Grade 1 English LEAP Curriculum Overview

Semester 1
Block 1 – Non-Fiction: Requests and Demands

Unit 1	**Lesson 1**	Learning Objective: To read and discuss a story. Success Criteria: • I can read parts of a story. • I can remember and talk about some of the key points of a story. • I can talk to a partner about my own experiences. • I can record my ideas as pictures, words, or sentences.
	Lesson 2	Learning Objective: To explore and understand a text by asking questions. Success Criteria: • I can discuss the illustrations in a story. • I can compose questions about the illustrations. • I can write questions with capital letters and question marks.
	Lesson 3	Learning Objectives: To write statements in answer to questions. Success Criteria: • I can compose a statement as a reply to a question. • I can write and punctuate a statement correctly. • I can check my work to make sure I have used the correct punctuation.
	Lesson 4	Learning Objective: To write commands. Success Criteria: • I can give a verbal command to tell someone to do something/not to do something. • I can write a command with the correct punctuation.
Unit 2	**Lesson 1**	Learning Objective: To write full sentences that follow a pattern. Success Criteria: • I can write a sentence following the pattern of a story. • I can use capital letters to start my sentences. • I can end statements with a full stop.
	Lesson 2	Learning Objective: To write commands with exclamation marks. Success Criteria: • I can give a verbal command realising it has to be short and to the point. • I can write a command with an exclamation mark.
	Lesson 3	Learning Objective: To write commands and questions. Success Criteria: • I can identify commands and questions. • I can write a question and a command using the right punctuation marks.
Unit 3	**Lesson 1**	Learning Objective: To use reading strategies to respond to a story. Success Criteria: • I can read a text using different strategies to help me decode unknown words. • I can read a text aloud in a group.
	Lesson 2	Learning Objective: To compare two stories. Success Criteria: • I can say why I like a story by giving reasons and examples. • I can write my opinions as a sentence.
	Lesson 3	Learning Objectives: To write commands based on their own experiences. Success Criteria: • I can turn a statement into a command. • I can think of my own commands based on my own experiences. • I can write this using appropriate punctuation.

Unit 4	Lesson 1	Learning Objective: To make requests. Success Criteria: • I can make up my own requests in a role-play. • I can identify the difference between a request and a question.
	Lesson 2	Learning Objective: To use 'bossy' verbs to create commands. Success Criteria: • I can think of a command to keep people safe. • I can write my command. • I can decide whether a command needs an exclamation mark or not.
	Lesson 3	Learning Objective: To write requests using correct punctuation. Success Criteria: • I can verbally ask a polite question. • I can write a request using correct punctuation. • I can think of a reply to a request.
Unit 5	Lesson 1	Learning Objective: To role-play a difficult situation. Success Criteria: • I can role-play a bad situation. • I can discuss ways a situation can be sorted out.
	Lesson 2	Learning Objective: To write requests. Success Criteria: • I can orally make up requests, knowing they must be polite. • I can write a request using a capital letter and a question mark when appropriate.
	Lesson 3	Learning Objective: To plan a list of dos and don'ts. Success Criteria: • I can read a list of dos and don'ts. • I can work in a group to brainstorm ideas. • I can begin to record my ideas as a plan/draft.
	Lesson 4	Learning Objective: To write a list of dos and don'ts. Success Criteria: • I can write a list of dos and don'ts. • I can use my neatest handwriting. • I can use appropriate punctuation for my sentences.

Semester 1
Block 2 – Fiction: Stories in Familiar Settings

Unit 1	Lesson 1	**Learning Objective: To identify characters in stories.** Success Criteria: • I can identify characters in a story. • I can relate stories to my own experiences. • I can use a capital letter for people's names.
	Lesson 2	**Learning Objective: To identify settings and problems in stories.** Success Criteria: • I can sequence a story. • I can identify problem events in a story.
	Lesson 3	**Learning Objective: To retell a familiar story.** Success Criteria: • I can retell a story. • I can recall and draw key events from a story. • I can identify and draw key settings from a story.
Unit 2	Lesson 1	**Learning Objective: To read a text in pairs and discuss.** Success Criteria: • I can read using phonic strategies. • I can predict what might happen next in a story.
	Lesson 2	**Learning Objective: To read in a group and answer questions.** Success Criteria: • I can answer questions about a story. • I am beginning to use expression when I read.
	Lesson 3	**Learning Objective: To write simple sentences with appropriate punctuation.** Success criteria: • I can build a sentence by saying it aloud. • I can write a sentence that I have built. • I can use simple sentence punctuation and leave spaces between my words.
Unit 3	Lesson 1	**Learning Objective: To build sentences and use sentence punctuation.** Success Criteria: • I can talk about something special to me using a clear voice. • I can write a sentence about something special to me.
	Lesson 2	**Learning Objective: To build sentences and use sentence punctuation.** Success Criteria: • I can compose a spoken sentence. • I can write a spoken sentence.
	Lesson 3	**Learning Objective: To retell a story in spoken sentences.** Success Criteria: • I can retell stories verbally. • I can use a story map to help me remember a story.
Unit 4	Lesson 1	**Learning Objective: To plan a story.** Success Criteria: • I can plan a story. • I can tell a story using a story map plan.
	Lesson 2	**Learning Objective: To write a story beginning.** Success Criteria: • I can write the beginning of a story. • I can use simple sentence punctuation and finger spaces.

	Lesson 3	Learning Objective: To write a story problem.
		Success Criteria: • I can write the problem part of a story. • I can use simple sentence punctuation and finger spaces. • I can use *and* to say a bit more in my writing.
	Lesson 4	Learning Objective: To write a story ending.
		Success Criteria: • I can write the ending of a story. • I can use simple sentence punctuation and finger spaces.

Semester 2
Block 3 – Non-Fiction: Information Texts

Unit 1	Lesson 1	Learning Objective: To suggest story ideas. Success Criteria: • I can listen to and enjoy a fictional story. • I can think of more ideas to add to the story from my imagination. • I can identify between ideas that are actual and those that are imaginary.
	Lesson 2	Learning Objective: To recognise the difference between fiction and non-fiction. Success Criteria: • I can think of facts about tigers. • I can sort and write non-fiction sentences.
	Lesson 3	Learning Objective: To read and understand facts. Success Criteria: • I can recognise a non-fiction sentence. • I can discuss and add facts about tigers to my plan. • I can read out tiger facts.
	Lesson 4	Learning Objective: To organise facts to create a non-fiction text. Success Criteria: • I can organise my facts into a non-fiction text. • I can use question headings to sort my facts. • I can illustrate my work appropriately.
Unit 2	Lesson 1	Learning Objective: To write descriptive sentences. Success Criteria: • I can explore facts about whales. • I can write a sentence describing different whales.
	Lesson 2	Learning Objective: To write descriptive sentences. Success Criteria: • I can enjoy a story and answer questions about it. • I can match up then write descriptive sentences.
	Lesson 3	Learning Objective: To write descriptive sentences. Success Criteria: • I can think of my own alternative descriptions to describe the blue whale. • I can write these as a descriptive sentence.
Unit 3	Lesson 1	Learning Objective: To listen and enjoy a text and discuss the facts it contains. Success Criteria: • I can listen to a story and discuss its features. • I can look at similarities and differences between different animals. • I can write a sentence to compare a tiger and a polar bear.
	Lesson 2	Learning Objective: To explore facts and how they are presented. Success Criteria: • I can look at how language has been used for effect. • I can make up my own alliterative descriptions and write these as sentences.
	Lesson 3	Learning Objective: To answer comprehension questions about a text. Success Criteria: • I can make predictions about a story. • I can think of two possible predictions and record these as sentences.

	Lesson 4	Learning Objective: To compare two books.
		Success Criteria:
		• I can discuss a story.
		• I can compare two books and talk about whether they are non-fiction or story based.
		• I can discuss whether sentences are factual or fictional.
Unit 4	**Lesson 1**	Learning Objective: To discuss questions and how to write them.
		Success Criteria:
		• I can recognise a question mark and discuss why it is used.
		• I can create and write my own questions.
	Lesson 2	Learning Objective: To ask and answer questions.
		Success Criteria:
		• I can ask relevant questions to gain information.
		• I can use question starting words to structure my questions.
	Lesson 3	Learning Objectives: To explore facts and answer questions.
		Success Criteria:
		• I can listen to information from a book and remember facts.
		• I can answer comprehension questions about an information book.
	Lesson 4	Learning Objective: To discuss and write facts.
		Success Criteria:
		• I can create a poster about sharks.
		• I can write shark facts by turning them into questions.
Unit 5	**Lesson 1**	Learning Objectives: To explore features of non-fiction texts- labels.
		Success Criteria:
		• I can explore and talk about features of non-fiction books including labels.
		• I can write my own factual labels.
	Lesson 2	Learning Objective: To explore features of non-fiction books – captions.
		Success Criteria:
		• I can explore features of non-fiction writing including labels and captions.
		• I can write my own factual captions.
	Lesson 3	Learning Objective: To use headings to organise non-fiction writing.
		Success Criteria:
		• I can use headings in my non-fiction writing.
		• I can write non-fiction sentences about my writing.
		• I can edit and refine my writing.
	Lesson 4	Learning Objective: To use headings to organise non-fiction writing.
		Success Criteria:
		• I can finish writing my non-fiction book.
		• I can write my sentences with capital letters and full stops, question marks or exclamation marks.
		• I can use a compound sentence.

Semester 2
Block 4 – Fiction: Superheroes

Unit 1	Lesson 1	**Learning Objective: To discuss different superheroes.** Success Criteria: • I can discuss a story I have read. • I can describe a superhero. • I can write a caption to describe the superhero.
	Lesson 2	**Learning Objective: To read and comprehend.** Success Criteria: • I can read a story. • I can use different strategies to decode an unknown word. • I can answer comprehension questions about the story.
	Lesson 3	**Learning Objective: To describe a superhero using full stops and capital letters.** Success Criteria: • I can make up my own superhero, describing their powers. • I can use capital letters and full stops in my writing.
	Lesson 4	**Learning Objective: To produce a Superhero page for a class book.** Success Criteria: • I can use capital letters and full stops in my writing. • I can write a description about a superhero for a new page.
Unit 2	Lesson 1	**Learning Objective: To use plurals ending in –s or-es.** Success Criteria: • I can identify plurals. • I can begin to apply the spelling rules for plurals. • I can understand that there are exceptions to the general rule.
	Lesson 2	**Learning Objective: To add-ing suffixes to action words.** Success Criteria: • I can begin to learn the rules for adding –ing to the end of words. • I can add –ing to describe what actions superheroes are doing. • I can begin to learn some of the exceptions for the –ing ending.
	Lesson 3	**Learning Objective: To add-ed suffixes to create past tense verbs.** Success Criteria: • I can recognise that adding an –ed ending changes a verb to the past tense. • I can begin to remember the rule for adding an –ed ending. • I can write a sentence in the past tense.
	Lesson 4	**Learning Objective: To revise plurals,-ed, and –ing words.** Success Criteria: • I can add –ed, -ing to root words. • I can change a singular word into a plural. • I can apply the correct rules to help me spell these words correctly.
Unit 3	Lesson 1	**Learning Objective: To recognise pairs of opposites.** Success Criteria: • I can begin to identify pairs of opposites. • I can read sentences and answer questions about them.
	Lesson 2	**Learning Objective: To recognise and write comparisons.** Success Criteria: • I can make up superheroes. • I can write comparative sentences. • I can write comparative sentences using opposites *(Harder).*

	Lesson 3	Learning Objective: To invent new pairs of superheroes. Success Criteria: • I can create a superhero. • I can identify and say opposites. • I can write a comparative sentence.
Unit 4	**Lesson 1**	Learning Objective: To know the alphabet and recognise initial letters. Success Criteria: • I can recite the alphabet. • I can think of words that begin with the same initial sounds. • I can write some of these words.
	Lesson 2	Learning Objective: To use capital letters for names, matching initial letters. Success Criteria: • I can think of words beginning with the same initial letter. • I can use capital letters for the name of my superhero. • I can begin to plan my superhero ABC.
	Lesson 3	Learning Objective: To create a superhero page using capital letters and same initial sounds. Success Criteria: • I can design my own superhero page. • I can write the name of my superhero using capital letters. • I can write words and phrases beginning with the same letter.
Unit 5	**Lesson 1**	Learning Objective: To begin to invent a superhero. Success Criteria: • I can recognise and discuss a superhero's powers. • I can think of words ending in -ing. • I can begin to invent my superhero by describing the powers using –ing words.
	Lesson 2	Learning Objective: To describe a new superhero and 'baddy' in detail. Success Criteria: • I can discuss my ideas with my peers. • I can fill out a superhero ID form with description about my new superhero.
	Lesson 3	Learning Objective: To begin to write dialogue. Success Criteria: • I can begin to understand how dialogue is formed and recorded. • I can act out my own dialogue between a superhero and a baddy. • I can begin to record dialogue as speech bubbles.
	Lesson 4	Learning Objective: To begin to create a comic book strip. Success Criteria: • I can discuss and describe some of the features of comic book strips. • I can begin to write my ideas in a comic book style. • I can record dialogue in speech bubbles.
	Lesson 5	Learning Objective: To complete a comic book strip. Success Criteria: • I can write my ideas in a comic book style. • I can record dialogue in speech bubbles. • I can edit and improve my writing.

Grade 2 English LEAP Curriculum Overview

Semester 1
Block 1 – Fiction: Fables

Unit 1	Lesson 1	**Learning Objective: To identify features of traditional fables.** Success Criteria: - I can say what a fable is and explain that they often have animals in them. - I can read simple fact sheets and online information about animals. - I can explain what a glossary is for and use one to discover the meaning of words.
	Lesson 2	**Learning Objectives: To identify character traits of fable characters.** Success Criteria: - I can discuss the personalities of animals in a fable I have been told. - I can write about my own personality using short phrases and sentences.
	Lesson 3	**Learning Objective: To describe animals in traditional fables.** Success Criteria: - I can use a story map to help retell a familiar fable. - I can use adjectives and expanded noun phrases to describe animals in fables.
Unit 2	Lesson 1	**Learning Objective: To perform a dialogue between two characters.** Success Criteria: - I can compose dialogue for characters in a fable I know. - I can perform dialogue with a partner.
	Lesson 2	**Learning Objective: To write a dialogue between two characters.** Success Criteria: - I can write out dialogue in speech bubbles using initial capital letters and sentence-end punctuation. - I can write dialogue using speech marks.
Unit 3	Lesson 1	**Learning objective: To explore a dilemma raised by a fable.** Success Criteria: - I can respond to questions about a fable I have heard. - I can explain why I feel as I do about the characters and events in a fable.
	Lesson 2	**Learning Objective: To role play a dialogue.** Success Criteria: - With a friend I can role play a conversation between two characters from a fable. - I can make notes to help me remember the conversation I have role played.
	Lesson 3	**Learning Objective: To write a dialogue.** Success Criteria: I can write out a conversation as neatly written and punctuated speech.
Unit 4	Lesson 1	**Learning Objective: To identify features of fables.** Success Criteria: - I can identify and discuss the common features of fables I hear read to me. - I can read a fable as part of a group. - I can answer questions about a fable I have read.
	Lesson 2	**Learning Objective: To identify features of sayings and proverbs.** Success Criteria: I can say what a proverb is and give the meaning of some well-known examples.
	Lesson 3	**Learning Objective: To read, understand, copy, and memorize proverbs.** Success Criteria: - I can select a proverb I like from a group and copy it out in neat handwriting. - I can memorise and recite a favourite proverb.

Unit 5	Lesson 1	Learning Objective: To write compound and complex sentences. Success Criteria: • I can create compound sentences using the conjunctions and, so & but. • I can write sentences with capitals, full stops, and other punctuation.
	Lesson 2	Learning Objective: To write compound and complex sentences. Success Criteria: • I can identify main clauses and conjunctions in complex sentences. • I can add a clause to a complex sentence.
Unit 6	Lesson 1	Learning Objective: To plan a new fable based on one read. Success Criteria: • I can choose characters and settings for my own version of a fable I have heard. • I can use notes to capture ideas for my fable.
	Lesson 2	Learning Objective: To write a new fable based on one read. Success Criteria: • I can write the opening section of a fable, drawing on notes I made earlier to do so. • I can use noun phrases to describe characters and settings in a fable.
	Lesson 3	Learning Objective: To compose dialogue for two characters. Success Criteria: • I can write dialogue for characters in my fable. • I can punctuate dialogue correctly.
	Lesson 4	Learning Objective: To write a new fable based on one read. Success Criteria: • I can explain the moral of my fable. • I can proofread a fable to correct errors. • I can read my fable aloud.

Semester 1
Block 2 – Non-Fiction: Information Texts: Pets

Unit 1	**Lesson 1**	Learning Objective: To discuss and describe pets. • I can listen to and discuss the detail of a story. • I can develop my own ideas, inspired by a story. • I can use descriptive language when I speak and write.
	Lesson 2	Learning Objective: To compare fact and fiction. Success Criteria: • I can explore a non-fiction text giving information. • I can create factual sentences. • I can explain how fiction and information books are different.
	Lesson 3	Learning Objective: To recognize features of information texts. Success Criteria: • I can identify features of information texts. • I can explore features of information texts. • I can participate in discussions.
Unit 2	**Lesson 1**	Learning Objective: To read and discuss texts. Success Criteria: • I can read aloud accurately. • I can use a variety of reading strategies including phonics.
	Lesson 2	Learning Objective: Read, discuss, and answer questions. Success Criteria: • I can reread parts of a story to find answers to questions. • I can use clues in the text to say how a character might feel.
Unit 3	**Lesson 1**	Learning Objective: To build expanded noun phrases. Success Criteria: • I can choose interesting adjectives to describe nouns. • I can build expanded noun phrases.
	Lesson 2	Learning Objective: Write sentences, including expanded noun phrases. Success Criteria: • I can build expanded noun phrases. • I can write descriptive information sentences.
Unit 4	**Lesson 1**	Learning Objective: To add sentence punctuation and sort information. Success Criteria: • I can select the correct punctuation for a sentence. • I can write and punctuate my own sentences.
	Lesson 2	Learning Objective: To use sentence punctuation accurately. Success Criteria: • I can identify where punctuation is missing in sentences. • I can improve a text for punctuation.
	Lesson 3	Learning Objective: To organise information and use sentence punctuation accurately. Success Criteria: • I can write a question for a non-fiction book. • I can write a question using the correct punctuation. • I can write an answer to a question using the correct punctuation.
	Lesson 4	Learning Objective: To research information. Success Criteria: • I can research information about an animal. • I can discuss my research and identify key pieces of information. • I can record research information in note form.

Semester 2
Block 3 – Fiction: Stories by a familiar Author: Lauren Child

Unit 1	**Lesson 1**	**Learning Objective: To list and comment on events from a story.** Success Criteria: • I can read about and recall funny events from a story. • I can select one of these funny events and say to the class why I think it is the best.
	Lesson 2	**Learning Objective: To describe a character from a story.** Success Criteria: • I can select and write about a character from a story I have read. • I can use qualifying adverbs and expanded noun phrases to describe a character.
	Lesson 3	**Learning Objective: To answer questions about a story.** Success Criteria: • I can use phonics and other word attack strategies to shared-read a story in a group. • I can answer questions about the story I have read.
	Lesson 4	**Learning Objective: To write a postcard from a character in a story.** Success Criteria: • can write a postcard that recounts events from a story I have read. • I can read my postcard aloud to my class and give positive feedback to other people reading out their cards.
Unit 2	**Lesson 1**	**Learning Objective: To use commas to separate items in a list.** Success Criteria: • I can say why we place commas between the items in a list. • I can write short lists of my own using commas to separate the items.
	Lesson 2	**Learning Objective: To use commas to separate items in a list; To demark sentences with full stops and capital letters.** Success Criteria: • I can use commas between items in a list. • I can demarcate sentences using capital letters and full stops.
	Lesson 3	**Learning Objective: To using commas to separate items in a list; To demark sentences with capital letters and sentence-end punctuation.** Success Criteria: • I can include a list with items separated by commas in an email I have written. • I can read aloud my letter, pausing at commas to indicate separate times in a list.
Unit 3	**Lesson 1**	**Learning Objective: To write descriptive sentences about classmates.** Success Criteria: • I can read descriptive sentences about characters in a story. • I can write sentences that describe my friends.
	Lesson 2	**Learning Objective: To draft a letter from a character in a story.** Success Criteria: • I can explain how a character from a book might feel about an event in a story. • I can make notes to capture ideas for a letter to a newspaper.
	Lesson 3	**Learning Objective: To write a letter from a character in a story.** Success Criteria: • I can use my best handwriting to write out a letter from plans and ideas I made earlier. • I can read aloud 'in character' a letter I have written.
	Lesson 4	**Learning Objective: To compare different books by the same author.** Success Criteria: • I can shared-read extracts from a range of books by Lauren Child. • I can comment on the distinctive features of Lauren Child's books.

Unit 4	**Lesson 1**	Learning Objective: To make predictions. Success Criteria: • I can make predictions based on what I have read in a story. • I can write sentences describing how good a particular animal would be as a pet.
	Lesson 2	Learning Objective: To learn how to punctuate and lay out speech. Success Criteria: • I can say what speech marks are and explain why we use them. • I can turn a speech bubble conversation into punctuated, correctly laid out speech.
	Lesson 3	Learning Objective: To consolidate how to punctuate and lay out speech. Success Criteria: • I can write a conversation between two people using speech marks and a new line for each speaker. • I can act out a short conversation that I have written with a friend.
Unit 5	**Lesson 1**	Learning Objective: To create characters based on those in Lauren Child books. Success Criteria: • I can think up a set of characters that are like those in books I have read. • I can use notes and jottings to capture my ideas about these characters.
	Lesson 2	Learning Objective: To create a story structure based on those by Lauren Child. Success Criteria: • I can create my own story scenarios similar to those in books I have read. • I can use my story scenarios to create a title for my tale.
	Lesson 3	Learning Objective: To begin to write a new story. Success Criteria: • I can write the first part of a story using notes and ideas I drew together earlier. • I can say how important the illustrations in a picture book are to enjoying the story.
	Lesson 4	Learning Objective: To complete a new story. Success Criteria: • I can continue and finish a piece of story writing. • I can use some lines of punctuated speech in a story.
	Lesson 5	Learning Objective: To transcribe 'best copy' versions of stories and read these aloud. Success Criteria: • I can transcribe a best copy of a story from a draft using really good handwriting and word spacing. • I can read a story I have written aloud to the rest of my class.

Semester 2

Block 4 – Non-Fiction: Dinosaurs

Unit 1	**Lesson 1**	Learning Objective: To understand the term 'fiction' and explore spelling patterns in dinosaur words. Success Criteria: • I can identify a book as fiction. • I can recognise the different graphemes used to represent the phoneme /or/.
	Lesson 2	Learning Objective: To read non-fiction texts about dinosaurs and note facts. Success Criteria: • I can identify a text as non-fiction. • I can read short texts and recall facts and information I have learned.
	Lesson 3	Learning Objective: To make notes about a favourite non-fiction dinosaur text. Success Criteria: • I can select one non-fiction text from a collection and say why I think it is the best. • I can make notes that capture my reasons for thinking my choice is the best.
	Lesson 4	Learning Objective: To write a recommendation for a favourite dinosaur non-fiction text. Success Criteria: • I can turn notes I have written into a series of finished sentences using best handwriting. • I can read my work out loud to my friends.
Unit 2	**Lesson 1**	Learning Objective: To understand common and proper nouns and locate examples in texts. Success Criteria: • I can say what common nouns and proper nouns are. • I can identify examples of each in a short text.
	Lesson 2	Learning Objective: To identify and use adjectives and adverbs to qualify them. Success Criteria: • I can say what adjectives and adverbs are. • I can propose adjectives and adverbs to use in simple descriptions.
	Lesson 3	Learning Objective: To write a description of a favourite dinosaur using adjectives, adverbs, and descriptive phrases. Success Criteria: • I can write a description of a dinosaur using adjectives, adverbs, and descriptive phrases. • I can identify adjectives and adverbs that qualify them.
Unit 3	**Lesson 1**	Learning Objective: To review key features of non-fiction information texts. Success Criteria: • I can read and understand a short story about information texts. • I can list and explain some typical features of information texts.
	Lesson 2	Learning Objective: To navigate contents pages and indexes in information texts. Success Criteria: • I can say what contents pages and indexes are for in an information text. • I can use contents pages and indexes to answer questions.

	Lesson 3	Learning Objective: To understanding and using a Glossary.
		Success Criteria:
		• I can say what a glossary is.
		• I can create an alphabetically ordered glossary.
	Lesson 4	Learning Objective: To use non-fiction texts and websites for research.
		Success Criteria:
		• I can use information texts to research a topic I am interested in.
		• I can record information I discover in note form.
Unit 4	**Lesson 1**	Learning Objective: To identify and write statements and questions.
		Success Criteria:
		• I can say what statement and question sentences are.
		• I can write statements and questions of my own.
	Lesson 2	Learning Objective: To identify and write commands.
		Success Criteria:
		• I can explain what a command is.
		• I can write commands of my own.
	Lesson 3	Learning Objective: To identify sentence types and write exclamations.
		Success Criteria:
		• I can sort sentences into different types – statements, commands, questions, and exclamations.
		• I can write examples of my own of each sort of sentence.
Unit 5	**Lesson 1**	Learning Objective: To use information books and websites to conduct research.
		Success Criteria:
		• I can use information texts and websites to research a topic I am interested in.
		• I can record information I discover in note form.
	Lesson 2	Learning Objective: To use expanded noun phrases to write labels and captions.
		Success Criteria:
		• I can create labels for images in information texts.
		• I can use expanded noun phrases in my labels.
	Lesson 3	Learning Objective: To compose sentences for an information book.
		Success Criteria:
		• I can use alliteration, question marks or exclamation marks to create a title.
		• I can compose a series of sentences on a theme.
	Lesson 4	Learning Objective: To edit information texts.
		Success Criteria:
		• I can edit sentences I have written to spot mistakes with spelling and punctuation.
		• I can make changes to my writing to improve the quality and accuracy of what I want to say.

Grade 3 English LEAP Curriculum Overview

Semester 1
Block 1 – Non-Fiction: Non-Chronological Reports: Sports

Unit 1	**Lesson 1**	Learning Objective: To identify the purpose of features of non-chronological reports. Success Criteria: • I can discuss and identify key features of a non-chronological report. • I can think about the purpose of using these features in a report.
	Lesson 2	Learning Objective: To reorder paragraphs of non-chronological reports. Success Criteria: • I can discuss and identify features of non-chronological reports. • I can arrange paragraphs of a non-chronological report to ensure it makes sense. • I know that sections of a non-chronological report can be arranged in any order.
	Lesson 3	Learning Objective: To write in the present tense and third person. Success Criteria: • I know that a non-chronological report is usually written in the present tense. • I know that a non-chronological report is written in the third person. • I can edit and improve a non-chronological report for tense and person.
	Lesson 4	Learning Objective: To write a Non-Chronological Report using key features. Success Criteria: • I can identify and use key features of a non-chronological report. • I can write a section of a non-chronological report using present tense and third person. • I can explore how different topic paragraphs fit together to make a report.
Unit 2	**Lesson 1**	Learning Objective: To identify and swap nouns, adjectives, verbs, and adverbs. Success Criteria: • I can identify and use nouns, adjectives, adverbs, and verbs. • I can swap words in a sentence for others of the same word class.
	Lesson 2	Learning Objective: To use word classes to build sentences: nouns, adjectives, verbs, adverbs. Success Criteria: • I can use specified word classes in sentence composition. • I can discuss how words can be defined by their function in a sentence.
	Lesson 3	Learning Objective: To use word classes to build sentences: nouns, adjectives, verbs, adverbs. Success Criteria: • I can use words of four specified word classes in sentence composition. • I can identify words in a sentence by class. • I can justify my classifications.
Unit 3	**Lesson 1**	Learning Objective: To ask research questions. Success Criteria: • I understand the function of a NCR. • I can read a report and discuss the facts it presents. • I can compose questions based on a NCR text.

	Lesson 2	Learning Objective: To make notes to answer questions.
		Success Criteria:
		• I can pick out key information.
		• I can make notes to answer questions.
		• I can compose questions about an NCR text.
	Lesson 3	Learning Objective: To note-take and organise information: mind maps.
		Success Criteria:
		• I can suggest possible NCR headings.
		• I can organise notes under NCR headings.
	Lesson 4	Learning Objective: To write a NCR using notes.
		Success Criteria:
		• I can write themed paragraphs based on the notes from a mind map.
		• I can use headings and sub-headings effectively.
Unit 4	**Lesson 1**	Learning Objective: To extend sentences with a wider range of conjunctions.
		Success Criteria:
		• I can identify conjunctions.
		• I can choose the best conjunction to join two clauses.
		• I can use conjunctions in my own writing.
	Lesson 2	Learning Objective: To extend sentences with a wider range of conjunctions.
		Success Criteria:
		• I can discuss my ideas and justify my choices.
		• I can use different conjunctions to extend sentences in different ways.
	Lesson 3	Learning Objective: To extend sentences with a wider range of conjunctions.
		Success Criteria:
		• I can use conjunctions to extend sentences.
		• I can swap the order of clauses, starting with a conjunction.
		• I can form sentences that use conjunctions at the beginning.
Unit 5	**Lesson 1**	Learning Objective: To research and make notes for a report.
		Success Criteria:
		• I can research an unusual sport.
		• I can make notes from my research.
	Lesson 2	Learning Objective: To organise research notes for a report.
		Success Criteria:
		• I can suggest suitable subheadings to group researched facts.
		• I can organise research notes under subheadings.
	Lesson 3	Learning Objective: To write a report using paragraphs and report language features.
		Success Criteria:
		• I can organise notes into paragraphs on a theme.
		• I can extend sentences using conjunctions.
		• I can use the language features of reports: present tense, 3rd person and technical language.
	Lesson 4	Learning Objective: To edit and improve a report.
		Success Criteria:
		• I can identify ways to improve my own and others' writing.
		• I can check for spelling and grammar errors.
		• I can decide on the best order for report paragraphs.
		• I can write neatly and accurately using joined up handwriting.

Semester 1
Block 2 – Non-Fiction: Information Texts: Pets

Unit 1	Lesson 1	Learning Objective: To identify features of newspapers. Success Criteria: • I know what a newspaper report (recount) is. • I am beginning to recognise some features of newspaper report (recount) writing.
	Lesson 2	Learning Objectives: To answer comprehension questions. Success Criteria: • I can pair read and discuss a recount text. • I can answer questions about a recount text. • I can order events based on a recount text.
	Lesson 3	Learning Objective: To write a simple report. Success Criteria: • I know the features of recount writing. • I can write a simple newspaper recount.
Unit 2	Lesson 1	Learning Objective: To change verb tense from present to past and vice versa. Success Criteria: • I can change verbs in the present form into verbs in the past form. • I can spell irregular verbs in the past form.
	Lesson 2	Learning objective: To change simple past tense verbs into the perfect form. Success Criteria: • I can write the perfect form of the past tense.
	Lesson 3	Learning objective: To use perfect verb forms in role-play. Success Criteria: • I can role-play to gather and explore ideas. • I can orally use the present perfect form correctly.
Unit 3	Lesson 1	Learning Objective: To identify structure and language of recounts. Success Criteria: • I can recap features of recount writing. • I can answer questions about features of a newspaper article.
	Lesson 2	Learning Objective: To identify adverbs for time and place. Success Criteria: • I can identify adverbs. • I know that adverbs can express time and place.
	Lesson 3	Learning Objective: To use adverbs for time and place. Success Criteria: • I can role-play to gather and explore ideas. • I can use time and place adverbs in recount writing.
Unit 4	Lesson 1	Learning Objective: To research for a newspaper report. Success Criteria: • I can recap features of recount writing. • I can research details about an event and make notes.
	Lesson 2	Learning Objective: To write a newspaper report. Success criteria: • I can draft a newspaper recount using features of recount writing. • I can write quotes as direct speech.
	Lesson 3	Learning Objective: To evaluate and improve newspaper reports. Success Criteria: • I can improve my writing. • I can use time and place adverbs in recount writing.

Semester 2
Block 3 – Fiction: Exciting Stories: Fantastic Mr. Fox

Unit 1	**Lesson 1**	Learning Objective: To introduce the characters in *Fantastic Mr Fox*. Success Criteria: • I can discuss blurb, opening chapters and main characters of a book. • I can describe a character.
	Lesson 2	Learning Objective: To build tension in *Fantastic Mr Fox*. Success Criteria: • I can read a chapter of a longer book. • I can identify and discuss the language used to build suspense and tension in a text. • I can create a story map that shows how tension builds across a chapter.
	Lesson 3	Learning Objective: To analyse the characters in Fantastic Mr Fox. Success Criteria: • I can use hot seating to explore characters. • I can explore characters from different perspectives.
	Lesson 4	Learning Objective: To write in role as a character from *Fantastic Mr Fox.* Success Criteria: • I can imagine what characters are thinking. • I can explain events clearly. • I can write a letter.
Unit 2	**Lesson 1**	Learning Objective: To identify dialogue punctuation and conventions. Success Criteria: • I can understand how dialogue is punctuated. • I can read dialogue using appropriate expression.
	Lesson 2	Learning Objective: To punctuate dialogue, infer, and predict. Success Criteria: • I can role play a fictional character. • I can have a conversation with another fiction character using expression. • I can infer or predict how characters might be feeling.
	Lesson 3	Learning Objective: To compose and punctuate dialogue. Success Criteria: • I can understand how dialogue is punctuated. • I can write a dialogue between two of the characters from a book. • I can evaluate my writing using a checklist.
Unit 3	**Lesson 1**	Learning Objective: To build effective characters, setting and plot. Success Criteria: • I can take part in group reading. • I can identify powerful language in a text. • I can identify how language and structure in a text contribute to building a picture.
	Lesson 2	Learning Objective: To use language to build characters. Success Criteria: • I can answer questions about a text. • I can identify how language and structure are used to good effect in a text. • I can understand how punctuation affects the way direct speech is read aloud.
	Lesson 3	Learning Objective: To explore characters, setting and plot (different viewpoints). Success Criteria: • I can express a point of view. • I can write from a character's perspective. • I can use descriptive and powerful language.

	Lesson 4	Learning Objective: To build tension in plot. Success Criteria: • I can identify tension within text. • I can note how language affects tension.
Unit 4	**Lesson 1**	Learning Objective: To introduce the present perfect form. Success Criteria: • I can revise present and simple past verb forms. • I can identify the perfect form of the simple past tense.
	Lesson 2	Learning Objective: To use the present perfect form. Success Criteria: • I can identify present perfect forms of a verb. • I can rewrite present tense verbs in present perfect forms. • I can write in the present perfect form.
	Lesson 3	Learning Objective: To compose sentences in the present perfect form. Success Criteria: • I can write sentences in the present perfect verb form.
Unit 5	**Lesson 1**	Learning Objective: To plan an exciting story in the style of *Fantastic Mr Fox.* Success Criteria: • I can analyse the structure of a story. • I can discuss ideas for a story. • I can plan a story in the form of a story map.
	Lesson 2	Learning Objective: To begin to write an exciting story. Success Criteria: • I can use a story map as a plan. • I can write the opening paragraph(s) of a story based on one I have read. • I can use direct speech and associated punctuation in a story.
	Lesson 3	Learning Objective: To write the central part of an exciting story. Success Criteria: • I can continue writing a story based on one I have read. • I can think about the structure of my story, using paragraphs effectively. • I can check that I am using past tense correctly.
	Lesson 4	Learning Objective: To write the ending and edit an exciting story. Success Criteria: • I can finish writing a story. • I can edit and improve my own story. • I can write a sentence in perfect form of the past tense.

Semester 2

Block 4 – Non-Fiction: Non-Chronological Reports: Harry Potter

Unit 1	Lesson 1	Learning Objective: To explore reports. Success Criteria: • I can read and discuss a report. • I can answer What? Where? When? And Who? Questions about a NCR.
	Lesson 2	Learning Objective: To explore features of reports. Success Criteria: • I can recognise features of a report. • I can read a report and ask questions about it. • I can answer questions about a report.
	Lesson 3	Learning Objective: To read two contrasting reports. Success Criteria: • I can compare two reports. • I can understand that reports have to be balanced and objective.
	Lesson 4	Learning Objective: To explore ideas for a report. Success Criteria: • I can write a short report. • I can keep my report fair and objective.
Unit 2	Lesson 1	Learning Objective: To identify clauses and conjunctions. Success Criteria: • I can recognise a clause in a sentence. • I can identify a conjunction and replace it with other conjunctions.
	Lesson 2	Learning Objective: To extend sentences with conjunctions. Success Criteria: • I can recognise a main clause and a subordinate clause. • I can identify conjunctions. • I can extend a sentence using conjunctions.
	Lesson 3	Learning Objective: To write descriptions using extended sentences. Success Criteria: • I can think of extended sentences to write a description. • I can use different conjunctions.
Unit 3	Lesson 1	Learning Objective: To explore features of school reports. Success Criteria: • I can identify features of reports and see how reports should be objective. • I can compare two texts and discuss differences between them. • I can answer questions about a report.
	Lesson 2	Learning Objective: To identify and discuss features of a school report. Success Criteria: • I can identify features of school reports. • I can discuss ideas for my own fictional school report. • I can begin to plan a fictional school report.
	Lesson 3	Learning Objective: To revise features of reports and write a report. Success Criteria: • I can write a fictional school report. • I understand that reports should be fair and unbiased – i.e. objective. • I can write the report in best using correct spelling and punctuation.
Unit 4	Lesson 1	Learning Objective: To revise prepositions. Success Criteria: • I can identify prepositions. • I can explain what additional information they add to a sentence.

	Lesson 2	**Learning Objective: To revise prepositions and learn about adverbs.**
		Success Criteria:
		• I can recognise adverbs.
		• I can modify adverbs to change a sentence.
		• I can pick adverbs from a list or think of my own.
	Lesson 3	**Learning Objective: To recognise and use adverbs and prepositions.**
		Success Criteria:
		• I can recognise adverbs and prepositions.
		• I can write a report using a mixture of adverbs and prepositions.
		• I can read my writing aloud.
Unit 5	**Lesson 1**	**Learning Objective: To rehearse features and compare texts.**
		Success Criteria:
		• I can compare texts by noticing what is the same and what is different about them.
		• I can record the differences and similarities of two texts.
		• I can recognise some of the features of reports.
	Lesson 2	**Learning Objective: To read and discuss different school reports.**
		Success Criteria:
		• I can read and compare school reports.
		• I can brainstorm my own ideas about a school report.
	Lesson 3	**Learning Objective: To revise features of reports and how to extend sentences.**
		Success Criteria:
		• I can write a school report about Hogwarts.
		• I can organise my work under different headings.
		• I can use adverbs, prepositions, and conjunctions in my writing.
	Lesson 4	**Learning Objective: To finish writing and edit their reports.**
		Success Criteria:
		• I can write a school report about Hogwarts.
		• I can organise my work under different headings.
		• I can edit my writing to include adverbs, prepositions, and conjunctions.

Grade 4 English LEAP Curriculum Overview

Semester 1
Block 1 – Non-Fiction: Reports: Architecture

Unit 1	Lesson 1	Learning Objective: To identify features of non-chronological reports. Success Criteria: • I can identify key features of a non-chronological report. • I can consider the purpose of text features and how they help a reader. • I can identify technical terms.
	Lesson 2	Learning Objective: To summarize a piece of text. Success Criteria: • I can identify the key important points from a non-chronological report. • I can summarise more than one paragraph, leaving out unimportant information. • I can write a summary in my own words.
	Lesson 3	Learning Objective: To write definitions to words. Success Criteria: • I can identify technical words and understand that a glossary defines these terms. • I can use a dictionary to check word meanings. • I can write definitions for a Year 3 audience in my own words.
	Lesson 4	Learning Objective: To write a non-chronological report. Success Criteria: • I can write a short report about a room plan I have drawn. • I know the key features of a Non-Chronological Report.
Unit 2	Lesson 1	Learning Objectives: To identify, insert and use pronouns for cohesion. Success Criteria: • I can identify pronouns. • I can choose the correct pronouns for clarity. • I can recognise when the wrong pronoun has been used and correct it.
	Lesson 2	Learning Objectives: To identify, insert and use pronouns for cohesion. Success Criteria: • I can identify over or under use of pronouns. • I can edit a piece of writing, using pronouns effectively to create flow and cohesion.
	Lesson 3	Learning Objective: To use pronouns to improve cohesion. Success Criteria: • I can use pronouns to create cohesion in writing. • I can link pronouns to their nouns.
Unit 3	Lesson 1	Learning Objective: To answer comprehension questions. Success Criteria: • I can retrieve information from a non-chronological report. • I can answer questions about language and structural features of a non-chronological report.
	Lesson 2	Learning Objective: To identify key elements of a text and summarize. Success Criteria: • I can identify key elements of a paragraph. • I can summarise information from a paragraph in writing. • I can explore the structure of a non-fiction text.
	Lesson 3	Learning Objective: To identify key elements of a text and summarize. Success Criteria: • I can research a landmark and summarise information. • I can plan a non-chronological report about a famous landmark.

	Lesson 4	Learning Objective: To write a topic paragraph for a non-chronological report. Success Criteria: • I can write a topic paragraph for a non-chronological report. • I can use the key language features of a non-chronological report in my writing.
Unit 4	**Lesson 1**	Learning Objective: To join clauses. Success Criteria: • I can create two-clause sentences using conjunctions. • I can use different conjunctions in the same sentence.
	Lesson 2	Learning Objective: To extend clauses and swap their order. Success Criteria: • I can use conjunctions to extend sentences. • I can use conjunctions to open a sentence.
	Lesson 3	Learning Objective: To write a report using extended sentences. Success Criteria: • I can write a report using a range of conjunctions. • I can use conjunctions at the beginning of sentences for impact.
Unit 5	**Lesson 1**	Learning Objective To conduct research. Success Criteria: • I can research features of an eco-home. • I can make notes from my research.
	Lesson 2	Learning Objective: To plan a report. Success Criteria: • I can suggest suitable subheadings for a set of research. • I can organise research notes under subheadings.
	Lesson 3	Learning Objective: To write a report. Success Criteria: • I can organise notes into paragraphs on a theme. • I can extend sentences using conjunctions. • I can write using impersonal language and technical terms.
	Lesson 4	Learning Objective: To edit a report. Success Criteria: • I can edit my work. • I can use pronouns effectively.

Semester 1
Block 2 – Fiction: Traditional Tales: Fables

Unit 1	Lesson 1	**Learning Objective: To read, re-tell, and comprehend fables.** Success Criteria: • I can read aloud in an engaging way. • I can identify the moral of a fable.
	Lesson 2	**Learning objective: To read a fable and answer comprehension questions.** Success Criteria: • I can read and understand fables. • I can answer comprehension questions satisfactorily.
Unit 2	Lesson 1	**Learning objective: (Grammar) To role play dialogue between two fable characters.** Success Criteria: • I can create an interesting dialogue using role-play techniques. • I can record dialogue in speech bubbles.
	Lesson 2	**Learning Objective (Grammar): To write dialogue between two characters.** Success Criteria: • I can use correct speech punctuation when writing dialogue.
	Lesson 3	**Learning Objective (Grammar): To write extended dialogue.** Success Criteria: • I can use correct speech punctuation when writing dialogue.
Unit 3	Lesson 1	**Learning Objective: To use extended sentences to retell a fable.** Success Criteria: • I can extend single clause sentences using conjunctions. • I can identify and use conjunctions.
	Lesson 2	**Learning Objective (Grammar): To identify conjunctions for time and cause.** Success Criteria: • I can identify and use conjunctions for adding information about time or cause.
	Lesson 3	**Learning Objective (Grammar): To use conjunctions expressing time and cause in writing.** Success Criteria: • I can use extended sentences. • I can use conjunctions to give further information about time and cause.
Unit 4	Lesson 1	**Learning Objective: To identify character traits in animal fables.** Success Criteria: • I can identify animals in fables and describe their character traits. • I can relate the animals to the moral of the fable.
	Lesson 2	**Learning Objective: To understand about the morals in fables.** Success Criteria: • I can read fables and understand that fables have morals. • I can discuss what I think the moral of a fable is with other people, expressing my own opinion and listening to others.
Unit 5	Lesson 1	**Learning Objective: To plan own fable incorporating the features.** Success Criteria: • I can identify characters and morals in fables. • I can plan my own fable, devising a moral, appropriate characters and a plot.
	Lesson 2	**Learning Objective: To begin to write first draft of own fable.** Success Criteria: • I can write a fable of my own, based on those read and including relevant features. • I can use extended sentences in my writing. • I can include direct speech in my story.

	Lesson 3	Learning Objective: To write second draft of fable, punctuating dialogue. Success Criteria: • I can write a fable of my own, based on those read and including relevant features. • I can punctuate dialogue correctly. • I can use extended sentences in my writing.
	Lesson 4	Learning Objective: To make corrections to spelling and punctuation. Success Criteria: • I can edit and correct my work, making improvements. • I can write neatly, using clear, legible handwriting.
	Lesson 5	Learning Objective: To produce a final copy of their fable and read it aloud. Success Criteria: • I can write neatly, using clear, legible handwriting. • I can produce a final, correct copy of my work. • I can read my work with expression and enthusiasm.

Semester 2

Block 3 – Fiction: Stories that Raise Issues

Unit 1	**Lesson 1**	Learning Objective: To Research the Amazon rainforest. Success Criteria: • I can read and understand a challenging text. • I can show my understanding with a diagram.
	Lesson 2	Learning Objective: To explore the 'voices' of the story. Success Criteria: • I can learn lines off by heart. • I can write in the style of a book I have read.
	Lesson 3	Learning Objective: To analyse descriptive writing. Success Criteria: • I can expand and improve sentences. • I can make predictions about a book we are reading.
	Lesson 4	Learning Objective: To write in role. Success Criteria: • I can think of arguments for/against a particular action. • I can decide which arguments are most persuasive.
Unit 2	**Lesson 1**	Learning Objective: To use paragraphs in non-fiction. Success Criteria: • I can create paragraphs that are organised around a theme. • I can explain my decisions to others.
	Lesson 2	Learning Objective: To use paragraphs in fiction. Success Criteria: • I can make decisions about paragraph breaks in fiction. • I can explain my decisions.
Unit 3	**Lesson 1**	Learning Objective: To explore the setting of 'The Shaman's Apprentice'. Success Criteria: • I can look carefully at an illustration to imagine the setting of a story. • I can write about a setting.
	Lesson 2	Learning Objective: To read and discuss 'The Shaman's Apprentice'. Success Criteria: • I can prepare and perform a group reading of a text. • I can discuss a book we have read.
	Lesson 3	Learning Objective: To create descriptive writing in 'The Shaman's Apprentice'. Success Criteria: • I can write with fronted adverbials, including the correct punctuation. • I can discuss the descriptive language in a book we are reading.
	Lesson 4	Learning Objective: To create a drama based on 'The Shaman's Apprentice'. Success Criteria: • I can work in a group to present a scene from a book we have read. • I can reflect on what I have learnt from my reading.
Unit 4	**Lesson 1**	Learning Objective: To revise verbs, past and present tense. Success Criteria: • I can identify verbs. • I can find synonyms for verbs. • I can change writing from the present tense to the simple past tense.

	Lesson 2	**Learning Objective: To introduce the present perfect form.** Success Criteria: • I can imagine new actions for a character in a story. • I can write sentences in the present perfect form.
	Lesson 3	**Learning Objective: To write with the present perfect form.** Success Criteria: • I can use the present perfect form. • I can identify the helping and main verbs in the present perfect form.
Unit 5	**Lesson 1**	**Learning Objective: To plan a story.** Success Criteria: • I can innovate a story to make a new plan. • I can explain my plan clearly to someone else.
	Lesson 2	**Learning Objective: To draft the first part of the story.** Success Criteria: • I can draft a planned story. • I can evaluate other's writing.
	Lesson 3	**Learning Objective: To draft the second part of the story.** Success Criteria: • I can write using paragraphs. • I can use ideas and phrases from my reading when I write.
	Lesson 4	**Learning Objective: To Finalise and share stories.** Success Criteria: • I can write using paragraphs. • I can use ideas and phrases from my reading when I write.

Semester 2

Block 4 – Non-Fiction: Persuasion and Argument: Animals in Captivity

Unit 1	Lesson 1	**Learning Objective: To find out about zoos.** Success Criteria: • I can ask research questions. • I can find answers to a question through research. • I can record what I read to research my answers.
	Lesson 2	**Learning Objective: To consider a point of view.** Success Criteria: • I can make statements to voice a point of view. • I can justify my arguments. • I can discuss ideas, taking turns, listening carefully, and responding respectfully.
	Lesson 3	**Learning Objective: To consider a contrasting point of view.** Success Criteria: • I can voice opinions and justify them. • I can choose a register which is suitable for discussion. • I can discuss ideas, taking turns, listening carefully, and responding respectfully. • I am beginning to spot ways to counter an argument.
	Lesson 4	**Learning Objective: To express a point of view in a letter.** Success Criteria: • I can write a letter with a purpose. • I can be persuasive by making a point and then elaborating on it. • I can organise my points into paragraphs.
Unit 2	Lesson 1	**Learning objective: To identify adverbials in persuasive writing.** Success Criteria: • I can identify adverbials. • I know that fronted adverbials are punctuated with a comma. • I know how adverbials can add extra information. • I can identify the point of view being argued in a text.
	Lesson 2	**Learning objective: To select adverbials to present a point of view.** Success Criteria: • I can use adverbials and fronted adverbials. • I can use a comma to punctuate fronted adverbials. • I can select and build adverbials for impact.
	Lesson 3	**Learning objective: To use adverbials to convey a point of view.** Success Criteria: • I can use adverbials and use a comma to punctuate fronted adverbials. • I can write descriptive sentences, using adverbials. • I can assess my own and other's writing.
Unit 3	Lesson 1	**Learning Objective: To identify noun phrases and expanded noun phrases.** Success Criteria: • I can identify noun phrases. • I know that noun phrases are built around a head noun. • I can read and discuss the purpose of an information text. • I know that expanded noun phrases give more information about a noun.
	Lesson 2	**Learning Objective: To build expanded noun phrases, considering the impact.** Success Criteria: • I can write expanded noun phrases. • I can select words for impact. • I can write with a purpose in mind.

	Lesson 3	**Learning Objective:** To write persuasively, using expanded noun phrases.
		Success Criteria: • I can write expanded noun phrases. • I can select words for impact. • I can organise my writing into paragraphs.
	Lesson 4	**Learning Objective:** To evaluate, improve and produce polished writing.
		Success Criteria: • I can evaluate and improve my writing. • I can proofread for spelling, grammar, and punctuation. • I can use neat, joined writing for display.
Unit 4	**Lesson 1**	**Learning Objective:** To explore language features of persuasive texts.
		Success Criteria: • I can identify the purpose of a text and pick out the main points. • I can discuss and record my ideas. • I can identify persuasive techniques in a text.
	Lesson 2	**Learning Objective:** To explore the structure of persuasive texts.
		Success Criteria: • I can read and discuss a text. • I can identify the structure of a persuasive text. • I can summarise the main points of a text.
	Lesson 3	**Learning Objective:** To plan a persuasive speech.
		Success Criteria: • I can plan a persuasive speech using notes. • I can plan a series of points which are elaborated further. • I can use persuasive techniques.
	Lesson 4	**Learning Objective:** To prepare and perform a persuasive speech.
		Success Criteria: • I can give a persuasive speech using notes. • I can evaluate performances and improve my own. • I can speak clearly in front of a group.
Unit 5	**Lesson 1**	**Learning Objective:** To research and plan a persuasive article.
		Success Criteria: • I can research a topic using different sources. • I can pick out useful information and record it as notes. • I can plan a persuasive text.
	Lesson 2	**Learning Objective:** To explore persuasive organisation and devices.
		Success Criteria: • I can add adverbs to organise and persuade. • I can compose rhetorical questions. • I can write a clear introduction to a text.
	Lesson 3	**Learning Objective:** To write persuasive paragraphs which induce emotion.
		Success Criteria: • I can use expanded noun phrases for impact. • I can organise my writing into paragraphs. • I can use persuasive techniques.
	Lesson 4	**Learning Objective:** To complete and improve a persuasive article.
		Success Criteria: • I can write a conclusion, summing up the main point of my writing. • I can use adverbials and punctuate them. • I can improve my writing for sense, accuracy, and impact.

Grade 5 English LEAP Curriculum Overview

Semester 1
Block 1 – Non-Fiction: Reports and Recounts: Migration

Unit 1	Lesson 1	**Learning Objective: To identify features of a report.** Success Criteria: • I can talk about the features of a report. • I can annotate a text to show report features.
	Lesson 2	**Learning Objective: To conduct research.** Success Criteria: • I can research information from non-fiction. • I can present and explain the information that I have researched.
	Lesson 3	**Learning Objective: To plan and draft a report.** Success Criteria: • I can plan a report based on my research. • I can write a first draft organised in paragraphs.
	Lesson 4	**Learning Objective: To conclude and edit a report.** Success Criteria: • I can finalise my writing. • I can share my writing with others.
Unit 2	Lesson 1	**Learning Objective: To use adverbials for cohesion between paragraphs.** Success Criteria: • I can identify the topic of a paragraph. • I can write topic sentences that begin with adverbials.
	Lesson 2	**Learning Objective: To use adverbials and conjunctions for cohesion within paragraphs.** Success Criteria: • I can identify adverbials and conjunctions. • I can write sentences using fronted adverbials.
	Lesson 3	**Learning Objective: To use pronouns for cohesion within paragraphs.** Success Criteria: • I can use a range of devices to improve cohesion.
Unit 3	Lesson 1	**Learning Objective: To identify and use parentheses.** Success Criteria: • I can identify parentheses. • I can add parentheses to sentences.
	Lesson 2	**Learning Objective: To include parentheses in written text.** Success Criteria: **Outcomes** • I can use notes to write full sentences. • I can include parentheses in my writing.
Unit 4	Lesson 1	**Learning Objective: To infer information about a character.** Success Criteria: • I can identify information and draw inferences about a character. • I can record my ideas as notes. • I can explain my ideas to others.
	Lesson 2	**Learning Objective: To infer a character's emotions.** Success Criteria: • I can identify a character's emotions. • I can explain how these change through the course of events.

	Lesson 3	**Learning Objective: To find information to support predictions.** Success Criteria: • I can make and comment on predictions. • I can report on my findings from my reading.
	Lesson 4	**Learning Objective: To investigate reasons for migration.** Success Criteria: • I can use read text closely and use clues to make links. • I can research additional information on a theme.
Unit 5	**Lesson 1**	**Learning Objective: To discuss a piece of artwork and its message.** Success Criteria: • I can talk about a piece of artwork. • I can combine an illustration with writing, in order to communicate a message.
	Lesson 2	**Learning Objective: To create a piece of artwork with a clear and powerful message.** Success Criteria: • I can create an illustration that represents migration. • I can write a message in response to the experience of migrants.
	Lesson 3	**Learning Objective: To create a piece of artwork with a clear and powerful message.** Success Criteria: • I can create an illustration that represents migration. • I can write a message in response to the experience of migrants.
	Lesson 4	**Learning Objective: To discuss a piece of artwork and its message.** Success Criteria: • I can write about a piece of artwork. • I can discuss what I like about other people's work.

Semester 1
Block 2 – Fiction: Short Stories

Unit 1	Lesson 1	**Learning Objective: To identify the genre of a story.** Success Criteria: • I can read a variety of short stories. • I can identify the genre of a story.
	Lesson 2	**Learning Objective: To identify features of short horror stories and make predictions.** Success Criteria: • I can identify the features of a horror story. • I can make predictions about a story.
	Lesson 3	**Learning Objective: To Spell words with silent letters.** Success Criteria: • I can spell some words with 'silent' letters.
	Lesson 4	**Learning Objective: To retell a short story.** Success Criteria: • I can answer questions about a story. • I can tell a story orally.
Unit 2	Lesson 1	**Learning Objectives: To extend sentences with adverbials.** Success Criteria: • I can identify adverbials. • I can add adverbials to give more information about a main clause.
	Lesson 2	**Learning Objective: To explore the effects of time adverbials.** Success Criteria: • I can use fronted adverbials. • I can talk about the effect of using different adverbials.
	Lesson 3	**Learning Objective: To us adverbials for Cohesion.** Success Criteria: • I can use adverbials for cohesion. • I can discuss and evaluate someone else's writing.
Unit 3	Lesson 1	**Learning Objective: To make inferences and predictions.** Success Criteria: • I can make inferences about characters in stories. • I can imagine 'back-stories' for characters I am reading about.
	Lesson 2	**Learning Objective: To imagine a prequel for a story.** Success Criteria: • I can draft a prequel for a story I have read.
	Lesson 3	**Learning Objective: to draft a prequel to a story.** Success Criteria: • I can draft a prequel in the style of the original story.
	Lesson 4	**Learning Objective: To edit and improve writing.** Success Criteria: • I can evaluate and improve my writing. • I can predict what might happen next in a story.
Unit 4	Lesson 1	**Learning Objective: To identify past and present tense.** Success Criteria: • I can identify past and present tense. • I can check for consistent use of tense in writing.
	Lesson 2	**Learning Objective: To use the perfect form of verbs.** Success Criteria: • I can identify verbs in the perfect form. • I can write in the present perfect, the past perfect, and the future perfect.

	Lesson 3	Learning Objective: To write about a story using the perfect form. Success Criteria: • I can write about a story using the perfect form.	
Unit 5	**Lesson 1**	Learning Objective: To analyse stories. Success Criteria: • I can analyse several stories from one book. • I can explain my findings.	
	Lesson 2	Learning Objective: To plan a short story. Success Criteria: • I can plan a short story. • I can start to tell my story from a plan.	
	Lesson 3	Learning Objective: To write in paragraphs with cohesion. Success Criteria: • I can write in paragraphs with cohesion. • I can draft a short story.	
	Lesson 4	Learning Objective: To write a short story. Success Criteria: • I can make improvements to my writing. • I can present my writing carefully.	

Semester 2
Block 3 – Fiction: Stories that Raise Issues

Unit 1	**Lesson 1**	Learning Objective: To read and discuss a range of persuasive texts. Success Criteria: • I can read a range of persuasive texts. • I can discuss features of texts, analysing impact of devices. • I can create a shared list of criteria for persuasive texts.
	Lesson 2	Learning Objective: To identify fact and opinion. Success Criteria: • I can distinguish between fact and opinion. • I can evaluate how language is used to persuade. • I can discuss ideas, taking turns, listening carefully, and responding respectfully.
	Lesson 3	Learning Objective: To explore the structure of persuasive writing. Success Criteria: • I can pick out the main points of a text. • I can identify and categorise elaborating information. • I can identify rhetorical questions and discuss the impact of these.
	Lesson 4	Learning Objective: To make and elaborate points. Success Criteria: • I can plan a persuasive article with a group. • I can elaborate on a point. • I can evaluate my group's writing according to how persuasive it is.
Unit 2	**Lesson 1**	Learning Objective: To identify modal verbs. Success Criteria: • I can identify modal verbs and the verbs they are modifying. • I can choose modal verbs for impact. • I can discuss the impact of modal verbs.
	Lesson 2	Learning Objective: To explore the impact of modal verbs. Success Criteria: • I can identify modal verbs. • I can change the impact of a text using modal verbs. • I can evaluate the impact of modal verbs in a text.
	Lesson 3	Learning Objective: To use modal verbs to persuade. Success Criteria: • I can use modal verbs to express degrees of possibility. • I can write in the style of texts I have read. • I can write persuasively.
Unit 3	**Lesson 1**	Learning Objective: To read and answer questions about famous speeches. Success Criteria: • I can read challenging historical texts. • I can answer questions about a speech. • I can listen to a persuasive speech and discuss techniques used by the speaker.
	Lesson 2	Learning Objective: To explore persuasive devices in speeches. Success Criteria: • I can analyse a speech for persuasive features. • I can consider the impact of audience and purpose. • I can discuss ideas, taking turns, listening carefully, and responding respectfully.

	Lesson 3	**Learning Objective: To explore persuasive devices in protest songs.** Success Criteria: • I can evaluate lyrics for persuasive content. • I can discuss my ideas in a group. • I can present my ideas using notes.
	Lesson 4	**Learning Objective: To adapt protest songs for a new purpose.** Success Criteria: • I can change the purpose of song lyrics. • I can develop ideas based on my reading. • I can choose language for impact. • I can use persuasive devices.
Unit 4	**Lesson 1**	**Learning Objective: To explore conjunctions for cohesion.** Success Criteria: • I can identify conjunctions and the clauses they are joining. • I can choose conjunctions for cohesion. • I can discuss the impact of conjunctions.
	Lesson 2	**Learning Objective: To explore adverbs for cohesion.** Success Criteria: • I can identify adverbs and punctuate them with commas. • I can choose adverbs for cohesion. • I can discuss the impact of adverbs.
	Lesson 3	**Learning Objective: To use conjunctions and adverbs in cohesive writing.** Success Criteria: • I can use conjunctions and adverbs for cohesion. • I can assess the impact of cohesive devices. • I can write persuasively with an audience and purpose in mind.
Unit 5	**Lesson 1**	**Learning Objective: To plan a persuasive speech.** Success Criteria: • I can plan persuasive text using skeleton model. • I can develop my ideas, including Internet-based research. • I can evaluate my own and other's plans.
	Lesson 2	**Learning Objective: To draft a persuasive speech, including persuasive language.** Success Criteria: • I can use modal verbs for impact. • I can write a first draft of a persuasive text. • I can evaluate my own writing for use of persuasive devices.
	Lesson 3	**Learning Objective: To revise a speech for cohesion, including adverbs and conjunctions.** Success Criteria: • I can use conjunctions and adverbs for cohesion. • I can evaluate the impact of my writing. • I can make improvements based on my evaluations.
	Lesson 4	**Learning Objective: To produce and deliver a polished speech, ensuring maximum impact.** Success Criteria: • I can produce a polished version of my writing. • I can choose language for impact, using a thesaurus. • I can perform my writing effectively.

Semester 2

Block 4 – Fiction: Fantasy Stories: Shaun Tan

Unit 1	Lesson 1	**Learning Objective: To Introduce Tales from Outer Suburbia by Shaun Tan.**
		Success Criteria: • I can talk about what I expect a book to be like. • I can give reasons for my ideas.
	Lesson 2	**Learning Objective: To explore the story, 'Eric'.**
		Success Criteria: • I can answer questions about a story that I have read. • I can draw inferences about a character. • I can make suggestions about an author's intentions.
	Lesson 3	**Learning Objective: To read a set of Shaun Tan stories.**
		Success Criteria: • I can read a set of short stories. • I can discuss and compare these stories.
	Lesson 4	**Learning Objective: To summarise Shaun Tan stories.**
		Success Criteria: • I can summarise a story that I have read. • I can think of ideas for a creative response to a story.
Unit 2	Lesson 1	**Learning Objective: To identify modal verbs.**
		Success Criteria: • I can identify modal verbs. • I can talk about the difference in meaning that different modal verbs bring.
	Lesson 2	**Learning Objective: To identify and use modal verbs.**
		Success Criteria: • I can speculate about characters from a story. • I can write using modal verbs.
	Lesson 3	**Learning Objective: To write using modal verbs.**
		Success Criteria: • I can make predictions about the characters in a story. • I can write using modal verbs.
Unit 3	Lesson 1	**Learning Objective: To explore settings in The Lost Thing.**
		Success Criteria: • I can make and discuss careful observations. • I can talk about how a writer has been inspired.
	Lesson 2	**Learning Objective: To discuss characters, plot, themes, and style in The Lost Thing.**
		Success Criteria: • I can discuss a story that I have read. • I can consider the impact of language, structure, and presentation.
	Lesson 3	**Learning Objective: To compare Shaun Tan stories.**
		Success Criteria: • I can read a set of short stories. • I can make and discuss comparison about these stories.
	Lesson 4	**Learning Objective: To write comparisons about Shaun Tan stories.**
		Success Criteria: • I can write a comparison between two stories. • I can talk about an author's style and the themes that interest them.

Unit 4	Lesson 1	**Learning Objective: To introduce the fantasy short story: Cicada.** Success Criteria: • I can research and present information from non-fiction texts. • I can make predictions about a story.
	Lesson 2	**Learning Objective: To role-play and write dialogue.** Success Criteria: • I can role-play a scene from a story. • I can write dialogue using the correct punctuation. • I can use dialogue to show characters and to move on the action.
	Lesson 3	**Learning Objective: To use informal language in dialogue.** Success Criteria: • I can role-play a scene from a story. • I can write dialogue using the correct punctuation. • I can write dialogue using the tone and vocabulary of my characters.
	Lesson 4	**Learning Objective: To respond to the short story: Cicada.** Success Criteria: • I can talk about how an author has used language in their writing. • I can explain my own understanding of what I have read.
Unit 5	Lesson 1	**Learning Objective: To introduce parenthesis.** Success Criteria: • I can use parenthesis to add information to sentences. • I can punctuate parenthesis.
	Lesson 2	**Learning Objective: To choose punctuation for parentheses.** Success Criteria: • I can add punctuation to make parenthesis clear. • I can use punctuation selectively for impact and depending on context.
	Lesson 3	**Learning Objective: To write using parentheses.** Success Criteria: • I can write a book review. • I can use parenthesis in my writing.
Unit 6	Lesson 1	**Learning Objective: To choose an idea for a short story.** Success Criteria: • I can create an idea for a short story. • I can explain my idea to somebody else.
	Lesson 2	**Learning Objective: To plan a short story.** Success Criteria: • I can plan a short story. • I can explain my story ideas to others.
	Lesson 3	**Learning Objective: To draft a short story.** Success Criteria: • I can draft a short story. • I can use dialogue. • I can use parentheses.
	Lesson 4	**Learning Objective: To complete and finalise a short story.** Success Criteria: • I can finish, check, and edit a short story. • I can evaluate my own writing.