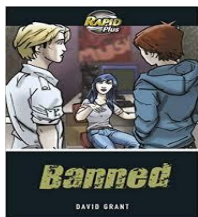
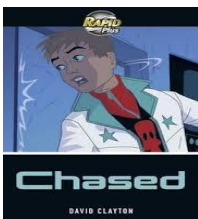


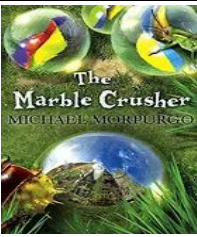
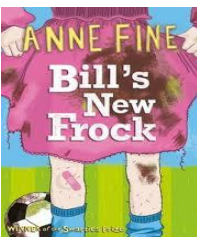
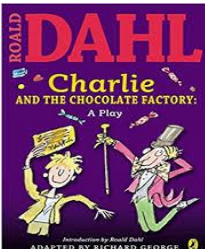
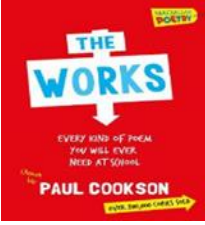
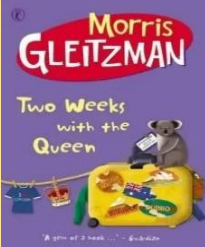
Sample of Quest texts

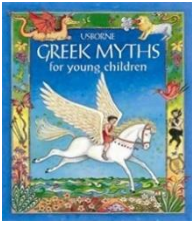
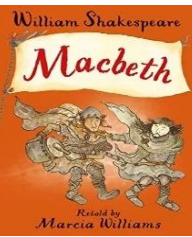

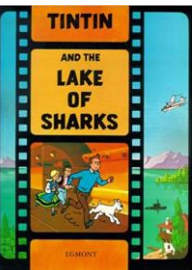
Listed below is a sample list of the Quest texts available as part of the programme, together with very abbreviated details of Learning Objectives. The reading age associated with each level is provided below. Units of study last from one to four weeks.

| Quest Level 1 (GCSE Level EL - Reading Age approximately 6 years) | | |
|---|-------------------------|---|
|  | Title and author | Into the Net/Was it me?: 1 week Emma Caulton/Tony Norman |
| | Phonics focus | /g/ /o/ /c/ /k/ /u/ /r/, blending and segmenting. |
| | Reading focus | Use strategies to decode text and read for understanding. |
| | Writing focus | To write two sentences. |
| | Grammar focus | Capital letter and full stop. |
|  | Title and author | Backfired: 1 week Dee Reid |
| | Phonics focus | /th /sh/ /ch/ /z/, blending and segmenting. |
| | Reading focus | Use strategies to decode text and read for understanding. |
| | Writing focus | To plan and write recipes for a three-course meal. |
| | Grammar focus | Conjunctions. |
|  | Title and author | Kick off to the Sun: 1 week Tony Norman |
| | Phonics focus | /qu/ /ng/ /nk/ /x/, blending and segmenting. |
| | Reading focus | Use strategies to decode text and read for understanding and to retrieve information from the text. |
| | Writing focus | To write a short football commentary. |
| | Grammar focus | Exclamation marks |
|  | Title and author | The Dragon's Fang: 1 week Alison Hawes |
| | Phonics focus | /ee/ /ea/ /-y/, blending and segmenting. |
| | Reading focus | Strategies to decode text and read for comprehension. |
| | Writing focus | To write a text sequencing events and using the past tense. |
| | Grammar focus | To write sentences using simple correct punctuation. |
|  | Title and author | The Lion's Skin: 1 week Alison Hawes |
| | Phonics focus | /ie/ /i-e/ /igh/ and /y/ (igh), blending and segmenting. |
| | Reading focus | Strategies to decode and retrieve information from a text. |
| | Writing focus | To write a short story to entertain a young child. |
| | Grammar focus | To sequence story events. |
| Quest Level 2 (GCSE Level EL- Reading Age approximately 7 years) | | |
|  | Title and author | Boffin Boy and The Red Wolf: 1 week David Orme |
| | Phonic focus | /ai/ /ay/ /a_e/ /ee/ /ea/ /y/ /c/ (soft c), blending and segmenting. |
| | Reading focus | Decode, comprehend, retrieve information and infer. |
| | Writing focus | To write a short manga style cartoon story. |
| | Grammar focus | Contractions. |

| | | |
|---|-------------------------|---|
|  | Title and author | Boffin Boy and the Temples of Mars: 1 week David Orme |
| | Phonics focus | /ar/ /oa/ /o-e/ /ur/ /er/, blending and segmenting. |
| | Reading focus | Decode, comprehend, retrieve information infer. |
| | Writing focus | To write a 'letter' home from outer space. |
| | Grammar focus | Adjectives. |
| NO TEXT Planning provided in unit. | Title | Song Lyrics: 1 week |
| | Phonic focus | /igh/ /ie/ /i-e/ /y/ /ow/ /ou/ /ow/ /ee/, blending and segmenting. |
| | Reading focus | Decode, comprehend, retrieve information, infer and comment on writer's use of language. |
| | Writing focus | Write a song using imaginative language to create a mood. |
| | Grammar focus | To identify and manipulate vocabulary that evokes mood. |
|  | Title and author | The Listener: 2 weeks Elizabeth Laird and Pauline Hazelwood |
| | Phonics focus | /dge/ /ge/ /j/ /ire/ /ci/ /ti/ /sh/ /s/ (soft c), blending and segmenting. |
| | Reading focus | Decode, comprehend, retrieve information, comment on writer's use of language, purpose and viewpoint. |
| | Writing focus | To write an adventure story as a graphic novel. To write a 'News at Ten'-style news bulletin. |
| | Grammar focus | Question marks and exclamation marks. |
|  | Title and author | Banned: 1 week David Grant |
| | Phonic focus | /er/ /ur/ /ir/, blending and segmenting. |
| | Reading focus | Decode, comprehend, retrieve information, infer. |
| | Writing focus | Write an information leaflet about safe internet use. |
| | Grammar focus | To use contractions and punctuate sentences correctly. |
|  | Title and author | Boffin Boy and The Quest for Wisdom: 1 week David Orme |
| | Phonics focus | /qu/ /or/ /aw/ /or/, blending and segmenting. |
| | Reading focus | Decode, comprehend, retrieve information, infer, identify author's viewpoint. |
| | Writing focus | To write an amusing text entitled 'The Ancient Wisdom'. |
| | Grammar focus | Punctuate sentences correctly and use effective language. |
|  | Title and author | Busted: 1 week David Grant |
| | Phonic focus | /oy/ /tch/, blending and segmenting. |
| | Reading focus | Decode, comprehend, retrieve information, infer. |
| | Writing focus | Write a factual account of interesting historical facts. |
| | Grammar focus | Punctuate sentences correctly and use effective language. |
|  | Title and author | Chased: 1 week David Clayton |
| | Phonics focus | /u-e/ /ew/ /ue/, blending and segmenting. |
| | Reading focus | Decode, comprehend, retrieve information, infer. |
| | Writing focus | To write a short science fiction story set on another planet. |
| | Grammar focus | Punctuate sentences correctly and use inverted commas. |



Quest Level 3 (GCSE Level 1- Reading Age approximately 8-9 years)

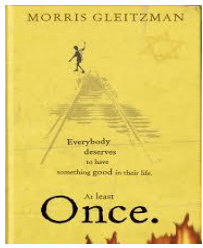
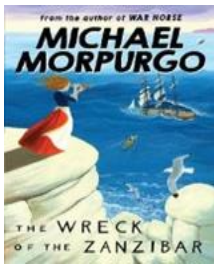
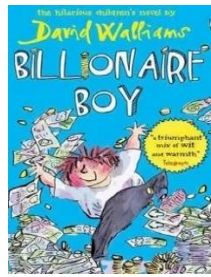
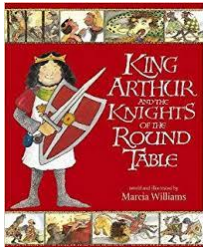
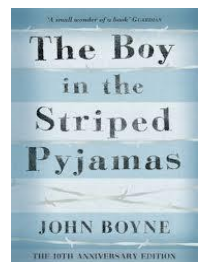
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|  | Title and author | The Marble Crusher: 1 week Michael Morpurgo |
| | Spelling focus | Prefix 're-', irregular spellings. |
| | Reading focus | Identify the main story points, infer, deduce. |
| | Writing focus | Write a structured, advisory e-mail using appropriate vocabulary. |
| | Grammar focus | Use imperative verbs and organise paragraphs effectively. |
|  | Title and author | Bill's New Frock: 2 weeks Anne Fine |
| | Spelling focus | Suffixes, prefixes dis-, mis-, /ou/, irregular spellings. |
| | Reading focus | Identify the theme and the author's viewpoint. |
| | Writing focus | To draft a modern version of Rapunzel. To create an advert for a dress. |
| | Grammar focus | Adjectives, superlatives, inverted commas for speech and time conjunctions. |
|  | Title and author | Charlie and the Chocolate Factory (Play): 2 weeks Roald Dahl adapted by Richard George |
| | Spelling focus | /ay/ sound spelt ei, eigh, ey /zhun/, irregular spellings. |
| | Reading focus | Infer with supporting evidence, author's use of language and organisation of text for effect. |
| | Writing focus | To write a description of the Buckets' home. To write an extract from Charlie's memoir. |
| | Grammar focus | Cohesive devices organising work/description- adverbials. |
|  | Title and author | Shape Poems from The Works: 1 week Paul Cookson |
| | Spelling focus | Prefix 'sub-', irregular spellings. |
| | Reading focus | Language, form/structure of poems and effect on readers. |
| | Writing focus | Plan & write an effective shape poem with a water theme. |
| | Grammar focus | To identify different word types. |
|  | Title and author | Two Weeks with The Queen: 2 weeks Morris Gleitzman |
| | Spelling focus | prefixes: un-, dis-, mis-, -sion, irregular spellings. |
| | Reading focus | Character presentation, supporting evidence, inference, impact of author's use of language and viewpoint. |
| | Writing focus | To write a letter. To write an article for a local newspaper. |
| | Grammar focus | Past and present tense, time conjunctions & paragraphs. |
| NO TEXT Planning provided in unit. | Title | Understanding TV: 2 weeks |
| | Spelling focus | suffixes -ation/-sion, irregular spellings. |
| | Reading focus | Genres and features of TV drama, effectiveness of music, scenes, direction. Analysis of tone and language of drama and impact on target audience. |
| | Writing focus | Draft character profile for a character in a new soap. Devise a new animated pre-school show & write script. |
| | Grammar focus | Verb tenses, adverbs, determiners, prefixes. |

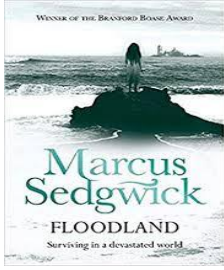
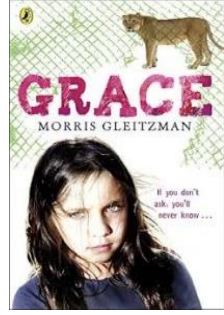
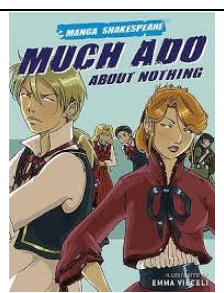
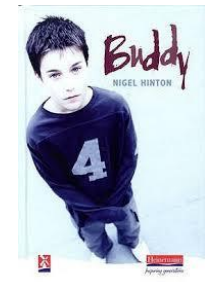
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|  | Title and author | Greek Myths: 1 week Retold by Heather Amery |
| | Spelling focus | Suffixes -ation, -sion, irregular spellings. |
| | Reading focus | Features of myths related to myths read. |
| | Writing focus | Write a myth featuring a character from a myth in texts. |
| | Grammar focus | Sequencing information, paragraphs for stories |
|  | Title and author | Macbeth: 1week William Shakespeare, presented by Marcia Williams |
| | Spelling focus | Suffix -ly, irregular spellings. |
| | Reading focus | Identify key events and characters and comment on how they are presented. |
| | Writing focus | Write a letter to Macbeth offering advice on his situation. |
| | Grammar focus | Co-ordinating conjunctions. |
| NO TEXT Planning provided in unit. | Title | Investigating letters: 1 week |
| | Spelling focus | Suffix /shun/, irregular spellings. |
| | Reading focus | Language, style, layout of letters with different purposes and impact on the target audience. |
| | Writing focus | Write a letter to the author of a book they have read, sharing their ideas about the text. |
| | Grammar focus | Co-ordinating conjunctions/varying sentence length & style. |
|  | Title and author | Oliver Twist: 2 weeks Charles Dickens, presented by Marcia Williams |
| | Spelling focus | /k/ and /s/ spelt ch, /s/ spelt sc, /ei/, irregular spellings. |
| | Reading focus | Plot and characters, structure of text, social historical and cultural context, author's use of language and viewpoint. Make supported inferences. |
| | Writing focus | Write a description of Victorian London. Write a narrative poem version of 'A Christmas Carol'. |
| | Grammar focus | Adverbs/description/structure of quatrains |
|  | Title and author | Traditional Stories Told in Rhyme from The Works Paul Cookson: 1 week |
| | Spelling focus | Prefixes il, im, in, irregular spellings. |
| | Reading focus | To analyse a range of poetry based on traditional stories. |
| | Writing focus | To write a poem based on a traditional story. |
| | Grammar focus | Choosing words for appropriateness and effect/determiners. |
|  | Title and author | Tin Tin and the Lake of Sharks: 2 weeks Herge |
| | Spelling focus | Suffixes with syllables and vowels, irregular spellings. |
| | Reading focus | Comprehend, re-state key points, infer with supporting evidence, understand writer's use of language. |
| | Writing focus | Write an entry for Tintin's blog, recording holiday details. Write an essay explaining why Tintin is a good detective. |
| | Grammar focus | Determiners/connectives/format of blog. |
| NO TEXT Planning provided in unit. | Title | Adverts: 1 week |
| | Spelling focus | Suffix -sion and irregular spellings. |
| | Reading focus | Structure, presentation, language choice of adverts, & effect on audience. Explore adverts in print, moving images & audio, providing evidence. |
| | Writing focus | Write an advertising campaign for a product/ & audience. |

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| | Grammar focus | Synonyms and tailoring writing for a specific audience. |
|  | Title and author | Conker: 1 week Michael Morpurgo |
| | Spelling focus | Apostrophe for possession, irregular spellings. |
| | Reading focus | Identify author's viewpoint, infer. |
| | Writing focus | Retell part of the story from the point of view of one of the characters. |
| | Grammar focus | Prepositions and varying sentence length for effect. |
|  | Title and author | Earthquakes and Tsunamis: 1 week Emily Bone |
| | Spelling focus | /s/ and /k/ spelt ch and /s/ spelt sc, irregular spellings. |
| | Reading focus | Identify and use relevant information from text. Comment on presentational features of the text. |
| | Writing focus | Write a description of experiencing earthquake or tsunami. |
| | Grammar focus | Organise ideas for effect and subordinate clauses. |
|  | Title and author | Robin Hood: 2 weeks Marcia Williams |
| | Spelling focus | Prefixes re-, sub-, inter-, super-, anti-, auto-, irregular spellings. |
| | Reading focus | Compare different versions of the same story & consider the impact on the audience; identify main story points, Infer and deduce, with supporting evidence from the text. |
| | Writing focus | Write an adventure for Robin including dialogue. Write a magazine-style character-profile on Robin Hood. |
|  | Grammar focus | Subordinate clauses, conventions of speech punctuation, clauses, adjectives. |
| | Title and author | Who's a Big Bully Then?: 2 weeks Michael Morpurgo |
| | Spelling focus | Homophones. |
| | Reading focus | Plot & character inferences, author's choice of language. |
| | Writing focus | Write a letter of advice on how to respond to bullying. To write a review of 'Who's a Big Bully Then'. |
| | Grammar focus | Varying length of sentences, syntax, conjunctions. |

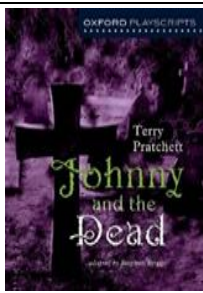
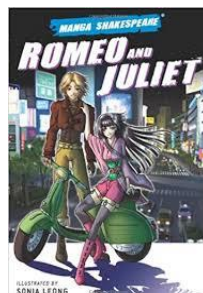
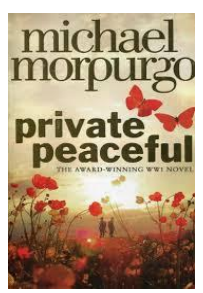
Quest Level 4 (GCSE Level 2 Reading Age approximately 9-10 years)

| | | |
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|  | Title and author | Caribbean Poetry- Under the Moon and Over the Sea & The Works: 1 week |
| | Spelling focus | Prefixes un-, dis-, mis-, irregular spellings. |
| | Reading focus | Caribbean poetry and impact of context of the writers. |
| | Writing focus | To write a poem in the Caribbean style. |
| | Grammar focus | Alliteration, adjectives and use of non-standard English. |
|  | Title and author | Journey to Jo'burg: 2 weeks |
| | Spelling focus | Suffix -ation, prefix -inter, identify nouns. |
| | Reading focus | Investigate a story opening & plot building to resolution. |
| | Writing focus | Write a new scene and an appropriate new ending. |



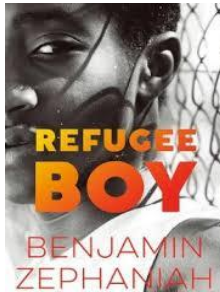
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| | Grammar focus | Synonyms, direct and reported speech. |
|  | Title and author | Once: 2 weeks Morris Gleitzman |
| | Spelling focus | Sounds /chuh/, /zhuh/, homophones, irregular spellings. |
| | Reading focus | Deduce, infer and retrieve information. Structure & organisation of text, writer's viewpoint/effect on reader. |
| | Writing focus | To write one of Felix's stories. To write an additional final chapter to the story. |
| | Grammar focus | Fronted adverbials, organise ideas for effect. |
|  | Title and author | The Wreck of The Zanzibar: 2 weeks Michael Morpurgo |
| | Spelling focus | Suffix -ly, irregular spellings. |
| | Reading focus | Select key ideas & understand order of events (flashbacks). |
| | Writing focus | Write a description of a storm and a newspaper report. |
| | Grammar focus | Use range of conjunctions/synonyms. |
|  | Title and author | Billionaire Boy: 3 weeks David Walliams |
| | Spelling focus | Suffixes -able, -ably, -ible, -ibly, homophones, add -es to nouns and verbs ending in -y, irregular spellings. |
| | Reading focus | Character development, inference, structure and language conveying author's viewpoint, use quotations. |
| | Writing focus | Write a persuasive letter to the Head teacher. Write an additional chapter to the story. Write the front page of a newspaper report. |
| | Grammar focus | Persuasive language, it's/its, standard & spoken English, structuring writing effectively, punctuate direct speech. |
|  | Title and author | King Arthur and the Knights of the Round Table: 1 week Marcia Williams |
| | Spelling focus | Suffix -ous. |
| | Reading focus | Key events and ideas, deduce and infer, writer's purpose and effect on the reader. |
| | Writing focus | To write a new adventure for King Arthur or a knight. |
| | Grammar focus | Pronouns & nouns, punctuate direct speech accurately. |
| NO TEXT Planning provided in unit. | Title | Letters for Different Purposes: 1 week |
| | Spelling focus | Suffix -ly for adverbs, irregular spellings. |
| | Reading focus | Identify the purpose of a letter or e-mail and explore the writer's viewpoint. |
| | Writing focus | Write a letter persuading parents to give to a charity event. |
| | Grammar focus | Persuasive words and phrases, use of nouns and pronouns. |
|  | Title and author | The Boy in the Striped Pyjamas: 4 weeks John Boyne |
| | Spelling focus | Suffixes -ion, -tion, -ssion, /u/ spelt ou, /k/ spelt que and ue, /sh/ spelt ch, /s/ spelt sc, /ai/ spelt ey, ei, eight, homophones, apostrophes for plurals, prefix -un, irregular spellings. |
| | Reading focus | Make inferences about situations and characters, cause and effect, compare story ending to stories previously read. |
| | Writing focus | To write the beginning of a story using inference. - To write a description of a strange place. - To write a letter of advice to Bruno - To write a review of the book. |

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| | Grammar focus | Write using inference, noun phrases, powerful paragraphs, write for an audience, use emotive language, cohesive paragraphing, brackets and hyphens. |
| NO TEXT Planning provided in unit. | Title | Investigating Websites: 1 week |
| | Spelling focus | Adding prefixes to root words (mis-, super-), homophones, irregular spellings. |
| | Reading focus | To compare different websites with a common purpose. |
| | Writing focus | To create a website homepage. |
| | Grammar focus | Use prefixes to make antonyms, page design. |
| NO TEXT Shrek DVD required. | Title and author | Reading Film: 1 week Shrek DVD |
| | Spelling focus | Suffix -ation, irregular spellings. |
| | Reading focus | To identify the narrative structure of film. |
| | Writing focus | To write a synopsis for a film. |
| | Grammar focus | Consistent use of present tense, paragraphs, |
|  | Title and author | Floodland: 1 week Marcus Sedgwick |
| | Spelling focus | Spellings of words with endings sounding like /zhun/, /chuh/, homophones, irregular spellings. |
| | Reading focus | To understand, deduce and infer key ideas from the text. |
| | Writing focus | To write a review of the novel. |
| | Grammar focus | Cohesive paragraphing, variety of sentence types, commas. |
|  | Title and author | Grace: 2 weeks Morris Gleitzman |
| | Spelling focus | Prefixes before root words (mis-, dis-, in-, -im-, il) irregular spellings. |
| | Reading focus | Understand and make inferences about key events and characters, language and structure, author's viewpoint. |
| | Writing focus | Write and perform a monologue of Grace's feelings. Write a letter of advice to Grace. |
| | Grammar focus Mini lesson | Add performance notes to monologue, conjunctions, accurate punctuation, formal/informal writing. |
|  | Title and author | Much Ado About Nothing (Manga Shakespeare): 2 weeks Richard Appignanesi |
| | Spelling focus | /i/ sound spelt y not as a word ending (myth), /u/ sound spelt ou, suffixes -sure, -sion /k/ sound spelt ch, irregular spellings. |
| | Reading focus | Key events & characters, character development, inference. |
| | Writing focus | To write Beatrice's diary after meeting Benedick. To write the front page of a newspaper report. |
| | Grammar focus | It's/its, sentence development, punctuate direct speech. |
| Quest Level 5 (GCSE Level 3 Reading Age approximately 10-11 years) | | |
|  | Title and author | Buddy: 3 weeks Nigel Hinton |
| | Spelling focus | Homophones and words that are easily confused, irregular spellings. |
| | Reading focus | Understand, deduce and infer ideas and use quotations, understand writer's use of language and purpose. |
| | Writing focus | Write an Estate Agent's version of 56 Croxley Street. Write a script of the parents' evening. To write Buddy's diary entry at the end of the novel. |
| | Grammar focus | Vary sentence length, apostrophes, main and subordinate clauses standard and non-standard English. |

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|--|---------------------------|--|
| NO TEXT Planning provided in unit. | Title | Becoming Media Savvy: 2 weeks |
| | Spelling focus | Suffix -cious, irregular spellings. |
| | Reading focus | Explore use of language in media and the impact of advertising on consumers. |
| | Writing focus | Adapt script to create a specific tone/write cinema advert. |
| | Grammar focus | Understand question types & modal verbs. |
| NO TEXT Extracts provided in planning. | Title and author | Narrative Poetry: The Highwayman & The Lady of Shallott Alfred Moyes/ Alfred Lord Tennyson- 1 week |
| | Spelling focus | Word endings sounding like /shul/, suffix -tial, irregular spellings, homophones. |
| | Reading focus | Read, analyse and enjoy narrative poetry/ poetic devices. |
| | Writing focus | To write a narrative poem using figurative language. |
| | Grammar focus | Semi-colons, conventions of writing poetry. |
|  | Title and author | Skellig: 3 weeks David Almond |
| | Spelling focus | Endings -cious & -sious'; endings sounding like /-shul/, irregular spellings. |
| | Reading focus | Inferences about the situation at the beginning and end of the story, use of language to create mood. |
| | Writing focus | Write a story opening inviting the reader to make inferences. Write a descriptive piece with a character behaving oddly. Write an alternative ending. |
| | Grammar focus | Commas; brackets; dashes; relative clauses; inverted commas for speech; vary sentence length; punctuation. |
|  | Title and author | The Tempest: 2 weeks Shakespeare/adapted-Paul Duffield & Richard Appignanesi |
| | Spelling focus | Homophones, irregular spellings. |
| | Reading focus | Identify the key themes and events, how text format influences meaning, impact of language choice on character development and the impact on the reader. |
| | Writing focus | Write a detailed description of a sea-storm. Refine a newspaper article reporting the return of Prospero as the Duke of Milan. |
| | Grammar focus | Vocabulary, varying sentence length, cohesion, relative clauses. |
| NO TEXT Extracts provided in unit. | Titles and authors | Classic Extracts (Tom Sawyer; Little Women; The Water Babies; Oliver Twist; Black Beauty): 2 weeks Various authors |
| | Spelling focus | Suffixes sounding like /shun/ and /zhun/, irregular spellings. |
| | Reading focus | Understand, deduce, infer information events and ideas using quotations. Understand the importance of social and historical context. |
| | Writing focus | Add detail/dialogue to a scene from Little Women. Draft another scene for Black Beauty in Anna Sewell's style. |
| | Grammar focus | Verb tense agreement; punctuate for effect; prepositions; active & passive voice. |
|  | Title and author | Stone Cold: 2 weeks Robert Swindells |
| | Spelling focus | Words containing – ough; suffix –fer. |
| | Reading focus | Infer and deduce by drawing on evidence across the text. Identify various features of writer's use of language. |
| | Writing focus | Describe a night sleeping rough using inference and figurative language. Write a magazine article about life as a homeless person. |
| | Grammar focus | Sentence structure; synonyms; parenthesis; conjunctions. |

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|  | Title and author | Johnny and the Dead- Play edition: 3 weeks Stephen Briggs |
| | Spelling focus | Suffixes -ant, -ancy, -ance, -ent, -ence, -ency, -ough, spelling of commonly misspelt words. |
| | Reading focus | Format, setting, storyline, directions, dialogue, characters. |
| | Writing focus | Write an additional scene. - Write advice to an actor - Write a review of the play. |
| | Grammar focus | Modal verbs, apostrophes, subordinate clause, non-standard English, hyphens, synonyms/antonyms. |
| NO TEXT <i>Teacher/pupils will need to source magazines.</i> | Title | Magazines: 1 week |
| | Spelling focus | Suffixes -ant, -ance, homophones and commonly confused words. |
| | Reading focus | Analyse how magazines are structured to appeal to a specific audience. |
| | Writing focus | Design a front cover and contents page for a new magazine. |
| | Grammar focus | Effective language choice in headlines, modal verbs. |
|  | Title and author | Romeo and Juliet (Manga): 2 weeks Richard Appignanesi |
| | Spelling focus | Words ending in -ent and -ant, homophones, irregular spellings. |
| | Reading focus | Deduce and infer key ideas, using quotations, and identify how the writer has used language. |
| | Writing focus | To write Romeo's diary entry after his meeting with Juliet. To write instructions for the Director of <i>Romeo and Juliet</i> . |
| | Grammar focus | Relative clauses, apostrophes, classify nouns, use grammatical terminology appropriately. |
|  | Title and author | Private Peaceful: 3 weeks Michael Morpurgo |
| | Spelling focus | Suffix -sious, -tious, homophones, commonly misspelt words, irregular spellings. |
| | Reading focus | Inferences using evidence from text, relationships between characters and character development, how the structure of the writing impacts on the reader. |
| | Writing focus | Write a recount of an event from your own life. Write a description based on an image. Write a poem expressing strong emotion about war. |
| | Grammar focus | Conjunctions/time conjunctions, expanding sentences to add detail, structuring writing, word choice, synonyms/antonyms. |
| NO TEXT <i>Extracts provided in planning.</i> | Title | Speeches- 1 week |
| | Spelling focus | Suffixes -ible, -ibly, irregular spellings. |
| | Reading focus | Author's effective use of language, their purpose and viewpoint. |
| | Writing focus | To write a persuasive speech. |
| | Grammar focus | Persuasive techniques, paragraphs. |
| Quest Level 6 (GCSE Level 4 Reading Age approximately 11-12) | | |
| NO TEXT <i>Extracts provided in planning.</i> | Title and author | A Christmas Carol: 1 week Charles Dickens |
| | Spelling focus | Suffixes -cious and -tious, irregular spellings. |
| | Reading focus | Understand how Dickens engages and maintains interest, comment on contextual features. |
| | Writing focus | Write a newspaper article about Scrooge's change of heart. |
| | Grammar focus | Ambitious vocabulary; degrees of formality/informality. |

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|  | Title and author | Percy Jackson and the Lightning Thief: 1 week Rick Riordan: adapted by Robert Venditti |
| | Spelling focus | Suffix -ly, irregular spellings. |
| | Reading focus | Use inference for analysis. Analyse how format and organization of text contributes to overall meaning. |
| | Writing focus | Write a modern version of a Greek myth. |
| | Grammar focus | Expanded noun phrases/sentence control and variation. |
|  | Title and author | Animal Farm: 2 weeks George Orwell |
| | Spelling focus | Homophones, easily confused words, irregular spellings. |
| | Reading focus | Understand, interpret & summarise key events in the novel. Comment on the effect of writer's use of language on readers. Make insightful inferences/comment on historical relevance of the text. |
| | Writing focus | To write a discursive essay. To write descriptive scene from Animal Farm. |
| | Grammar focus | Active & passive voice use cohesive devices in paragraphs, ambitious punctuation, interesting verbs. |
| NO SET TEXT RESOURCES PROVIDED IN PLANNING | Title and author | Bullies, Cyberbullies and Frenemies: 1 week Michele Elliot |
| | Spelling focus | Letter string -ough, irregular spellings. |
| | Reading focus | Explain how presentation/language convey serious issues. Explain how the impact on the read of the author's presentation of their view of the topic. |
| | Writing focus | Write a letter informing the Education Minister of your ideas on eradicating bullying in schools. |
| | Grammar focus | Advanced punctuation/cohesive devices within paragraphs. |
|  | Title and author | Diary of a Young Girl: 1 week Anne Frank |
| | Spelling focus | The /i/ sound (spelt ei after c), irregular spellings. |
| | Reading focus | Make secure inferences about Anne's life based on textual evidence and consider how the form and language used in her story affects the reader's experience. |
| | Writing focus | Write a series of diary entries appropriate reader/purpose. |
| | Grammar focus | Degrees of formality/informality. |
|  | Title and author | Holes: 3 weeks Louis Sachar |
| | Spelling focus | letter string ough; silent letters; homophones, irregular spellings. |
| | Reading focus | Understand techniques creating an effective story opening. Consider story development beyond the opening section. Understand how structure and language create tension. Explore how the author structures the final part of story. |
| | Writing focus | Write a story opening using techniques to engage readers. Write a balanced analysis of a topic. Write a newspaper obituary for Kate Barlow. |
| | Grammar focus | Active & passive voice/cohesive structures/punctuation/varying sentence length. |
| NO TEXT Extracts provided in planning. | Title | Monologues: 1 week |
| | Spelling focus | Spelling words with hyphens, irregular spellings. |
| | Reading focus | Identify and comment on the key features of monologues Comment on viewpoints expressed; impact on audience. |
| | Writing focus | To draft a monologue that reveals a viewpoint. |
| | Grammar focus | Very sentence length/write with cohesion within and between paragraphs. |

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|  | Title and author | The Merchant of Venice: 2 weeks William Shakespeare, adapted by Richard Appignanesi. |
| | Spelling focus | Homophones, irregular spellings. |
| | Reading focus | Understand, summarise and interpret key events and relate the play to its social, cultural and historical tradition. |
| | Writing focus | To write a discursive essay on the character of Shylock. Write a celebrity-style magazine article on Jessica/Lorenzo. |
| | Grammar focus | Cohesive structure, paragraphs, vary sentence types. |
|  | Title and author | A Midsummer Night's Dream: 3 weeks William Shakespeare |
| | Spelling focus | Homophones; suffix -ough. |
| | Reading focus | Develop an understanding of Shakespeare's style of writing. Understand Shakespeare's techniques for ending his plays. |
| | Writing focus | Write a scene from a soap opera in the style of Shakespeare Rewrite the end of A Midsummer Night's Dream as tragedy. |
| | Grammar focus | Active & passive voice, expanded noun phrases, cohesion, Shakespearian language, punctuation for clarity. |
|  | Title and author | Refugee Boy: 4 weeks Benjamin Zephaniah |
| | Spelling focus | Suffixes -ant/-ent, -ance/-ancy, -ence/-ency, -fer, silent letters, words ending in -cial and -tial, irregular spellings. |
| | Reading focus | Understanding structure and organisation of text, author's language, purposes and viewpoints and impact on readers. Inferences of the actions of characters. |
| | Writing focus | Write a persuasive speech appealing for Alem to stay. To write a letter as Alem to his father. Write a blog as Alem explaining courtroom events. To write a review of the novel for other students. |
| | Grammar focus | Synonyms/antonyms, semi-colons, temporal connectives, connectives in a review, homophones. |
| NO TEXT <i>Teachers will need to provide newspapers, magazines, etc.</i> | Title | Analysing Print Media: 2 weeks |
| | Spelling focus | Hyphen, the /i/ sound spelt ei after c, silent letters. Suffixes -cious and -tious, -cial and -tial, irregular spellings. |
| | Reading focus | Make secure comments on the construction and effect of magazine front covers and print advertisements. |
| | Writing focus | Write a letter to a magazine editor. Create a magazine advertisement for an entirely new brand appealing to a specific target audience. |
| | Grammar focus | Vocabulary choice; question types; expanded noun phrases; the subjunctive/organising information. |
| NO TEXT <i>All poems sourced online and in planning</i> | Title | War Poetry: 1 week |
| | Spelling focus | The /i/ sound spelt ei after c, irregular spellings. |
| | Reading focus | To be confident in analysing a range of war poems for perspective and effect on the reader. |
| | Writing focus | Write a poem in the style of one of the war poems studied. |
| | Grammar focus | Ambitious verbs/tone to manipulate reader response. |
| NO TEXT <i>Extracts provided in planning</i> | Titles and authors | Classic English Poetry: 1 week Blake, Keats, Wordsworth, Coleridge, De La Mare. |
| | Spelling focus | Homophones and irregular spellings. |
| | Reading focus | Understand poetic devices to create atmosphere. |
| | Writing focus | Write informative pages on poetic devices to create atmosphere. |
| | Grammar focus | Purpose and clarity of sentences, varying types of sentences used, imperative voice. |
| | Title | Gothic Literature: 1 week |
| | Spelling focus | Suffixes -ant, -ancy, ance, tricky spellings. |

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| NO TEXT <i>Extracts provided in planning</i> | Reading focus | Comment on how a pre-1914 story would have appealed to the audience at the time. |
| | Writing focus | To write the opening to a Gothic story. |
| | Grammar focus | Sentence structure, vocabulary choice, tone of writing. |
| NO TEXT <i>Teachers will need to provide newspapers, magazines, etc.</i> | Title | Journalism: 2 weeks |
| | Spelling focus | Homophones, tricky spellings. |
| | Reading focus | Recognise differences in style and content between newspapers and form an opinion on them and on a writer's handling of a topic. |
| | Writing focus | Write interesting newspaper and magazine articles appropriate to the target reader. |
| | Grammar focus | Develop appropriate writing style, direct and indirect speech, ensuring writing is adapted for the target audience, apostrophes. |
|  | Title and author | Percy Jackson and the Sea of Monsters (Graphic Novel) Rick Riordan: adapted by Robert Venditti: 1 week |
| | Spelling focus | Suffixes -able, -ably, irregular spellings. |
| | Reading focus | Make inferences about the author's viewpoint and how this is supported by the structure of the text. |
| | Writing focus | Write an essay explaining if Percy is genuinely a hero. |
| | Grammar focus | Sentence openings, cohesive devices. |
| NO TEXT <i>Teachers will need to provide newspaper articles, etc.</i> | Title | Scene of the Crime: 2 weeks |
| | Spelling focus | Silent letters, tricky spellings, /ee/ sound spelt ei after c, irregular spellings. |
| | Reading focus | Detailed evaluation of information in a text, using inference and evidence to support ideas. |
| | Writing focus | Draft a confession of an imagined crime you committed. Write a detailed newspaper article about a crime. |
| | Grammar focus | Complex sentences, homophones for purpose and meaning |
|  | Title and author | Skin: 1 week Roald Dahl |
| | Spelling focus | Irregular spellings. |
| | Reading focus | Supported inferences about characters and themes, use of language and structure of short stories. |
| | Writing focus | Write the introduction to a short story establishing character, setting and tension. |
| | Grammar focus | To present a viewpoint, active and passive voices. |
|  | Title and author | Artemis Fowl: 3 weeks Eoin Colfer |
| | Spelling focus | Suffixes -ious, -tious, -ough, irregular spellings, hyphens, silent letters, irregular spellings. |
| | Reading focus | To understand 'stock characters', presentation of story setting, conformation of text to genre. |
| | Writing focus | To write a police report on Artemis Fowl. To write a letter of advice to Holly. To write a parody of a Fairy Tale. |
| | Grammar focus | Synonyms, having a clear perspective as a writer, hyphens, create effective links within and between paragraphs, conditional verbs, expanded noun phrases, varying sentence structure. |

Note: Quest texts may change as texts go out of print and have to be replaced or added.

Full training and ongoing support to help school staff to implement the programme effectively are provided by Success for All.