

## Autumn 1

Book - Iron Man

**Assessment:** Newspaper report

**Core content:**

**Word/language Structure:** adverbs, prepositions,  
**Sentence structure:** Expressing time and cause using conjunctions (e.g. when, so, before, after, while, because)

**Text structure :** Headings and sub-headings to aid presentation

**Punctuation :** Capital letters Full stops Question marks Exclamation marks Commas in lists

**Vocabulary:**

Alliteration, respond, chronological, interview, Torso, scrap metal, Hillack, astronomy, unimaginable

## Spring 1

Book - The Boy at the back of the class

**Assessment:** Persuasive writing

**Core content:**

**Word/language Structure:** Standard English forms for verb inflections instead of local spoken forms,

**Sentence structure:** Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition

**Text structure :** Appropriate choice of pronoun or noun across sentences to aid cohesion and avoid repetition

**Punctuation :** Apostrophes to mark singular and plural possession

**Vocabulary:** Persuasive, hyperboles, irritated, powerless, influence, responding

## Summer 1

Book - Harry Miller's Run

**Assessment:** Descriptive writing (recount)

**Core content:**

**Word/language Structure:** Converting nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify)

**Sentence structure:** Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)

**Text structure :** Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly)

**Punctuation :** Brackets, dashes or commas to indicate parenthesis

**Vocabulary:** recount, marathon, sweltering, memory, simile, adjective,

## Autumn 2

Book-Danny Chung does not do Maths

**Assessment:** Personal Narrative

**Core content:**

**Word/language Structure:** The grammatical difference between plural and possessive -s

**Sentence structure:** Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition

**Text structure :** Use of paragraphs to organise ideas around a theme

**Punctuation :** Use of inverted commas to punctuate direct speech

**Vocabulary:** Adjective, Nouns, pronouns, Stereotypes, realistic, reluctant, emotions

## Spring 2

Book - Savage

**Assessment:** Diary writing

**Core content:**

**Word/language Structure:**

**Sentence structure:** Fronted adverbials (e.g. Later that day, I heard the bad news.)

**Text structure :** Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)

**Punctuation :** Use of commas after fronted adverbials

**Vocabulary:** Savage, outcast, diary, allotment, scrawny, inadequate, counsellor, nightmare

## Summer 2

Book - Clockwork

**Assessment:** Letter writing

**Core content:**

**Word/language Structure:** Verb prefixes (e.g. dis-, de-, mis-, over- and re-)

**Sentence structure:** Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly)

**Text structure :** inking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly)

**Punctuation :** Use of commas to clarify meaning or avoid ambiguity

**Vocabulary:** comparison, inference, formal, informal

# Upper Key Stage Notes

- Due to the cohort of students that we continually have at Phoenix House, the objectives were chosen as to what we believe our students need to focus on and also at their level too.
- Objectives were picked for Autumn 1 from the Year 4 objectives and ones that our students need continual work on (capital letters, full stops etc).
- As the academic year progresses, the objectives move in to year 5 and specific ones are revisited throughout as well.
- For HA students that attend our setting, specific conversations around these students at progress meetings will determine how to challenge and teach those specific individuals.