

## English Curriculum for Koala Class (5 and 6)

This is based on a two-year cycle. In Each half term, a core text is selected and this generates the basis of individual lesson plans. These core texts will often be supplemented by further reading materials. See also the English subject statement for further details.

Koala (Y1)												
	Autı	ımn 1	Autu	mn 2	Spi	ing 1	Spring	g 2	Summe	r 1	Sum	mer 2
<b>Progression of Core</b>	My secret	Christmas	Weslandia	Persuasive	Straw	Woman in	A word in	Stuff you	Are Humans	The	The	Incredible
Texts	war diary	Tales		letters	into	Science	your ear	should	damaging	highwayman	princess	edibles
One fiction and one	– Flossie			Harvest -	Gold			know	the		blankets	
non- fiction each	Albright			rationing					atmosphere?			
term.												
Additional texts to be												
chosen by the teacher												
depending on the												
needs of the children.												

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Grammar and		Year 5: Devices to build	Year 5:Brackets,		Year 6: Use of the passive to	Year 6: Linking
punctuation	beginning with who,	cohesion within a	dashes or commas to	between vocabulary	affect the presentation of information in a sentence [for	ideas across
	which, where, when,	paragraph [for example,	•	typical of informal	example, I broke the window	paragraphs using a
	whose, that,	then, after that, this,	Use of commas to	speech and	in the greenhouse versus The	wider range of
	or an omitted relative	firstly] Linking ideas	clarify meaning or	vocabulary	window in the greenhouse	cohesive
	pronoun	across paragraphs using	avoid ambiguity	appropriate for	was broken (by me)] The	devices: repetition
	Indicating degrees of	adverbials of time [for		formal speech and	difference between structures	of a word or phrase,
	possibility using	example, later], place	Y6: Use of the semi-	writing [for example,	typical of informal speech and	grammatical
	adverbs [for example,	[for example, nearby]	1	find	structures appropriate for	connections [for
	perhaps,	and number [for	to mark the boundary	out – discover; ask for	formal speech and writing [for	example, the use of
	surely] or modal verbs	example, secondly] or	between	– request; go in –	example, the use of question	adverbials such as
	[for example, might,	tense choices [for	independent clauses	enter]		on the other hand,
	should, will, must]	example, he had seen	[for example, It's	How words are	he?, or the use of subjunctive	in contrast,
		her before]	raining; I'm fed up]	related by meaning as		or as a
			Use of the colon to	synonyms and	Were they to come in some	consequence], and
			introduce a list and use	antonyms [for	very formal writing and	ellipsis
				example, big, large,	speech]	Layout devices [for
			lists	little].		example, headings,
			Punctuation of bullet	-		sub-headings,
			points to list			columns, bullets,
			information			or tables, to
			How hyphens can be			structure text]
			used to avoid			,
			ambiguity [for			
			example, man eating			
			shark versus man-			
			eating shark, or			
			recover versus re-			
			cover			
Terminology	modal verb, relative	Adverbials, cohesion	ambiguity, subject,	synonym, antonym	active, passive, subjunctive	Adverbials,
Terminology	pronoun, relative	naverbiais, corresion	object, colon, semi-		detive, passive, subjunctive	cohesion,
	clause		colon			Corresion,
	ciause		COIOII			
	•	•	•	•	•	

	parenthesis, bracket, dash		ellipsis, hyphen, colon, semi-colon, bullet points					
Spelling	No-Nonsense spelling programme	No-Nonsense spelling programme						
Handwriting	Maintain legibility in joined handwriting when ng at speed writi All pupils to write in pen							

Koala (Y2)												
	Autumr	า 1	Autumn 2	2	Sprin	g 1	Sprii	ng 2	Sumi	mer 1	Summer	2
Progression of	Dragonology	101 ways	Charles Dickens	Α	Blackberry		Chronicles	Extreme	Varjak Paw	Archipelago	Cloudbusting	Eats,
Core Texts		to be a		Christmas	Blue	Beowulf	of Harris	Animals				shoots and
One fiction and		superhero		Carol			Burdick					leaves
one nonfiction												
each term.												
Additional texts to												
be chosen by the												
teacher depending												
on the needs of												
the children.												

Grammar and	Year5: Relative clauses	Year 5: Devices to build	Year 5:Brackets,	Year 6: The	Year 6: Use of the	Year 6: Linking ideas across
punctuation	beginning with who,	cohesion within a paragraph	dashes or commas	difference between	passive to affect the	paragraphs using a wider
	which, where, when,	[for example, then, after	to indicate	vocabulary typical of	presentation of	range of cohesive
	whose, that,	that, this, firstly] Linking	parenthesis	informal speech and	information in a	devices: repetition of a word
	or an omitted relative	ideas across paragraphs	Use of commas to	vocabulary	sentence [for example, I	or phrase, grammatical
	pronoun	using adverbials of time [for	clarify meaning or	appropriate for	broke the window in the	connections [for
	Indicating degrees of	example, later], place [for	avoid ambiguity	formal speech and	greenhouse versus The	example, the use of
	possibility using adverbs	example, nearby] and		writing [for	window in the	adverbials such as on the
	[for example, perhaps,	number [for example,	Y6: Use of the	example, find	greenhouse was broken	other hand, in contrast,
	surely] or modal verbs	secondly] or tense choices	semi-colon, colon	out – discover; ask	(by me)]. The difference	or as a consequence], and
	[for example, might,	[for example, he had seen	and dash to mark	for – request; go in	between structures	ellipsis
	should, will, must]	her before]	the boundary	– enter]	typical of informal	Layout devices [for example,
			between	How words are	speech and structures	headings, sub-headings,
			independent	related by meaning	appropriate for formal	columns, bullets,
			clauses [for	as synonyms and	speech and writing [for	or tables, to structure text]
			· ·	antonyms [for	example, the use of	
				example, big, large,	question tags: He's your	
			Use of the colon to	little].	friend, isn't he?, or the	
			introduce a list and		use of subjunctive forms	
			use of semi-colons		such as If I were or	
			within lists		Were they to come in	
			Punctuation of		some very formal	
			bullet points to list		writing and speech]	
			information			
			How hyphens can			
			be used to avoid			
			ambiguity [for			
			example, man			
			eating			
			shark versus man-			
			eating shark, or			
			recover versus re-			
			cover			

Terminology	modal verb, relative pronoun, relative clause parenthesis, bracket, dash		object, colon, semi-colon	synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points	active, passive, subjunctive	Adverbials, cohesion,		
Spelling	No-Nonsense spelling programme							
Handwriting	Maintain legibility in joined handwriting when writing at speed All pupils to write in pen							

Koala												
(2021/2022)												
	Autur	nn 1	Autu	ımn 2	Sprii	ng 1	Spri	ing 2	Sumn	ner 1	Summer	2
Progression of	Blackberry	Mighty	Wallace and	Christmas	Are	The Tear	The	Harry	Kensuke's	Jungle	Incredible edibles	A Drove of
Core Texts	Blue	Machines	Gromit	Lottery Advert	humans	Thief	Shadow	Potter –	kingdom	handbook		Bullocks
One fiction and one					damagin		cage	Journey				
nonfiction each					g the			through a				
term. Additional					atmosph			history of				
texts to be chosen					ere?			magic				
by the teacher												
depending on the												
needs of the												
children.												

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Grammar and		Year 5: Devices to build	1		-	Year 6: Linking ideas across
punctuation			dashes or	difference between		paragraphs using a wider range
			commas to	, ,,		of cohesive
	i i	this, firstly] Linking ideas across		of informal speech		devices: repetition of a word or
		paragraphs using adverbials of	F		•	phrase, grammatical
		time [for example, later], place		· ·		connections [for
		[for example, nearby] and	clarify meaning or	appropriate for	greenhouse versus The	example, the use of adverbials
	Indicating degrees of	number [for example,	avoid ambiguity	formal speech and	window in the	such as on the other hand, in
	possibility using	secondly] or tense choices [for		writing [for	greenhouse was broken	contrast,
	adverbs [for	example, he had seen her	Y6: Use of the	example, find	(by me)]. The difference	or as a consequence], and
	example, perhaps,	before]	semi-colon, colon	out – discover; ask	between structures	ellipsis
	surely] or modal		and dash to mark	for – request; go in	typical of informal	Layout devices [for example,
	verbs [for example,		the boundary	– enter]	speech and structures	headings, sub-headings,
	might, should, will,		between	How words are	appropriate for formal	columns, bullets,
	must]		independent	related by meaning	speech and writing [for	or tables, to structure text]
			clauses [for	as synonyms and	example, the use of	
			example, It's	antonyms [for	question tags: He's your	
			raining; I'm fed	example, big, large,	friend, isn't he?, or the	
			up]	little].	use of subjunctive forms	
			Use of the colon		such as If I were or Were	
			to introduce a list		they to come in some	
			and use of semi-		very formal writing and	
			colons within lists		speech]	
			Punctuation of			
			bullet points to			
			list information			
			How hyphens can			
			be used to avoid			
			ambiguity [for			
			example, man			
			eating			
			shark versus man-			
			eating shark, or			
			5516 5114111, 61			

Spelling Handwriting	No-Nonsense spelling	speed			
Terminology	modal verb, relative pronoun, relative clause parenthesis, bracket,	subject object	synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points	active, passive, subjunctive	Adverbials, cohesion,
		recover versus re- cover			