



English Curriculum for Koala Class (Years 4, 5 and 6)

This is based on a three 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	Joseph Coelho Christmas Tales	Weslandia	Persuasive letters Harvest - rationing	Straw into Gold (retold fairy tales)	The Highwayman	Woman in Science (biographies)		Are Humans damaging the atmosphere?	Extreme animals	A word in your ear	Incredible edibles
Grammar and punctuation	Use fronted adverbials (revision Y3/4). Use a range of sentence constructions (revision Y3/4). Use brackets, dashes or commas for parenthesis and to mark boundaries between independent clauses. Use Standard English forms for verb inflections instead of local spoken forms (revision Y4). Understand the difference between structures typical of informal speech and structures appropriate for formal writing. Use apostrophes for contraction and possession. Terminology Y3/4 revision: fronted adverbial, conjunction Y5: dash, parenthesis		using passive verbs to affect the presentation of information in a sentence (Y6) using expanded noun phrases to convey complicated information concisely (Y6). Indicate grammatical and other features by using commas to clarify meaning or avoid ambiguity in writing (Y5). Pupils should be taught to: use devices to build cohesion within a paragraph (e.g. <i>then, after, that, this, firstly</i>) (Y5) link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (using the present and past participle, -ing and -ed) (Y6). Terminology Y5: relative pronoun, relative clause, ambiguity Y6: subject, object, active, passive		listing phrases and clauses (compounding, coordinated clauses Y2); adverbials (Y3/4); noun phrases – pre- and post-modification (Y2–6) and vocabulary choice. using commas to clarify meaning or avoid ambiguity in writing (Y5). devices to build cohesion within a paragraph (e.g. then, after, that, this, firstly) (Y5) linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>) and ellipsis (Y6). Terminology Y5: cohesion, ambiguity Y6: synonym, antonym		recognising vocabulary and structures that are appropriate for formal speech and writing (Y6) using passive verbs to affect the presentation of information in a sentence (Y6) using expanded noun phrases to convey complicated information concisely (Y5/6). using commas to clarify meaning or avoid ambiguity in writing (Y5) using hyphens to avoid ambiguity (Y6) using brackets, dashes or commas to indicate parenthesis. (Y5) layout devices (e.g. headings, sub-headings, columns, bullets or tables to structure text). (Y6) Terminology Y5: ambiguity, parenthesis, bracket, dash Y6: passive, hyphen		recognising vocabulary and structures that are appropriate for formal speech and writing using passive verbs to affect the presentation of information in a sentence (Y6) using relative clauses beginning with <i>who, which, where, when, whose</i> and <i>that</i> , or with an implied (i.e. omitted) relative pronoun (Y5). Indicate grammatical and other features by: using devices to build cohesion within a paragraph (e.g. <i>then, after, that, this, firstly</i>) (Y5) linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as <i>on the other hand, in contrast, as a consequence</i>) and ellipsis (Y6) using layout devices (e.g. headings, subheadings, columns, bullets, tables) to structure text (Y6). Terminology Y5: relative pronoun, relative clause, ambiguity Y6: subject, object, active, passive		Use devices to build cohesion within a paragraph (Y5). Link ideas across paragraphs using adverbials of time and place or tense choices (Y5). Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (Y6). Brackets, dashes or commas to indicate parenthesis (Y5). Use semi-colons and dashes to mark the boundary between independent clauses (Y6). Use expanded noun phrases to add detail (revision).	

						Terminology Y3/4 revision: clause, noun phrase Y5: parenthesis, bracket, dash Y6: semi-colon
Spelling	No-Nonsense spelling programme					
Handwriting	Maintain legibility in joined handwriting when writing at speed All pupils to write in pen					

Koala (Y2)						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Progression of Core Texts <i>One fiction and one non-fiction each term. Additional texts to be chosen by the teacher depending on the needs of the children.</i>	Dragonology (formal, non-chron)	Charles Dickens (biography) Christmas Carol	The Princess Blankets (traditional)	Chronicles of Harris Burdick 500 word competition	Blackberry Blue Eats, shoots and leaves	Varjak Paw
Grammar and punctuation	Use expanded noun phrases to convey complicated information concisely (Y5). Use brackets, dashes or commas to indicate parenthesis (Y5). Recognise vocabulary and structures that are appropriate for formal speech and writing, including the subjunctive (Y6). Use organisational and presentational devices to structure text and to guide the reader (Y6). Terminology Y5: dash, parenthesis	Use devices to build cohesion within a paragraph (Y5). Use brackets, dashes or commas to indicate parenthesis (Y5). Use commas to clarify meaning or avoid ambiguity (Y5). Understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (Y6). Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing (Y6). Link ideas across paragraphs using a wider range of cohesive devices (Y6). Use semi-colons and dashes to mark the boundary between independent clauses (Y6). Use semi-colons within lists (Y6). Terminology Y5: dash Y6: ellipsis, hyphen, colon, semi-colon	Use commas to clarify meaning (Y5). Use semi-colons to mark boundaries (Y6). Revise dialogue (Y4/6). Revise sentences with more than one clause (Y4/6). Terminology Y5: comma, ambiguity, clause, inverted commas Y6: semi-colon	Use semi-colons, colons or dashes to mark boundaries between independent clauses (Y6). Use expanded noun phrases to convey complicated information concisely (Y6). Use the perfect form of verbs to mark relationships of time and cause (Y4). Use modal verbs or adverbs to indicate degrees of possibility (Y5). Terminology	<ul style="list-style-type: none"> recognising vocabulary and structures that are appropriate for formal speech and writing (Y6) using expanded noun phrases to convey complicated information concisely (Y5/6) Pupils should indicate grammatical and other features by: <ul style="list-style-type: none"> using commas to clarify meaning or avoid ambiguity in writing (Y5) using a colon to introduce a list and using semi-colons within a list (Y6) Terminology Y6: subject, object, colon, semi-colon	Use expanded noun phrases to convey complex information (Y6). Use semi-colons between independent clauses (Y6). Link ideas across paragraphs using a wider range of cohesive devices (repetition of a word or phrase, grammatical connections) (Y6). Terminology Y4 revision noun phrase, clause Y6: semi-colon

				Y5: modal verb, relative pronoun, relative clause		
				Y6: semi-colon, colon		
Spelling	No-Nonsense spelling programme					
Handwriting	Maintain legibility in joined handwriting when writing at speed All pupils to write in pen					

Koala (Y3)													
		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Progression of Core Texts <i>One fiction and one non-fiction each term. Additional texts to be chosen by the teacher depending on the needs of the children.</i>		Wallace and Gromit –		Spanish Lotto Christmas ad 2015	Stuff you should know	Ripley's Mighty Machines		The Shadow Cage	500 words competition	A Tear Thief	A Drove of Bullocks	Harry Potter – A journey through the history of magic	
Grammar and punctuation		Use passive verbs to affect presentation of information in a sentence. Use expanded noun phrases to convey complicated information concisely. Terminology Y6: active, passive		Use the perfect form of the verb to mark relationships of time and cause (Y6). Extend the range of sentences with more than one clause (Y4). Terminology Y3/4 revision: perfect form, clause Y5/6: revision of Y3/4 terminology		Use relative clauses beginning with <i>who, which, where, when, whose</i> and <i>that</i> , or with an implied (i.e. omitted) relative pronoun (Y5). Link ideas across paragraphs, using a wider range of cohesive devices: repetition of word or phrase, grammatical connections and ellipsis (Y6). Terminology Y5: relative clause, cohesion		Use devices to build cohesion within a paragraph (e.g. <i>then, after, that, this, firstly</i>) (Y5). Link ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>) or tense choices (e.g. <i>he had seen her before</i>) (Y5). Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. adverbials such as <i>on the other hand, in contrast, as a consequence</i>) and ellipsis (Y6). Use commas to clarify meaning or avoid ambiguity in writing (Y5). Use semi-colons, colons or dashes to mark boundaries between independent clauses (Y6). Terminology Y4 revision: adverbial Y5: cohesion, ambiguity, dash Y6: semi-colon		Express time, place and cause using prepositions (Y4). Use commas after fronted adverbials (Y4). Expand noun phrases by modifying adjectives, nouns and prepositional phrases (Y4). Terminology Y4 revision: adverb, preposition, adverbial phrase		recognising vocabulary and structures that are appropriate for formal speech and writing (Y6) using passive verbs to affect the presentation of information in a sentence (Y6) using expanded noun phrases to convey complicated information concisely (Y5/Y6). Pupils should be taught to use: devices to build cohesion within a paragraph (e.g. <i>then, after, that, this, firstly</i>) (Y5) linking ideas across paragraphs using adverbials of time, place and number or tense choices (Y5) linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>) and ellipsis (Y6) layout devices (e.g. headings, sub headings, (Y6). Terminology Y5: relative pronoun, relative clause,	

						cohesion Y6: subject, object, active, passive, ellipsis, hyphen
Spelling	No-Nonsense spelling programme					
Handwriting	Maintain legibility in joined handwriting when writing at speed All pupils to write in pen					