

# LONG TERM ENGLISH PLANS – YEAR 1 TO YEAR 6

Please scroll down the document to view each year group.

## YEAR 6:

<b>Term – Autumn</b> <b>Year – 6</b> <b>Duration – 1 term</b>	<b>Text focus</b> <b>ENTERTAIN – STORY/POETRY</b> <b>INFORM - REPORT</b> <b>DISCUSS – PERSUASIVE/DEBATE</b> <b>EXPLAIN - EXPLANATION</b>	<b>Names of text to be used</b> <b>The Railway Children</b> <b>Street Child</b>	<b>Outcome</b>
<p><u>Speaking and listening – To be able to:</u>            Listen and respond appropriately to adults and their peers.            Ask relevant questions to extend their understanding and knowledge.            Build their vocabulary by reading a range of fiction texts.            Articulate and justify answers, arguments and opinions.            Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.            Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.            Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.            Speak audibly and fluently with an increasing command of Standard English.            Participate in discussions, presentations, performances, role play, improvisations and debates. gain, maintain and monitor the interest of the listener(s)</p>	<p><u>Reading</u>  <b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• recommending books that they have read to their peers, giving reasons for their choices</li> <li>• identifying and discussing themes and conventions in and across a wide range of writing</li> <li>• making comparisons within and across books</li> <li>• learning a wider range of poetry by heart</li> <li>• preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> <li>• checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>• asking questions to improve their understanding</li> <li>• drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>	<p><u>Writing</u>  <u>Composition</u>  <b>Planning</b></p> <ul style="list-style-type: none"> <li>• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>• noting and developing initial ideas, drawing on reading and research where necessary</li> <li>• considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> <p><b>Drafting and writing</b></p> <ul style="list-style-type: none"> <li>• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>• précising longer passages</li> <li>• using a wide range of devices to build cohesion</li> </ul>	<p><u>Grammar, Punctuation and spelling</u></p> <ul style="list-style-type: none"> <li>• recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>• using passive verbs to affect the presentation of information in a sentence</li> <li>• using the perfect form of verbs to mark relationships of time and cause</li> <li>• using expanded noun phrases to convey complicated information concisely</li> <li>• using modal verbs or adverbs to indicate degrees of possibility</li> <li>• using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>• learning the grammar for years 5 and 6 in English Appendix 2 indicate grammatical and other features by:</li> <li>• using commas to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity</li> <li>• using brackets, dashes or commas to indicate parenthesis</li> <li>• using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>• using a colon to introduce a list</li> <li>• punctuating bullet points consistently</li> <li>• use and understand the grammatical terminology in English Appendix 2</li> </ul>

<p>Consider and evaluate different viewpoints, attending to and building on the contributions of others. Select and use appropriate registers for effective communication.</p>	<ul style="list-style-type: none"> <li>• predicting what might happen from details stated and implied</li> <li>• summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>• identifying how language, structure and presentation contribute to meaning</li> <li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</li> <li>• distinguish between statements of fact and opinion</li> <li>• retrieve, record and present information from non-fiction</li> <li>• participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</li> <li>• explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</li> <li>• provide reasoned justifications for their views.</li> </ul>	<p>within and across paragraphs</p> <ul style="list-style-type: none"> <li>• using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> <p><b><u>evaluate and editing</u></b></p> <ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing</li> <li>• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>• ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>• proof-read for spelling and punctuation errors</li> </ul>	<p>accurately and appropriately in discussing their writing and reading.</p>
<p>Objectives</p> <ul style="list-style-type: none"> <li>• To be able to recommend books that they have read to their peers, giving reasons for their choices</li> <li>• To be able to making comparison within and across books.</li> <li>• To be able to ask questions to improve their understanding.</li> </ul>	<p>ENTERTAIN – STORY/POETRY INFORM - REPORT DISCUSS – PERSUASIVE/DEBATE EXPLAIN - EXPLANATION</p>	<p>Classic children's fiction <b><u>The Railway Children – EE Nesbitt</u></b></p>	<ul style="list-style-type: none"> <li>• Write a short biography on Edith Nesbit.</li> <li>• Write a diary entry from Roberta's perspective.</li> <li>• Predict why father left.</li> <li>• Write an apology letter from Peter – apologising for taking the coal.</li> <li>• Write a letter (from mother) to the old gentleman, thanking him for his kind gifts.</li> </ul>

<ul style="list-style-type: none"><li>• To be able to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li><li>• To be able to summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li><li>• To be able to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</li><li>• To be able to retrieve, record and present information from non-fiction .</li><li>• To be able to participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</li><li>• To be able to explain and discuss their understanding of what they have read, including through formal presentations and debates.</li><li>• To be able to provide reasoned justifications for their views.</li> <li>• To be able to predict what might happen from reading details stated and implied in chapter 1.</li> <li>• To be able to describe characters using appropriate vocabulary.</li></ul>			<ul style="list-style-type: none"><li>• Compare the two settings – before and after father left.</li><li>• Setting description of the railway station and their new surroundings.</li><li>• Write a character description of mother-use evidence from the text.</li><li>• Use similes and personification to describe the train speeding out of the tunnel.</li><li>• Write a newspaper article based on the children saving the train.</li><li>• Write a speech to be read at the children's award presentation.</li><li>• Write a summary of events.</li><li>• Write a book recommendation – focus on one chapter.</li><li>• Write a diary entry from the fireman who discovered Roberta near the engines.</li><li>• Chapter 5 – write a character description of each of the three children. What does the scenario tell us about the children?</li><li>• Create a persuasive flyer asking people to donate for Perks' birthday.</li><li>• Re-write the section where the children enter the tunnel to save Jim. Build up suspense.</li><li>• Write a recount of the day they saved Jim from the tunnel.</li></ul>
--	--	--	---

<ul style="list-style-type: none"> <li>• To be able to note and develop initial ideas, drawing on reading and research where necessary.</li> <li>• To be able to consider how authors have developed characters and settings in what pupils have read.</li> <li>• To be able to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</li> <li>• To be able to describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</li> <li>• To be able to précis longer passages.</li> </ul>			
<ul style="list-style-type: none"> <li>• To be able to recommend books that they have read to their peers, giving reasons for their choices</li> <li>• To be able to making comparison within and across books.</li> <li>• To be able to ask questions to improve their understanding.</li> <li>• To be able to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>• To be able to summarise the main ideas drawn from more than one paragraph, identifying</li> </ul>	<p>ENTERTAIN – STORY/POETRY          INFORM - REPORT          DISCUSS – PERSUASIVE/DEBATE</p> <p>EXPLAIN - EXPLANATION</p>	<p><b><u>Modern historical fiction</u></b>          Street Child – Berlie Doherty</p>	<ul style="list-style-type: none"> <li>• Write a comment on a visual image of Jim Jarvis/Street Child.</li> <li>• Write a prediction from what has been read in the foreword and ch. 1</li> <li>• Dairy entry of 1 or more characters (Mr. Spink, Jim, Ma.)</li> <li>• Write a 1<sup>st</sup> person account of the events of being thrown out by Mr. Spink.</li> <li>• Write a short dialogue between Mr. Spink and Rosie.</li> <li>• Describe a setting (the workhouse)</li> <li>• What happens next? When Jim escapes what happens to him?</li> <li>• Writing a letter to Lizzie and Emily.</li> <li>• Writing to an agony aunt about his plight.</li> <li>• Write a letter of response to Jim.</li> </ul>

<p>key details that support the main ideas</p> <ul style="list-style-type: none"><li>• To be able to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</li><li>• To be able to retrieve, record and present information from non-fiction .</li><li>• To be able to participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</li><li>• To be able to explain and discuss their understanding of what they have read, including through formal presentations and debates.</li><li>• To be able to provide reasoned justifications for their views.</li><li>• To be able to predict what might happen from reading details stated and implied in chapter 1.</li><li>• To be able to describe characters using appropriate vocabulary.</li><li>• To be able to note and develop initial ideas, drawing on reading and research where necessary.</li><li>• To be able to consider how authors have developed characters and settings in what pupils have read.</li></ul>			<ul style="list-style-type: none"><li>• Write a short report about the workhouse.</li><li>• Write a letter of complaint from Jim to the owners of the workhouse.</li><li>• Write an explanation of how to escape from a workhouse (design a fiendish plan of escape).</li><li>• Write a discussion for and against escaping from the workhouse.</li><li>• Write and deliver debate for and against the workhouse.</li><li>• Setting description of the fish quay.</li><li>• Write a dairy entry in the role of Rosie – why did she lose her job?</li><li>• Write a summary of events.</li><li>• Write a book recommendation to a children's book website (our school website).</li><li>• Write a dairy entry as a child on the boats.</li><li>• Write the dialogue for a book group discussion on the story.</li></ul>
---	--	--	--

<ul style="list-style-type: none"> <li>• To be able to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</li> <li>• To be able to describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</li> <li>• To be able to précis longer passages.</li> </ul>			
<p><b><u>Speaking and listening</u></b>  To be able to listen and respond appropriately to adults and their peers.  To be able to maintain attention  To be able to speak audibly and fluently with an increasing command of Standard English.  Select and use appropriate registers for effective communication.</p> <p><b><u>Reading</u></b></p> <ul style="list-style-type: none"> <li>• read and discuss an increasingly wide range of poetry.</li> <li>• To be able to learn a wider range of poetry by heart.</li> <li>• To be able to prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</li> </ul>	<p>Rewriting a poem</p>	<p><b><u>Classic poetry</u></b>  From a Railway Carriage Window - R.L. Stephenson</p> <p>What is pink? Christina Rossetti</p>	<ul style="list-style-type: none"> <li>• Write and perform own versions of 'What is Pink' and 'from a railway carriage window' in a poetry slam.</li> </ul>

<p><b><u>Speaking and listening</u></b> To be able to listen and respond appropriately to adults and their peers. To be able to maintain attention To be able to speak audibly and fluently with an increasing command of Standard English. Select and use appropriate registers for effective communication.</p> <p><b><u>Reading</u></b></p> <ul style="list-style-type: none"><li>• read and discuss an increasingly wide range of poetry.</li><li>• To be able to learn a wider range of poetry by heart.</li><li>• To be able to prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</li></ul>	Rewriting a poem	<p><b><u>Modern poetry</u></b> The Chimney Boys – Wes Magee</p>	Write a poem about being in the workhouse in the style of Wes Magee’s Chimney Boys.
--	------------------	---	---

## YEAR 5:

<b>TERM: YEAR 5</b> <b>AUTUMN 1</b> <b>DURATION: 3 weeks</b>	<b>TEXT FOCUS:</b> Non-narrative Discussion Text.	<b>NAMES OF TEXT TO BE USED:</b> Range of general discussion texts.	<b>OUTCOME:</b> <i>'Should they stay or should they go?'</i> "Despite the efforts to uphold camaraderie amongst tribes, there is still fighting between them. The chief leader has to decide whether the newly arrived Saxons should stay."  Children need to develop an oral argument, then write a report as an impartial observer: Children need to write a balanced argument.
<b>OBJECTIVES:</b>	<b>Reading:</b> I can retrieve and present information from non fiction by: Being clear about the information they have been asked to locate Using the contents pages and indexes to locate information Précis longer passages Use notes to present findings in discussion, oral presentations and different types of books or other writing  <b>Oracy:</b> To debate and issue, maintaining a focused point of view To use evidence to support ideas and opinions. To use the formal language of persuasion to structure a logical argument.  <b>Grammar:</b> Revision of: word classes, sentence formation (subject, object, determiner), basic punctuation ( . , ! ? ), sentence types To use standard English in formal situations. Indicating degrees of possibility using: adverbs (perhaps, surely) Modal verbs (must, should, could).  <b>Composition:</b> <b>Plan</b> – Making notes and developing initial ideas based on research and reading where necessary <b>Draft &amp; Write</b> – Selecting appropriate grammar (y3/4 revision criteria) and vocabulary (topic vocab), knowing how my choices can change/enhance meaning <b>Evaluate/edit</b> - Evaluate and edit by beginning to propose changes to vocabulary, grammar and punctuation to enhance writing.		

<b>TERM: YEAR 5</b> <b>AUTUMN 1</b> <b>DURATION: 2 weeks</b>	<b>TEXT FOCUS:</b> Poetry Narrative Poetry	<b>NAMES OF TEXT TO BE USED:</b> Beowulf	<b>OUTCOME:</b> Children to re-write 2 <sup>nd</sup> Chapter of Beowulf.
<b>OBJECTIVES:</b>	<p><b>Reading:</b>          Maintain positive attitudes to reading and understanding of what they read by continuing to read and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks.          Maintain positive attitudes to reading and understanding of what they read by increasing their familiarity with a range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.          Discuss how authors use language and figurative language to impact on the reader.          Maintain positive attitudes to reading and understanding of what they read by preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p> <p><b>Oracy:</b>          To explain the effect of using different language for different purposes.          To engage the interest of the listener through the variety and liveliness of both vocabulary and expression.          To perform compositions, poems and plays from texts and memory, making deliberate choices about how they convey ideas about characters, context and atmosphere.</p> <p><b>Grammar:</b>          Indicate grammatical and other features by using commas e.g. after fronted adverbials.          Converting nouns or adjectives into verbs using suffixes (-ate, -ise, -ify)</p> <p><b>Composition:</b>  <b>Plan</b> – consider how authors develop characters and settings in texts.  <b>Draft &amp; Write</b> – describe settings, characters and atmosphere.  <b>Evaluate/edit</b> – ensuring the consistency of tense throughout my writing.</p>		

<b>TERM: YEAR 5 AUTUMN 2</b> <b>DURATION: 2-3 weeks</b>	<b>TEXT FOCUS:</b> Non-narrative Recounts	<b>NAMES OF TEXT TO BE USED:</b> Range of recount texts.	<b>OUTCOME:</b> To write a recount of their day in the life of an Anglo-Saxon (Forest School).
<b>OBJECTIVES:</b>	<p><b>Reading:</b>          Understand what they read by beginning to ask questions to improve their understanding.          Understand what they read by beginning to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p><b>Oracy:</b>          To express ideas and opinions, justifying points of view (of their experience of 'day in the life of')</p> <p><b>Grammar:</b>          I can use expanded noun phrases to convey information concisely – including developing their use of a range of more ambitious vocabulary.          Relative clauses - using pronouns <b>who</b> and <b>which</b></p> <p><b>Composition:</b>  <b>Plan</b> – Making notes and developing initial ideas based on research and reading where necessary  <b>Draft &amp; Write</b> –          Using further organisational devices to structure texts and guide the reader eg bullets, <b>heading, underlining</b>          Draft and write by beginning to use a range of devices to build cohesion within and across paragraphs.  <b>Evaluate/edit</b> - Ensuring the formality of the writing is appropriate distinguishing between the language of speech and writing.</p>		

<b>TERM: YEAR 5 AUTUMN 2</b> <b>DURATION: 1 weeks</b>	<b>TEXT FOCUS:</b> Poetry Kenning Poetry (Topic)	<b>NAMES OF TEXT TO BE USED:</b> Kenning Poetry: <a href="http://readwriteexcite.co.uk">readwriteexcite.co.uk</a>	<b>OUTCOME:</b> Kenning Fest to be held where children share their kenning poems. Children to write poem about King Canute (topic).
<b>OBJECTIVES:</b>	<p><b>Reading:</b>          Discuss and read wide range of poetry</p> <p><b>Oracy:</b>          To perform compositions, poems and plays from texts and memory, making deliberate choices about how they convey ideas about characters, context and atmosphere.</p> <p><b>Grammar:</b>          I can recognise vocabulary and structures appropriate for formal writing – subjunctive.</p> <p><b>Composition:</b>  <b>Plan</b> – make notes and develop initial ideas based on research and reading.  <b>Draft &amp; Write</b> – selecting appropriate grammar and vocabulary, knowing how my choices can change/enhance meaning.  <b>Evaluate/edit</b> – propose changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</p>		

<b>TERM: YEAR 5 AUTUMN 2</b> <b>DURATION: 2-3 weeks</b>	<b>TEXT FOCUS:</b> Narrative Legends	<b>NAMES OF TEXT TO BE USED:</b> King Arthur Sword and the Stone	<b>OUTCOME:</b> Tribe story telling sessions. Children re-write the problem in the story of the Sword and the stone to create their own problem and ending.
<b>OBJECTIVES:</b>	<p><b>Reading:</b>          I am increasingly familiar with myths, legends, traditional stories, modern fiction, English literary heritage and books from other cultures and traditions          I can discuss themes occurring across several books and express preferences</p> <p><b>Oracy:</b>          To engage the interest of the listener through the variety and liveliness of both vocabulary and expression.          To use hypothetical language to consider more than one possible outcome or solution.          To perform compositions, poems and plays from texts and memory, making deliberate choices about how they convey ideas about characters, context and atmosphere.</p> <p><b>Grammar:</b>          I can use relative clauses beginning with who, which, where, why or whose (5)</p> <p><b>Composition:</b>  <b>Plan</b> – Considering how authors have developed characters and settings in texts I have heard or read and using this in my writing  <b>Draft &amp; Write</b> – In narrative texts describing settings, characters and atmosphere as well as integrating dialogue to convey character and advance the action  <b>Evaluate/edit</b> - I can proof read for spelling and punctuation errors</p>		

<b>TERM: YEAR 5 SPRING 1</b> <b>DURATION: 2 weeks</b>	<b>TEXT FOCUS:</b> Poetry Cinquain Poetry	<b>NAMES OF TEXT TO BE USED:</b> Range of cinquain poems.	<b>OUTCOME:</b> Children to write a cinquain poem about Greek Gods which will be used in a travel brochure.
<b>OBJECTIVES:</b>	<p><b>Reading:</b> I can recite some poetry and rhymes by heart</p> <p><b>Oracy:</b> To explain the effect of using different language for difference purposes To perform compositions, poems and plays from texts and memory, making deliberate choices about how they convey ideas about characters, context and atmosphere.</p> <p><b>Grammar:</b> Verb prefixes (dis-, de-, mis-, over- and re-). Converting nouns or adjectives into verbs using suffixes (-ate, -ise, -ify)</p> <p><b>Composition:</b>  <b>Plan</b> – Identifying the audience and purpose for writing, selecting the appropriate form and using similar texts as models for my writing  <b>Draft &amp; Write</b> – Selecting appropriate grammar and vocabulary, knowing how my choices can change/enhance meaning  <b>Evaluate/edit</b> – I can perform my own composition, using appropriate intonation and volume so that the meaning is clear.</p>		

<b>TERM: YEAR 5 SPRING 1</b> <b>DURATION: 3 weeks</b>	<b>TEXT FOCUS:</b> Narrative Myths	<b>NAMES OF TEXT TO BE USED:</b> Range of Greek myths	<b>OUTCOME:</b> Children to write a modern day version of Theseus and the Minotaur.
<b>OBJECTIVES:</b>	<p><b>Reading:</b>          I am increasingly familiar with myths, legends, traditional stories, modern fiction, English literary heritage and books from other cultures and traditions.          Understand what they read by checking that a text makes sense to them, discussing their understanding and exploring the meaning of words in context.          Beginning to provide reasoned justifications for their views.</p> <p><b>Oracy:</b>          To engage the interest of the listener through the variety and liveliness of both vocabulary and expression.          To use hypothetical language to consider more than one possible outcome or solution.</p> <p><b>Grammar:</b>          I can use relative clauses beginning with who, which, where, why or whose (5)          Introduce parenthesis and the use of the comma, brackets and dashes to mark this.</p> <p><b>Composition:</b>  <b>Plan</b> – Considering how authors have developed characters and settings in texts I have heard or read and using this in my writing  <b>Draft &amp; Write</b> – In narrative texts describing settings, characters and atmosphere as well as integrating dialogue to convey character and advance the action  <b>Evaluate/edit</b> - I can proof read for spelling and punctuation errors</p>		

<b>TERM: YEAR 5 SPRING 2</b> <b>DURATION: 2 weeks</b>	<b>TEXT FOCUS:</b> <b>Non-narrative</b> <b>Instructions</b>	<b>NAMES OF TEXT TO BE USED:</b> <b>Range of general instructional</b> <b>texts.</b>	<b>OUTCOME:</b> <b>To write instructions to make their Greek</b> <b>Tapas dish.</b>
<b>OBJECTIVES:</b>	<p><b>Reading:</b> Discuss and summarise main ideas and identify key supporting details.</p> <p><b>Oracy:</b> To adapt spoken language to the audience, purpose and context.</p> <p><b>Grammar:</b> I can use modal verbs to indicate degrees of possibility. Use of brackets to show parenthesis</p> <p><b>Composition:</b>  <b>Plan</b> – identify the audience and purpose for writing, selecting the appropriate form and using similar texts as models for my writing.  <b>Draft &amp; Write</b> – Use further organisational devices to structure texts and guide the reader: bullets, headings, underlining.  <b>Evaluate/edit</b> – assess the effectiveness of my own writing and that of others.</p>		

**TERM: YEAR 5 SPRING 2**  
**DURATION: 3 weeks**

**TEXT FOCUS:**  
Non-narrative  
Non-chronological reports.

**NAMES OF TEXT TO BE USED:**  
Tour guide books

**OUTCOME:**  
Children to write a report about the Ancient Greek temples/columns to contribute to a class tour guide book about Greece.

**OBJECTIVES:**

**Reading:**

I can retrieve and present information from non fiction by Being clear about the information they have been asked to locate

Using the contents pages and indexes to locate information

**Oracy:**

To use hypothetical and speculative language to express possibilities

**Grammar:**

can use brackets, dashes or commas to indicate parenthesis  
use commas to clarify meaning or avoid ambiguity.

**Composition:**

**Plan** – Making notes and developing initial ideas based on research and reading where necessary

**Draft & Write** – Using a range of devices to add cohesion to my writing within and across paragraphs

**Evaluate/edit** – Ensuring the formality of the writing is appropriate distinguishing between the language of speech and writing.

Evaluate and edit by beginning to propose changes to vocabulary, grammar and punctuation to enhance writing.

<b>TERM: YEAR 5 SPRING 2</b> <b>DURATION: 2 weeks</b>	<b>TEXT FOCUS:</b> Non-narrative Explanations	<b>NAMES OF TEXT TO BE USED:</b> General explanation texts	<b>OUTCOME:</b> Explain how and why we have seasons – link to science
<b>OBJECTIVES:</b>	<p><b>Reading:</b>          I can retrieve and present information from non fiction by being clear about the information they have been asked to locate          Using the contents pages and indexes to locate information          Précis longer passages          Use notes to present findings in discussion, oral presentations and different types of books or other writing</p> <p><b>Oracy:</b>          To use evidence to support ideas and opinions.          To explain ideas and opinion, elaborating to make the meaning explicit.</p> <p><b>Grammar:</b>          I can recognise vocabulary and structures that are appropriate for formal speech and writing – present tense verbs.</p> <p><b>Composition:</b>  <b>Plan</b> – make notes and develop initial ideas based on research and reading.  <b>Draft &amp; Write</b> – Using a range of devices to add cohesion to my writing within and across paragraphs  <b>Evaluate/edit</b> – ensuring the consistency of tense throughout my writing.</p>		

<b>TERM: YEAR 5 SPRING 2</b> <b>DURATION: 2 weeks</b>	<b>TEXT FOCUS:</b> Narrative Playscripts	<b>NAMES OF TEXT TO BE USED:</b> Ancient Olympics Playscript.	<b>OUTCOME:</b> Children to write a playscript to educate tourists on the history of the Olympics.
<b>OBJECTIVES:</b>	<p><b>Reading:</b>          I can participate in conversations about books and challenge courteously each others' views</p> <p><b>Oracy:</b>          To engage the interest of the listener through the variety and liveliness of both vocabulary and expression.          I can read aloud and perform playscripts, using appropriate intonation and volume.</p> <p><b>Grammar:</b>          I can use semicolons, colons, dashes to indicate a stronger subdivision of a sentence than a comma</p> <p><b>Composition:</b>  <b>Plan</b> – Considering how authors have developed characters and settings in texts I have heard or read and using this in my writing  <b>Draft &amp; Write</b> – In narrative texts describing settings, characters and atmosphere as well as integrating dialogue to convey character and advance the action  <b>Evaluate/edit</b> – I can proof read for spelling and punctuation errors          I can perform my own composition, using appropriate intonation and volume so that the meaning is clear.</p>		

<b>TERM: YEAR 5 SUMMER 1</b> <b>DURATION: 3 weeks</b>	<b>TEXT FOCUS:</b> Non-narrative Biography	<b>NAMES OF TEXT TO BE USED:</b> James Cook: Biography. Biographies of significant maritime figures.	<b>OUTCOME:</b> Write a maritime biography to contribute to maritime exhibition.
<b>OBJECTIVES:</b>	<p><b>Reading:</b>          Understand what they read by checking that a text makes sense to them, discussing their understanding and exploring the meaning of words in context.          I can distinguish between statements which are fact and opinion.          Be able to retrieve and present information, being clear about the information they have been asked to locate.</p> <p><b>Oracy:</b>          To express ideas and opinions, justifying a point of view with relevant detail.          To use standard English.</p> <p><b>Grammar:</b>          I can use expanded noun phrases to convey information concisely.          I can use a range of relative clauses.</p> <p><b>Composition:</b>  <b>Plan</b> – make notes and develop initial ideas based on research and reading.  <b>Draft &amp; Write</b> – Use a range of devices to add cohesion to my writing within and across paragraphs.  <b>Evaluate/edit</b> - propose changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</p>		

<b>TERM: YEAR 5 SUMMER 1</b> <b>DURATION: 2 weeks</b>	<b>TEXT FOCUS:</b> Non-narrative Letter writing	<b>NAMES OF TEXT TO BE USED:</b> Igniting Writing: Cabin Boy. Example letters from sailors to home.	<b>OUTCOME:</b> 1. Letters to contribute to maritime exhibition. 2. Write letter to 'Frog Life' Charity – linked to topic/science
<b>OBJECTIVES:</b>	<p><b>Reading:</b> I can discuss and summarise main ideas and identify key supporting details</p> <p><b>Oracy:</b> To use hypothetical language to consider more than one possible outcome or solution. Use commas to clarify meaning and avoid ambiguity.</p> <p><b>Composition:</b></p> <p><b>Plan</b> – Identifying the audience and purpose for writing, selecting the appropriate form and using similar texts as models for my writing</p> <p><b>Draft &amp; Write</b> – Selecting appropriate grammar and vocabulary, knowing how my choices can change/enhance meaning</p> <p><b>Evaluate/edit</b> – Ensuring correct subject and verb agreement when using singular and plural</p>		

<b>TERM: YEAR 5 SUMMER 1</b> <b>DURATION: 2 weeks</b>	<b>TEXT FOCUS:</b> Poetry Descriptive Poetry	<b>NAMES OF TEXT TO BE USED:</b> Sea Shanty Smugglers Stories Monkey Poem by Alan Wilkinson	<b>OUTCOME:</b> To write a descriptive poem to contribute to maritime exhibition.
<b>OBJECTIVES:</b>	<p><b>Reading:</b>          Discuss how authors use language and figurative language to impact on the reader.</p> <p><b>Oracy:</b>          To explain the effect of using different language for different purposes.          To engage the interest of the listener through the variety and liveliness of both vocabulary and expression.          To perform compositions, poems and plays from texts and memory, making deliberate choices about how they convey ideas about characters, context and atmosphere.</p> <p><b>Grammar:</b>          I can use the passive voice to affect the presentation of information in a sentence.          I can use subordinate clauses to develop my sentences</p> <p><b>Composition:</b>  <b>Plan</b> – consider how authors develop characters and settings in texts.  <b>Draft &amp; Write</b> – convey feelings, moods and emotions, reflections through careful choice of words and phrases          Describe settings, characters and atmosphere.  <b>Evaluate/edit</b> – ensuring the consistency of tense throughout my writing.</p>		

<b>TERM: YEAR 5 SUMMER 2</b> <b>DURATION: 2 weeks</b>	<b>TEXT FOCUS:</b> Non-narrative Journalistic writing	<b>NAMES OF TEXT TO BE USED:</b> Story of the Hanging of the Monkey. Newspaper articles from this period in history.	<b>OUTCOME:</b> Newspaper articles to contribute to maritime exhibition/ featuring y5 charity work for 'Frog Life' – linked to topic/science
<b>OBJECTIVES:</b>	<p><b>Reading:</b></p> <p>I can retrieve and present information from non fiction by being clear about the information they have been asked to locate</p> <p>Using the contents pages and indexes to locate information          Précis longer passages</p> <p><b>Oracy:</b></p> <p>To take an active part in discussions, taking different roles – journalist, charity worker, fundraiser/volunteer.</p> <p><b>Grammar:</b></p> <p>Direct and reported speech (including punctuation).</p> <p><b>Composition:</b></p> <p><b>Plan</b> – Making notes and developing initial ideas based on research and reading where necessary  <b>Draft &amp; Write</b> – Using a range of devices to add cohesion to my writing within and across paragraphs  <b>Evaluate/edit</b> – Assessing the effectiveness of my own writing and that of others'          I can proof read for spelling and punctuation errors.</p>		

<p><b>TERM: YEAR 5 SUMMER 2</b> <b>DURATION:</b></p>	<p><b>TEXT FOCUS:</b> Narrative Mystery/horror story</p>	<p><b>NAMES OF TEXT TO BE USED:</b> Elements of Pirates of the Carribean. Treasure Island The giant Rat of Sumatra – Sid Fleischman Five Go to Smugglers cove. Boy Overboard – Morris Glietzman. Something Wickedly Weird Pack – Chris Mould</p>	<p><b>OUTCOME:</b> Maritime stories to contribute to maritime exhibition.</p>
<p><b>OBJECTIVES:</b></p>	<p><b>Reading:</b> I can discuss themes occurring across several books and express preferences</p> <p><b>Oracy:</b> To engage the interest of the listener through the variety and liveliness of both vocabulary and expression. To perform compositions, poems and plays from texts and memory, making deliberate choices about how they convey ideas about characters, context and atmosphere.</p> <p><b>Grammar:</b> Assessment of Year 5 Grammar objectives.</p> <p><b>Composition:</b></p> <p><b>Plan</b> – Identifying the audience and purpose for writing, selecting the appropriate form and using similar texts as models for my writing</p> <p><b>Draft &amp; Write</b> – In narrative texts describing settings, characters and atmosphere as well as integrating dialogue to convey character and advance the action</p> <p><b>Evaluate/edit</b> – Proposing changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning</p>		

# YEAR 4:

## Year 4 English Long Term Planning

2016-2017 FE/DP

### Autumn 1

Author: Jeff Brown – Flat Stanley's Adventures

Week	Text Type	Length	Texts	Link	Outcome	Objectives
1	Poetry	2 weeks	Modern Rhymes from Ancient Times by S. Altman. Mummy Rap	History: Egypt	To perform poem and create a video that will be posted onto school website/ YouTube.	<ul style="list-style-type: none"> <li>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>using dictionaries to check the meaning of words that they have read</li> <li>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>discussing words and phrases that capture the reader's interest and imagination</li> <li>recognising some different forms of poetry</li> <li>identifying how language, structure, and presentation contribute to meaning</li> </ul>
2						
3	Narrative: Adventure stories	4 weeks	Flat Stanley: The Great Egyptian Grave Robbery by Jeff Brown	History: Egypt	Write another adventure for Stanley within Egypt. Stories to be published and sold to parents.	<ul style="list-style-type: none"> <li>using dictionaries to check the meaning of words that they have read</li> <li>discussing words and phrases that capture the reader's interest and imagination</li> <li>identifying how language, structure, and presentation contribute to meaning</li> <li>plan by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>plan by discussing and recording ideas</li> <li>draft and write creating settings, characters and plot</li> <li>organise writing into paragraphs around a theme</li> <li>proof-read for spelling and punctuation errors</li> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>using and punctuating direct speech</li> </ul>
4						
5						
6						
7	<b>THEME WEEK:</b> English linked to activities completed.					

**Autumn 2**

Author: Dav Pikey - Captain Underpants

Week	Text Type	Length	Texts	Link	Outcome	Objectives
1 2	Non-fiction: Non-chronological report	2 weeks	-Collins My First Book of the Human Body. -See inside your body. Usborne. By Katie Daynes.  -First Encyclopaedia of the Human Body. Usborne. By Fiona Chandler. -Instructional texts and leaflets	Science: Teeth/ Digestion	To create reports on the human teeth and their functions/ the human digestive system for display.	<ul style="list-style-type: none"> <li>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>asking questions to improve their understanding of a text</li> <li>identifying themes and conventions in a wide range of books</li> <li>retrieve and record information from non-fiction</li> <li>identifying main ideas drawn from more than one paragraph and summarising these</li> <li>identifying how language, structure, and presentation contribute to meaning</li> <li>plan by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>plan by discussing and recording ideas</li> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul>
3	Non-fiction: Instructions	1 week		Science: Teeth/ Digestion	Instruction leaflet (written and digital) aimed at KS1 children. Children to share instructions with Y2 to see if they can follow them and share information about reasons for brushing teeth.	<ul style="list-style-type: none"> <li>using the present perfect form of verbs in contrast to the past tense</li> <li>identifying how language, structure, and presentation contribute to meaning</li> <li>plan by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>plan by discussing and recording ideas</li> <li>using conjunctions, adverbs and prepositions to express time and cause</li> <li>using fronted adverbials</li> <li>using commas after fronted adverbials</li> </ul>

4	Narrative: Stories with historical setting	3 weeks	The Magic and the Mummy by Terry Deary.	History: Egypt	Creating stories with historical setting that will be published and placed in class reading areas.	<ul style="list-style-type: none"> <li>• using dictionaries to check the meaning of words that they have read</li> <li>• discussing words and phrases that capture the reader's interest and imagination</li> <li>• identifying how language, structure, and presentation contribute to meaning</li> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• plan by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• plan by discussing and recording ideas</li> <li>• draft and write creating settings, characters and plot</li> <li>• organise writing into paragraphs around a theme</li> <li>• proof-read for spelling and punctuation errors</li> <li>• assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>• proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>• using and punctuating direct speech</li> <li>• using fronted adverbials</li> <li>• using commas after fronted adverbials</li> </ul>
5						
6						
7	<b>THEME WEEK:</b> English linked to activities completed.					

**Spring 1**

Author: Roald Dahl

Week	Text Type	Length	Texts	Link	Outcome	Objectives
1	Non-fiction: Persuasion	4 weeks	National Geographic Animal Encyclopaedia. -Little Kids First Books of Animals. National Geographic -Transcripts of WWF adverts -Information books on animals identified Examples of letters giving opinion, for and against arguments... -Pie Corbett. Writing Models books Y3-Y5	Geography: Europe/ Mountains/ Rivers	To create an advert for an endangered animal persuading others to adopt.  Write letters to persuade Mrs Pawley/ governors to sponsor/adopt an animal.	<ul style="list-style-type: none"> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>using the present perfect form of verbs in contrast to the past tense</li> <li>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>using conjunctions, adverbs and prepositions to express time and cause</li> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discussing and recording ideas</li> <li>organising paragraphs around a theme</li> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> <li>discussing words and phrases that capture the reader's interest and imagination</li> </ul>
2	Non-fiction: Letter writing					
3						
4						
5	Non-fiction: Poetry (similes and metaphors)	1 week	-National Geographic Book of Poetry.	Geography: Europe Science: Animals	To create a poem about an endangered animal. Poem will be displayed.	<ul style="list-style-type: none"> <li>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>discussing words and phrases that capture the reader's interest and imagination</li> <li>recognising some different forms of poetry [for example, free verse, narrative poetry]</li> <li>read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul>
6	<b>THEME WEEK:</b> English linked to activities completed.					



**Spring 2**

**Author: Brothers Grimm: Fairy Tales**

<b>Week</b>	<b>Text Type</b>	<b>Length</b>	<b>Texts</b>	<b>Link</b>	<b>Outcome</b>	<b>Objectives</b>
1	Narrative: Fairy Tales	4 weeks	-Fairy Tales by Brothers Grimm and Hans Christian Anderson. -Usborne Illustrated Grimm's Fairy tales.	Geography	Children to produce own fairy tale set in a European country. Children's stories to be collated into a book. Books will be shared with EY/ Reception/Y1.	<ul style="list-style-type: none"> <li>identifying how language, structure, and presentation contribute to meaning</li> <li>retrieve and record information from non-fiction</li> <li>participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</li> <li>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>identifying themes and conventions in a wide range of books</li> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>
2						
3						
4						
5	Non-fiction: Explanations	2 weeks	-The Water Cycle (Nature's Changes) by Bobbie Kalman. -A drop goes plop by Sam Godwin.	Science: States of matter/ water cycle	Writing an explanation about the water cycle process.	<ul style="list-style-type: none"> <li>retrieve and record information from non-fiction</li> <li>reading books that are structured in different ways and reading for a range of purposes</li> <li>using dictionaries to check the meaning of words that they have read</li> <li>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> <li>using conjunctions, adverbs and prepositions to express time and cause</li> <li>using fronted adverbials and marking with a comma</li> </ul>
6						
7	<b>THEME WEEK:</b> English linked to activities completed.					

**Summer 1**

Author: Classic Starts Roman Myths

Week	Text Type	Length	Texts	Link	Outcome	Objectives
1	Narrative: Myths and Legends	4 weeks	Roman myths and legends.	History - Romans	Children to produce their own myth that contains their own mythical creature.	<ul style="list-style-type: none"> <li>• using dictionaries to check the meaning of words that they have read</li> </ul>
2			-The Orchard Book of Roman Myths by Geraldine McCaughrean.		Stories to be collated and a class book made to share with parents.	<ul style="list-style-type: none"> <li>• discussing words and phrases that capture the reader's interest and imagination</li> </ul>
3			-Classic Starts Roman Myths. Retold from the classic originals.			<ul style="list-style-type: none"> <li>• identifying how language, structure, and presentation contribute to meaning</li> </ul>
4			-Roman Myths: Retold by Anthony Masters.			<ul style="list-style-type: none"> <li>• plan by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• plan by discussing and recording ideas</li> <li>• draft and write creating settings, characters and plot</li> <li>• organise writing into paragraphs around a theme</li> <li>• proof-read for spelling and punctuation errors</li> <li>• assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>• proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>• using and punctuating direct speech</li> <li>• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>• using fronted adverbials and marking with a comma</li> </ul>
5	<b>THEME WEEK:</b> English linked to activities completed.					

**Summer 2**

Author: Cressida Cowell. Dragons

Week	Text Type	Length	Texts	Link	Outcome	Objectives
1	Non-fiction: Journalistic Writing/ Newspapers	4 weeks	Newspaper reports and various examples of reports with features – Pie Corbett Models. -The Roman Record by Paul Dowswell.	History-Romans	Children to create newspaper report that reports on the defeat on the mythical creature (from their myth in previous half term.) Newspapers to be displayed within corridor.	<ul style="list-style-type: none"> <li>• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• discussing and recording ideas</li> <li>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>• organising paragraphs around a theme</li> <li>• assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>• proof-read for spelling and punctuation errors</li> <li>• extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>• choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>• using conjunctions, adverbs and prepositions to express time and cause</li> <li>• using fronted adverbials</li> <li>• using commas after fronted adverbials</li> </ul>
2						
3						
4						
5	Non-fiction: Poetry	2 weeks	Various Haikus. -Haiku Baby by Betsy. E. Synder.	History-Romans	Children to create a Haiku about the Romans to create a book for Y3's.	<ul style="list-style-type: none"> <li>• preparing poems and play scripts to read aloud and to perform,</li> <li>• discussing words and phrases that capture the reader's interest and imagination</li> <li>• recognising some different forms of poetry [for example, free verse, narrative poetry]</li> <li>• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• read aloud their own writing, to a group or the whole class, using appropriate intonation and</li> </ul>
6						

						controlling the tone and volume so that the meaning is clear.
7	THEME WEEK: English linked to activities completed.					

### YEAR 3:

<b>TERM: YEAR 3 AUTUMN 1</b> <b>DURATION: 3 WEEKS</b> <b>UNIT 1</b>	<b>TEXT FOCUS:</b> Narrative Story with a historical setting.	<b>NAMES OF TEXT TO BE USED:</b> War Game by Michael Foreman.	<b>OUTCOME:</b> For children to write a story with a historical setting.
<p><b>Speaking – Oracy</b></p> <p>Listen and respond appropriately to adults and their peers.            Articulate and justify answers, arguments and opinions.            Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.            Speak audibly and fluently with an increasing command of Standard English.            Participate in discussions.            Gain, maintain and monitor the interest of the listener(s).            Consider and evaluate different viewpoints, attending to and building on the contributions of others.</p> <p><b>Reading comprehension</b></p> <p>Listening to and discussing a range of fiction books.            Increasing their familiarity with a range of books.            Reading books that are structured in some different ways and reading for a range of purposes.            Increasing their familiarity with a range of books.            Identifying themes and conventions in a range of books.            Discussing some words and phrases that capture the reader's interest and imagination.            Beginning to check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.  <b>Drawing simple inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</b>  <b>Beginning to predict what might happen from details stated and implied.</b>  <b>Beginning to identify main ideas drawn from more than one paragraph and summarising these.</b></p> <p><b>Writing composition</b></p> <p>Beginning to discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.            Beginning to discuss and record ideas.            Composing and rehearsing simple sentence structures orally (including dialogue), progressively building a varied and rich vocabulary and an</p>			

increasing range of sentence structures (English Appendix 2).

Creating simple settings, characters and a basic plot in narratives.

Beginning to assess the effectiveness of their own and others' writing and suggesting improvements.

Beginning to propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.

Proof-read for some spelling and punctuation errors.

**Writing: Grammar and Punctuation:**

Extend my sentences with more than one clause by using a wider range of connectives eg when, if because, although

Use a and an correctly

Use adjectives and adverbs

Use and punctuate direct speech using inverted commas

**Handwriting**

Beginning to use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.

Beginning to increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

<b>TERM: YEAR 3 Autumn 1</b> <b>DURATION: 2 WEEKS</b> <b>UNIT 1</b>	<b>TEXT FOCUS:</b> Poetry Calligrams using description including onomatopoeia.	<b>NAMES OF TEXT TO BE USED:</b> Examples of shape poems and calligrams: World War 1 books	<b>OUTCOME:</b> Class anthology of calligram poems based on the bombardment.
<p><b>OBJECTIVES:</b></p> <p><b>Speaking – Oracy</b></p> <p>Listen and respond appropriately to adults and their peers.          Use relevant strategies to build their vocabulary .          Articulate and justify answers, arguments and opinions.          Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings .          Speak audibly and fluently with an increasing command of Standard English.          Participate in presentations and performances.          Gain, maintain and monitor the interest of the listener(s).          Consider and evaluate different viewpoints, attending to and building on the contributions of others.          Select and use appropriate registers for effective communication.</p> <p><b>Drawing simple inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</b></p> <p><b>Beginning to predict what might happen from details stated and implied.</b></p> <p><b>Beginning to identify main ideas drawn from more than one paragraph and summarising these.</b></p> <p><b>Reading comprehension</b></p> <p>Listening to and discussing a range of poetry          Reading books that are structured in some different ways and reading for a range of purposes.          Preparing poems to read aloud and to perform, increasingly showing understanding through intonation, tone, volume and action.          Discussing some words and phrases that capture the reader's interest and imagination.          Beginning to recognise some different forms of poetry [for example, free verse, narrative poetry].          Beginning to check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.          Asking simple questions to improve their understanding of a text.          Participate with support in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p> <p><b>Writing composition</b></p> <p>Beginning to discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.          Beginning to discuss and record ideas.          Composing and rehearsing simple sentence structures orally (including dialogue), progressively building a varied and rich vocabulary and an</p>			

increasing range of sentence structures (English Appendix 2).

Beginning to assess the effectiveness of their own and others' writing and suggesting improvements.

Beginning to propose changes to grammar and vocabulary to improve consistency

Proof-read for some spelling and punctuation errors.

Read aloud their own writing, to a group or the whole class, using increasing intonation and control of tone and volume so that the meaning is clear.

**Writing: Grammar and Punctuation:**

Extend my sentences with more than one clause by using a wider range of connectives eg when, if because, although

Choose nouns or pronouns appropriately within a sentence to avoid ambiguity and repetition

Use and prepositions to express time

Punctuate direct speech using inverted commas

**Handwriting**

Beginning to use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.

Beginning to increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

<b>TERM:YEAR 3 Autumn 1</b> <b>DURATION: 2 WEEKS</b> <b>UNIT 2</b>	<b>TEXT FOCUS:</b> <b>Non-narrative</b> <b>Letters/ Notes and</b> <b>Messages</b>	<b>NAMES OF TEXT TO BE</b> <b>USED:</b> <b>How to Write Letters and</b> <b>Emails by Celia Warren.</b>	<b>OUTCOME:</b> <b>Children to write email to</b> <b>children in Hucklehoven.</b>
<p><b>OBJECTIVES:</b></p> <p><b>Speaking – Oracy</b>  Speak audibly and fluently with an increasing command of Standard English.  Participate in discussion.  Gain, maintain and monitor the interest of the listener(s).  Consider and evaluate different viewpoints, attending to and building on the contributions of others.  Select and use appropriate registers for effective communication.</p> <p><b>Reading comprehension</b>  Listening to and discussing a range of non-fiction.  Reading books that are structured in some different ways and reading for a range of purposes.  <i><b>Beginning to use dictionaries to check the meaning of words that they have read.</b></i>  Identifying themes and conventions in a range of books.  Beginning to check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.  Beginning to identify how structure and presentation contribute to meaning.  <i><b>Drawing simple inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</b></i>  <i><b>Beginning to predict what might happen from details stated and implied.</b></i>  <i><b>Beginning to identify main ideas drawn from more than one paragraph and summarising these.</b></i></p> <p><b>Writing composition</b>  Beginning to discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.  Beginning to discuss and record ideas.  <i><b>Organising simple paragraphs around a theme.</b></i>  Beginning to assess the effectiveness of their own and others' writing and suggesting improvements.  Proof-read for some spelling and punctuation errors.  Read aloud their own writing, to a group or the whole class, using increasing intonation and control of tone and volume so that the meaning is clear.</p> <p><b>Writing: Grammar and Punctuation:</b>  Extend my sentences with more than one clause by using a wider range of connectives eg when, if because, although  Understand how a conjunction joins two clauses  Understand paragraphs is a way of grouping sentences together</p>			

**Use the perfect form of the verb – have taken, took etc**

Understand word families based on common words, showing how words are related in form of meaning.

**Handwriting**

Beginning to use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.

Beginning to increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

<b>TERM: YEAR 3 AUTUMN 2</b> <b>DURATION: 4 WEEKS</b> <b>UNIT 2</b>	<b>TEXT FOCUS:</b> <b>Non-narrative</b> <b>Journalistic writing</b>	<b>NAMES OF TEXT TO BE USED:</b> <b>History Through Newspapers</b>  <b>The Western Front in World War 1 by Paul Dowsell.</b>	<b>OUTCOME:</b> <b>Class newspaper with journalistic reports about the bombardment of Hartlepool.</b>
<p><b>OBJECTIVES:</b></p> <p><b>Speaking – Oracy</b></p> <p>Listen and respond appropriately to adults and their peers.  Ask relevant questions to extend their understanding and knowledge.  Use relevant strategies to build their vocabulary .  Articulate and justify answers, arguments and opinions.  Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments .  Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.  Speak audibly and fluently with an increasing command of Standard English.  Participate in discussions, presentations and debates.  Gain, maintain and monitor the interest of the listener(s).  Consider and evaluate different viewpoints, attending to and building on the contributions of others.  Select and use appropriate registers for effective communication.</p> <p><b>Reading comprehension</b></p> <p>Listening to and discussing a range of non-fiction and reference books.  Reading books that are structured in some different ways and reading for a range of purposes.  <u><b>Beginning to use dictionaries to check the meaning of words that they have read.</b></u>  Discussing some words and phrases that capture the reader's interest and imagination.  Beginning to check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.  Asking simple questions to improve their understanding of a text.  Drawing simple inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.  Beginning to predict what might happen from details stated and implied.  Beginning to identify main ideas drawn from more than one paragraph and summarising these.  Beginning to identify how language, structure, and presentation contribute to meaning.  Retrieve and record simple information from non-fiction.</p> <p><b>Writing composition</b></p> <p>Beginning to discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p>			

Beginning to discuss and record ideas.

Composing and rehearsing simple sentence structures orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).

**Organising simple paragraphs around a theme.**

Beginning to use simple organisational devices in non-narrative material [for example, headings and sub-headings].

Beginning to assess the effectiveness of their own and others' writing and suggesting improvements.

Beginning to propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.

Proof-read for some spelling and punctuation errors.

Read aloud their own writing, to a group or the whole class, using increasing intonation and control of tone and volume so that the meaning is clear.

**Writing: Grammar and Punctuation:**

Extend my sentences with more than one clause by using a wider range of connectives eg when, if because, although

Choose nouns or pronouns appropriately within a sentence to avoid ambiguity and repetition

Understand paragraphs as a way to group related material

Use conjunctions to express time and cause (3)

Punctuate direct speech using inverted commas

Use the perfect form of a verb

**Handwriting**

Beginning to use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.

Beginning to increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

<b>TERM: YEAR 3 AUTUMN 2</b> <b>DURATION: 1 WEEKS</b> <b>UNIT 2</b>	<b>TEXT FOCUS:</b> <b>Non-narrative</b> <b>Recount</b>	<b>NAMES OF TEXT TO BE USED:</b> <b>Recounts of school visits/trips.</b>	<b>OUTCOME:</b> <b>Children to write a recount of their visit to Heugh Gun Battery, Forest School shelter building and Space to Learn.</b>
<p><b>OBJECTIVES:</b></p> <p><b>Speaking – Oracy</b></p> <p>Listen and respond appropriately to adults and their peers.  Ask relevant questions to extend their understanding and knowledge.  Use relevant strategies to build their vocabulary .  Articulate and justify answers, arguments and opinions.  Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings .  Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments .  Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.  Speak audibly and fluently with an increasing command of Standard English.  Participate in discussions, presentations, performances, role play, improvisations and debates.  Gain, maintain and monitor the interest of the listener(s).  Consider and evaluate different viewpoints, attending to and building on the contributions of others.  Select and use appropriate registers for effective communication.</p> <p><b>Reading comprehension</b></p> <p>Reading books that are structured in some different ways and reading for a range of purposes.  Asking simple questions to improve their understanding of a text.  Drawing simple inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.  Beginning to predict what might happen from details stated and implied.  Beginning to identify main ideas drawn from more than one paragraph and summarising these.  Beginning to identify how language, structure, and presentation contribute to meaning.  Retrieve and record simple information from non-fiction.  Participate with support in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p> <p><b>Writing composition</b></p> <p>Beginning to discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.  Beginning to discuss and record ideas.  Composing and rehearsing simple sentence structures orally (including dialogue), progressively building a varied and rich vocabulary and an</p>			

increasing range of sentence structures (English Appendix 2).

**Organising simple paragraphs around a theme.**

Beginning to assess the effectiveness of their own and others' writing and suggesting improvements.

Beginning to propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.

Proof-read for some spelling and punctuation errors.

**Writing: Grammar and Punctuation:**

Extend my sentences with more than one clause by using a wider range of connectives eg when, if because, although

Understand a conjunction joins two clauses

Understand paragraphs as a way to group related material

Use the perfect form of a verb

**Handwriting**

Beginning to use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.

Beginning to increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

<b>TERM: YEAR 3 SPRING 1</b> <b>DURATION: 2 WEEKS</b> <b>UNIT 1</b>	<b>TEXT FOCUS:</b> Poetry- Shape poem with repetitive lines. <b>Descriptive Poetry</b> <b>(adjectives, alliteration.)</b>	<b>NAMES OF TEXT TO BE USED:</b> Examples of Descriptive Poetry	<b>OUTCOME:</b> Book of Winter Poems
<p><b>OBJECTIVES:</b></p> <p><b>Speaking – Oracy</b></p> <p>Listen and respond appropriately to adults and their peers.          Ask relevant questions to extend their understanding and knowledge.          Use relevant strategies to build their vocabulary .          Articulate and justify answers, arguments and opinions.          Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings          Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments          Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.          Speak audibly and fluently with an increasing command of Standard English.          Participate in discussions, presentations, performances, role play, improvisations and debates.          Gain, maintain and monitor the interest of the listener(s).          Consider and evaluate different viewpoints, attending to and building on the contributions of others.          Select and use appropriate registers for effective communication.</p> <p><b>Reading comprehension</b></p> <p>Listening to and discussing a range of poetry          Reading books that are structured in some different ways and reading for a range of purposes.          Beginning to use dictionaries to check the meaning of words that they have read.          Increasing their familiarity with a range of books retelling some of these orally.          Preparing poems to read aloud and to perform, increasingly showing understanding through intonation, tone, volume and action.          Discussing some words and phrases that capture the reader's interest and imagination.          Beginning to recognise some different forms of poetry [for example, free verse, narrative poetry].          Beginning to check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.          Asking simple questions to improve their understanding of a text.          Beginning to predict what might happen from details stated and implied.          Beginning to identify main ideas drawn from more than one paragraph and summarising these.          Beginning to identify how language, structure, and presentation contribute to meaning.</p>			

Participate with support in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

### **Writing composition**

Beginning to discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.

Beginning to discuss and record ideas.

Composing and rehearsing simple sentence structures orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).

Organising simple paragraphs around a theme.

Beginning to assess the effectiveness of their own and others' writing and suggesting improvements.

Beginning to propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.

Proof-read for some spelling and punctuation errors.

Read aloud their own writing, to a group or the whole class, using increasing intonation and control of tone and volume so that the meaning is clear.

Begin to use simple organisational devices in non-narrative material

### **Writing: Grammar and Punctuation:**

Extend my sentences with more than one clause by using a wider range of connectives eg when, if because, although

Use a and an correctly (3)

Use conjunctions, adjectives and adverbs to express time and cause (3)

Understanding the formation of nouns using a range of prefixes (super, anti, auto)

### **Handwriting**

Beginning to use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.

Beginning to increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

<b>TERM: YEAR 3 SPRING 1</b> <b>DURATION: 3 WEEKS</b> <b>UNIT 2</b>	<b>TEXT FOCUS:</b> <b>Narrative:</b> <b>Quests/Journeys into history</b>	<b>NAMES OF TEXT TO BE USED:</b> <b>Jack Stalwart: Dinosaur</b>	<b>OUTCOME:</b> <b>To write a short quest story with a historical setting. Link to Stone Age</b>
<p><b>OBJECTIVES:</b></p> <p><b>Speaking – Oracy</b></p> <p>Listen and respond appropriately to adults and their peers.  Use relevant strategies to build their vocabulary  Articulate and justify answers, arguments and opinions.  Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings  Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments  Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.  Speak audibly and fluently with an increasing command of Standard English.  Participate in discussions, presentations, performances, role play, improvisations and debates.  Gain, maintain and monitor the interest of the listener(s).  Consider and evaluate different viewpoints, attending to and building on the contributions of others.</p> <p><b>Reading comprehension</b></p> <p>Listening to and discussing a range of fiction  Increasing their familiarity with a range of books.  Reading books that are structured in some different ways and reading for a range of purposes.  Increasing their familiarity with a range of books  Identifying themes and conventions in a range of books.  Discussing some words and phrases that capture the reader's interest and imagination.  Beginning to check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.  Asking simple questions to improve their understanding of a text.  Drawing simple inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.  Beginning to predict what might happen from details stated and implied.  Beginning to identify main ideas drawn from more than one paragraph and summarising these.  Beginning to identify how language, structure, and presentation contribute to meaning.  Participate with support in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p> <p><b>Writing composition</b></p> <p>Beginning to discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p>			

Beginning to discuss and record ideas.

Composing and rehearsing simple sentence structures orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).

Organising simple paragraphs around a theme.

Creating simple settings, characters and a basic plot in narratives.

Beginning to assess the effectiveness of their own and others' writing and suggesting improvements.

Beginning to propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.

Proof-read for some spelling and punctuation errors.

Read aloud their own writing, to a group or the whole class, using increasing intonation and control of tone and volume so that the meaning is clear.

### **Organise paragraphs around a theme**

#### **Writing: Grammar and Punctuation:**

Choose nouns or pronouns appropriately within a sentence to avoid ambiguity and repetition

Use conjunctions, adverbs and prepositions to express time and cause (3)

Use and punctuate direct speech using inverted commas

Understand paragraphs as a way to group related material

Understanding word families based on common words showing how words are related in the form of meaning (solve, solution, dissolve, insoluble)

Use the perfect form of the verb

Punctuate direct speech using inverted commas

#### **Handwriting**

Beginning to use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.

Beginning to increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

<b>TERM: YEAR 3 SPRING 2</b> <b>DURATION: 2 WEEKS</b> <b>UNIT 3</b>	<b>TEXT FOCUS:</b> <b>Non-Chronological Report</b>	<b>NAMES OF TEXT TO BE USED:</b> <b>All the information books used throughout Stone age topic.</b> <b>Examples of historical non-fiction texts</b>	<b>OUTCOME:</b> <b>Children to produce a non-chronological report about Stone Age for display with their parents as audience when they come to the stone age cave.</b>
---	---	--	---

**OBJECTIVES:**

**Speaking – Oracy**

- Listen and respond appropriately to adults and their peers.
- Ask relevant questions to extend their understanding and knowledge.
- Use relevant strategies to build their vocabulary .
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- Speak audibly and fluently with an increasing command of Standard English.
- Participate in discussions
- Consider and evaluate different viewpoints, attending to and building on the contributions of others.
- Select and use appropriate registers for effective communication.

**Reading comprehension**

- Listening to and discussing a range of non-fiction and reference books or textbooks.
- Reading books that are structured in some different ways and reading for a range of purposes.
- Beginning to use dictionaries to check the meaning of words that they have read.
- Identifying themes and conventions in a range of books.
- Beginning to check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
- Asking simple questions to improve their understanding of a text.
- Beginning to identify main ideas drawn from more than one paragraph and summarising these.
- Beginning to identify how language, structure, and presentation contribute to meaning.
- Retrieve and record simple information from non-fiction.
- Participate with support in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

**Writing composition**

- Beginning to discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
- Beginning to discuss and record ideas.
- Composing and rehearsing simple sentence structures orally (including dialogue), progressively building a varied and rich vocabulary and an

increasing range of sentence structures (English Appendix 2).

Organising simple paragraphs around a theme.

**Beginning to use simple organisational devices in non-narrative material [for example, headings and sub-headings].**

Beginning to assess the effectiveness of their own and others' writing and suggesting improvements.

Beginning to propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.

Proof-read for some spelling and punctuation errors.

Read aloud their own writing, to a group or the whole class, using increasing intonation and control of tone and volume so that the meaning is clear.

### **Writing: Grammar and Punctuation:**

Extend my sentences with more than one clause by using a wider range of connectives eg when, if because, although

Use a and an correctly (3)

Use conjunctions, adverbs and prepositions to express time and cause (3)

Understand paragraphs as a way to group related material

Using headings and subheadings as a way to group material

Understand the formation of nouns using a range of prefixes (super, anti, auto)

### **Handwriting**

Beginning to use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.

Beginning to increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

<b>TERM: YEAR 3 SPRING 2</b> <b>DURATION: 2 WEEKS</b> <b>UNIT 3</b>	<b>TEXT FOCUS:</b> <b>Non-narrative</b> <b>Instructions</b>	<b>NAMES OF TEXT TO BE USED:</b> <b>Non-Fictional on Stone Age</b> <b>Various instructions</b>	<b>OUTCOME:</b> <b>Write a set on instructions on</b> <b>how to make a stone age tool.</b>
<p><b>OBJECTIVES:</b></p> <p><b>Speaking – Oracy</b></p> <p>Listen and respond appropriately to adults and their peers.  Ask relevant questions to extend their understanding and knowledge.  Use relevant strategies to build their vocabulary .  Articulate and justify answers, arguments and opinions.  Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings .  Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments .  Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.  Speak audibly and fluently with an increasing command of Standard English.  Gain, maintain and monitor the interest of the listener(s).  Select and use appropriate registers for effective communication.</p> <p><b>Reading comprehension</b></p> <p>Listening to and discussing a range of non-fiction and reference books or textbooks.  Reading books that are structured in some different ways and reading for a range of purposes.  Beginning to use dictionaries to check the meaning of words that they have read.  Identifying themes and conventions in a range of books.  Beginning to recognise some different forms of poetry [for example, free verse, narrative poetry].  Beginning to check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.  Asking simple questions to improve their understanding of a text.  Beginning to identify how language, structure, and presentation contribute to meaning.  Retrieve and record simple information from non-fiction.  Participate with support in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.  Using simple organisational devices in non fiction texts such as headings and subheadings</p> <p><b>Writing composition</b></p> <p>Beginning to discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.  Beginning to discuss and record ideas.  Composing and rehearsing simple sentence structures orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).</p>			

Organising simple paragraphs around a theme.

Beginning to use simple organisational devices in non-narrative material [for example, headings and sub-headings].

Beginning to assess the effectiveness of their own and others' writing and suggesting improvements.

Beginning to propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.

Proof-read for some spelling and punctuation errors.

Read aloud their own writing, to a group or the whole class, using increasing intonation and control of tone and volume so that the meaning is clear.

### **Writing: Grammar and Punctuation:**

Extend my sentences with more than one clause by using a wider range of connectives eg when, if because, although

Use conjunctions, adverbs and prepositions to express time and cause (3)

Understand word families based on common words (solve, solution, solver, dissolve and insoluble)

Use the perfect form of the verb

Punctuate direct speech using inverted commas

### **Handwriting**

Beginning to use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.

Beginning to increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

<p><b>TERM: YEAR 3 SUMMER 1</b>  <b>DURATION: 2 WEEKS</b>  <b>UNIT 1</b></p>	<p><b>TEXT FOCUS:</b>  <b>Poetry</b>  <b>Extended Verse</b></p>	<p><b>NAMES OF TEXT TO BE USED:</b>  <b>Please Mrs Butler by Alan Ahlberg</b></p>	<p><b>OUTCOME:</b>  <b>Class anthology which includes changes to or extensions to the original poem.</b></p>
<p><b>OBJECTIVES:</b></p> <p><b>Speaking – Oracy</b>  Listen and respond appropriately to adults and their peers.  Ask relevant questions to extend their understanding and knowledge.  Use relevant strategies to build their vocabulary  Articulate and justify answers, arguments and opinions.  Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings  Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments  Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.  Speak audibly and fluently with an increasing command of Standard English.  Participate in discussions, presentations, performances, role play, improvisations and debates.  Gain, maintain and monitor the interest of the listener(s).  Consider and evaluate different viewpoints, attending to and building on the contributions of others.  Select and use appropriate registers for effective communication.</p> <p><b>Reading comprehension</b>  Listening to and discussing a range of poetry  Reading books that are structured in some different ways and reading for a range of purposes.  Identifying themes and conventions in a range of books.  Preparing poems to read aloud and to perform, increasingly showing understanding through intonation, tone, volume and action.  Discussing some words and phrases that capture the reader's interest and imagination.  Beginning to recognise some different forms of poetry [for example, free verse, narrative poetry].  Beginning to check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.  Asking simple questions to improve their understanding of a text.  Drawing simple inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.  Beginning to predict what might happen from details stated and implied.  Beginning to identify main ideas drawn from more than one paragraph and summarising these.  Beginning to identify how language, structure, and presentation contribute to meaning.  Participate with support in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>			

### **Writing composition**

Beginning to discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.

Beginning to discuss and record ideas.

Composing and rehearsing simple sentence structures orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).

Beginning to assess the effectiveness of their own and others' writing and suggesting improvements.

Beginning to propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.

Proof-read for some spelling and punctuation errors.

Read aloud their own writing, to a group or the whole class, using increasing intonation and control of tone and volume so that the meaning is clear.

### **I can find words that rhyme**

#### **Writing: Grammar and Punctuation:**

Extend my sentences with more than one clause by using a wider range of connectives eg when, if because, although

Understand the difference between a main clause and a subordinate clause.

Understand the formation of nouns using a range of prefixes (super, anti, auto)

Use the perfect form of the verb

Punctuate direct speech

#### **Handwriting**

Beginning to use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.

Beginning to increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

<b>TERM: YEAR 3 SUMMER 1</b> <b>DURATION: 3 WEEKS</b> <b>UNIT 2</b>	<b>TEXT FOCUS:</b> <b>Non-narrative</b> <b>Explanation</b>	<b>NAMES OF TEXT TO BE USED:</b> <b>National Geographic Kids:</b> <b>Volcanoes by Anne Schrieber</b> <b>Usbourne Beginners:</b> <b>Volcanoes.</b> <b>Volcanoes: Run for your Life</b> <b>(Scholastic Discover More –</b> <b>Level 3) by Lauren Brown.</b>	<b>OUTCOME:</b> <b>To write an explanation of how</b> <b>a volcano works.</b>
---	--	--	---

<p><b>OBJECTIVES:</b></p> <p><b>Speaking – Oracy</b></p> <p>Listen and respond appropriately to adults and their peers.</p> <p>Ask relevant questions to extend their understanding and knowledge.</p> <p>Use relevant strategies to build their vocabulary .</p> <p>Articulate and justify answers, arguments and opinions.</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings .</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments .</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>Speak audibly and fluently with an increasing command of Standard English.</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates.</p> <p>Gain, maintain and monitor the interest of the listener(s).</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others.</p> <p><b>Reading comprehension</b></p> <p>Listening to and discussing a range of non-fiction and reference books or textbooks.</p> <p>Reading books that are structured in some different ways and reading for a range of purposes.</p> <p>Beginning to use dictionaries to check the meaning of words that they have read.</p> <p>Identifying themes and conventions in a range of books.</p> <p>Beginning to check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Asking simple questions to improve their understanding of a text.</p> <p>Beginning to identify main ideas drawn from more than one paragraph and summarising these.</p> <p>Beginning to identify how language, structure, and presentation contribute to meaning.</p> <p>Retrieve and record simple information from non-fiction.</p> <p>Participate with support in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p> <p><b>Writing composition</b></p>
---

Beginning to discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.

Beginning to discuss and record ideas.

Composing and rehearsing simple sentence structures orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).

Organising simple paragraphs around a theme.

Beginning to use simple organisational devices in non-narrative material [for example, headings and sub-headings].

Beginning to assess the effectiveness of their own and others' writing and suggesting improvements.

Beginning to propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.

Proof-read for some spelling and punctuation errors.

Read aloud their own writing, to a group or the whole class, using increasing intonation and control of tone and volume so that the meaning is clear.

### **Writing: Grammar and Punctuation:**

Use conjunctions to express time.

Use conjunctions to express cause.

Understand what a main clause and subordinate clause is.

Use headings and subheadings to aid presentation

Understand word families based on common words, showing how words are related in form of meanings (solve, solution, solver, dissolve, insoluble)

Use the perfect form of the verb

### **Handwriting**

Beginning to use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.

Beginning to increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

<b>TERM: YEAR SUMMER 2</b> <b>DURATION: 3-4 WEEKS</b> <b>UNIT 1</b>	<b>TEXT FOCUS:</b> Narrative Fantasy	<b>NAMES OF TEXT TO BE USED:</b> The Iron Man	<b>OUTCOME:</b> To write a fantasy story.
<p><b>OBJECTIVES:</b></p> <p><b>Speaking – Oracy</b></p> <p>Listen and respond appropriately to adults and their peers.          Ask relevant questions to extend their understanding and knowledge.          Use relevant strategies to build their vocabulary .          Articulate and justify answers, arguments and opinions.          Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings .          Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments .          Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.          Speak audibly and fluently with an increasing command of Standard English.          Participate in discussions, presentations, performances, role play, improvisations and debates.          Gain, maintain and monitor the interest of the listener(s).          Consider and evaluate different viewpoints, attending to and building on the contributions of others.          Select and use appropriate registers for effective communication.</p> <p><b>Reading comprehension</b></p> <p>Listening to and discussing a range of fiction          Reading books that are structured in some different ways and reading for a range of purposes.          Increasing their familiarity with a range of books, including fairy stories, myths and legends, and retelling some of these orally.          Identifying themes and conventions in a range of books.          Discussing some words and phrases that capture the reader's interest and imagination.          Beginning to check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.          Asking simple questions to improve their understanding of a text.          Drawing simple inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.          Beginning to predict what might happen from details stated and implied.          Beginning to identify main ideas drawn from more than one paragraph and summarising these.          Beginning to identify how language, structure, and presentation contribute to meaning.          Participate with support in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p> <p><b>Writing composition</b></p> <p>Beginning to discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p>			

Beginning to discuss and record ideas.

Composing and rehearsing simple sentence structures orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).

Organising simple paragraphs around a theme.

Creating simple settings, characters and a basic plot in narratives.

Beginning to assess the effectiveness of their own and others' writing and suggesting improvements.

Beginning to propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.

Proof-read for some spelling and punctuation errors.

Read aloud their own writing, to a group or the whole class, using increasing intonation and control of tone and volume so that the meaning is clear.

**Use the perfect form of the verb to mark relationships of time and cause eg have/has taken, had taken, will have taken**

### **Writing: Grammar and Punctuation:**

Extend my sentences with more than one clause by using a wider range of connectives eg when, if because, although

Use a and an correctly (3)

Choose nouns or pronouns appropriately within a sentence to avoid ambiguity and repetition

Use conjunctions, adverbs and prepositions to express time and cause (3)

Punctuate direct speech using inverted commas

### **Handwriting**

Beginning to use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.

Beginning to increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

## YEAR 2:

**WHOLE SCHOOL CURRICULUM MATRIX: ENGLISH.** This document is part of a set of three school documents that supports The 2014 Primary National Curriculum in England. (Whole School Handwriting Curriculum and Whole School Spelling Curriculum).

This document is our whole school long term plan for English for Years 1 to 6. This document compliments our whole school curriculum matrix for other subject.

### **YEAR TWO: updated Summer 2016**

<b>TERM: YEAR 2</b> <b>Autumn 1</b> <b>DURATION: 7 WEEKS</b>	<b>TEXT FOCUS:</b> Traditional Tales and alternative versions.  Stories from other cultures.	<b>NAMES OF TEXT TO BE USED:</b> The Three Little Pigs Alternative versions. Material books Tiger Child How Rabbit Stole Fire	<b>OUTCOME:</b> Retell three little pigs story in writing Write an alternative version Write a diary entry Write a letter from wolf to mammy pig Non- fiction writing about materials to build a house Instructions to build a house
<b>OBJECTIVES:</b>	<b>Reading Comprehension</b> Pupils will be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"><li>▪ discussing the sequence of events in books and how items of information are related</li><li>▪ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li><li>▪ being introduced to non-fiction books that are structured in different ways</li><li>▪ discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li><li>▪ discussing their favourite words and phrases</li><li>▪ making inferences on the basis of what is being said and done</li><li>▪ answering and asking questions</li><li>▪ predicting what might happen on the basis of what has been read so far</li></ul> <b>Spelling</b> <ul style="list-style-type: none"><li>▪ segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li></ul>		

- learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- learning to spell common exception words

### **Writing-composition**

- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence

make simple additions, revisions and corrections to their own writing by:

- evaluating their writing with the teacher and other pupils
- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- develop their understanding of the concepts set out in [English Appendix 2](#) by:
  - learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks
  - sentences with different forms: statement, question, exclamation, command
  - expanded noun phrases to describe and specify [for example, the blue butterfly]
  - the present and past tenses correctly and consistently including the progressive form
  - subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
  - the grammar for year 2 in English Appendix 2

use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

<p><b>TERM: YEAR 2</b>  <b>AUTUMN 1</b>  <b>DURATION: 5</b></p>	<p><b>TEXT FOCUS:</b>  Familiar Settings  Anthony Browne  Into the Tunnel  In the Forest  My Dad/My Mum</p>	<p><b>NAMES OF TEXT TO BE USED:</b>  Into the Forest  The Tunnel  My Mum  My Dad  Willy the Wimp  Willy the Champ  Willy the dreamer  King Kong  Tree books, woodland, forest books</p>	<p><b>OUTCOME:</b>  Explore feelings through the pictures  Writing a story  Fact file about parent  Describing setting/character  Instructions on How to be safe in a forest?  Letter to family/bully  Information writing about woodland habitats</p>
<p><b>OBJECTIVES:</b></p>	<p><b>Reading Comprehension</b></p> <ul style="list-style-type: none"> <li>▪ develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> <li>▪ discussing the sequence of events in books and how items of information are related</li> <li>▪ becoming increasingly familiar with and retelling a wider range of stories,</li> <li>▪ being introduced to non-fiction books that are structured in different ways</li> <li>▪ recognising simple recurring literary language in stories and poetry</li> <li>▪ discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>▪ making inferences on the basis of what is being said and done</li> <li>▪ answering and asking questions</li> <li>▪ predicting what might happen on the basis of what has been read so far</li> </ul> </li> <li>▪ participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</li> </ul> <p><b><u>Spelling</u></b></p> <ul style="list-style-type: none"> <li>▪ segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>▪ learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> <li>▪ learning to spell common exception words</li> </ul>		

### Writing – composition

- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
  - evaluating their writing with the teacher and other pupils
  - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of develop their understanding of the concepts set out in [English Appendix 2](#) by:
  - learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- learn how to use:
  - sentences with different forms: statement, question, exclamation, command
  - expanded noun phrases to describe and specify [for example, the blue butterfly]
  - the present and past tenses correctly and consistently including the progressive form
  - subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
  - sentences punctuated correctly]

<p><b>TERM: YEAR 2 AUTUMN</b> <b>DURATION: 2 WEEKS</b></p>	<p><b>TEXT FOCUS:</b> Poetry Senses</p>	<p><b>NAMES OF TEXT TO BE USED:</b> Collection of senses poems. The Sound Collector Poem Sniff, sniff, sniff Julia Donaldson The Magic Box by Kit Wright</p>	<p><b>OUTCOME:</b> Children to have written a descriptive poem Perform a poem Recite a poem</p>
<p><b>OBJECTIVES:</b></p>	<p><b>Reading Comprehension</b> Pupils will be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>• listening to, discussing and expressing views about a wide range of contemporary and classic poetry at a level beyond that at which they can read independently</li> <li>• recognising simple recurring literary language in poetry</li> <li>• discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>• discussing their favourite words and phrases</li> <li>• continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear .</li> <li>• drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>• participate in discussion about poems that are read to them and those that they can read for themselves, taking turns and listening to what others say</li> <li>• explain and discuss their understanding of poems both those that they listen to and those that they read for themselves.</li> </ul> <p><b>Reading Word Reading</b> Pupils should be taught to: continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <ul style="list-style-type: none"> <li>• read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>• read accurately words of two or more syllables that contain the same graphemes as above</li> <li>• read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered .</li> </ul> <p><b>Writing Composition</b> Pupils should be taught to develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li>• writing poetry</li> <li>• consider what they are going to write before beginning by:</li> <li>• writing down ideas and/or key words, including new vocabulary</li> </ul>		

make simple additions, revisions and corrections to their own writing by:

- evaluating their writing with the teacher and other pupils
- re-reading to check that their writing makes sense and that verbs to
- proof-reading to check for errors in spelling, grammar and punctuation.

read aloud what they have written with appropriate intonation to make the meaning clear.

**Writing – vocabulary, grammar and punctuation Pupils should be taught to:**

- learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists.

**learn how to use:**

- expanded noun phrases to describe and specify [for example, the blue butterfly]
- the present and past tenses correctly and consistently including the progressive form

**Writing – Transcription**

**Pupils should be taught to spell by:**

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.

<b>TERM: YEAR 2 SPRING 1</b> <b>DURATION:</b>	<b>TEXT FOCUS:</b> Animal stories Animal information writing Letter to Dick King Smith Instructions how to look after a pet	<b>NAMES OF TEXT TO BE USED:</b> Dick King-Smith Extracts Animal tales The Sheep pig The hodgeheg Fat Lawrence Emily's legs	<b>OUTCOME:</b> Children to have produced an animal factfile. Children to write an animal tale Letter to Dick King Smith Instructions how to look after a pet
<b>OBJECTIVES:</b>	<p><b>Reading Comprehension</b>  <b>Pupils will be taught to:</b></p> <ul style="list-style-type: none"> <li>▪ develop pleasure in reading, motivation to read, vocabulary and understanding by:           <ul style="list-style-type: none"> <li>▪ listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li> <li>▪ discussing the sequence of events in books and how items of information are related</li> <li>▪ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>▪ being introduced to non-fiction books that are structured in different ways</li> <li>▪ recognising simple recurring literary language in stories and poetry</li> <li>▪ discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>▪ discussing their favourite words and phrases</li> <li>▪ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul> </li> </ul> <p><b>Writing Composition</b>  <b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>▪ develop positive attitudes towards and stamina for writing by:           <ul style="list-style-type: none"> <li>▪ writing narratives about personal experiences and those of others (real and fictional)</li> <li>▪ writing about real events</li> <li>▪ writing poetry</li> <li>▪ writing for different purposes</li> </ul> </li> </ul>		

- consider what they are going to write before beginning by:
  - planning or saying out loud what they are going to write about
  - writing down ideas and/or key words, including new vocabulary
  - encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
  - evaluating their writing with the teacher and other pupils
  - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
  - proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]

read aloud what they have written with appropriate intonation to make the meaning clear.

**Writing – vocabulary, grammar and punctuation Pupils should be taught to:**

- learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and
- learn how to use:
  - sentences with different forms: statement, question
  - expanded noun phrases to describe and specify for example, the blue butterfly
  - the present and past tenses correctly.
  - subordination (using when, if, that, or because) and co-ordination (using or, and, or but).

<p><b>TERM: YEAR 2 SPRING 2</b> <b>DURATION:</b></p>	<p><b>TEXT FOCUS:</b> Recount visit</p>	<p><b>NAMES OF TEXT TO BE USED:</b> John Burningham Mr Grumpy's Outing Recounts Own experience of a trip Mary Seacole Florence Nightingale</p>	<p><b>OUTCOME:</b> Recount – Mary Seacole and Florence Nightingale Recount of a trip Story What to take on holiday? What to pack? Guide to being safe in the sun</p>
<p><b>OBJECTIVES:</b></p>	<p><b>Reading Comprehension</b> <b>Pupils will be taught to::</b></p> <ul style="list-style-type: none"> <li>▪ develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> <li>▪ listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li> <li>▪ discussing the sequence of events in books and how items of information are related</li> <li>▪ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>▪ being introduced to non-fiction books that are structured in different ways</li> <li>▪ recognising simple recurring literary language in stories and poetry</li> <li>▪ discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>▪ discussing their favourite words and phrases</li> <li>▪ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul> </li> </ul> <p><b>Writing Composition</b> <b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>▪ develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> <li>▪ writing narratives about personal experiences and those of others (real and fictional)</li> <li>▪ writing about real events</li> </ul> </li> </ul>		

- writing poetry
- writing for different purposes
- consider what they are going to write before beginning by:
  - planning or saying out loud what they are going to write about
  - writing down ideas and/or key words, including new vocabulary
  - encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
  - evaluating their writing with the teacher and other pupils
  - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
  - proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]

read aloud what they have written with appropriate intonation to make the meaning clear.

**Writing – vocabulary, grammar and punctuation Pupils should be taught to:**

- learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and
- learn how to use:
- sentences with different forms: statement, question
- expanded noun phrases to describe and specify for example, the blue butterfly
- the present and past tenses correctly.
- subordination (using when, if, that, or because) and co-ordination (using or, and, or but).

<p><b>TERM: YEAR 2 SUMMER 1</b></p> <p><b>DURATION: 6 WEEKS</b></p>	<p><b>TEXT FOCUS:</b> Narrative Significant authors: Julia Donaldson Non fiction - plants</p>	<p><b>NAMES OF TEXT TO BE USED:</b> The Gruffalo Room On A Broom A Squash and a Squeeze Monkey Puzzle What the Ladybird Heard The Highway Rat Superworm</p>	<p><b>OUTCOME:</b> Retell story Write own story Non- fiction writing about plants Diary of the Gruffalo Descriptive writing 'Dragon Guide' from the witch explaining how to keep a dragon away Role play</p>
<p><b>OBJECTIVES:</b></p>	<p><b>Reading Comprehension</b> Pupils will be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>• listening to, discussing and expressing views about a wide range of contemporary stories at a level beyond that at which they can read independently</li> <li>• discussing the sequence of events in books and how items of information are related</li> <li>• becoming increasingly familiar with and retelling a wider range of stories</li> <li>• recognising simple recurring literary language in stories.</li> <li>• discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>• making inferences on the basis of what is being said and done</li> <li>• predicting what might happen on the basis of what has been read so far</li> <li>• explain and discuss their understanding of books both those that they listen to and those that they read for themselves.</li> </ul> <p><b>Writing Composition</b> Pupils should be taught to develop positive attitudes towards and stamina for writing by: consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> <li>• planning or saying out loud what they are going to write about</li> <li>• writing down ideas and/or key words, including new vocabulary</li> <li>• encapsulating what they want to say, sentence by sentence</li> <li>• make simple additions, revisions and corrections to their own writing by:</li> <li>• evaluating their writing with the teacher and other pupils</li> <li>• re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>• proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> <li>• read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul> <p><b>Writing – vocabulary, grammar and punctuation Pupils should be taught to:</b></p>		

- learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

learn how to use:

- sentences with different forms: statement, question, exclamation/
- expanded noun phrases to describe and specify [for example, the blue butterfly]
- the present and past tenses correctly.

### **Spelling**

- learning to spell common exception words
- learning to spell more words with contracted forms
- learning the possessive apostrophe (singular) [for example, the girl's book]
- distinguishing between homophones and near-homophones

add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly

<p><b>TERM: YEAR 2</b>  <b>SUMMER 1</b>  <b>DURATION: 2 WEEKS</b></p>	<p><b>TEXT FOCUS:</b>  Poetry</p>	<p><b>NAMES OF TEXT TO BE USED:</b>  <b>Alliteration, tongue twisters, humorous poems.</b>  <b>Boo, Knock Knock, Champion crack ups, Hee! Hee! Hee!</b>  <b>Serious Silly School Jokes, Belly Laughs</b></p>	<p><b>OUTCOME:</b>  <b>Children to have written their own poems that use sounds to create effects and they will share their poems with the other Y2 class.</b></p>
<p><b>OBJECTIVES:</b></p>	<p><b>Reading Comprehension</b>  Pupils will be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>• listening to, discussing and expressing views about a wide range of contemporary and classic poetry at a level beyond that at which they can read independently</li> <li>• recognising simple recurring literary language in poetry</li> <li>• discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>• discussing their favourite words and phrases</li> <li>• continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear .</li> <li>• drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>• participate in discussion about poems that are read to them and those that they can read for themselves, taking turns and listening to what others say</li> <li>• explain and discuss their understanding of poems both those that they listen to and those that they read for themselves.</li> </ul> <p><b>Writing Composition</b>  Pupils should be taught to develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li>• writing poetry</li> </ul> <p>consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> <li>• writing down ideas and/or key words, including new vocabulary</li> <li>• encapsulating what they want to say, sentence by sentence</li> <li>• make simple additions, revisions and corrections to their own writing by:</li> <li>• evaluating their writing with the teacher and other pupils</li> <li>• re-reading to check that their writing makes sense and that verbs to</li> <li>• proof-reading to check for errors in spelling, grammar and punctuation.</li> <li>• read aloud what they have written with appropriate intonation to make the meaning clear.</li> <li>• indicate time are used correctly and consistently, including verbs in the continuous form</li> </ul> <p><b>Writing – vocabulary, grammar and punctuation Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists.</li> </ul> <p><b>learn how to use:</b></p> <ul style="list-style-type: none"> <li>• expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>• the present and past tenses correctly and consistently including the progressive form</li> </ul>		

<p><b>TERM: YEAR 2 SUMMER 2</b> <b>DURATION: 6 weeks</b></p>	<p><b>TEXT FOCUS:</b> Fiction Non-fiction</p>	<p><b>NAMES OF TEXT TO BE USED:</b> Pirate Pete Night Pirates Pirate Handbook Fact books about pirates</p>	<p><b>OUTCOME:</b> Report about Pirates Pirate story Letter from captain Diary entry Pirate code</p>
<p>OBJECTIVES:</p>	<p><b>Reading Comprehension</b> <b>Pupils will be taught to::</b></p> <ul style="list-style-type: none"> <li>• listen to, discuss and express views about a wide range of non-fiction at a level beyond that at which they can read independently</li> <li>• discussing how items of information are related</li> <li>• being introduced to non-fiction books that are structured in different ways</li> <li>• discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>• understand both the books that they can already read accurately and fluently and those that they listen to by:</li> <li>• draw on what they already know or on background information and vocabulary provided by the teacher.</li> <li>• answering and asking questions</li> <li>• explain and discuss their understanding of books and other material, both those that they listen to and those that they read for themselves.</li> </ul> <p><b>Writing Composition</b> <b>Pupils should be taught to:</b> consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> <li>• planning or saying out loud what they are going to write about</li> <li>• writing down ideas and/or key words, including new vocabulary</li> <li>• encapsulating what they want to say, sentence by sentence</li> </ul> <p>make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> <li>• evaluating their writing with the teacher and other pupils</li> <li>• proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> <li>• read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul> <p><b>Writing – vocabulary, grammar and punctuation Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and</li> </ul> <p>learn how to use:</p> <ul style="list-style-type: none"> <li>• sentences with different forms: statement, question, exclamation,</li> <li>• expanded noun phrases to describe and specify for example, the blue butterfly</li> <li>• the present and past tenses correctly.</li> <li>• subordination (using when, if, that, or because) and co-ordination (using or, and, or but).</li> </ul>		

**YEAR 1:**

<p><b>TERM: AUTUMN 1</b> <b>YEAR : 1</b> <b>DURATION: 6 weeks</b></p>	<p><b>TEXT FOCUS: Fiction:</b> <b>Poetry</b></p>	<p><b>NAMES OF TEXT TO BE USED:</b> <b>Harry and His Bucketful of Dinosaurs</b> <b>Romp in the Swamp</b> <b>At the Museum</b> <b>Go Wild</b> <b>Dinosaurs United</b> <b>Say Rahhhh</b> <b>Harry and the Robots</b></p>	<p><b>OUTCOME:</b> <b>Lists of dinosaurs</b> <b>Captions to match dinosaurs</b> <b>Labels for a museum</b> <b>Poster: missing dinosaur</b> <b>Rules: Football</b> <b>Instructions for brushing dinosaurs teeth</b> <b>Names using capital letters</b></p>
<p><b>OBJECTIVES:</b></p>	<p><b><u>READING:</u></b></p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"><li>• apply phonic knowledge and skills as the route to decode words</li><li>• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li><li>• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li><li>• read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li><li>• read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li><li>• reread these books to build up their fluency and confidence in word reading</li></ul> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"><li>• develop pleasure in reading, motivation to read, vocabulary and understanding by:<ul style="list-style-type: none"><li>○ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li><li>○ being encouraged to link what they read or hear to their own experiences</li><li>○ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li><li>○ recognising and joining in with predictable phrases</li><li>○ learning to appreciate rhymes and poems, and to recite some by heart</li><li>○ discussing word meanings, linking new meanings to those already known</li></ul></li><li>• understand both the books they can already read accurately and fluently and those they listen to by:<ul style="list-style-type: none"><li>○ drawing on what they already know or on background information and vocabulary provided by the teacher</li><li>○ checking that the text makes sense to them as they read, and correcting inaccurate reading</li></ul></li></ul>		

- discussing the significance of the title and events
- making inferences on the basis of what is being said and done
- predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them

### **Spelling**

Pupils will be taught to:

- spell:
  - words containing each of the 40+ phonemes already taught
  - common exception words
  - the days of the week
- name the letters of the alphabet:
  - naming the letters of the alphabet in order
  - using letter names to distinguish between alternative spellings of the same sound
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far

### **Handwriting**

Pupils will be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these

### **Writing - composition**

Pupils will be taught to:

- write sentences by:
  - saying out loud what they are going to write about
  - composing a sentence orally before writing it
  - sequencing sentences to form short narratives
  - re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils

- read their writing aloud, clearly enough to be heard by their peers and the teacher

### **Writing - vocabulary, grammar and punctuation**

Pupils will be taught to:

- develop their understanding of the concepts by:
  - leaving spaces between words
  - joining words and joining clauses using 'and'
  - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
  - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
  - learning the grammar for year 1
- use the grammatical terminology in English in discussing their writing

<p><b>TERM: AUTUMN 2</b>  <b>YEAR : 1</b>  <b>DURATION: 7 WEEKS</b></p>	<p><b>TEXT FOCUS: Fiction (simple chapter books)</b>  <b>Non Fiction (Historical information)</b></p>	<p><b>NAMES OF TEXT TO BE USED:</b>  <b>Guy Fawkes: The Gunpowder Plot</b>  <b>Don't be Horrid Henry</b>  <b>Horrid Henry Reads a Book</b>  <b>Moody Margaret's School</b>  <b>Horrid Henry's Nits</b>  <b>Horrid Henry and the Demon</b>  <b>Dinner Lady</b>  <b>Horrid Henry's Christmas Presents</b></p>	<p><b>OUTCOME:</b></p> <p><b>Short historical report about Guy Fawkes.</b></p> <p><b>Character descriptions: main characters within Horrid Henry.</b>  <b>Book lists and reviews:</b>  <b>Reviews of books read at home and school.</b></p> <p><b>Short narrative story about school.</b></p> <p><b>Letters: letter to Santa</b></p>
<p><b>OBJECTIVES:</b></p>	<p><b><u>READING:</u></b></p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• apply phonic knowledge and skills as the route to decode words</li> <li>• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>• read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li> <li>• reread these books to build up their fluency and confidence in word reading</li> </ul> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> <li>○ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>○ being encouraged to link what they read or hear to their own experiences</li> <li>○ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>○ recognising and joining in with predictable phrases</li> <li>○ learning to appreciate rhymes and poems, and to recite some by heart</li> <li>○ discussing word meanings, linking new meanings to those already known</li> </ul> </li> </ul>		

- understand both the books they can already read accurately and fluently and those they listen to by:
  - drawing on what they already know or on background information and vocabulary provided by the teacher
  - checking that the text makes sense to them as they read, and correcting inaccurate reading
  - discussing the significance of the title and events
  - making inferences on the basis of what is being said and done
  - predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them

### **Spelling**

Pupils will be taught to:

- spell:
  - words containing each of the 40+ phonemes already taught
  - common exception words
  - the days of the week
- name the letters of the alphabet:
  - naming the letters of the alphabet in order
  - using letter names to distinguish between alternative spellings of the same sound
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far

### **Handwriting**

Pupils will be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these

### **Writing - composition**

Pupils will be taught to:

- write sentences by:

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read their writing aloud, clearly enough to be heard by their peers and the teacher

### **Writing - vocabulary, grammar and punctuation**

Pupils will be taught to:

- develop their understanding of the concepts by:
  - leaving spaces between words
  - joining words and joining clauses using 'and'
  - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
  - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
  - learning the grammar for year 1
- use the grammatical terminology in English in discussing their writing

<p><b>TERM: SPRING 1</b>  <b>YEAR : 1</b>  <b>DURATION: 6 WEEKS</b></p>	<p><b>TEXT FOCUS:</b> Narrative  Poetry</p>	<p><b>NAMES OF TEXT TO BE USED:</b>  <b>Mog the Forgetful Cat</b>  <b>Hairy McClary</b>  <b>Mog and the New Baby</b>  <b>Hairy McClarys Bone</b>  <b>Basketwork</b>  <b>Animal Poems</b></p>	<p><b>OUTCOME:</b>  <b>Speech bubbles: what are the different characters saying?</b>  <b>Rhyming sentences: using dogs names.</b>  <b>Descriptions of animals: cats and dogs.</b>  <b>Short narrative story: alternative ending</b>  <b>Instructions: bone shaped biscuits.</b></p>
<p><b>OBJECTIVES:</b></p>	<p><b><u>READING:</u></b></p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• apply phonic knowledge and skills as the route to decode words</li> <li>• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>• read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li> <li>• reread these books to build up their fluency and confidence in word reading</li> </ul> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> <li>○ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>○ being encouraged to link what they read or hear to their own experiences</li> <li>○ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>○ recognising and joining in with predictable phrases</li> <li>○ learning to appreciate rhymes and poems, and to recite some by heart</li> <li>○ discussing word meanings, linking new meanings to those already known</li> </ul> </li> <li>• understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> <li>○ drawing on what they already know or on background information and vocabulary provided by the teacher</li> </ul> </li> </ul>		

- checking that the text makes sense to them as they read, and correcting inaccurate reading
- discussing the significance of the title and events
- making inferences on the basis of what is being said and done
- predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them

### **Spelling**

Pupils will be taught to:

- spell:
  - words containing each of the 40+ phonemes already taught
  - common exception words
  - the days of the week
- name the letters of the alphabet:
  - naming the letters of the alphabet in order
  - using letter names to distinguish between alternative spellings of the same sound
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far

### **Handwriting**

Pupils will be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these

### **Writing - composition**

Pupils will be taught to:

- write sentences by:
  - saying out loud what they are going to write about
  - composing a sentence orally before writing it
  - sequencing sentences to form short narratives
  - re-reading what they have written to check that it makes sense

- discuss what they have written with the teacher or other pupils
- read their writing aloud, clearly enough to be heard by their peers and the teacher

### **Writing - vocabulary, grammar and punctuation**

Pupils will be taught to:

- develop their understanding of the concepts by:
  - leaving spaces between words
  - joining words and joining clauses using 'and'
  - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
  - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
  - learning the grammar for year 1
- use the grammatical terminology in English in discussing their writing

<p><b>TERM: Spring 2</b>  <b>YEAR : 1</b>  <b>DURATION: 5 weeks</b></p>	<p><b>TEXT FOCUS:</b>  Narrative  Non-narrative instructions</p>	<p><b>NAMES OF TEXT TO BE USED:</b>  Handa’s Surprise  Handa’s Hen  Oliver’s Fruit Salad  Bringing the Rain to the Kapiti Plain</p>	<p><b>OUTCOME:</b>  Short descriptions: village/street  Speech within text: use of speech bubbles and speech marks.  Instructions: for making fruit salad.  Shopping Lists: for fruit salad.  Recipes: fruit salad.  Weather Reports</p>
<p><b>OBJECTIVES:</b></p>	<p><b><u>READING:</u></b></p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• apply phonic knowledge and skills as the route to decode words</li> <li>• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>• read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li> <li>• reread these books to build up their fluency and confidence in word reading</li> </ul> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> <li>○ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>○ being encouraged to link what they read or hear to their own experiences</li> <li>○ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>○ recognising and joining in with predictable phrases</li> <li>○ learning to appreciate rhymes and poems, and to recite some by heart</li> <li>○ discussing word meanings, linking new meanings to those already known</li> </ul> </li> <li>• understand both the books they can already read accurately and fluently and those they listen to by:</li> </ul>		

- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read, and correcting inaccurate reading
- discussing the significance of the title and events
- making inferences on the basis of what is being said and done
- predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them

### **Spelling**

Pupils will be taught to:

- spell:
  - words containing each of the 40+ phonemes already taught
  - common exception words
  - the days of the week
- name the letters of the alphabet:
  - naming the letters of the alphabet in order
  - using letter names to distinguish between alternative spellings of the same sound
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far

### **Handwriting**

Pupils will be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these

### **Writing - composition**

Pupils will be taught to:

- write sentences by:
  - saying out loud what they are going to write about
  - composing a sentence orally before writing it

- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read their writing aloud, clearly enough to be heard by their peers and the teacher

**Writing - vocabulary, grammar and punctuation**

Pupils will be taught to:

- develop their understanding of the concepts by:
  - leaving spaces between words
  - joining words and joining clauses using 'and'
  - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
  - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
  - learning the grammar for year 1
- use the grammatical terminology in English in discussing their writing

<p><b>TERM: Summer 1</b>  <b>YEAR : 1</b>  <b>DURATION: 7 weeks</b></p>	<p><b>TEXT FOCUS: Narrative Poetry</b></p>	<p><b>NAMES OF TEXT TO BE USED:</b>  <b>Oliver Jeffers:</b>  <b>How to Catch a Star</b>  <b>Lost and Found</b>  <b>The Way Back Home</b>  <b>The Great Paper Caper</b>  <b>Up and Down</b>  <b>Stuck</b>  <b>This Moose Belongs to Me</b></p>	<p><b>OUTCOME:</b>  <b>Designs/labels for rocket</b>  <b>Short narratives: What will the boy do now that he is stuck on the moon?</b>  <b>Vocab cards: language associated with aeroplanes</b>  <b>Paper aeroplane competition posters.</b>  <b>Predictions: endings of story</b>  <b>Short narrative: how would you get a kite down from the tree?</b>  <b>Rules: how to be a good pet.</b></p>
<p><b>OBJECTIVES:</b></p>	<p><b><u>Reading - word reading</u></b></p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• apply phonic knowledge and skills as the route to decode words</li> <li>• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>• read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li> <li>• read other words of more than one syllable that contain taught GPCs</li> <li>• read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</li> <li>• read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li> <li>• reread these books to build up their fluency and confidence in word reading</li> </ul> <p><b><u>Reading - comprehension</u></b></p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> <li>○ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>○ being encouraged to link what they read or hear to their own experiences</li> </ul> </li> </ul>		

- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known
- understand both the books they can already read accurately and fluently and those they listen to by:
  - drawing on what they already know or on background information and vocabulary provided by the teacher
  - checking that the text makes sense to them as they read, and correcting inaccurate reading
  - discussing the significance of the title and events
  - making inferences on the basis of what is being said and done
  - predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them

### **Writing - transcription**

### **Spelling**

Pupils will be taught to:

- spell:
  - words containing each of the 40+ phonemes already taught
  - common exception words
  - the days of the week
- name the letters of the alphabet:
  - naming the letters of the alphabet in order
  - using letter names to distinguish between alternative spellings of the same sound
- add prefixes and suffixes:
  - using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
  - using the prefix un–
  - using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- apply simple spelling rules and guidance, as listed in [English appendix 1](#)
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far

### **Handwriting**

Pupils will be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these

### **Writing - composition**

Pupils will be taught to:

- write sentences by:
  - saying out loud what they are going to write about
  - composing a sentence orally before writing it
  - sequencing sentences to form short narratives
  - re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read their writing aloud, clearly enough to be heard by their peers and the teacher

### **Writing - vocabulary, grammar and punctuation**

Pupils will be taught to:

- develop their understanding of the concepts set out in [English appendix 2](#) by:
  - leaving spaces between words
  - joining words and joining clauses using 'and'
  - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
  - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
  - learning the grammar for year 1 in [English appendix 2](#)
- use the grammatical terminology in English [English appendix 2](#) in discussing their writin

<b>TERM: Summer 2</b> <b>YEAR : 1</b> <b>DURATION:</b>	<b>TEXT FOCUS:</b> Short narratives	<b>NAMES OF TEXT TO BE USED:</b> Elmer Elmer and the Wind Elmer, Rose and Super El Elmer and Aunt Zelda Elmer Again	<b>OUTCOME:</b> Changing a short narrative into their own short narrative. Short adventure narrative.
<b>OBJECTIVES:</b>	<p><b><u>Reading - word reading</u></b></p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• apply phonic knowledge and skills as the route to decode words</li> <li>• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>• read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li> <li>• read other words of more than one syllable that contain taught GPCs</li> <li>• read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s)</li> <li>• read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li> <li>• reread these books to build up their fluency and confidence in word reading</li> </ul> <p><b><u>Reading - comprehension</u></b></p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> <li>○ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>○ being encouraged to link what they read or hear to their own experiences</li> <li>○ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>○ recognising and joining in with predictable phrases</li> <li>○ learning to appreciate rhymes and poems, and to recite some by heart</li> <li>○ discussing word meanings, linking new meanings to those already known</li> </ul> </li> </ul>		

- understand both the books they can already read accurately and fluently and those they listen to by:
  - drawing on what they already know or on background information and vocabulary provided by the teacher
  - checking that the text makes sense to them as they read, and correcting inaccurate reading
  - discussing the significance of the title and events
  - making inferences on the basis of what is being said and done
  - predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them

### **Writing - transcription**

### **Spelling**

Pupils will be taught to:

- spell:
  - words containing each of the 40+ phonemes already taught
  - common exception words
  - the days of the week
- name the letters of the alphabet:
  - naming the letters of the alphabet in order
  - using letter names to distinguish between alternative spellings of the same sound
- add prefixes and suffixes:
  - using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
  - using the prefix un–
  - using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- apply simple spelling rules and guidance, as listed in [English appendix 1](#)
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far

### **Handwriting**

Pupils will be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters

- form digits 0-9
- understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these

### **Writing - composition**

Pupils will be taught to:

- write sentences by:
  - saying out loud what they are going to write about
  - composing a sentence orally before writing it
  - sequencing sentences to form short narratives
  - re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read their writing aloud, clearly enough to be heard by their peers and the teacher

### **Writing - vocabulary, grammar and punctuation**

Pupils will be taught to:

- develop their understanding of the concepts set out in [English appendix 2](#) by:
  - leaving spaces between words
  - joining words and joining clauses using 'and'
  - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
  - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
  - learning the grammar for year 1 in [English appendix 2](#)
- use the grammatical terminology in English [English appendix 2](#) in discussing their writing