt –cial or –tial, SF 12: Orange words | |
| **Non- fiction** | **Recount**  2 weeks | **Discussion**  2 weeks | **Debating Skills**  2 weeks | **Explanation**  2 weeks | **Persuasion**  3 weeks | **Report**  2 weeks |
| **Suggested final written outcome** | Compose a biographical account based on research  Either linked to poet study or History work eg –Grace Nichols or Alexander the Great. | Write up a balanced discussion presenting two sides of an argument, following a debate  The Write Stuff: Balanced Argument  Linked to ‘Zoo’ | A series of live debates on various subjects.  Children work in groups/pairs/ individually to prepare and present points of views  Linked to States Chamber | Links to Geography PoS ‘physical geography, including: climate zones and biomes. | Show through a range of writing an understanding of how persuasive writing can be adapted for different audiences and purposes  Linked to Science Living Things and their habitats – Plastic pollution | Write a report, in the form of an information leaflet, in which two or more subjects are compared  Link to topic – Information leaflet linked to history (eg Victorian inventions) |
| **Poetry** | **Vocabulary building**  (2 weeks) | **Take one poet – poetry appreciation**  (1 week) | **Vocabulary building**  1 week) | **Structure – cinquain**  (1 week) | **Structure – spoken word poetry/rap**  (2 weeks) | **Take one poet – poetry appreciation**  (2 weeks) |
| **Suggested outcome** | Read, write and perform free verse | Poet study: Grace Nichols  Personal responses to poetry  Recite familiar  poems by heart | Read, write and perform free verse  What do you want to be – Dreams & Goals (Jigsaw) | Read and respond to cinquains.  Experiment with writing their own.  Poetic form syllabic poems | Listen to, read and respond to raps.  Experiment with writing their own.  Linked to Living Planet topic & Science – Pollution Rap | Poet Study: Benjamin [Zephaniah](https://www.google.com/search?safe=active&rlz=1C1GCEA_enJE969JE969&q=Benjamin+Zephaniah&spell=1&sa=X&ved=2ahUKEwjQtKa9hKHzAhWynFwKHXFOC9cQkeECKAB6BAgBEDA)  Personal responses to poetry  Recite familiar  poems by heart |
| **Focus texts** | Zoo  Jersey myths and legends/Greek myths and legends  Grace Nichols poetry | | The Explorer  States Chamber booklet | | Street Child  Suitable non-fiction text linked to Geography and History focus  Benjamin [Zephaniah](https://www.google.com/search?safe=active&rlz=1C1GCEA_enJE969JE969&q=Benjamin+Zephaniah&spell=1&sa=X&ved=2ahUKEwjQtKa9hKHzAhWynFwKHXFOC9cQkeECKAB6BAgBEDA) poetry | |

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| **Year 6** | | | | | | |
|  | **Autumn Term** | | **Spring Term** | | **Summer Term** | |
| **Narrative** | **Narrative workshop: review key narrative technique**  **e.g. creating settings, characterisation, atmosphere**  (4 weeks) | | **Book study: Wonder** (4 weeks) | | **Fiction Genres – Stories on a theme of difference**  (4 weeks) | |
| **Suggested final written outcome** | Heroes Journey – Adventure stories. Development of story plot through planning and final written adventure story. | | Diary entries, comprehension questions, character log, personal precept, lyrics analysis, novel summary, writing in role – different characters, subtext comparison, Autographical description, book review. | | Using The Proudest Blue and The Boy at the Back of the Class, explore the theme of difference. Use noun phrases to write evocatively. Write formal and informal letters before planning and writing a story on this theme. | |
| **Reading** | 4 x weekly reading sessions: Whole class reading using a variety of texts linked to different areas of the curriculum including Science, History and Geography. Short video animations also used to develop VIPERS Reading skills: Vocabulary, Inference, Prediction, Explanation, Retrieval, Sequence or Summarise | | | | | **Key Stage Two Assessments:**  **Revision and assessments** |
| **GPS** | Half termly assessments: use of Rising Stars GPS scheme to fill identified gaps and plan for GPS lessons. | | | | |
| RWI Units covered including spelling patterns | Unit 1 – 3 and 6: suffixes, Unit 4: Adding suffixes beginning with vowel letters to words ending in –fer, Unit 6: the sh sound spelt ci, Unit 7: the sh sound spelt ti or ci, Unit 8: silent letters Silent letters (silent k, g, l, n), Unit 9: Words with the /i:/ sound spelt ei after c, Unit 10: suffixes (-ably and –ibly, Unit 11 - 12: plural nouns | | Unit 12: plural nouns, SF 1: Words containing the letter-string ough, SF 2, 4-5, 7-8 and 11: Orange words, SF 3 and 6: homophones, SF 9: Hyphens | | SF 10 and 12: homophones |
| **Non- fiction** | **Persuasion**  (3 weeks) | **Explanation / instructions**  (2 weeks) | **Recounts**  (2 weeks) | **Reports**  (2 weeks) | **Discussion**  (2 weeks) |
| **Suggested final written outcome** | Advertising and Influencing (including Blogs).  Explore persuasive language used by influencers and advertisers. Look at how degrees of possibility are created and the use of the subjunctive. Write persuasively and create blog posts. | Explore instructions and explanations with hover boards, doggie umbrellas & new-fangled escalators.  Study the grammar of cohesion and create guides for futuristic travel. | Write in role, adapting distinctive voices, e.g. composing a biographical account or describing a person from different perspectives  Linked to Wonder and different perspectives of the characters in the book. | Explore exciting destinations through a range of travel writing.  Revise pronouns, learn about relative clauses & punctuation, including uses of commas. Write own travel recount.  Link to Geography: North and South America. | A debate followed by a write-up which presents and evaluates the opinions of multiple differing viewpoints  Linked to History (Tudors / Victorians / Second World War) |
| **Poetry** | **Poems on a Theme - Green & Blue Planet (Class text)**  (2 weeks) | | **Narrative Poetry** (2 weeks) | | **Choral and Performance Poetry** (2 weeks) | |
| **Suggested outcome** | **Poet focus - Sabrina Mahfouz**  Focus on poetic features and language, looking at their effects on the reader. Express ideas and thoughts creatively in their own poetry. Linked with biomes work in Geography. | | Research a particular poet. Personal responses to poetry Recite familiar poems by heart.  **Poet focus - Alfred Noyes**: The Highwayman | | Reading, writing and performing poetry (flash-mob). Explore poetry features and bust fairy tale stereotypes.  Write and prepare poetry for performance. | |
| **Class novel** | Orphans of the Tide | | Wonder | | Goodnight Mr Tom | |