

Whole School Long Term Plans for English

You must use the National Curriculum to look at the spelling rules in more detail. Appendix 1 Spelling will explain everything in more detail.

<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study/#upper-key-stage-2--years-5-and-6>

Year 1 Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
IPC Unit	The Circus is coming to town	What's it made of?	Time Travellers	From A to B	Flowers and Insects	Hooray! Let's go on Holiday!
<p>Year Group Books</p> <p>Story time takes place daily and lasts for 15 minutes or more - this is particularly important as reading to children is a statutory requirement of the National Curriculum.</p>	<p>SPAG / Sentence structure focus</p> <p>Leon and the Place Between - Angela McAllister & Graham Baker-Smith</p> <p>Peace at Last - Jill Murphy</p> <p>Can't You Sleep Little Bear - Martin Waddell</p>	<p>SPAG / Sentence structure focus</p> <p>10 Things I can do to help my World - Melanie Walsh</p> <p>The Elephant and the Bad Baby - Elfrida Vipont</p> <p>Avocado Baby - John Burningham</p>	<p>Traditional Fairytales</p> <p>Major Glad, Major Dizzy - Jan Ok</p> <p>Beegu - Alexis Deacon</p> <p>Where the Wild Things Are - Maurice Sendak</p>	<p>Traditional Fairytales</p> <p>Here I Am - Patti Kim & Sonia Sánchez</p> <p>The Tiger Who Came to Tea - Judith Kerr</p> <p>Dogger - Shirley Hughes</p>	<p>Traditional Fairytales</p> <p>Out and About - Shirley Hughes</p> <p>Cops and Robbers - Alan and Janet Ahlberg</p>	<p>Traditional Fairytales</p> <p>Grace and Family - Mary Hoffman</p> <p>Elmer - David McKee</p>
Approaches to Writing	<ul style="list-style-type: none"> • 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-read what they have written to check that it makes sense • Discuss what they have written with the teacher or other pupils • Read aloud their writing clearly enough to be heard by their peers and the teacher • Pupils should understand through demonstration the skills and processes essential to writing: thinking aloud as they collect ideas, drafting and re-reading to check their meaning is clear. 					
Writing Expectations	<p>Transcription</p> <p>Spelling</p> <ul style="list-style-type: none"> • I can identify known phonemes in unfamiliar words. • I can use syllables to divide words when spelling. 					

- I use what I know about alternative phonemes to narrow down possibilities for accurate spelling.
- I can use the spelling rule for adding 's' or 'es' for verbs in the 3rd person singular.
- I can name all the letters of the alphabet in order.
- I can use letter names to show alternative spellings of the same phoneme.

Handwriting

- I can sit correctly at a table, holding a pencil comfortably and correctly.
- I can form lower case letters in the correct direction, starting and finishing in the right place.
- I can form capital letters and digits 0-9.

Composition

- I can compose a sentence orally before writing it.
- I can sequence sentences in chronological order to recount an event or experience.
- I can re-read what I have written to check that it makes sense.
- I leave spaces between words.
- I know how the prefix 'un' can be added to words to change meaning.
- I can use the suffixes 's', 'es', 'ed', and 'ing' within my writing.

Grammar and punctuation

Sentence structure

- I can combine words to make a sentence.
- I can join two sentences using 'and'.

Text structure

- I can sequence sentences to form a narrative.

Punctuation

- I can separate words using finger spaces.
- I can use capital letters to start a sentence.
- I can use a full stop to end a sentence.
- I can use a question mark.
- I can use an exclamation mark.
- I can use capital letters for names.
- I can use 'I'.

<p>Genres in Writing To write in a series of simple sentences. These are sequenced to form a short narrative.</p>	<p>Write a poem using senses of the Circus</p> <p>Write a profile for a Circus performer</p>	<p>Poetry: Riddles about objects emphasising properties</p>	<p>Write about a significant event from their life to date.</p> <p>Write a story about space including a</p>	<p>Write a story about a journey, link to traditional tales like Little Red Riding Hood, Arabian Nights</p>	<p>Explanation text about the life cycle of a living thing</p>	<p>Description and information about a favourite holiday place</p> <p>Acrostic poem about summer</p>
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	<p>Write a diary entry for a circus performer</p> <p>Write instructions for a circus act</p> <p>Non-chronological report about a circus animal</p> <p>Letter to a circus about a show you watched/about a new act for the circus</p>	<p>Narrative: 'One day at the beach' using one object - sun umbrella</p> <p>Non-chronological report about where materials come from and how they're made - cotton, paper, glass</p> <p>Letter to Father Christmas Story</p>	<p>description</p> <p>Recount - Diary Entry from one of the spacemen about what it was like in space</p> <p>Write a letter to the children of tomorrow.</p>	<p>Write an explanation text about a type of transport and how it works. This can be a historical mode of transport</p> <p>Research and write a non-chronological report about different types of transport from across the world.</p> <p>Instructions about how to make paper aeroplanes</p>	<p>Adventure story based on an insect - bee, butterfly, ant...</p> <p>Explanation text to trace the production of one jar of honey from the bee to the jar on the shelf in the shop.</p> <p>Recipe about product made using honey</p> <p>Poem about an insect</p>	<p>Explanation text about the ways that people spoil holiday places and how this could be prevented.</p> <p>Non-chronological report about the Wonders of the World.</p> <p>Story set in a holiday location.</p>
Grammar	<p>Capital letters and full stops.</p> <p>Using the initial sounds to spell words.</p> <p>Saying and then writing sentences.</p>	<p>-s and -es to make plurals</p> <p>Joining using and</p> <p>Challenge: or, but</p> <p>Using capital letters for proper nouns and 'I'</p>	<p>Adjectives</p> <p>Conjunctions: and, or, but</p> <p>Question marks</p> <p>Suffixes -ing, -ed, -est, -er</p>	<p>Questions marks</p> <p>Exclamation marks</p> <p>Prefix un-</p> <p>Suffixes -ed, -ing, -est, -er</p>	<p>Rhyme</p> <p>Alliteration</p> <p>Sequencing sentences into narratives</p>	<p>Adjectives</p> <p>Exclamation marks</p> <p>Sequencing sentences into narratives</p>
Spelling	See Phonics (RWI) overview					
Reading Skills VIPER sessions will concentrate on one role each session.	Thinking out loud as a reader. Asking questions of yourself.	Explain meaning of words in context	Inference with evidence from the text	Summarising	Prediction	Authorial intent - why specific words, phrases have been chosen, language structures and presentation

Individual reading will focus on reinforcing phonics knowledge	Find and retrieval - including true/false					
Spoken Language N.B. See p14 for NC requirements	Pupils should be taught to: <ul style="list-style-type: none">• 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• participate in discussions, presentations, performances and role play.					

Year 2 Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
IPC Unit	Treasure Island	Super Humans	People of the Past	Buildings	We are what we eat	Green Fingers/It's Alive
<p>Year Group Novels</p> <p>Story time takes place daily and lasts for 15 minutes or more - this is particularly important as reading to children is a statutory requirement of the National Curriculum.</p>	<p>How to Find Gold - Viviane Schwarz</p> <p>Tuesday - David Wiesner</p> <p>Not Now Bernard - David McKee</p> <p>Emily Brown and The Thing - Cressida Cowell</p>	<p>The Incredible Book Eating Boy - Oliver Jeffers</p> <p>Traction Man Is Here - Mini Grey</p> <p>Amazing Grace - Mary Hoffman</p> <p>Gorilla - Anthony Brown</p> <p>Meerkat Mail - Emily Gravett</p>	<p>Ella Queen of Jazz - Helen Hancocks</p> <p>Who's Afraid of the Big Bad Book - Lauren Child</p> <p>The Flower - John Light</p> <p>Frog and Toad Together - Arnold Lobel</p>	<p>The Dragon with the Big Nose - Kathy Henderson</p> <p>The Giraffe, the Pelly and Me - Roald Dahl</p> <p>Flat Stanley - Jeff Brown</p>	<p>Pattan's Pumpkin - Chitra Soundar & Frané Lessac</p> <p>Pumpkin Soup - Helen Cooper</p> <p>The Hodgeheg - Dick King-Smith</p>	<p>The Lonely Beast - Chris Judge</p> <p>The Owl Who Was Afraid of the Dark - Jill Tomlinson</p>
Approaches to Writing	<ul style="list-style-type: none"> Develop positive attitudes towards and stamina for writing by writing narratives about personal experiences and those of others (real and fictional) Writing about real events Writing poetry Writing for different purposes Consider what they are going to write prior by planning or saying out loud what they are going to write about Writing down ideas and all 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 by the teacher and other pupils, re-reading to check 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 errors in spellings, grammar and punctuation Read aloud what they have written with appropriate intonation to make their meaning clear. Writing should draw on whole books read and listened to Drama and role play should be included where possible Pupils should discuss what they are reading in detail with their teacher and peers. 					
Writing Expectations	<p>Transcription</p> <p>Spelling</p> <ul style="list-style-type: none"> I can segment spoken words into phonemes and record these as graphemes. I can spell words with alternatives spellings, including a few common homophones. 					

- I can spell longer words using suffixes such as 'ment', 'ness', 'ful', 'less', 'ly'.
- I can use my knowledge of alternative phonemes to narrow down possibilities for accurate spelling.
- I can identify phonemes in unfamiliar words and use syllables to divide words.

Handwriting

- I can form lower-case letters of the correct size relative to one another.
- I can begin to use some of the diagonal and horizontal strokes needed to join letters.
- I show that I know which letters are best left unjoined.
- I use capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
- I use spacing between words that reflects the size of the letters.

Composition

- I can write narratives about personal experiences and those of others, both real and fictional.
- I can write for different purposes, including real events.
- I can plan and discuss the content of writing and record my ideas.
- I am able to orally rehearse structured sentences or sequences of sentences.
- I can evaluate my own writing independently, with friends and with an adult.
- I can proof-read to check for errors in spelling, grammar and punctuation.

Grammar and punctuation

Sentence structure

- I can use subordination and co-ordination.
- I can use expanded noun phrases.
- I can say how the grammatical patterns in a sentence indicate its function.

Text structure

- I consistently use the present tense and past tense correctly.
- I can use the progressive forms of verbs in the present and past tense.

Punctuation

- I use capital letters for names of people, places, day of the week and the personal pronoun 'I'.
- I correctly use question marks and exclamation marks.
- I can use commas to separate items in a list.
- I can use apostrophes to show where letters are missing and to mark singular possession in nouns.

Genres in Writing

<p>Create persuasive posters promoting water safety</p> <p>Recipes healthy pirate packed lunch</p> <p>Instructions how to design and make a pirate coin</p>	<p>Explanation text about eyes and how they work in humans and nocturnal animals</p>	<p>Biography -Florence Nightingale</p> <p>Retell story of Ella Fitzgerald</p>	<p>Three week unit composing variety of poems based on 'The Dragon with the Big Nose'</p>	<p>Three week unit based on 'Pattan's Pumpkin' with children writing their own flood myth- Chitra Soundar & Fran� Lessac</p>	<p>Four week unit based on 'The Lonely Beast' https://clpe.org.uk/sites/default/files/the-lonely-beast-teaching-</p>
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	<p>Write a story about 'Treasure Island'</p> <p>Non-chronological report about pirates</p> <p>Non-chronological report about pirates ships</p> <p>Newspaper report about pirate battle</p>	<p>Report about healthy eating and exercise</p> <p>Non chronological report about malaria, mosquitos and impact they have on human health. Prevention</p> <p>Rewrite the story from the point of view of Henry's parents. How do they feel about him eating lots of books?</p> <p>Plan and write a story about another 'Incredible' person who does something a little out of the ordinary.</p>	<p>Letter from Marilyn Monroe about why Ella is so inspirational and a good friend</p>	<p>https://clpe.org.uk/poetryline/teaching-sequences/dragon-big-nose</p> <p>Non chronological report about homes in different countries</p> <p>Time travel story about houses in local environment and travelling back in time</p> <p>Persuasive adverts about houses for sale</p>	<p>https://clpe.org.uk/sites/default/files/Pattans%20Pumpkin%20Teaching%20Sequence_1.pdf</p> <p>Letter of advice to Pattan rescuing all plants and animals from the rain and floods</p> <p>Write the script for the TV news reporter</p> <p>Write an advert of their own to promote a particular food.</p> <p>Write a recipe of their favourite dish</p>	<p>sequence%20(3).pdf</p> <p>Character descriptions of The Beast and a friend for The Beast</p> <p>Front page newspaper article</p> <p>Persuasive letter to the city Mayor</p> <p>The story of a Beast's journey</p> <p>Party invitations</p> <p>Explanation text about watering devices</p> <p>Write a plant based recipe</p>
Grammar	<p>Revise Year 1 objectives: capital letters (including capitals for proper nouns and I), full stops, adjectives, question marks, exclamation marks</p>	<p>Identify a noun, adjective, noun, adverb and verb (Word classes)</p> <p>Adding suffixes to form nouns, adjectives and adverbs</p> <p>Co-ordinating (or, and, but) and subordinating (when, if, that, because) conjunctions</p>	<p>Expanded noun phrases with pre or post modifiers</p> <p>Statements, questions, exclamations and commands</p> <p>Using simple present and past tense</p>	<p>Past and present progressive tense</p> <p>Commas to separate items in a list</p> <p>Apostrophes of contractions and singular possession</p>	<p>Revision of skills to ensure long term understanding of these is secure for KS2</p>	<p>Revision of skills to ensure long term understanding of these is secure for KS2</p>
Spelling	<p>Revise RWI Set 2 and 3 sounds</p> <p>Revise and practise /aɪ/ spelt 'i' in common exception</p>	<p>No Nonsense Spelling Strategies for learning words: Look, say, cover, write, check for common exception words,</p>	<p>No Nonsense Spelling Teach/ Practise/Apply /aɪ/sound spelt 'y'</p>	<p>No Nonsense Spelling Teach/ Practise/Apply /ɔ/ spelt 'a' after 'w' and 'qu'</p>	<p>No Nonsense Spelling Teach/ Practise/Apply The /ʌ/ or /ə/ sound spelt '-el' at the end of words</p>	<p>No Nonsense Spelling Revise/Practise/Apply Spellings and concepts that pupils need to secure</p>

	<p>words (find, kind, mind, behind, child, wild, climb)</p>	<p>kinaesthetic and visual strategies</p> <p>Revise/ Teach/Apply</p> <p>Homophones (to/two/too)</p> <p>Revise and practise /dʒ/ sound spelt as 'ge' and 'dge' at the end of words, and sometimes as 'g' elsewhere in words before 'e', 'i' and 'y'</p> <p>Teach/ Practise/Apply</p> <p>/s/sound spelt 'c' before 'e', 'i' and 'y'</p> <p>Teach/Revise/Practise</p> <p>Homophones (here/hear, one/won, sun/son)</p> <p>Revise/Practise /n/ sound spelt 'kn' and 'gn' at the beginning of words</p>	<p>Teach/ Practise/Apply</p> <p>Contractions (can't, didn't, hasn't, it's, couldn't, I'll, they're)</p> <p>Revise/Apply</p> <p>/l/ or /əl/ sound spelt '-le' at the end of words and following a consonant</p> <p>Teach/Practise</p> <p>Adding endings '-ing', '-ed', '-er', '-est' to words ending in 'e' with a consonant before it</p> <p>Teach/Practise</p> <p>Adding the ending 'y' to words ending in 'e' with a consonant before it</p> <p>Teach/Practise/Apply</p> <p>/i:/ sound spelt 'ey'</p> <p>Teach /Practise/Apply</p> <p>/r/ sound spelt 'wr'</p> <p>Practise Strategies for learning words: selected words from personal lists, including common exception words, topic words, /r/ words</p> <p>Teach/Practise/Apply</p> <p>Adding '-ing', '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant after a single vowel</p> <p>Teach/Practise</p>	<p>Revise /z/ spelt 's', segmentation and syllable clapping</p> <p>Practise/Assess</p> <p>/z/ spelt 's'</p> <p>Revise Homophones (new/knew)</p> <p>Teach/Practise</p> <p>Homophones (there, their, they're)</p> <p>Teach/Practise/Apply</p> <p>Adding '-es' to nouns and verbs ending in 'y'</p> <p>Teach/Practise/Apply</p> <p>The possessive apostrophe (singular nouns)</p> <p>Teach/Practise/Apply</p> <p>Adding suffixes '-ful', '-less' and '-ly'</p> <p>Revise Contractions (can't, didn't, hasn't, it's, couldn't, I'll, they're)</p> <p>Teach/Practise</p> <p>Words ending, '-tion'</p>	<p>Teach/Practise/Apply</p> <p>Adding endings '-ing', '-ed', '-er', and '-est' to words ending in '-y'</p> <p>Teach/Practise</p> <p>The /ɔ:/sound spelt 'a' before 'i' and 'll'</p> <p>Teach/Practise</p> <p>The /ɔ:/ sound spelt 'ar' after 'w'</p> <p>Teach/Practise/Apply</p> <p>Suffixes '-ment' and '-ness'</p> <p>Teach/Practise</p> <p>The /z:/ sound spelt 'or' after 'w'</p> <p>Teach/Practise/Apply</p> <p>The /l/ or /əl/ sound spelt '-al' at the end of words</p>	<p>Revise/Apply Homophones</p> <p>Teach/Practise/Apply</p> <p>/ʌ/ sound spelt 'o'</p> <p>Teach/Practise/Apply /l/ or /əl/ sounds spelt 'll' at the end of words</p> <p>Revision of all the content from the Year 2 programme</p> <p>Securing spelling strategies</p> <p>Learning spellings - developing children's personal spelling journals to reflect their growing independence in using taught strategies to learn new words.</p>
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			Common exception words (move, prove, improve, should, would, could, most, both, only)			
Reading Skills VIPER sessions will concentrate on one role each session. Individual reading will transition from fluent decoding to reading simple texts with understanding	Thinking out loud as a reader. Asking questions of yourself. Find and retrieval - including true/false	Explain meaning of words in context	Inference with evidence from the text	Summarising	Prediction	Authorial intent - why specific words, phrases have been chosen, language structures and presentation
Spoken Language N.B. See p14 for NC requirements	Pupils should be taught to: <ul style="list-style-type: none"> ask relevant questions to extend their understanding and knowledge listen and respond appropriately to adults and their peers use relevant strategies to build their vocabulary participate in discussions, presentations, performances, role play and improvisations. 					

Year 3 Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
IPC Unit	Chocolate	Scavengers and Settlers	Active Planet	Material World/ Feel The Force	Temples, Tombs and Treasure	Bienvenue en France
Year Group Novels Story time takes place daily and lasts for 15 minutes or more - this is particularly important as Reading to children is a statutory requirement of the National Curriculum.	Charlie and the Chocolate Factory - Roald Dahl	Stig of the Dump -Clive King	The Iron Man - Ted Hughes	The Iron Man - Ted Hughes	The Time-Travelling Cat and the Egyptian Goddess -Julia Jarman	The Time-Travelling Cat and the Egyptian Goddess -Julia Jarman
Approaches to Writing	<ul style="list-style-type: none"> Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - discussing and recording ideas. Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. Expressing time, place and cause using conjunctions e.g. when, before after while so Adverbs e.g. then, next, soon, therefore OR prepositions e.g. before, after, during, in and because of. Organising paragraphs around a theme In narratives, creating a settings, characters and plot In non-narrative material - using simple non-organisational devices for example headings and sub headings. Evaluate and edit - assessing the effectiveness of their own and others writing and suggesting improvements, proposing changes to vocabulary and grammar to improve consistency including the use of pronouns in sentences. Proof read for spelling and punctuation errors 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. 					
Writing Expectations	<p>Transcription Spelling</p> <ul style="list-style-type: none"> I can spell words with additional prefixes and suffixes and understand how to add them to root words. 					

- I recognise and spell homophones.
- I can use the first two or three letters of a word to check its spelling in a dictionary.
- I can spell words correctly which are in a family.
- I can spell the commonly mis-spelt words from the Y3/4 word list.
- I can identify the root in longer words.

Handwriting

- I use the diagonal and horizontal strokes that are needed to join letters.
- I understand which letters should be left unjoined.

Composition

- I can discuss models of writing, noting its structure, grammatical features and use of vocabulary.
- I can compose sentences using a wider range of structures.
- I can write a narrative with a clear structure, setting, characters and plot.
- I can write non-narrative using simple organisational devices such as headings and sub-headings.
- I can suggest improvements to my own writing and that of others.
- I can make improvements to grammar, vocabulary and punctuation.
- I use a range of sentences with more than one clause by using a range of conjunctions.
- I use the perfect form of verbs to mark the relationship of time and cause.
- I can proof-read to check for errors in spelling and punctuation.

Grammar and punctuation

Sentence structure

- I can express time, place and cause by using conjunctions, adverbs and prepositions.

Text structure

- I am starting to use paragraphs.
- I can use headings and sub headings.
- I can use the present perfect form of verbs instead of the simple past.

Punctuation

- I can use inverted commas to punctuate direct speech.

Additional Resources	Grendel: A Cautionary Tale About Chocolate - David Lucas	Ug: Boy, Genius of the Stone Age - Raymond Briggs	Pebble in My Pocket - Meredith Hooper	Pugs of the Frozen North - Philip Reeve & Sarah McIntyre The Tin Forest - Helen War	Marcy and the Riddle of the Sphinx by Joe Tood-Stanton	A Lion in Paris - Beatrice Alemagna
Genres in Writing	https://clpe.org.uk/powerofpictures/books-and-teaching-sequences-0/grendel-cautionary-tale-about-chocolate	Instructions - how a fossil is made	https://www.tes.com/teaching-resource/literacy-learning-	Explanation of the water cycle	Instructions about how to make a mummy	Write a non-chronological report

	<p>Write a descriptive piece of writing to describe their chocolate land</p> <p>Write a letter to Grendel, incorporating the children's advice and ideas.</p> <p>Write their own dilemma story, following the pattern of the Grendel story.</p> <p>Create group 'Chocolate' poems.</p> <p>Diary</p> <p>Non-chronological report - where does chocolate come from?</p> <p>Play to explain a short history of chocolate</p> <p>Instructions about how to make chocolate</p> <p>Persuasive advert to promote their chocolate bar</p>	<p>Write a story exploring what life would have been like for their Stone Age hunter</p> <p>Newspaper report about treasures found at the Varna Necropolis</p> <p>Instructions to make flatbread recipe</p> <p>Christmas Story</p>	<p>plan-year-4-the-pebble-in-my-pocket-por-11594629</p> <p>Write a story about the journey of the pebble.</p> <p>Write a tour guide for a volcanic area</p> <p>Write a short poem or rap song about earthquakes</p> <p>Report about earthquake proof house</p> <p>Letter from an eyewitness to explain what happened during volcanic eruption, tsunami...</p>	<p>Non-chronological report about bicycles and how they've developed.</p> <p>Explanation of an accessory for a child's bicycle, or an item of safety clothing for the rider.</p> <p>Narrative based on 'The Tin Forest'</p>	<p>Explanation text about how to make a pyramid</p> <p>Create their own tourism advert using persuasive language to convince someone to move to Ancient Egypt</p> <p>Information text about an Egyptian god/goddess</p> <p>Newspaper report about Tutankhamen's tomb discovery - treasure and curses</p> <p>Biography of a pharaoh/queen</p> <p>Tutankhamen/Cleopatra</p> <p>Play script based on an Egyptian myth</p> <p>Tour guide based on ancient Egypt</p>	<p>about the Tour de France</p> <p>Biography of a Tour de France winner - Miguel Indurain, Geraint Thomas or artist Leonid Afremow/Claude Monet</p> <p>Create a tour guide of Paris and famous landmarks</p> <p>Create a crepe recipe</p> <p>Write instructions for travelling around Paris/</p> <p>How to paint Monet impressionist water lilies</p> <p>Explanation text about their own cog system based on Canal du Midi</p> <p>Narrative based on 'A Lion in Paris'</p>
Grammar	<p>Revise all Year 2 objectives. Focus on sentence structures and word classes.</p>	<p>Introduce the concept of 'modifiers' and focus on a or an</p> <p>Word families based on common words.</p> <p>Introduction of paragraphs.</p>	<p>Conjunctions to express time, place and cause e.g. when, before, after, while, so, because</p> <p>Adverbs to express time, place and cause e.g. then, next, soon, therefore</p>	<p>Prefixes super, anti, auto</p> <p>Present perfect</p> <p>Inverted commas for direct speech</p> <p>Adverbs</p>	<p>Revision of weaker areas identified by teacher.</p> <p>Use SPAG.Com to identify gaps in learning to revise and ensure learning goes to long term memory.</p>	<p>Revision of weaker areas identified by teacher.</p> <p>Use SPAG.Com to identify gaps in learning to revise and ensure learning goes to long term memory.</p>

		Headings and subheadings to aid presentation	Prepositions to express time, place and cause e.g. before, after, during, in, because of Terminology of clause and phrase	Synonyms and antonyms		
Spelling	<p>No Nonsense Spelling</p> <p>Revise and practise suffixes from Year 2 ('-s', '-es', '-er', '-ed', '-ing')</p> <p>Revise/Teach Revise prefix 'un'</p> <p>Teach prefix 'dis-' (disappoint, disagree, disobey)</p> <p>Revise From Year 2: Apostrophes for contractions</p> <p>Strategies for learning words: Words from statutory and personal spelling lists</p> <p>Teach and practise rarer GPCs: words with the /eɪ/ sound spelt 'ei' (vein), 'eigh' (eight), 'aigh' (straight) or 'ey' (they)</p> <p>Teach and practise homophones (brake/break, grate/great, eight/ate, weight/wait, son/sun)</p>	<p>No Nonsense Spelling</p> <p>Revise statutory words learnt last half term</p> <p>Revise homophones</p> <p>Revise Year 2 prefixes and suffixes</p> <p>Teach and practise prefixes 'mis-' and 're-</p> <p>Teach and practise the /ɪ/ sound spelt 'y'</p> <p>Teach words ending with the /g/ sound spelt '-gue' and the /k/ sound spelt '-que' (French in origin)</p>	<p>No Nonsense Spelling</p> <p>Teach and practise from Year 2: suffixes '-ness' and '-ful' following a consonant</p> <p>Teach and practise prefixes 'sub-' and 'tele'</p> <p>Practise from Year 2: apostrophe for contraction</p> <p>Teach and practise words with the /ʃ/ sound spelt 'ch' (mostly French in origin) as well as 's', 'ss(ion/ure)'</p> <p>Revise and teach suffixes '-less', '-ness', '-ful', '-ly'</p>	<p>No Nonsense Spelling</p> <p>Teach and practise prefixes 'super-' and 'auto-'</p> <p>Teach and practise prefixes 'super-' and 'auto-'</p> <p>Teach/Apply Words with the /k/ sound spelt 'ch' (Greek in origin)</p> <p>Revise and learn words from statutory and personal spelling lists</p>	<p>No Nonsense Spelling</p> <p>Revise and practise previously taught suffixes ('-ed', '-ing', '-s', '-es', '-ness', '-ful', '-less' and '-ly')</p> <p>Teach and practise suffix 'ly' with root words ending in 'le' and 'ic'</p> <p>Revise from Year 2: apostrophes for contractions</p> <p>Teach and practise rare GPCs (/ɪ/ sound)</p> <p>Revise from years 1 and 2: vowel digraphs</p> <p>Revise and learn words from statutory and personal spelling lists</p>	<p>No Nonsense Spelling</p> <p>Revise and learn words from statutory and personal spelling lists</p> <p>Teach and practise the /ʌ/ sound spelt 'ou'</p> <p>Teach and practise homophones (including heel/heal/he'll, plain/plane, groan/grown and rain/rein/ reign)</p>
Reading Skills See Reading Policy for	Thinking out loud as a reader. Asking questions of yourself.	Explain meaning of words in context	Inference with evidence from the text	Summarising	Prediction	Authorial intent - why specific words, phrases have been chosen.

<p>more explicit detail</p> <p>Reading comprehension lesson to focus on aspects specified but all will be covered</p>	<p>Find and retrieval - including true/false</p> <p>Guided Reading VIPERS - Concentrate on one role per week. Teacher and LSA work with a group explicitly modelling questioning so children are clear what the role is, the purpose of the questioning is and what reading comprehension is.</p>	<p>Guided Reading VIPERS - Concentrate on one role per week. Teacher and LSA work with a group explicitly modelling questioning so children are clear what the role is, the purpose of the questioning is and what reading comprehension is.</p>	<p>Guided Reading VIPERS - Concentrate on one role per week. Teacher and LSA work with a group explicitly modelling questioning so children are clear what the role is, the purpose of the questioning is and what reading comprehension is.</p>	<p>Guided Reading VIPERS - Children to independently run sessions</p>	<p>Guided Reading VIPERS - Children to independently run sessions</p>	<p>language structures and presentation</p> <p>Guided Reading VIPERS - Children to independently run sessions</p>
<p>Spoken Language N.B. See p14 for NC requirements</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play and improvisations. 					

Year 4 Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
IPC Unit	Save the World	Turn It Up!	How Humans Work	Treasure	Land, Sea and Sky	Paintings, Pictures and Photographs
<p>Year Group Novels</p> <p>Story time takes place daily and lasts for 15 minutes or more - this is particularly important as Reading to children is a statutory requirement of the National Curriculum.</p>	<p>Running Wild Michael Morpurgo</p>	<p>Running Wild Michael Morpurgo The Iron Man</p>	<p>The Firework Maker's Daughter Philip Pullman</p>	<p>The Firework Maker's Daughter Philip Pullman</p>	<p>Charlotte's Web EB White</p>	<p>Charlotte's Web EB White</p>
Approaches to Writing	<ul style="list-style-type: none"> Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - discussing and recording ideas. Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. Noun phrases expanded by the addition of modifying adjectives, nouns, prepositional phrases e.g. the teacher expanded to the strict, maths teacher with curly hair. Fronted adverbials e.g. Later that day, I heard the news. Organising paragraphs around a theme In narratives, creating a settings, characters and plot In non-narrative material - using simple non-organisational devices for example headings and sub headings. Evaluate and edit - assessing the effectiveness of their own and others writing and suggesting improvements, proposing changes to vocabulary and grammar to improve consistency including the use of pronouns in sentences. Proof read for spelling and punctuation errors 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. 					
Writing Expectations	<p>Transcription</p> <p><u>Spelling</u></p> <ul style="list-style-type: none"> I can spell words with prefixes and suffixes and can add them to root words. I can recognise and spell homophones. I can use the first two or three letters of a word to check a spelling in a dictionary. I can spell the commonly mis-spelt words from the Y3/4 word list. <p><u>Handwriting</u></p> <ul style="list-style-type: none"> I can use the diagonal and horizontal strokes that are needed to join letters. I understand which letters should be left unjoined. 					

- My handwriting is legible and consistent; down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.

Composition

- I can compose sentences using a range of sentence structures.
- I can orally rehearse a sentence or a sequence of sentences.
- I can write a narrative with a clear structure, setting and plot.
- I can improve my writing by changing grammar and vocabulary to improve consistency.
- I use a range of sentences which have more than one clause.
- I can use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition.
- I can use direct speech in my writing and punctuate it correctly.

Grammar and punctuation

Sentence structure

- I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases.
- I can use fronted adverbials.

Text structure

- I can write in paragraphs.
- I make an appropriate choice of pronoun and noun within and across sentences.

Punctuation

- I can use inverted commas and other punctuation to indicate direct speech.
- I can use apostrophes to mark plural possession.
- I use commas after fronted adverbials.

<p><i>Additional Resources</i></p>	<p><i>Ride of Passage - Literacy Shed/Vocabulary Ninja The Shaman's Apprentice The Great Kapok Tree</i></p>		<p><i>Information Books - Human Body/Skeleton Literacy Shed - Marshmallows/Vocabulary Ninjas Burger Boy - Alan Durant & Mei Matsuoka</i></p>	<p><i>Sutton Hoo Resources Arthur and the Golden Rope - Joe Todd-Stanton</i></p>	<p><i>Duffy's Lucky Escape Finding Nemo Blue Planet One Day on our Blue Planet: In the Savannah - Ella Bailey</i></p>	<p><i>National Gallery - Take One Picture A World of Your Own - Laura Carlin</i></p>
<p><i>Genres in Writing</i></p>	<p><i>Short story based on Toki Ride of Passage including dialogue Description of a rainforest Haiku poems based on the rainforest</i></p>	<p><i>(Discussion text about deforestation) Instructions about how to make a lantern/string telephone</i></p>	<p><i>Explanation text - How the human digestive system works Explanation text - How the human ear works</i></p>	<p><i>Narrative - historical fiction: Brother Aelred's Feet Biography of famous person</i></p>	<p><i>Persuasive leaflet and poster to persuade people to stop plastic pollution Discussion text: why should we stop using plastic?</i></p>	<p><i>Biography of a famous artist Instructions about how to paint/create a piece of artwork using a particular style</i></p>

	<p>Diary entry based on Shaman's Apprentice</p> <p>Non-chronological report about a rainforest animal</p> <p>Newspaper report - based on animals</p> <p>(Discussion text about deforestation)</p>	<p>Reports of science experiments - electrical circuits, string telephone</p> <p>Recount of the Christmas Story</p>	<p>Information text about the human skeleton</p> <p>Character description of the Mollodile</p> <p>Story based on 'Marshmallows' from the boy's perspective including dialogue</p>	<p>Script for broadcast based on Sutton Hoo excavation</p> <p>Diary entries - initially when warrior dies and is placed in the burial mound; secondly when the warrior is excavated.</p>	<p>Duffy's Lucky Escape - diary entry</p> <p>Duffy's Lucky Escape story - dialogue used to move action forward</p>	<p>Take One Picture - Write a narrative imagining you're a character in the painting or leading up to the painting being painted or reviewing over time</p>
Grammar	<p>Revise Y3 objectives. Set a test from SPAG.Com, previous year, to identify gaps in learning to revise</p>	<p>Grammatical difference between plural and possessive 's' e.g. it's/its. Possessive pronouns.</p> <p>Paragraphs to organise ideas around a theme</p> <p>Creating cohesion using a range of pronouns and nouns to avoid repetition</p> <p>Speech punctuation including inverted commas</p>	<p>Standard English use of verb forms e.g. we were instead of we was, I did instead of I done</p> <p>Expanded noun phrases - pre and post modifiers</p> <p>Fronted adverbials</p> <p>Use SPAG.Com to identify gaps in learning to revise and ensure learning is in the long term memory</p>	<p>Determiners (not just a, an, the e.g. some, those)</p> <p>Present and past perfect</p> <p>Past and present progressive</p> <p>Synonyms and antonyms</p> <p>Use SPAG.Com to identify gaps in learning to revise and ensure learning is in the long term memory</p>	<p>Apostrophes to mark plural possession e.g. the girls' names</p> <p>Use of commas after fronted adverbials and subordinating clauses</p> <p>Use SPAG.Com to identify gaps in learning to revise and ensure learning is in the long term memory</p>	<p>Revision of weaker areas identified by teacher. Use SPAG.Com to identify gaps in learning to revise and ensure learning is in the long term memory</p>
Spelling No Nonsense Spelling Year 4	<p>No Nonsense Spelling Strategies at the point of writing: Have a go</p> <p>Words from statutory and personal spelling lists</p>	<p>No Nonsense Spelling Strategies for learning words: words from statutory list learnt previously. Strategies at the point of writing: Have a go</p>	<p>No Nonsense Spelling The /g/ sound spelt 'gu'</p> <p>Strategies at the point of writing: Have a go</p>	<p>No Nonsense Spelling Statutory spellings learnt so far</p> <p>Prefixes 'anti-' and 'inter-'</p>	<p>No Nonsense Spelling Words with the /s/ sound spelt 'sc' (Latin in origin)</p> <p>Statutory spellings learnt so far</p>	<p>No Nonsense Spelling Suffix '-ous'</p> <p>Prefixes 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-'</p>

	<p>Words ending /ʒə/</p> <p>From Year 2: possessive apostrophe with singular proper nouns</p> <p>Homophones (peace/piece, main/mane, fair/fare)</p>	<p>Prefixes 'in-', 'il-', 'im-' and 'in-</p> <p>Words with the /eɪ/ sound spelt 'ei', 'eigh' or 'ey'</p> <p>Words with the /ʃ/ sound spelt 'ch' and the /ʌ/ sound spelt 'ou'</p> <p>Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-er', '-en', '-ed')</p>	<p>Words from statutory and personal spelling lists</p> <p>Words with endings sounding like /tʃə/ spelt '-ture'</p> <p>Possessive apostrophe with plurals</p> <p>Homophones (scene/seen, mail/male, bawl/ball)</p>	<p>Endings that sound like /ʃən/ spelt '-cian', '-sion', '-tion' and '-ssion'</p>	<p>Endings that sound like /ʒən/ spelt 'sion'</p> <p>Apostrophes for possession, including singular and plural</p> <p>Homophones</p>	<p>Statutory spellings learnt so far</p> <p>Suffix '-ly' added to words ending in 'y', 'le' and 'ic'</p> <p>Words learnt so far</p>
<p>Reading Skills</p> <p>See Reading Policy for more explicit detail</p> <p>Reading comprehension lesson to focus on aspects specified but all will be covered</p>	<p>Thinking out loud as a reader: Asking questions modelling VIPERS and Blooms question stems.</p> <p>Find and retrieval - including true/false</p> <p>Guided Reading VIPERS - Concentrate on one role per week. Teacher and LSA work with a group explicitly modelling questioning so children are clear what the role is, the purpose of the questioning is and what reading comprehension is.</p>	<p>Explain meaning of words in context</p> <p>Guided Reading VIPERS - Concentrate on one role per week. Teacher and LSA work with a group explicitly modelling questioning so children are clear what the role is, the purpose of the questioning is and what reading comprehension is.</p>	<p>Inference with evidence from the text</p> <p>Guided Reading VIPERS - Children to independently run sessions</p>	<p>Summarising</p> <p>Guided Reading VIPERS - Children to independently run sessions</p>	<p>Prediction</p> <p>Guided Reading VIPERS - Children to independently run sessions</p>	<p>Authorial intent - why specific words, phrases have been chosen, language structures and presentation</p> <p>Guided Reading VIPERS - Children to independently run sessions</p>

Spoken Language
N.B. See p14 for NC
requirements

Pupils should be taught to:

- 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
- maintain attention and participate actively in collaborative conversations, staying on topic
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- consider and evaluate different viewpoints

Year 5 Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
IPC Unit	What a Wonderful World	Bake It!	The Great, The Bold and The Brave	Space Explorers	Making Things Go	Being Human Roots, Shoots and Fruits
Year Group Novels Story time takes place daily and lasts for 15 minutes or more – this is particularly important as Reading to children is a statutory requirement of the National Curriculum.	Harry Potter and the Philosopher's Stone JK Rowling	Harry Potter and the Philosopher's Stone JK Rowling	Street Child Berlie Doherty	Street Child Berlie Doherty	Stormbreaker Anthony Horowitz	Stormbreaker Anthony Horowitz
Key curriculum coverage Approaches to Writing	<ul style="list-style-type: none"> Plan their writing by identifying the audience for and purpose of their writing. Selecting the appropriate form and using other similar writing as models for their own. Noting and developing initial ideas, drawing on reading and research where necessary. In writing narratives considering how authors have developed characters and setting in what they have read, listened to and seen performed. Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. Précising longer passages Using a wide range of devices to build cohesion. Using further organisational and presentational devices to structure texts and to guide the reader e.g. headings, bullet points and underlining. Evaluate and edit by assessing the effectiveness of their own and others writing, proposing changes to grammar, vocabulary and punctuation, to enhance effects and clarify meaning. Ensuring the consistent and correct use of tense throughout a piece of work. Ensuring correct subject and verb agreement when using singular and plural distinguishing between the language of speech and writing and choosing the appropriate register. Proof read for spelling and punctuation errors Perform their own compositions using appropriate intonation, volume and movement so that meaning is clear. 					
Writing Expectations	<p>Transcription</p> <p>Spelling</p> <ul style="list-style-type: none"> I can form verbs with prefixes. I can convert nouns or adjectives into verbs by adding a suffix. I understand the rules for adding prefixes and suffixes. I can spell words with silent letters. I can distinguish between homophones and other words which are often confused. I can spell the commonly mis-spelt words from the Y5/6 word list. I can use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary. I can use a thesaurus. 					

- I can use a range of spelling strategies.

Handwriting

- I can choose the style of handwriting to use when given a choice.
- I can choose the handwriting that is best suited for a specific task.

Composition

- I can discuss the audience and purpose of the writing.
- I can start sentences in different ways.
- I can use the correct features and sentence structure matched to the text type we are working on.
- I can develop characters through action and dialogue.
- I can establish a viewpoint as the writer through commenting on characters and events.
- I can use grammar and vocabulary to create an impact on the reader.
- I can use stylistic devices to create effects in writing.
- I can add well chosen detail to interest the reader.
- I can summarise a paragraph.
- I can organise my writing into paragraphs to show different information or events.

Grammar and punctuation

Sentence structure

- I can use relative clauses.
- I can use adverbs or modal verbs to indicate a degree of possibility.

Text structure

- I can build cohesion between paragraphs.
- I can use adverbials to link paragraphs.

Punctuation

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

Additional resources	The Princess Blankets - Carol Ann Duffy	War and Peas - Michael Foreman	The Adventures of Odysseus - Hugh Lupton & Daniel Morden	Pandora Short Film Literacy Shed/Vocabulary Ninja Cosmic - Frank Cottrell-Bryce	The Invention of Hugo Cabret - Brian Selznick	Atlas of the Human Body - Venessa Jessop & Karitta Meechubot
Genres in Writing	Non chronological report about different biomes, creating a tour guide about a major	Instructions how to make different types of bread	Diary entry childhood in Athens and Sparta Write a script for a Greek myth and perform play	Letter to Earth describing planet Pandora and creatures that live there.	Discussion text and debate about should we have a wind turbine on the school site?	Narrative - mystery story in the style of Horowitz Report reviewing school year and identifying next steps

	<p>geographical feature/landmark studied.</p> <p>Short story - Action story based in a biome</p> <p>Newspaper report about extreme weather or natural event.</p> <p>Poetry about a geographical feature/landmark</p>	<p>Script for a TV cookery programme about making bread</p> <p>Persuasive advert for new brand of healthy food</p> <p>Balanced argument on the problems of world hunger and how people in developed countries could help people in other countries where families struggle to grow enough food to eat.</p>	<p>Biography of Alexander the Great OR Alfred the Great</p> <p>Tourist guide of ancient Rome</p> <p>Account of Viking raid on a monastery - one told by an Anglo-Saxon and one told by a Viking.</p> <p>Explanation text about how ancient Rome was governed.</p> <p>Historical story about a gladiator</p>	<p>Report that explains life on Pandora</p> <p>Science Fiction Story based on Pandora</p>	<p>Explanation text about solar panels and how they work.</p> <p>Letter to HT arguing for wind turbine or solar panels to be located on school site.</p> <p>Discussion text/presentation about what the global future for energy look like - 'The Future Is in Our Hands'</p>	<p>Explain how joints and muscles work in the human body.</p> <p>Write an explanation text about how the human heart works.</p> <p>Create their own health magazine containing news on the latest scientific discoveries about diet, exercise, health and well-being.</p>
Grammar	<p>Revise Y4 objectives</p> <p>Set a test from SPAG.Com, previous year, to identify gaps in learning to revise</p>	<p>Using suffixes to convert nouns or adjectives into verbs e.g. generate, simplify</p> <p>Prefixes dis, de, mis, over, re</p> <p>Cohesive devices within a paragraph</p> <p>Adverbials of time, place and number.</p>	<p>Relative clauses with relative pronouns and omitted relative pronouns.</p> <p>Subordinating clauses and relative punctuation.</p> <p>Parenthesis including use of brackets, commas and dashes.</p> <p>Use SPAG.Com to identify gaps in learning to revise and ensure learning is in the long term memory</p>	<p>Adverbs of possibility.</p> <p>Modal verbs</p> <p>Commas to clarify meaning or avoid ambiguity</p> <p>Synonyms and antonyms</p> <p>Use SPAG.Com to identify gaps in learning to revise and ensure learning is in the long term memory.</p>	<p>Formal and informal language - question tags and idioms.</p> <p>Use SPAG.Com to identify gaps in learning to revise and ensure learning is in the long term memory.</p>	<p>Revision of weaker areas identified by teacher.</p> <p>Use SPAG.Com to identify gaps in learning to revise and ensure learning is in the long term memory</p>

<p>Spelling No Nonsense Spelling Year 5</p>	<p>No Nonsense Spelling Strategies at the point of writing: Have a go</p> <p>Words with the letter string 'ough'</p> <p>Words with 'silent' letters</p> <p>Words ending in '-able' and '-ible'</p> <p>Homophones (isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed)</p> <p>Words from statutory and personal spelling lists</p>	<p>No Nonsense Spelling Selected spellings taught last half term</p> <p>From previous years: plurals (adding '-s', '-es' and '-ies')</p> <p>From previous years: apostrophe for contraction and possession</p> <p>Words from statutory and personal spelling lists</p> <p>Use of the hyphen</p>	<p>No Nonsense Spelling Strategies at the point of writing: Have a go</p> <p>From Years 3 and 4: apostrophe for possession</p> <p>Words from statutory and personal spelling lists</p> <p>Rare GPCs (bruise, guarantee, immediately, vehicle, yacht)</p> <p>Words ending in '-ably' and '-ibly'</p> <p>Homophones (led/lead, steel/steal, alter/altar)</p>	<p>No Nonsense Spelling Words from statutory and personal spelling lists</p> <p>Building words from root words</p> <p>Homophones</p> <p>Words with the /i/ sound spelt 'ei'</p> <p>'ei' and 'ie' words</p>	<p>No Nonsense Spelling Words from statutory and personal spelling lists</p> <p>Strategies at the point of writing and for learning words: using etymological/morphological strategies for spelling</p> <p>Homophones (cereal/serial, father/farther, guessed/guest, morning/mourning, who's/whose)</p>	<p>No Nonsense Spelling Spellings taught in the last half term</p> <p>Teach Proofreading: use of dictionary to check words referring to first three or four letters</p> <p>Strategies for learning words: problem suffixes</p> <p>Homophones</p> <p>Words from statutory and personal spelling lists</p> <p>Revise Spelling aspects from Year 5 that are not secure</p>
<p>Reading Skills See Reading Policy for more explicit detail</p> <p>Reading comprehension lesson to focus on aspects specified but all will be covered</p>	<p>Thinking out loud as a reader: Asking questions of yourself.</p> <p>Find and retrieval - including true/false</p> <p>Guided Reading VIPERS - Concentrate on one role per week. Teacher and LSA work with a group explicitly modelling questioning so children are clear what the role is, the purpose of</p>	<p>Explain meaning of words in context</p> <p>Guided Reading VIPERS - Concentrate on one role per week. Teacher and LSA work with a group explicitly modelling questioning so children are clear what the role is, the purpose of</p>	<p>Inference with evidence from the text</p> <p>Guided Reading VIPERS - Children to independently run sessions</p>	<p>Summarising</p> <p>Guided Reading VIPERS - Children to independently run sessions</p>	<p>Prediction</p> <p>Guided Reading VIPERS - Children to independently run sessions</p>	<p>Authorial intent - why specific words, phrases have been chosen, language structures and presentation</p> <p>Guided Reading VIPERS - Children to independently run sessions</p>

*the questioning is and
what reading
comprehension is*

*the questioning is and
what reading
comprehension is*

*Spoken Language
N.B. See p14 for NC
requirements*

- Pupils should be taught to:*
- 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*
 - 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 and maintain the interest of the listener(s)*
 - maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments*
 - consider and evaluate different viewpoints, attending to and building on the contributions of others*
 - select and use appropriate registers for effective communication*
 - ask relevant questions to extend their understanding and knowledge*
 - use relevant strategies to build their vocabulary*

Year 6 Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
IPC Unit	Time Tunnel	Extreme Survivors	AD 900	The Holiday Show	What Price Progress?	Growing Up
<p>Year Group Novels</p> <p>Story time takes place daily and lasts for 15 minutes or more - this is particularly important as reading to children is a statutory requirement of the National Curriculum.</p>	There's a Boy in the Girls Bathroom Louis Sachar	There's a Boy in the Girls Bathroom Louis Sachar	Kensuke's Kingdom Michael Morpurgo	Kensuke's Kingdom Michael Morpurgo	Journey to the River Sea Eva Ibbotson	Journey to the River Sea Eva Ibbotson
Approaches to Writing	<ul style="list-style-type: none"> Plan their writing by identifying the audience for and purpose of their writing. Selecting the appropriate form and using other similar writing as models for their own. Noting and developing initial ideas, drawing on reading and research where necessary. In writing narratives considering how authors have developed characters and setting in what they have read, listened to and seen performed. Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. Précising longer passages Using a wide range of devices to build cohesion. Using further organisational and presentational devices to structure texts and to guide the reader e.g. headings, bullet points and underlining. Evaluate and edit by assessing the effectiveness of their own and others' writing, proposing changes to grammar, vocabulary and punctuation, to enhance effects and clarify meaning. Ensuring the consistent and correct use of tense throughout a piece of work. Ensuring correct subject and verb agreement when using singular and plural distinguishing between the language of speech and writing and choosing the appropriate register. Proof read for spelling and punctuation errors Perform their own compositions using appropriate intonation, volume and movement so that meaning is clear. 					
Writing Expectations	<p>Transcription</p> <ul style="list-style-type: none"> <u>Spelling</u> I can convert verbs into nouns by adding a suffix. I can distinguish between homophones and other words which are often confused. I can spell the commonly mis-spelt words from the Y5/6 word list. I understand that the spelling of some words need to be learnt specifically. I can use any dictionary or thesaurus. I use a range of spelling strategies. 					

Handwriting

- I can choose the style of handwriting to use when given a choice.
- I can choose the handwriting that is best suited for a specific task.

Composition

- I can identify the audience for and purpose of the writing.
- I can choose the appropriate form and register for the audience and purpose of the writing.
- I use grammatical structures and features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect.
- I use a range of sentence starters to create specific effects.
- I can use developed noun phrases to add detail to sentences.
- I use the passive voice to present information with a different emphasis.
- I use commas to mark phrases and clauses.
- I can sustain and develop ideas logically in narrative and non-narrative writing.
- I can use character, dialogue and action to advance events in narrative writing.
- I can summarise a text, conveying key information in writing.

Grammar and punctuation

Sentence structure

- I can use the passive voice.
- I vary sentence structure depending whether formal or informal.

Text structure

- I can use a variety of organisational and presentational devices correct to the text type.
- I write in paragraphs which can clearly signal a change in subject, time, place or event.

Punctuation

- I can use the semi-colon, colon and dash.
- I can use the colon to introduce a list and semi-colon within lists.
- I can use a hyphen to avoid ambiguity.

Additional resources

Extracts from 'Goodnight Mister Tom' (Michelle Magorian) and 'Carrie's War' (Nina Bowden)
Beyond the Lines - Literacy Shed/Vocabulary Ninja
The Viewer - Gary Crew & Shaun Tan
Professor Astro Cat's Atomic Adventure - Dominic Walliman & Ben Newman

Eye of the Storm - Story with a flashback - Literacy Shed
City Atlas - Georgia Cherry and Martin Haake

Swing of Change - Literacy Shed
Dinosaurs and all that rubbish - Michael Foreman

Oktapodi - Literacy Shed
The Song from Somewhere Else - A F Harrold

Genres in Writing

Diary entry about what they think and feel about being in a shelter in a

Discuss the attributes of a good short suspense story. Read The Hook

As part of a unit on myths and legends, pupils to explore why and how

Eye of the Storm - Story with a flashback

Swing of Change - Narrative

Write a poem or short description about emotions

	<p>London underground station overnight to escape an air raid</p> <p>Newspaper report about visit from Holocaust Survivor</p> <p>To write an emotive poem using known writing of Siegfried Sassoon (Beyond the Lines)</p> <p>Write a letter from a WW2 soldier to a loved one</p> <p>Thank you letter to residential centre</p>	<p>(Roger Hurn) and use the title as a stimulus for their own short, chilling tale.</p> <p>Create a report on animals they've studied to include an explanation of how this particular animal is specially adapted to life in a cold, deep sea or dark cave habitat.</p> <p>Discussion texts: Habitats are changing - are these changes good or bad?</p> <p>Christmas writing?</p>	<p>a character might embark on a quest. Think about the challenges to be faced, before writing a myth linked to their class topic on the Maya/Benin. To include description of a setting.</p> <p>Learn about the Mayan ball game, Pok-to-Pok and write an informative article about this brutal game.</p> <p>Article about the Golden age of the Islamic empire. Use of formal language.</p> <p>Based on the history of Benin, do countries have a right to invade other countries if they feel they have been wronged? Do these types of events still happen today? Is this right or wrong?</p>	<p>Create a 'brochure' page to help 'sell' destination to their chosen tourist area.</p> <p>Write a report of their visit to a key tourist attraction, imagining that they are a 'mystery customer' who has been asked to visit and assess the location by the local tourist board. Use of formal language.</p> <p>Discussion text: Who benefits from tourism - and how might they benefit? Are there any drawbacks?</p> <p>Create a guide book for their own tour and their own promotional campaign for a holiday destination - script to promote destination including invitation to attend event.</p>	<p>Discussion text about pros and cons about technology</p> <p>Explanation about new areas of science and technology. Formal language.</p> <p>Persuasive advert about designing their own product for the classroom or the home</p> <p>Biography of a famous entrepreneur</p>	<p>Oktapodi - write a narrative from a character's point of view including pathetic fallacy/inner monologue</p> <p>Write report of their school year - strengths and areas to work on</p> <p>Report about Sports Day</p>
Grammar	<p>Use of language to show formality and informality in speech e.g. ask for vs request</p> <p>Use SPAG.Com to identify gaps in learning</p>	<p>Passive/active</p> <p>Subject/object</p> <p>Subjunctive</p>	<p>Layout devices</p> <p>subheadings, bullet points, tables, columns</p> <p>Semi colons, colons and dashes to mark the</p>	<p>Bullet points to list information</p> <p>Hyphenated words</p>	<p>SATs</p> <p>Use SPAG.Com to identify gaps in learning to revise and ensure learning is in the long term memory</p>	<p>SATs</p> <p>Use conferencing to identify personal gaps in learning.</p>

	<p>to revise and ensure learning is in the long term memory</p> <p>Use conferencing to identify personal gaps in learning.</p>	<p>Cohesive devices e.g. repetition of words and phrases, use of adverbials, ellipsis</p> <p>Use of colon to introduce lists and semi colons between items in a list</p> <p>Use SPAG.Com to identify gaps in learning to revise and ensure learning is in the long term memory</p> <p>Use conferencing to identify personal gaps in learning.</p>	<p>boundary between independent clauses</p> <p>Use SPAG.Com to identify gaps in learning to revise and ensure learning is in the long term memory</p> <p>Use conferencing to identify personal gaps in learning.</p>	<p>Use SPAG.Com to identify gaps in learning to revise and ensure learning is in the long term memory</p> <p>Use conferencing to identify personal gaps in learning.</p>	<p>Use conferencing to identify personal gaps in learning.</p>	
<p>Spelling No Nonsense Spelling</p>	<p>No Nonsense Spelling Words from statutory word lists</p> <p>Words ending '-able'/'-ably', and '-ible'/'-ibly'</p> <p>Strategies for learning words: words ending '-able' and '-ible'</p> <p>Adding suffixes beginning with vowels to words ending in '-fer'</p> <p>SATS practice</p>	<p>No Nonsense Spelling Words from statutory word lists</p> <p>Homophones ('ce'/'se')</p> <p>Endings that sound like /ʃəs/ spelt '-cious' or '-tious'</p>	<p>No Nonsense Spelling Words with 'ough' letter string</p> <p>Revision of words from statutory word lists</p> <p>Words ending '-cial' and '-tial'</p> <p>Generating words from prefixes</p>	<p>No Nonsense Spelling Words from statutory and personal spelling lists</p> <p>Homophones (dessert/ desert, stationery/ stationary, complement/ compliment, principle/ principal, prophet/profit)</p> <p>Generating words from prefixes and roots</p>	<p>No Nonsense Spelling Strategies for learning words: rare GPCs from statutory word list</p> <p>Words from statutory and personal spelling lists</p> <p>Words ending in 'ant', '-ance and '-ancy'</p>	<p>No Nonsense Spelling Spellings taught last half term</p> <p>Words ending '-ent', '-ence' and '-ency'</p> <p>Words from statutory and personal spelling lists</p> <p>Homophones (draught/ draft, dissent/descent, precede/proceed, wary/ weary)</p>

						Strategies for learning words: commonly misspelt homophones
<p>Reading Skills See Reading Policy for more explicit detail</p> <p>Reading comprehension lesson to focus on aspects specified but all will be covered</p>	<p>Thinking out loud as a reader. Asking questions of yourself.</p> <p>Find and retrieval - including true/false</p> <p>Guided Reading VIPERS - Concentrate on one role per week. Teacher and LSA work with a group explicitly modelling questioning so children are clear what the role is, the purpose of the questioning is and what reading comprehension is</p>	<p>Explain meaning of words in context</p> <p>Guided Reading VIPERS - Children to independently run sessions</p>	<p>Inference with evidence from the text</p> <p>Guided Reading VIPERS - Children to independently run sessions</p>	<p>Summarising</p> <p>Guided Reading VIPERS - Children to independently run sessions</p>	<p>Prediction</p> <p>Guided Reading VIPERS - Children to independently run sessions</p>	<p>Authorial intent - why specific words, phrases have been chosen, language structures and presentation</p> <p>Guided Reading VIPERS - Children to independently run sessions</p>
<p>Spoken Language N.B. See p14 for NC requirements</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • give well-structured descriptions, explanations and narratives for different purposes • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • 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. • speak audibly and fluently with an increasing command of Standard English • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary 					

