

Oasis Academy Blakenhale Infants and Juniors English and GPS Overview.

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer1</u>	<u>Summer 2</u>
Year 1	<u>This is me:</u> Diary Entry Postcard Character description Recount. Poem <u>Main Text(s):</u> The Jolly Postman.		<u>Splendid Skies:</u> Description of the weather Script for a weather report Instructions Fact file <u>Main Text(s):</u> After the storm	<u>Splendid Skies:</u> Recount. Setting description. Alternative ending of a story. Onomatopoeia <u>Main Text(s):</u> Rosie's Hat	<u>Paws, claws and whiskers</u> Recount blog, Apology letters story writing/adaptation <u>Main Text(s):</u> The Ugly Five/The Tiger who Came Tea.	
Year 2	<u>Everyday Heroes:</u> Links to the 'What We'll Build' text with our Future Plans writing. Character descriptions Diary Entry Story writing (adapt), Formal letter Fact file (real life heroes) Acrostic Poem Instructions-(What to do in an emergency)		<u>Bright Lights, Big Cities.</u> Brochures and leaflets- write a persuasive report to attract visitors to Birmingham Retell event (different perspective) poem <u>Main Text(s):</u> Vlad and the Great Fire of London. In 1666-poem		<u>Dear Greenpeace / Dear teacher –</u> letter writing <u>The snail and the whale</u> -postcard <u>The lost wolf</u> – story writing <u>The adventures of a plastic bottle /</u> Non-fiction recycling– fact sheets/poster/leaflet <u>Guided reading-stories from around the world, cultural stories with morals.</u>	
Year 3	<u>Tomb Raiders:</u> Newspaper report Script Non Chron Report <u>Main Text(s):</u> TBC	<u>Arriba! Arriba!</u> Letters of complaint and persuasion Leaflets to persuade/inform Story <u>Main Text(s):</u> TBC	<u>Anglo Saxons and Scots</u> Poetry AABB Kennings Poem Legends story <u>Main Text(s):</u> TBC	<u>Fit 4 Life</u> Information text Non-Chron report Advertisement <u>Main Text(s):</u> TBC	<u>Groovy Greeks</u> Myth Poetry Descriptive writing using senses Aesop's Fables <u>Main Text(s):</u> TBC	<u>Terrible Tudors</u> Diary Entry Recount Biography <u>Main Text(s):</u> TBC
Year 4	<u>Yabba Dabba Doo:</u> Diary Information text Informal Letter Newspaper report <u>Main Text(s):</u> Stone Age Boy Stig of the dump	<u>Blue Abyss:</u> Calligram Story Script Non-Chron Report <u>Main Text(s):</u> Song of a Dolphin Boy	<u>Vikings:</u> Story Newspaper Report Poem <u>Main Text(s):</u> Viking Boy	<u>Fit for Life:</u> Leaflet Newspaper report Poetry <u>Main Text(s):</u> Mystery of the colour thief	<u>All Around the World:</u> Formal letter Informal letter Book review <u>Main Text(s):</u> Mufaro's Beautiful daughters	<u>Victorians:</u> Persuasive letter Poetry Diary entry Write an extra chapter of class text. Recount <u>Main Text(s):</u> Hetty Feather.
Year 5	<u>WW2:</u> Newspaper Narrative/ Historical Non- chron report. <u>Main Text(s):</u> Goodnight Mr Tom	<u>Birmingham:</u> Poetry Emotive writing about 'our city' Encyclopaedia entry <u>Main Text(s):</u> Assorted non-fiction texts	<u>Romans:</u> Legend. <u>Main Text(s):</u> Beowulf	<u>Fit 4 Life:</u> Diary entries. Character profiles. Leaflets. Motivational Speeches <u>Main Text(s):</u>	<u>Olympics:</u> Biographies/ autobiographies play scripts Author profiles, diaries/journals Equality speeches <u>Main Text(s):</u> The Fastest Boy in the World.	
Year 6	<u>Express Yourself:</u> Descriptive Narrative Recount Formal Letter Diary Blog (ICT Link) <u>Main Text(s):</u> A Monster Calls	<u>20th Century:</u> Balanced Arguments Film Reviews Character Descriptions <u>Main Text(s):</u> A Monster Calls	<u>Eco Warriors:</u> Biographical Articles. Under the Canopy Entry. <u>Main Text(s):</u> Under the Canopy	<u>Fit for Life:</u> Inspirational Sports Stories. Favourite Sports Encyclopaedia Entry <u>Main Text(s):</u> You are Awesome	<u>Young Entrepreneurs:</u> Dragon's Den Sales Pitches Persuasive Letters to Suppliers Curriculum Vitae Promotional Materials for Summer Fair <u>Main Text(s):</u> Be a Young Entrepreneur/There's a Boy in the Girls' Bathroom.	

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Year 1	<u>This is me:</u> School identity – what do we represent? E-safety study: Online rules	<u>This is Me:</u> Researching and write an historical fact sheet Statements about Paralympian's & overcoming adversity.	<u>Splendid Skies:</u> Report on animals from different continents. Poster– earthquake	<u>Splendid Skies:</u> Report on Amy Johnson Research on the Wright brothers	<u>Paws, claws and whiskers</u> research where in the world different zoo animals originate,	
Year 2	<u>Everyday Heroes</u> -story writing (adapt), character descriptions, letter		<u>Bright Lights, Big Cities.</u> Brochures and leaflets- write a persuasive report to attract visitors to Birmingham <u>Vlad and the Great Fire of London / Toby and the Great Fire of London</u> – retell (different perspective) <u>In 1666</u> –poem <u>The Great Fire of London (NF)</u> –report writing		<u>Dear Greenpeace / Dear teacher</u> – letter writing <u>The snail and the whale</u> -postcard <u>The lost wolf</u> – story writing <u>The adventures of a plastic bottle /</u> Non-fiction recycling– fact sheets/poster/leaflet <u>Guided reading-stories from around the world, cultural stories with morals.</u>	
Year 3	<u>Tomb Raiders:</u> Fact File Instructions Diary Entry Informal letter <u>Science:</u> Magnets and Forces: Acrostic Poem	<u>Arriba! Arriba!</u> Debates Calligram poem <u>Science:</u> Plants Non cron report on life cycle	<u>Anglo Saxons and Scots</u> Explanation Information Leaflet <u>Science:</u> Animals including Humans Letter	<u>Fit 4 Life</u> Discussion <u>Science:</u> Animals including Humans Explanation	<u>Groovy Greeks</u> Newspaper report Recount Instructions <u>Science:</u> Rocks Diary Entry	<u>Terrible Tudors</u> Instructions <u>Science:</u> Light Short story of a shadow
Year 4	<u>Yabba Dabba Doo:</u> Leaflet Non – chron report <u>Science:</u> <i>Animals including humans</i> Recount	<u>Blue Abyss:</u> scripts <u>Science:</u> <i>States of matter</i> Persuasive argument	<u>Vikings:</u> Diary <u>Science:</u> <i>Sound</i> Non-chronological report	<u>Fit for Life:</u> Biography <u>Science:</u> <i>Living things and their habitats</i>	<u>All Around the World:</u> Biography <u>Science:</u> <i>Living things and their habitats</i>	<u>Victorians:</u> Letter <u>Science:</u> <i>Electricity</i> Instructions
Year 5	<u>WW2:</u> Explanatory text explaining the changes / key events during 1939 – 1944. <u>Science:</u>	<u>Birmingham:</u> Informative text. <u>Science:</u>	<u>Romans:</u> Newspaper or non-chronological report. <u>Science:</u>	<u>Fit 4 Life:</u> Explanatory text Instructional texts <u>Science:</u>	<u>Olympics:</u> What 'apartheid' means – letter Persuasive poster on how racial inequality effects the Olympics and other sports. Persuasive letter to the IOC Host an Olympics – speech <u>Science:</u>	
Year 6	<u>Express Yourself:</u> Autobiography & Agony Aunt Letters <u>Science:</u> Animals including Humans: <u>RE:</u> Hinduism: Recount	<u>20th Century:</u> Police Incident Report <u>Science:</u> Light: Recount of an Investigation. <u>RE:</u> Christianity: Compare and Contrast Religious Traditions	<u>Eco Warriors:</u> <u>Science:</u> Living Things and their Habitat Description of a scientifically plausible creature. <u>RE:</u> Sikhism Reflections on Kwan's Story.	<u>Fit for Life:</u> Design evaluation of a new piece of Sportswear. <u>Science:</u> Animals including Humans: A Day in the Life of an Active Person. Recount	<u>Young Entrepreneurs:</u> Phone call to suppliers Script <u>Science:</u> Evolution and Inheritance <u>RE:</u> Islam	

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Year 1	<p>Text Obj: Sequencing sentences to form short narratives.</p> <p>Sentence Obj: How words combine to make sentences.</p> <p>Punctuation Obj: Separation of words with spaces Capital Letter to begin a sentence Capital Letter to begin a sentence Ends sentences with a full stop Capital letters for names and proper nouns. Capital letters for personal pronoun I..</p> <p>Key Terminology: Letter, Word, Sentence, Capital letter, full stop.</p>	<p>Text Obj: Sequencing sentences to form short narratives.</p> <p>Sentence Obj: How words combine to make sentences. Uses `and` to join clauses</p> <p>Punctuation Obj: Introduction of question marks and use in writing.</p> <p>Word Obj: Regular plural noun suffixes –s or –es (for example, dog, dogs; wish, wishes), including the effects of these suffixes on the meaning of the noun.</p> <p>Key Terminology: Question mark, question, statements, commands.</p>	<p>Text Obj:</p> <p>Sentence Obj: Consolidating `and` to join clauses. Explore "yr 2" conjunctions.</p> <p>Punctuation Obj: Introduction of question marks and use in writing.</p> <p>Word Obj: Suffixes that can be added to verbs where no change is needed in the spelling of the root words (ie helping, helped and helper). How the prefix un-changes the meaning of the verbs and adjectives (negation, for example, unkind or undoing: untie the boat).</p> <p>Key Terminology: Letter, Word, Sentence, Capital letter, full stop.</p>
	<p>Recap and Consolidate: Letter formation and spacing.</p>	<p>Recap and Consolidate: Capital letters for names and proper nouns and personal pronouns.</p>	<p>Regular plural noun suffixes –s or –es (for example, dog, dogs; wish, wishes), including the effects of these suffixes on the meaning of the noun.</p>
Year 2	<p>Text Obj: Correct and consistent usage of present tense and past tense verbs throughout writing.</p> <p>Sentence Obj: Subordination (when, if, that, because) and co-ordination (or, and, but)</p> <p>Punctuation Obj: Commas to separate items in a list.</p> <p>Word Obj: Formation of nouns using suffixes such as –ness, –er and by compounding (for example, whiteboard, superman).</p> <p>Key Terminology: Noun, noun phrase. Adjective, adverb, verb, tense</p>	<p>Text Obj: Use of the progressive form the verbs in the present and past tense to mark actions in progress, i.e. she is drumming, he was shouting.</p> <p>Sentence Obj: Expanded noun phrases for description (the blue butterfly))</p> <p>Punctuation Obj: Apostrophes to mark where letters are missing and to mark singular possession in nouns (ie girl`s hat)</p> <p>Word Obj: Formation of adjectives using suffixes such as –ful, –less</p> <p>–Use of suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs</p> <p>Key Terminology: Tense (past, present) Apostrophe, comma</p>	<p>Text Obj: Consolidate KS1 tense forms..</p> <p>Sentence Obj: Consolidate expanded noun phrases for description (the blue butterfly))</p> <p>Punctuation Obj: Consolidate KS1 punctuation...</p> <p>Word Obj: Consolidate use of suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs</p> <p>Key Terminology: Statement, question, exclamation, command Compound, suffix</p>
	<p>Recap and Consolidate: Sentence functions: Statements, commands, questions, exclamations.</p>	<p>Recap and Consolidate: Commas to separate items in a list.</p>	<p>Recap and Consolidate: Subordination (when, if, that, because) and co-ordination (or, and, but).</p>

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Year 3	<p>Text Obj: Introduction to paragraphs as a way to group related material. Headings and sub-headings to aid presentation.</p> <p>Sentence Obj: Extending conjunctions (when, before, after, while, so, because) to develop clause structures.</p> <p>Punctuation Obj: <i>Inverted commas to punctuate direct speech.</i></p> <p>Word Obj: Formation of nouns using a range of prefixes (for example super-, anti-, auto-)</p> <p>Key Terminology: <i>word family, prefix clause, subordinate clause direct speech</i></p>	<p>Text Obj: <i>Use of perfect present tense form of verbs instead of the simple past i.e. he has gone out to play, instead of he went out to play.</i></p> <p>Sentence Obj: Using adverbs (then, next, soon, therefore) and prepositions (before, after, during, in, because of).</p> <p>Punctuation Obj: <i>Inverted commas to punctuate direct speech.</i></p> <p>Word Obj: Use of the forms a or an according to the next word begins with a consonant or a vowel.</p> <p>Key Terminology: <i>inverted commas (or `speech marks`):</i></p>	<p>Text Obj: Consolidate presentation aids (headings and subheadings). Use of perfect present tense form</p> <p>Sentence Obj: : Consolidating adverbs (then, next, soon, therefore) and prepositions (before, after, during, in, because of).</p> <p>Punctuation Obj: Consolidate standards in KS1 & Year 3</p> <p>Word Obj: Word families based on common words, showing how words are related in form and meaning (for example, solve, solution, solver, dissolve, insoluble).</p> <p>Key Terminology: consonant, consonant letter vowel, vowel letter inverted commas (or `speech marks`)</p>
	<p>Recap and Consolidate: <i>Commas to separate items in a list. Subordination (when, if, that, because) and co-ordination (or, and, but)</i></p> <p>Sentence functions: Statements, commands, questions, exclamations.</p>	<p>Recap and Consolidate: <i>Apostrophes to mark where letters are missing and to mark singular possession in nouns (ie girl`s hat)</i></p> <p><i>Use of the progressive form</i></p>	<p>Recap and Consolidate: Use of the progressive form the verbs in the present and past tense to mark actions in progress, i.e. she is drumming, he was shouting. Clause structures: Noun, verb, predicates.</p>
Year 4	<p>Text Obj: Use of paragraphs to organise ideas around a theme.</p> <p>Sentence Obj: <i>Consolidating extending and adapting clause structures using adverbs (then, next, soon, therefore) and prepositions (before, after, during, in, because of).</i></p> <p>Punctuation Obj: Uses inverted commas and other punctuation to indicate direct speech (for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"</p> <p>Word Obj: <i>Standard English form for verb inflections (subject/verb agreements) instead of local spoken forms (for example we were instead of we was, or I did instead of I done):</i></p> <p>Key Terminology: consonant, consonant letter vowel, vowel letter inverted commas (or `speech marks`)</p>	<p>Text Obj: Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</p> <p>Sentence Obj: Fronted adverbials (Later that day, I heard the bad news)</p> <p>Punctuation Obj: <i>.Apostrophes to mark plural possession (for example, the girl`s name, the girls` name.) Use of commas after fronted adverbials</i></p> <p>Word Obj: The grammatical difference between plural and possessive -s</p> <p>Key Terminology: Pronoun, possessive pronoun</p>	<p>Text Obj: Consolidate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</p> <p>Sentence Obj: Expanded Noun Phrases (<i>the teacher expanded to the strict teacher with curly hair</i>)</p> <p>Punctuation Obj: <i>Consolidate use of commas after fronted adverbials</i></p> <p>Word Obj: <i>Standard English form for verb inflections (subject/verb agreements) instead of local spoken forms (for example we were instead of we was, or I did instead of I done):</i></p> <p>Key Terminology: Determiner</p>
	<p>Recap and Consolidate: <i>Express time, place and cause using conjunctions.</i></p>	<p>Recap and Consolidate: <i>Consolidate commas in a list.</i></p>	<p>Recap and Consolidate: <i>Consolidate commas and conjunctions.</i></p>

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Year 5	<p>Text Obj: Devices to build cohesion within a paragraph i.e then, after, this, firstly</p> <p>Sentence Obj: Relative clauses beginning with who, which, where, when, whose, that.</p> <p>Punctuation Obj: Use of commas to clarify meaning or avoid ambiguity</p> <p>Word Obj: Converting nouns or adjectives into verbs using suffixes (for example -ate, -ise, -ify).</p> <p>Key Terminology:</p>	<p>Sentence Obj: <i>Indicates degrees of possibility using adverbs (perhaps, surely) or modal verbs (might, should, will, must)</i></p> <p>Punctuation Obj: Brackets or commas to indicate parenthesis</p> <p>Word Obj: Verb prefixes (for example, dis-, de-,)</p> <p>Key Terminology: Parenthesis, bracket, dash</p>	<p>Text Obj: Linking ideas across paragraphs using adverbials of time, (ie late), place (ie nearby) and number (secondly), or tense choices (ie he had seen her before).</p> <p>Punctuation Obj: Dashes to indicate parenthesis</p> <p>Word Obj: Verb prefixes (for example, mis-, over-, re-)</p> <p>Key Terminology:</p>
	<p>Recap and Consolidate: Uses inverted commas and other punctuation to indicate direct speech.</p>	<p>Recap and Consolidate: <i>Apostrophes to mark where letters are missing and to mark singular & plural possession in nouns. Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</i></p>	<p>Recap and Consolidate: . Brackets, dashes or commas to indicate parenthesis</p>
Year 6	<p>Text Obj: Linking ideas across paragraphs using a wider range of cohesive devices: repetition of word or phrase, grammatical connections (for example, the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis.</p> <p>Sentence Obj: Use of the passive to affect the presentation of information in a sentence (ie I broke the window, versus The window was broken (by me)).</p> <p>Punctuation Obj: Use of colon to introduce a list Use of semi-colons within lists Bullet points to list information</p> <p>Word Obj: The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (for example, find out – discover, ask for – request, go in –enter).</p> <p>Key Terminology: Subject, object colon, semi-colon, bullet points.</p>	<p>Text Obj: Consolidating cohesive devices across paragraphs using a wider range repetition of word or phrase, grammatical connections</p> <p>Sentence Obj: The difference between structures typical of informal speech and structures appropriate for formal speech and writing.</p> <p>Punctuation Obj: <i>Use of semi-colon, colon and dash to mark the boundary between independent clauses (It's raining; I'm fed up.)</i></p> <p>Word Obj: The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (for example, find out – discover, ask for – request, go in –enter).</p> <p>Key Terminology: Ellipsis, hyphen,</p>	<p>Text Obj:</p> <p>Sentence Obj: Use of the subjunctive forms such as if I were or Were they to come in some very formal writing and speech.</p> <p>Punctuation Obj: Hyphens to avoid ambiguity (recover versus re-cover)</p> <p>.</p> <p>Word Obj: How words are related by meaning a synonyms and antonyms (for example, big, large, little).</p> <p>Key Terminology: Bullet points to list information Hyphens to avoid ambiguity (recover versus re-cover)</p>
	<p>Recap and Consolidate: Uses inverted commas and other punctuation to indicate direct speech.</p>	<p>Recap and Consolidate: Use of colon to introduce a list Use of semi-colons within lists</p>	<p>Recap and Consolidate: <i>Use of semi-colon, colon and dash to mark the boundary between independent clauses</i></p>