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)											
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2
Progression of Core Texts *One fiction and one non- fiction each term.* *Additional texts to be chosen by the teacher depending on the needs of the children.*	My secret war diary – Flossie Albright	Christmas Tales	Weslandia	Persuasive letters Harvest - rationing	Straw into Gold	Woman in Science	A word in your ear	Stuff you should know	Are Humans damaging the atmosphere?	The highwayman	The princess blankets	Incredible edibles

Grammar and punctuation	Year5: Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]	Year 5: Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]	Year 5:Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity Y6: Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] Use of the colon to introduce a list and use of semi-colons within lists 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 recover versus re-cover	Year 6: 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] How words are related by meaning as synonyms and antonyms [for example, big, large, little].	Year 6: Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]	Year 6: Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a 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 Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
Terminology	modal verb, relative pronoun, relative clause	Adverbials, cohesion	ambiguity, subject, object, colon, semi-colon	synonym, antonym	active, passive, subjunctive	Adverbials, cohesion,

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

Koala (Y2)

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Progression of Core Texts *One fiction and one nonfiction each term. Additional texts to be chosen by the teacher depending on the needs of the children.*	Dragonology	101 ways to be a superhero	Charles Dickens	A Christmas Carol	Blackberry Blue	Beowulf	Chronicles of Harris Burdick	Extreme Animals	Varjak Paw	Archipelago	Cloudbusting	Eats, shoots and leaves

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

Terminology	modal verb, relative pronoun, relative clause parenthesis, bracket, dash	Adverbials, cohesion	ambiguity, subject, 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)												
	Autumn 1		**Autumn 2**		**Spring 1**		**Spring 2**		**Summer 1**		**Summer 2**	
Progression of Core Texts *One fiction and one nonfiction each term. Additional texts to be chosen by the teacher depending on the needs of the children.*	Blackberry Blue	Mighty Machines	Wallace and Gromit	Christmas Lottery Advert	Are humans damaging the atmosphere?	The Tear Thief	The Shadow cage	Harry Potter – Journey through a history of magic	Kensuke's kingdom	Jungle handbook	Incredible edibles	A Drove of Bullocks

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

			recover versus re-cover			
Terminology	modal verb, relative pronoun, relative clause parenthesis, bracket, dash	Adverbials, cohesion	ambiguity, subject, 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 All pupils to write in pen	speed				