

English – Prep 1

At St Columba’s College, Prep 1 is a time for **exploring** a range of fiction and non-fiction texts, often revolving around one cross-curricular topic per term. The development of key vocabulary relating to this topic and extra curricular trips supports learning and contributes to **building confidence**. Towards the end of Prep 1, pupils will develop their comprehension skills by inferring meaning from texts in order to create a **strong basis** to become **creative, independent** authors of their own as they progress up the Prep School. Our curriculum is structured to ensure that all students have an opportunity to grow a love and enthusiasm for English as a subject. Daily, differentiated phonics lessons ensures our pupils continue to develop their **communication** skills.

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<p>Toys and Forests</p> <ul style="list-style-type: none"> • <i>Traction Man</i> by Mini Grey • <i>Bear Snores On</i> by Jack Tickle • <i>Percy the Park Keeper</i> by Nick Butterworth • <i>Mr Bears Holiday</i> by Debi Gliori <p>Develop comprehensions skills:</p> <ul style="list-style-type: none"> - Identify key vocabulary - Retrieving and record information from a text <p>Trip to Wendover Woods and other local forests</p> <p>Character descriptions, playscripts (for <i>Traction Man</i> movie), setting descriptions, writing own versions of stories, alternate endings.</p> <p>Skills being developed (Link with PSB skills):</p>		<p>Animals</p> <ul style="list-style-type: none"> • <i>Oi Get off Our Train</i> by John Buckingham • Endangered animals <p>Trip to Whipsnade Zoo plus visit from Zoolab</p> <p>Alternate stories, research, lapbooks (https://www.homeschoolshare.com/lapbook-templates/)</p> <p>Develop comprehensions skills:</p> <ul style="list-style-type: none"> - Identify key vocabulary - Retrieve and record information from a text <p>Skills being developed (Link with PSB skills):</p> <p>I express myself clearly and effectively – in my writing I listen to words of advice and try to act upon them I come up with creative ideas to complete a task or solve a problem</p>		<p>Seaside</p> <ul style="list-style-type: none"> • <i>Shouty Arthur</i> by Angie Morgan • <i>Lighthouse Keepers Lunch</i> by David Armitage and Ronda Armitage <p>Trip to Leigh On Sea.</p> <p>Character descriptions Setting descriptions</p> <p>CC link to science/geography: making predictions, exploring inventions, aquariums, rockpools.</p> <p>Develop comprehension skills</p> <ul style="list-style-type: none"> - Looking for key vocabulary in a text - Retrieve and record information from a text - Draw inferences based on what has been said and done 	

I express myself clearly and effectively – when I am talking

I take part in group discussion, listening respectfully and responding thoughtfully

I continually try to improve as a learner

Through discussion with my peers, I can adapt ideas for the benefit of the group

I ask relevant and open-ended questions and build on previous answers

I help move the task forward by considering what everyone in the group has to say

I work with others to find the best way of working to suit the whole team

I organise and share responsibility effectively, by thinking of others

Skills being developed (Link with PSB skills):

I express myself clearly and effectively – when I am using IT

I set achievable targets, with the help of my teacher

I think of things that I want to learn for myself and find out about things independently

I encourage everyone in my group to listen, as well as to be heard

I set an example to others through my approach to thinking and learning

I work productively in a group and remain committed even if I don't agree with all of the decisions

English – Prep 2

At St Columba’s College, Prep 2 is a time for **exploring** a range of cross-curricular texts as means of **building confidence** in reading and discussing both classic and modern literature. Pupils will focus on inferring meaning from texts in order to create a **strong basis** to become **creative, independent** authors of their own. Our curriculum is structured to ensure that all students have an opportunity to grow a love and enthusiasm for English as a subject whilst developing crucial skills as **thinkers** and **communicators**, thereby giving them the **strong foundations** necessary to succeed as they progress into their final year in the Prep School.

Autumn Term	Spring Term	Summer Term
<p>Vikings CC Topic <i>Hiccup the Viking by Cressida Cowell</i> Development of vocabulary and subject-specific language. Story sequencing. Rewriting traditional tales.</p> <p>Autumn and Winter Autumn poetry; focus on colour imagery, adjectives, noun phrases. <i>Pumpkin Soup by Helen Cooper</i>– Literacy Shed unit of work Firework descriptions – Bonfire Night Introduction to instructional texts <i>Winter’s Child by Angela McAllister</i> – Literacy Shed unit of work. <i>Percy the Park Keeper by Jack Butterworth</i> Focus on story sequencing</p> <p>Skills being developed (Link with PSB skills): Independent thinking – making links with other subjects studied</p>	<p>Tunnels and Turrets Development of vocabulary and subject-specific language. Links to a variety of fiction and non-fiction books on castles, Kings and Queens, burrowing animals. Introduction to diary writing.</p> <p>Winter poetry, building on last term and introduction of adverbs.</p> <p><i>The Day the Crayons Quit by Oliver Jeffers</i> – Literacy Shed Unit of Work</p> <p>Aliens sub-topic Character descriptions Wanted posters</p> <p>Spring poetry building on Winter Poetry and introducing similes</p> <p>Skills being developed (Link with PSB skills): Independent thinking – making links with other subjects studied</p>	<p>Our World Cross-curricular unit of work Development of vocabulary and subject-specific language. Links to a variety of fiction and non-fiction books focusing on location, continents, oceans, extreme earth and weather.</p> <p><i>Caterpillar Shoes by Angela Muse</i> Link to Literacy Shed unit of work.</p> <p>Summer poems using similes and metaphors.</p> <p>Visual Literacy unit of work – <i>Marshmallow</i> from The Literacy Shed. Focus on structure of a narrative using story mountains. Setting descriptions. Character descriptions.</p> <p>Skills being developed (Link with PSB skills): Collaborative communication – encouraging everyone in my group to listen and be heard</p>

Independent communicating – expressing myself clearly and effectively when writing and when talking

Collaborative communicating – taking part in group discussions; listening respectfully and responding thoughtfully

Independent communication – expressing myself clearly and effectively in my writing
Independent review – using targets and success criteria to review my own work
Collaborative review – discussing with others how to progress and improve our work

Collaborative communication – I take part in group discussion, listening respectfully and responding thoughtfully

Independence thinking – generating creative ideas to complete a task

Grammar focuses in Prep Two will include but not be limited to the following:

- Generating adjectives to describe in detail
- Building confidence with the present and past tense
- Building confidence using figurative language in the context of poetry
- Increasing accuracy using capital letter and full stops

Please note, a range of grammatical terms and skills that have been introduced in previous years will be recapped and confidence with embedding these into creative writing will be nurtured.

English – Prep 3

At St Columba's College, Prep 3 is a time for **exploring** a range of cross-curricular texts as means of **building confidence** in reading and discussing both classic and modern literature. Pupils will focus on inferring meaning from texts in order to create a **strong basis** to become **creative, independent** authors of their own. Our curriculum is structured to ensure that all students have an opportunity to grow a love and enthusiasm for English as a subject whilst developing crucial skills as **thinkers** and **communicators**, thereby giving them the **strong foundations** necessary to succeed as they progress into their final year in the Prep School.

Autumn Term	Spring Term	Summer Term
<p>Romans and Celts</p> <p>ISPACE</p> <p>Description of Celtic roundhouse</p> <p>Time slip story - speech marks</p> <p>Description of Roman Shield CC: Art and design</p> <p>Chronological order of Roman day (recount) – changing tenses</p> <p>Fact file about Roman formations</p> <p>Features of a newspaper</p> <p>Skills being developed (Link with PSB skills): Independent thinking – making links with other subjects studied Independent communicating – expressing myself clearly and effectively when writing and when talking</p>	<p>The Rainforest</p> <p>Rainforest story</p> <p>Deforestation story</p> <p>Comprehension linked to rainforest</p> <p>Shape poems CC: Maths</p> <p>Alliteration</p> <p>Skills being developed (Link with PSB skills): Independent thinking – making links with other subjects studied Independent communication – expressing myself clearly and effectively in my writing</p>	<p>Roald Dahl</p> <p>Write own potion for <i>George's Marvellous Medicine</i> using imperative verbs</p> <p>Dream Jars based on <i>BFG</i> – moving on</p> <p>Character descriptions for Sophie and the BFG</p> <p>Description of the BFG's home</p> <p>Description – using pic as a stimulus ISPACE</p> <p>Letter Writing</p> <p>Michael Morpurgo – Running Wild CC link to Tsunami topic</p> <p>Comprehensions – Greek Myths</p> <p>Skills being developed (Link with PSB skills): Collaborative communication – encouraging everyone in my group to listen and be heard</p>

Collaborative communicating – taking part in group discussions; listening respectfully and responding thoughtfully

Independent review – using targets and success criteria to review my own work
Collaborative review – discussing with others how to progress and improve our work

Collaborative communication – I take part in group discussion, listening respectfully and responding thoughtfully
Independence thinking – generating creative ideas to complete a task

Anything that will remain a focus for the year/run across the terms can go here.

- Developing use of noun phrases to describe (Celtic Roundhouse in Autumn Term, building up to BFG and Sophie description in Summer Term)
- Use of imperative verbs to write a description
- Developing use of punctuation (see grammar overview)
- Use of ISPACE to vary writing

English – Prep 4

At St Columba’s College, Prep 4 is a time for **exploring** a range of cross-curricular texts as means of **building confidence** in reading and discussing both classic and modern literature. Pupils will focus on inferring meaning from texts in order to create a **strong basis** to become **creative, independent** authors of their own. Our curriculum is structured to ensure that all students have an opportunity to grow a love and enthusiasm for English as a subject whilst developing crucial skills as **thinkers** and **communicators**, thereby giving them the **strong foundations** necessary to succeed as they progress into their final year in the Prep School.

Autumn Term	Spring Term	Summer Term
<p>Ancient Egypt Exploration of non-fiction text <i>Who Killed Tutankhamun?</i></p> <ul style="list-style-type: none"> - Use literal clues from the text - Make deductions and predictions - Summarise the text or parts of the text <p>Work on tense changes:</p> <ul style="list-style-type: none"> - Write a suspenseful story in three short paragraphs: past, present, future - Write a persuasive letter using past/present/future tense. <p><u>Egyptian Workshop at school</u></p> <p>Explanation text (police report) on what happened to Tutankhamun</p> <p>Creation story of Ancient Egypt – compare different versions of the same story (graphic novel, narrative, video)</p> <p>Explore graphic novel genre in more detail; <i>Isis and Osiris</i> by Jeff Limke</p>	<p>Explore <i>The Sheep Pig</i> by Dick King-Smith.</p> <ul style="list-style-type: none"> - Sequence of events - Summarise chapter by chapter - Rewriting the text in the first person - Convert a story extract to a play script (dialogue; punctuating speech) <p>Setting description; using their hearing ; imagery. Write their own description of a settings; expanded noun phrase, prepositional phrases, fronted adverbials, subordinate clauses</p>	<p>Michael Morpurgo Author Study Michael Morpurgo biography Explore <i>The Butterfly Lion</i> through;</p> <ul style="list-style-type: none"> • Building inference skills, • Discussing characters motives and feelings • Role play • Hot seating • Using evidence from the text to support arguments • Character description <p>Environment Poetry What is sustainability? Vocabulary focus. ICT CC: Make persuasive posters</p> <p>Story writing; <i>Dream Giver</i> (Literacy Shed)</p> <p>Write a recount of Mildenhall Trip, using a range of grammar and vocabulary learnt over the year.</p>

Rewrite a chapter of the graphic novel

Rewrite as a play script

- Stage directions
- Use of brackets
- Other conventions of play script

Skills being developed (Link with PSB skills)

Anything that will remain a focus for the year/run across the terms can go here.

English – Prep 5

At St Columba’s College, Prep Five is a time for **exploring** a range of cross-curricular texts as means of **building confidence** in reading and discussing both classic and modern literature. Pupils will focus on inferring meaning from texts in order to create a **strong basis** to become **creative, independent** authors of their own. Our curriculum is structured to ensure that all students have an opportunity to grow a love and enthusiasm for English as a subject whilst developing crucial skills as **thinkers** and **communicators**, thereby giving them the **strong foundations** necessary to succeed as they progress into their final year in the Prep School.

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<p>Victorian Literature - <i>Oliver Twist</i> by Charles Dickens Introduction to the Victorian novel. Development of vocabulary and subject-specific language. In-depth study of workhouses and living conditions including writing setting descriptions. Character descriptions. Introduction to play scripts (link to Oliver! 1968 film). Author focus: Charles Dickens Link to other significant Victorians: Mary Seacole</p> <p><i>The Christmas Miracle of Jonathan Toomey</i> by Susan Wojciechowski (Literacy Shed Unit of Work) Use modal verbs to predict what might happen in a story. Descriptive writing based on characters. Use inference skills to interpret a character’s feelings.</p> <p>Skills being developed (Link with PSB skills): Independent thinking – making links with other subjects studied</p>		<p>Fantasy Literature - <i>The Magician’s Nephew</i> by C.S. Lewis Continue to develop an understanding of Victorian literature. Retrieve and record key information from a text. Explain and justify inferences with evidence from the text. Make comparisons within a text and link to other topics. Explain the meaning of words in context.</p> <p>- <i>The Land of Neverbelieve</i> by Norman Messenger Development of vocabulary and subject-specific language. Designing a fantasy world with a weekly focus on a different aspect, landscape or character. Character and setting descriptions with a focus on figurative language. Cross-curricular links;</p> <ul style="list-style-type: none"> • Social Studies: Settlements • Art: Drawing and annotating <p>Skills being developed (Link with PSB skills):</p>		<p>Graphic Novel and Visual Literacy - <i>The Boy, the Mole, the Fox and the Horse</i> by Charlie Mackesy Making predictions using known information. Use evidence from a text (or a visual image) to support a point of view. Exploring and analysing the author’s use of letter writing in the text. Identifying abstract nouns. Writing our own graphic novel. Cross-curricular links;</p> <ul style="list-style-type: none"> • PSHE: Mental wellbeing • Art: Inferring meaning from images • The Three C’s: Compassion <p>Skills being developed (Link with PSB skills): Collaborative communication – encouraging everyone in my group to listen and be heard Collaborative communication – I take part in group discussion, listening respectfully and responding thoughtfully</p>	

Independent communicating – expressing myself clearly and effectively when writing and when talking

Collaborative communicating – taking part in group discussions; listening respectfully and responding thoughtfully

Independent thinking – making links with other subjects studied

Independent communication – expressing myself clearly and effectively in my writing

Independent review – using targets and success criteria to review my own work

Collaborative review – discussing with others how to progress and improve our work

Independence thinking – generating creative ideas to complete a task

Grammar focuses in Prep Five will include but not be limited to the following:

- Generating expanded noun phrases to describe in detail
- Building confidence with a range of tense, included the perfect forms of verbs
- Using commas to clarify meaning, to demarcate sentence openers and when writing a list
- Building confidence proof-reading and editing work in partners and independently
- Please note, a range of grammatical terms and skills that have been introduced in previous years will be recapped and confidence with embedding these into creative writing will be nurtured.

English - Prep Six

At St Columba's College, Prep Six is a time for **exploring** a diverse range of texts as means of **building confidence** in the four key skills at the heart of English: Reading, Writing, Oracy and Accuracy. Exposure to both classic and modern texts provide fantastic reading opportunities which allow them to further develop their **passion** for fiction. This, alongside the focus on reading skills creates a **strong basis** for students to become **creative, independent** authors of their own texts. Our curriculum is structured to ensure that all students have an opportunity to grow a love and enthusiasm for English as a subject whilst developing crucial skills as **thinkers** and **communicators**, thereby giving them the **strong foundations** necessary to succeed as they progress into the College.

Autumn Term	Spring Term	Summer Term
<p>War and Conflict Literature</p> <ul style="list-style-type: none"> - <i>The Boy in the Stripped Pyjamas</i> by John Boyne - <i>When Hitler Stole Pink Rabbit</i> by Judith Kerr - <i>A Range of WW1 Poetry</i> <p>Introduction to analytical and writing. Focus on structuring longer inference answers and giving specific evidence for claims made. Diary writing, writing in role. Descriptive writing.</p> <p>Visual Literacy Unit</p> <ul style="list-style-type: none"> - <i>Sainsbury's 1914 Truce Advert</i> - <i>Mog's Christmas Calamity</i> - <i>Christmas with Love from Mrs Claus</i> - <i>Monty the Penguin</i> - <i>The Man on the Moon</i> <p>Analyse a range of Christmas TV adverts Use inference skills to deduce information Explore a range of brands and be able to explain how companies develop a brand over many years and using a range of tools</p> <p>Skills being developed:</p>	<p>Fantasy Literature</p> <ul style="list-style-type: none"> - <i>Northern Lights</i> by Philip Pullman (text and BBC series) <p>Introduction to the genre and author Philip Pullman Exploration of characters using inference skills, specifically Lyra and Mrs Coulter Explore the characterisation of Daemons Write a diary entry in role as Lyra Debate the idea of villain/hero and protagonist/antagonist</p> <p>The Apprentice – Marketing and Branding</p> <p>Explore the use of language and layout in advertising and branding Identify the range of ways in which companies market products for particular audiences Identify presentational devices Identify and explore a range of language devices in marketing, e.g. the use of slogans, puns, idioms Explore a range of companies which have rebranding and evolved and why they have done this</p>	<p>Floodland by Marcus Sedgwick</p> <ul style="list-style-type: none"> - <i>Social Studies Link Rivers</i> <p>Drawing inferences such as characters' feelings, thoughts and motives from their actions Justifying inferences with evidence Predict what might happen from details stated and implied Identify how language, structure and presentation contribute to meaning Consider how Sedgwick develops characters and settings by using a range of figurative language Creating atmosphere in creative writing Link to <i>Life of Pi</i> (selected clips)</p> <p>Skills being developed:</p> <ul style="list-style-type: none"> Independent thinking – ask relevant and open-ended questions and build on previous answers Independent review – listen to words of advice and try to act upon them Independent communication – express myself clearly in my writing Collaborative communication – take part in group discussion, listening respectfully and thoughtfully

Independent thinking – making links with other subjects studied

Collaborative thinking – discussing my views with others

Independent communicating – expressing myself clearly and effectively when writing

In small groups, pupils will rebrand their own 'company' using what they have learnt this term.

Skills being developed:

Independent communication – express myself clearly and effectively when I am talking and in my writing

Collaborative thinking – working productively in a group

Leadership thinking – setting an example to others through my approach to thinking and learning

Collaborative communication – move the task forward by considering what everyone in the group has to say

Grammar focuses in Prep Six will include but not be limited to the following:

- Formal and informal vocabulary
- Using the passive voice
- Using subjunctive forms
- Terms such as 'subject', 'object', 'active' and 'passive'
- Applying a range of punctuation with confidence to written work
- Gaining confidence with proof-reading and correcting work
- Present/past perfect and continuous tenses
- Building confidence with a range of tenses and understanding when to switch between them during extended writing to create impact.
- Please note, a range of grammatical terms and skills that have been introduced in previous years will be recapped and confidence with embedding these into creative writing will be nurtured.