

Reception Long Term Plan

Writing should be accessible and encouraged through all areas of the environment. Children need multiple opportunities a day to rehearse and practise skills freely.

Handwriting should be taught daily with a strong focus on pencil grip and letter formation. Daily phonics sessions will provide further opportunities for all children to practise and develop writing skills. Writing should be evident across all areas of learning and be personalised to children's interests.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme (Not limited to)	All about me!	Celebrations	The World Around me!	Amazing Animals	Come Outside including Traditional Tales	Summer Adventures
<p>Recommended Year Group Books</p> <p>Story time takes place twice daily and lasts for 15 minutes, this is an adult reading to the children. You may choose to explore the same text across the week. E.G First read uninterrupted, then spending time revisiting, sharing and deconstructing text.</p>	<ul style="list-style-type: none"> *The Colour Monster *The Worry Monster *Ruby Worries *The Worrysaurus *Funny Bones *Room on a broom *Gruffalo 	<ul style="list-style-type: none"> *The Gruffalo's Child *Non-fiction -Bonfire Night *Traditional Christmas Story, *The Gingerbread Man *Rama and Sita traditional story *The Jolly Christmas Postman 	<ul style="list-style-type: none"> *Stickman *Smartest Giant in Town *Non-fiction - Weather, seasons, environments and climate, space books *The Traditional Easter Story 	<ul style="list-style-type: none"> *The Queens Hat *The Queens Handbag *No- fiction books on Chicks, Dinosaurs *Peppa Pig recycling fun *What the ladybird heard *The bad tempered ladybird 	<ul style="list-style-type: none"> *Queens Knickers *Oliver's Vegetables *Oliver's Fruit salad *Handa's surprise *Kitchen disco *Jack and the beanstalk 	<ul style="list-style-type: none"> *The Very Hungry caterpillar *Non-fiction books on frogs and butterflies. *What the ladybird heard at the seaside.
Little Wandle Long Term planning (For in depth coverage please see Little Wandle LTP and ST plans)	Phase 2 graphemes	Phase 2 graphemes	Phase 3 graphemes	Phase 3 graphemes	Phase 4	Phase 4
Rhymes, Poems and Songs (Daily session for 15 minutes per day minimum)	Head, Shoulders, Knees and Toes.	Christmas Songs				

<p>Literacy Checkpoints to be considered when planning/delivering provision</p>	<p>Comprehension</p> <p>Listen to a story and comment on the events. Name the characters from a familiar story. Join in with the repeated refrain from a familiar story. Begin to use language from the story when discussing it.</p>	<p>Sequence a familiar story using images or objects. Tell the story to another person using the book or images. Make a simple prediction based on the events of a story so far. Use the language from a story within role-play and discussions.</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>
	<p>Word Reading (Supported by LW LTP). Please note all children should be blending by Christmas</p> <p>Identify an object when given the initial sound. Say the initial sound in a given word. Clap the syllables in a word. Recognise all of phase 2 sounds. Blend CVC Words</p>	<p>Say a sound for each letter in the alphabet. Recognise Phase 2/3 sounds. Blend and read VC/CVC words. Read captions and sentences consistent with their phonic knowledge, including some common exception words.</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>
	<p>Writing</p> <p>Discuss the marks they make, e.g. "this is a car" Write initial sounds using phase 2 knowledge Write their name with correct formation. Form Phase 2 letters recognisably. Segment CVC words verbally.</p>	<p>Write the initial and middle sounds for a CVC word using phase 2 and 3 knowledge. Form all letters of the alphabet. Write VC/CVC words that can be read by themselves or others.</p>	<p>Write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others. Use a full stop and capital letter in a sentence.</p>
<p>Early Learning Goals: Literacy</p> <p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension</p>		<p>ELG: Comprehension</p> <p>Children at the expected level of development will:</p>	

and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

- - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- - Anticipate - where appropriate - key events in stories;
- - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG: Word Reading

Children at the expected level of development will:

- - Say a sound for each letter in the alphabet and at least 10 digraphs;
- - Read words consistent with their phonic knowledge by sound-blending;
- - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Writing

Children at the expected level of development will:

- - Write recognisable letters, most of which are correctly formed;
- - Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- - Write simple phrases and sentences that can be read by others.

First of the Month text Ideas	Sep Oct - - Name Writing	Nov - - Initial sounds/CVC words Dec - Santa Letter	Jan - Stickman Feb - Chinese New Year	March - The smartest giant in town April - Oi Frog	May - Jack and the Beanstalk June - Three Little pigs	July - The Hungry Caterpillar
Vocabulary: (See LTP curriculum plan)	'Word Of The Day' including 'Find and Copy One Word'					

<p style="text-align: center;"><i>Reading Skills</i></p>	<p style="text-align: center;"><i>See Little Wandle Medium/Short Term Planning</i></p>
<p style="text-align: center;"><i>Communication and Language</i></p> <p><i>Please see separate document containing progressive statements for Communication and language.</i></p> <p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say, with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>	<p><i>Communication and Language</i></p> <p><i>ELG: Listening, Attention and Understanding</i></p> <p><i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> • - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; • - Make comments about what they have heard and ask questions to clarify their understanding; • - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p><i>ELG: Speaking</i></p> <p><i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> ○ - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; ○ - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; ○ - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Year 1 Long Term Plan

*We should be aiming for one extended piece of writing a week. We are developing writing stamina. Writing should be cross-curricular where possible.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
IPC Unit	Brainwaves: The Brain 4 weeks ICT: Learning Safety Online 3 weeks	Treasure Islands 6 weeks Festivals of Light - Hannukah, Diwali and Christmas 3 weeks	Green Fingers! 6 weeks	Time Travellers 6 weeks	A Day In The Life 6 weeks	The Earth: Our Home 6 weeks
Recommended Year Group Books 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.	Review Phase 3 + 4 Phase 5 GPCS I am Henry Finch - Alexis Deacon & Viviane Schwarz Your Fantastic Elastic Brain JoAnn Deak & Sarah Ackerley	Phase 5 graphemes How to Find Gold - Viviane Schwarz	Phase 5 graphemes The Lonely Beast - Chris Judge	Phase 5 graphemes Major Glad, Major Dizzy - Jan Oke	Review Phase 5 graphemes GPCS for phonics screening check Here Comes Frankie - Tim Hopgood	Phase 5 graphemes Wild - Emily Hughes Dear Greenpeace - Simon James

<p>Recommended Year Group Rhymes, Poems and Songs - Daily Suggested and not limited to</p>	<p>Counting Songs - ordinal numbers</p>	<p>The Big ships Sails on the ally ally oh Pirate Shanties Christmas Performance Continent Song</p>	<p>Roots, Stem, Leaves, Flowers I am the seed that grew the tree Season Song</p>	<p>Here in pudding lane Five oceans song</p>	<p>Ring- a- ring of roses A selection of nursery rhymes (historical connotations)</p>	<p>Habitats - Home Sweet Home Poem Yes I can - Animal song for children Herman the Worm Two Little Butterflies (Jbrary)</p>
<p>Approaches to Writing</p>	<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 reReading to check their meaning is clear. 					
<p>Writing Expectations</p>	<p><u>Transcription</u></p> <p><u>Spelling</u></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. <p><u>Handwriting</u></p> <ul style="list-style-type: none"> • I can sit correctly, at a table, holding a pencil comfortable 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. 					

	<p><u>Composition</u></p> <ul style="list-style-type: none"> • 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. <p><u>Grammar and punctuation</u></p> <p><u>Sentence structure</u></p> <ul style="list-style-type: none"> • I can combine words to make a sentence. • I can join two sentences using 'and'. <p><u>Text structure</u></p> <ul style="list-style-type: none"> • I can sequence sentences to form a narrative. <p><u>Punctuation</u></p> <ul style="list-style-type: none"> • 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 of writing to be covered in term</p>	<p>Narrative /Story Instructions Non-chronological report Recount</p>	<p>Narrative /Story Non-chronological report Recount Poetry</p>	<p>Narrative /Story Letter Newspaper report Non-chronological report</p>	<p>Narrative /Story Explanation Non chronological report Explanation</p>	<p>Persuasion Playscript Explanation Non chronological report</p>	<p>Narrative /Story Non-chronological report Persuasive advert Letter Poetry</p>

<p>Genres in Writing</p> <p>*These are recommended ideas.</p> <p>To write in a series of simple sentences.</p> <p>These are sequenced to form a short narrative.</p> <p>*Genres specified must be covered.</p>	<p>To create a wanted poster</p> <p>To describe a character</p> <p>To write instructions.</p> <p>Narrative/story based on book read.</p>	<p>To write instructions on how to make a pirate hat.</p> <p>Non-chronological report about pirates.</p> <p>To write a recount of 'Penguins make bad Pirates'</p> <p>Recount of 'Festival of Light' Story, Christmas,</p>	<p>Character Description of 'The Beast'</p> <p>Front page newspaper article</p> <p>To write an invitation</p> <p>To write an explanation text</p> <p>The story of a Beast's journey</p>	<p>Explanation text about an invention from the past</p> <p>Report about an event in the past/about materials</p> <p>Non-chronological report</p> <p>Historical story</p>	<p>Create a persuasive job advert</p> <p>Non-chronological report about Amelia Earhart</p> <p>Non-chronological report about Princess Diana</p> <p>Produce a playscript for a favourite TV show</p> <p>Explanation about the history of TV</p>	<p>Write a letter after reading 'Dear Greenpeace'.</p> <p>To describe a setting (habitats)</p> <p>Non-chronological report on animal habitats</p> <p>Persuasive poster for a charity raising money for animals based on plastic pollution</p> <p>To write a Cinquin Poem based upon an animal</p>
<p>FOTM</p>	<p>Fairy Tale Narrative (Goldilocks)</p> <p>Narrative on text</p>	<p>To write a set of rules</p> <p>To write an acrostic poem</p>	<p>To write a set of rules</p> <p>To write a narrative (Chinese New Year)</p>	<p>To describe a setting</p> <p>To write a narrative (Handa's surprise)</p>	<p>To be able to sequence events</p> <p>To write a letter</p>	<p>To describe a setting</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 Little Wandle Medium/Short Term Planning					
Vocabulary	'Word Of The Day' including 'Find and Copy One Word' - Vocabulary Ninja/ Twinkl Resources					
Reading Skills	See Little Wandle Medium/Short Term Planning					
Spoken Language N.B. See p14 for NC requirements	<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 					

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| | <ul style="list-style-type: none">• participate in discussions, presentations, performances and role play. |
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Year 2 Long Term Plan

*We should be aiming for one extended piece of writing a week. We are developing writing stamina. Writing should be cross-curricular where possible.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
IPC Unit	Brainwaves: Metacognition 3 weeks From A to B 5 weeks	From A to B 1 week Super Humans 3 weeks Festivals of Light - Hannukah, Diwali and Christmas 3 weeks	Buildings 6 weeks	Live and Let Live 6 weeks	The Magic Toymaker 6 weeks	People Of The Past 6 weeks
Recommended Year Group Novels/ Books 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.	Pattan's Pumpkin Chitra Soudai and Frane Lesse Meercat Mail Emily Gravett	Goldilocks and the three bears - Lauren Child See inside your body - Osbourne Flat book Super Kid - Claire Freedman	The Dragon with the Big Nose - Kathy Henderson The Journey Home - Frann Preston Gannon	Zeraffa Giraffa - Dianne Hoffmeyer & Jane Ray The Bear and the Piano - David Litchfield The Owl and the Pussycat	Traction Man is Here - Mini Grey	Peoms to Perform - Julia Donaldson The Great Fire of London - Emma A

Projects to be created in myON for each IPC unit						
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><u>Spelling</u></p> <ul style="list-style-type: none"> • I can segment spoken words into phonemes and record these as graphemes. • I can spell words with alternative 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. <p><u>Handwriting</u></p> <ul style="list-style-type: none"> • 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. 					

	<p><u>Composition</u></p> <ul style="list-style-type: none"> • 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. <p><u>Grammar and punctuation</u></p> <p><u>Sentence structure</u></p> <ul style="list-style-type: none"> • 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. <p><u>Text structure</u></p> <ul style="list-style-type: none"> • I consistently use the present tense and past tense correctly. • I can use the progressive forms of verbs in the present and past tense. <p><u>Punctuation</u></p> <ul style="list-style-type: none"> • 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. 					
<p>Genres of writing to be covered in term</p>	<p>Story Letter Playscript Persuasion Instructions</p>	<p>Traditional story Explanation Non-chronological report Persuasion</p>	<p>Poetry Recount Narrative Playscript</p>	<p>Poetry Narrative Recount Non-chronological report</p>	<p>Narrative Recount Persuasion Instructions</p>	<p>Narrative Recount Letter Report</p>
<p>Genres in Writing *These are recommended ideas.</p>	<p>Write a story about a journey link to traditional tales like Little Red Riding Hood, Arabian Nights</p>	<p>Write a story about a journey link to traditional tales like Little Red Riding Hood, Arabian Nights</p>	<p>Three week unit composing variety of poems based on 'The Dragon with the Big Nose'</p>	<p>To write a recount - Zeraffe Giraffe To create a leaflet about wild animals</p>	<p>Non-chronological report about toys and games from the past</p>	<p>Writing about a significant event in UK history</p>

<p>Genres specified must be covered.</p>	<p>Letter of advice to Write the script for the TV news reporter Instructions on Harvesting a Pumpkin FOTM: Sep: News report Oct: Letter</p>	<p>Write an explanation text about a type of transport and how it works. This can be a historical mode of transport Research and write a non-chronological report about different types of transport from across the world. Instructions about how to make paper aeroplanes Three week unit composing variety of poems based on 'The Dragon with the Big Nose' https://clpe.org.uk/poetryline/teaching-sequences/dragon-big-nose Non chronological report about homes in different countries Time travel story about houses in local</p>	<p>https://clpe.org.uk/poetryline/teaching-sequences/dragon-big-nose Non chronological report about homes in different countries Time travel story about houses in local environment and travelling back in time Persuasive adverts about houses for sale Factfiles on endangered animals Short persuasive pieces about why we need to save endangered animals FOTM: Jan: Poetry Feb: Narrative</p>	<p>To write instructions how to make a bird feeder Bear and the Piano - Poster and advert FOTM: March: Newspaper April: Letter</p>	<p>Instructions about how to operate toys and play games from the past. Persuasive adverts about a specific toy. Story focused on a toy and its adventures. Science experiment reports FOTM: May: Instructions June: Non-chronological report</p>	<p>Biography -Florence Nightingale/ Mary Seacole Retell story of Ella Fitzgerald Diary Entry FOTM: July:</p>
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		<p>environment and travelling back in time</p> <p>Persuasive adverts about houses for sale</p> <p>FOTM: Nov: Playscript Dec: Recount on a festival</p>				
Grammar	Revise Year 1 objectives: capital letters (including capitals for proper nouns and I), full stops, adjectives, question marks, exclamation marks	<p>Identify a noun, adjective, noun, adverb and verb</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>	Revision of skills	Revision of skills
Spelling	Summer 2 LW Planning	No Nonsense Spelling Strategies for learning words: Look, say, cover, write, check for common exception words,	No Nonsense Spelling Teach/ Practise/Apply /aɪ/ sound spelt 'y' Teach/ Practise/Apply Contractions (can't, didn't,	No Nonsense Spelling Teach/ Practise/Apply /ɔ/ spelt 'a' after 'w' and 'qu'	No Nonsense Spelling Teach/ Practise/Apply The /l/ or /ə/ sound spelt '-el' at the end of words Teach/Practise/Apply	No Nonsense Spelling Revise/Practise/Apply Spellings and concepts that pupils need to secure

		<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 /r/ sound spelt 'kn' and 'gn' at the beginning of words</p>	<p>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</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>Adding endings '-ing', '-ed', '-er', and '-est' to words ending in '-y</p> <p>Teach/Practise</p> <p>The /ɔ:/sound spelt 'a' before 'l' 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</p> <p>Homophones</p> <p>Teach/Practise/Apply</p> <p>/ɪ/ sound spelt 'o'</p> <p>Teach/Practise/Apply /l/ or /əl/ sounds spelt 'il' 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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Vocabulary	'Word Of The Day' including 'Find and Copy, One Word' - Vocabulary Ninja/ Twinkl Resources					
Reading Skills	<p>Thinking out loud as a reader. Asking questions of yourself.</p> <p>Find and retrieval - including true/false</p>	<p>Explain meaning of words in context</p>	<p>Inference with evidence from the text</p>	<p>Summarising</p>	<p>Prediction</p>	<p>Authorial intent - why specific words, phrases have been chosen, language structures and presentation</p>
<p>Spoken Language</p> <p>N.B. See p14 for NC requirements</p>	<p>Pupils should be taught to:</p> <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

*We should be aiming for one extended piece of writing a week. We are developing writing stamina. Writing should be cross-curricular where possible.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
IPC Unit	Brainwave: The Brain How Humans Work	Feel the Force Festivals of Light - Hannukah, Diwali and Christmas	ICT: Effectively Online Shake it!	Island Life	All Aboard	Scavengers and Settlers
	Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 6 weeks	Summer 2 7 weeks
Recommended 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. Projects to be created in myON	The Iron Man - Ted Hughes	The Iron Man - Ted Hughes	The Ice Palace - Robert Swindells/	Oliver and the Seawigs - Philip Reeve & Sarah McIntyre	Stig of the Dump - Clive King	Stig of the Dump - Clive King

for each IPC unit						
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</p> <p>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. 					

	<p><u>Handwriting</u></p> <ul style="list-style-type: none"> • I use the diagonal and horizontal strokes that are needed to join letters. • I understand which letters should be left unjoined. <p><u>Composition</u></p> <ul style="list-style-type: none"> • 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. <p><u>Grammar and punctuation</u></p> <p><u>Sentence structure</u></p> <ul style="list-style-type: none"> • I can express time, place and cause by using conjunctions, adverbs and prepositions. <p><u>Text structure</u></p> <ul style="list-style-type: none"> • 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. <p><u>Punctuation</u></p> <ul style="list-style-type: none"> • I can use inverted commas to punctuate direct speech. 					
Additional Resources	Information Books - Human Body/Skeleton	Pugs of the Frozen North - Philip Reeve & Sarah McIntyre	The Ice Palace - Robert Swindells	Oliver and the Seawigs - Philip Reeve & Sarah McIntyre -Literacy Shed	Emil and the Detectives - Erich Kastner	Ug; Boy Genius of the Stone Age - Raymond Briggs

<p>Genres of writing to be covered in term</p>	<p>Explanation text Recount text Narrative / Short Story</p>	<p>Non-chronological report Explanation Persuasive Play script</p>	<p>Persuasion Instructions Short Story incorporating dialogue Recount</p>	<p>Letter Narrative/ Short story Report Play script</p>	<p>Persuasion Instructions Short Story incorporating dialogue Recount</p>	<p>Instructions Narrative/ Short Story Report Poetry</p>
<p>Genres in Writing</p> <p>*These are recommended ideas. Genres specified must be covered.</p>	<p>Explanation text - How the human digestive system works</p> <p>Explanation text - How the human ear works</p> <p>Information text about the human skeleton</p>	<p>Non chronological report about Festivals of Light</p> <p>Science report</p> <p>Persuasive advert for marble run</p> <p>Play script about the Christmas story</p>	<p>Recipes</p> <p>Marvellous Milk persuasive poster</p> <p>Activities from class novel</p>	<p>Report on how the water cycle works</p> <p>Message in a bottle</p> <p>Non-chronological report about an island</p> <p>Shipwreck play script</p> <p>Design posters to publicise The Night of the Seawigs</p> <p>Design a mermaid</p>	<p>Diary entry/letter about a train journey</p> <p>Biography of a 'Father of the Railway'</p> <p>Discussion text for and against the railway coming to an area</p> <p>Letter persuading sibling to become a navy</p> <p>Newspaper report about a railway accident</p> <p>Leaflet about a railway journey</p>	<p>Instructions - how a fossil is made</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>

Grammar	<p>Revise all Year 2 objectives. Focus on sentence structures and word classes.</p> <p>Expanded noun phrases</p> <p>Subordinating conjunctions</p> <p>Co-ordinating conjunctions</p> <p>Sentence types: Statement Command Question Exclamation</p> <p>Apostrophe for omission and possession</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>Headings and subheadings to aid presentation.</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>Prepositions to express time, place and cause e.g. before, after, during, in, because of</p> <p>Terminology of clause and phrase</p>	<p>Prefixes super, anti, auto</p> <p>Present perfect</p> <p>Inverted commas for direct speech</p> <p>Adverbs</p> <p>Commas for fronted adverbials</p> <p>Synonyms and antonyms</p>	Revision of weaker areas identified by teacher.	Revision of weaker areas identified by teacher.
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),</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>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'</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</p> <p>Words with the /k/ sound spelt 'ch' (Greek in origin)</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</p>	<p>No Nonsense Spelling</p> <p>Revise and learn words from statutory and personal spelling lists</p> <p>Teach and practise the /ɔ:/ sound spelt 'ou'</p> <p>Teach and practise homophones (including</p>

	<p>'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>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>(mostly French in origin) as well as 's', 's(ion/ure)</p> <p>Revise and teach suffixes '-less', '-ness', '-ful', '-ly'</p>	<p>Revise and learn words from statutory and personal spelling lists</p>	<p>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>heel/heal/he'll, plain/plane, groan/grown and rain/rein/ reign)</p>
Vocabulary	<p>Twinkl Resources/ Vocabulary lists from IPC unit booklets</p>					
<p>Reading Skills</p> <p>See Reading Policy for more explicit detail</p> <p>Reading comprehension lesson to focus on aspects specified but</p>	<p>Some children will be following Little Wandle Catch Up.</p> <p style="text-align: center;">VOCABULARY</p> <p>Use dictionaries to check the meaning of words that they have read</p> <ul style="list-style-type: none"> • Discuss words that capture the readers interest or imagination • Identify how language choices help build meaning • Find the meaning of new words using substitution within a sentence. <p style="text-align: center;">KEY QUESTIONS</p>	<p style="text-align: center;">INFER</p> <p>Children can infer characters' feelings, thoughts and motives from their stated actions.</p> <ul style="list-style-type: none"> • justify inferences by referencing a specific point in the text. • ask and answer questions appropriately, 	<p style="text-align: center;">PREDICTION</p> <p>Justify predictions using evidence from the text.</p> <ul style="list-style-type: none"> • use relevant prior knowledge to make predictions and justify them. • use details from the text to form further predictions. <p style="text-align: center;">KEY QUESTIONS</p> <p>Can you think of another story with a similar theme?</p> <ul style="list-style-type: none"> • Which stories have openings like this? 	<p style="text-align: center;">EXPLANATION</p> <p>Discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books</p> <ul style="list-style-type: none"> • identifying how language, structure, and presentation contribute to meaning 	<p style="text-align: center;">RETRIEVAL</p> <p>Use contents page and subheadings to locate information</p> <ul style="list-style-type: none"> • learn the skill of 'skim and scan' to retrieve details. • begin to use quotations from the text • retrieve and record information from a fiction text. 	<p style="text-align: center;">SUMMARISE</p> <p>Identifying main ideas drawn from a key paragraph or page and summarising these</p> <ul style="list-style-type: none"> • begin to distinguish between the important and less important information in a text. • give a brief verbal summary of a story.

<p>all will be covered</p>	<p>What does this word/phrase/sentence tell you about the character/setting/mood? · Can you find this word in the dictionary?</p> <ul style="list-style-type: none"> · By writing in this way, what effect has the author created? · What other words/phrases could the author have used here? · How has the author made you feel by writing...? · Which word tells you that...? · Find and highlight the word that is closest in meaning to...? 	<p>including some simple inference questions based on characters' feelings, thoughts and motives.</p> <ul style="list-style-type: none"> · make inferences about actions or events <p>KEY QUESTIONS</p> <p>What do you think... means? Why do you think that? Why do you think...? How do you think...? Can you explain why...? What do these words mean and why do you think that the author chose them?</p> <ul style="list-style-type: none"> · Find and copy a group of words which show...? How does the description of ... show that they are...? <p>Who is telling the story? Why has the character done this at this time?</p>	<ul style="list-style-type: none"> · Do you think that this story will develop the same way? · Why did the author choose this setting? Will that influence the story? · What happened before this and what do you think will happen after? · Do you think the setting will have an impact on plot moving forward 	<p>of both fiction and non-fiction texts</p> <ul style="list-style-type: none"> · recognise authorial choices and the purpose of these <p>KEY QUESTIONS</p> <p>What is similar/different about two characters?</p> <ul style="list-style-type: none"> · Explain why... did that · Describe different characters' reactions to the same event. · Is this as good as...? · Which is better and why? · Why do you think they chose to order the text in this way? · What is the purpose of this text and who do you think it was written for? · What is the author's viewpoint? How do you know? · How are these two sections in the text linked? 	<ul style="list-style-type: none"> · retrieve information from a non-fiction text <p>KEY QUESTIONS</p> <p>Who are the characters in this text?</p> <ul style="list-style-type: none"> · When / where is this story set? How do you know? · Which part of the story best describes the setting? · What do you think is happening here? · What might this mean? · How might I find the information quickly? · What can I use to help me navigate this book? · How would you describe the story? · Whose perspective is the story told from? 	<ul style="list-style-type: none"> · teachers begin to model how to record summary writing. · identify themes from a wide range of books make simple notes from one source of writing <p>KEY QUESTIONS</p> <p>What is the main point in this paragraph? · Sum up what has happened so far in X words or less.</p> <ul style="list-style-type: none"> · Which is the most important point in these paragraphs? · Do any sections/paragraphs deal with the same themes? · Have you noticed any similarities between this text and any others you have read? · What do I need to jot down to remember what I have read?
<p style="text-align: center;">PROSODY: Reading in context at a smooth, even pace with expression</p>						

Be able to read at 90 words per minute

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
- 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

*We should be aiming for one extended piece of writing a week. We are developing writing stamina. Writing should be cross-curricular where possible.

	Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 6 weeks	Summer 2 7 weeks
IPC Unit	Brainwaves: Metacognition (3 weeks) Temples, Tombs and Treasures (6 weeks)	Temples, Tombs and Treasures (6 weeks) Making Waves! (3 weeks)	How Humans Work (6 weeks) For one year only 2022-23	Different Places, Similar Lives (6 weeks)	Travel and Tourism (6 weeks)	Bright Sparks (3 weeks) Let's Plant It! (3 weeks)
Recommended 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. Projects to be created in myON for each IPC unit	The Time Traveller's Cat and the Egyptian Goddess Julia Jarman	The Firework Maker's Daughter Philip Pullman	Running Wild Michael Morpurgo	Running Wild Michael Morpurgo	Charlotte's Web EB White	Charlotte's Web EB White

<p>Approaches to Writing</p>	<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.
<p>Writing Expectations</p>	<p><u>Transcription</u></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. <p><u>Composition</u></p> <ul style="list-style-type: none"> 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.

From Centre for Literacy Curriculum - IPC Mapping Document

Additional Resources	I am Henry Finch - Alexis Deacon & Viviane Schwarz Marcy and the Riddle of the Sphinx by Joe Tood-Stanton	The Firework Maker's Daughter Marcy and the Riddle of the Sphinx by Joe Tood-Stanton	Information Books - Human Body/Skeleton Literacy Shed - Marshmallows/Vocabulary Ninjas	Dancing in the rain - John Lyons		Traction Man meets TurboDog - Mini Grey Mama Miti - Donna Jo Napoli & Kadir Nelson
Genres of writing to be covered in term	Short story Description Diary Non-chronological report	Reports Instructions Character description Letter Short story Poetry	Explanation text Recount text Character description Short story	Recount Persuasion Discussion Poetry Short story	Recount Poems Diary Non-chronological report Short story	Biography Instructions Short Story Poetry

<p>Genres in Writing</p> <p>*These are recommended ideas.</p> <p>Genres specified must be covered.</p>	<p>Non-chronological report about mummies/pyramids</p> <p>Information text about an Egyptian god/goddess</p> <p>Description and diary about Tutankhamen's tomb discovery - treasure and curses</p> <p>Story set in ancient Egyptian times</p>	<p>Instructions about how to make a string telephone</p> <p>Reports of science experiments - electrical circuits, string telephone</p> <p>Recount of the Christmas Story</p> <p>Work based on class novels:</p> <p>Moon Goddess description</p> <p>Wanted poster - Razvani The Fire Fiend</p> <p>Character study Lila</p> <p>Write a letter as Lila or Lalchand</p> <p>Description of Grotto of the Fire Fiend</p> <p>Missing chapter of Razvani, the Fire Fiend</p>	<p>Explanation text - How the human digestive system works</p> <p>Explanation text - How the human ear works</p> <p>Information text about the human skeleton</p> <p>Character description of the Mallo dile</p> <p>Story based on 'Marshmallows' from the boy's perspective including dialogue to move the action forward</p> <p>Work based on class novel</p>	<p>Create a persuasive guide about being safe online</p> <p>Diary entries - about different school days around the world</p> <p>Discussion text about food products and how they're produced - fairtrade products</p> <p>Information text about festivals and celebrations that happen throughout the year in different countries</p> <p>Poems about different festivals</p> <p>Instructions about how to make a device to move resources</p>	<p>Recount about a tourist destination.</p> <p>Create a Responsible Travel Guide</p> <p>Diary entries - about their holiday - being a responsible tourist</p> <p>Information text about a man-made and natural feature of the tourist resort</p> <p>Poems about tourist destinations and visiting</p>	<p>Newspaper report on growing competition</p> <p>Biography of a famous gardener</p> <p>Short story based on a magical plant</p> <p>Instructions about how to make electrical circuits.</p> <p>Biography of famous person connected to electricity</p>
<p>Grammar and Punctuation</p>	<p>Revise Y3 objectives.</p> <p>Subordinating conjunctions (AWHITEBUS)</p>	<p>Grammatical difference between plural and possessive 's' e.g. it's/its.</p> <p>Possessive pronouns.</p>	<p>Standard English use of verb forms e.g. we were instead of we was, I did instead of I done</p>	<p>Determiners (not just a, an, the e.g. some, those)</p> <p>Past simple</p> <p>Past progressive</p>	<p>Apostrophe for omission and possession</p>	<p>Revision of weaker areas identified by teacher.</p>

	<p>Co-ordinating conjunctions (FANBOYS)</p> <p>Sentence types: Statement Command Question Exclamation</p> <p>Revision of capital letters, full stops, exclamation and question marks.</p> <p>Use of commas to separate items in a list</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 accurate use of inverted commas</p>	<p>Expanded noun phrases – pre and post modifiers</p> <p>Fronted adverbials</p>	<p>Present simple Present progressive Past perfect Present perfect</p> <p>Synonyms and antonyms</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>Spelling No Nonsense Spelling Year 4</p>	<p>No Nonsense Spelling Strategies at the point of writing: Have a go</p> <p>Words from statutory and personal spelling lists</p> <p>Words ending /ʒə/</p>	<p>No Nonsense Spelling Strategies for learning words: words from statutory list learnt previously</p> <p>Strategies at the point of writing: Have a go</p> <p>Prefixes 'in-', 'il-', 'im-' and 'ir-'</p>	<p>No Nonsense Spelling The /g/ sound spelt 'gu'</p> <p>Strategies at the point of writing: Have a go</p> <p>Words from statutory and personal spelling lists</p>	<p>No Nonsense Spelling Statutory spellings learnt so far</p> <p>Prefixes 'anti-' and 'inter-'</p> <p>Endings that sound like /ʃən/ spelt '-cian', '-sion', '-tion' and '-ssion'</p>	<p>No Nonsense Spelling Words with the /s/ sound spelt 'sc' (Latin in origin)</p> <p>Statutory spellings learnt so far</p> <p>Endings that sound like /ʒən/ spelt 'sion'</p>	<p>No Nonsense Spelling Suffix '-ous'</p> <p>Prefixes 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-'</p> <p>Statutory spellings learnt so far</p>

	<p>From Year 2: possessive apostrophe with singular proper nouns</p> <p>Homophones (peace/piece, main/mane, fair/fare)</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 with endings sounding like /tʃə/ spelt '-ture'</p> <p>Possessive apostrophe with plurals</p> <p>Homophones (scene/seen, mail/male, bawl/ball)</p>		<p>Apostrophes for possession, including singular and plural</p> <p>Homophones</p>	<p>Suffix '-ly' added to words ending in 'y', 'le' and 'ic'</p> <p>Words learnt so far</p>
Vocabulary	'Word Of The Day' including 'Find and Copy One Word' - Vocabulary Ninja/ Twinkl Resources					
<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>VOCABULARY</p> <p>Using dictionaries to check the meaning of words that they have read</p> <ul style="list-style-type: none"> use a thesaurus to find synonyms discuss why words have been chosen and the effect these have on the reader explain how words can capture the interest of the reader discuss new and unusual vocabulary and clarify the meaning of these find the meaning of new words using the context of the sentence. <p>Suggested Questions</p>	<p>INFERENCE</p> <p>Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because questions)</p> <ul style="list-style-type: none"> infer characters' feelings, thoughts and motives from their stated actions consolidate the skill of justifying them using a specific reference point in the text use more than one piece of evidence to justify their answer 	<p>PREDICTION</p> <p>Justify predictions using evidence from the text</p> <ul style="list-style-type: none"> use relevant prior knowledge as well as details from the text to form predictions and to justify them monitor these predictions and compare them with the text as they read on <p>Suggested Questions</p> <p>Can you think of another text with a similar theme? How do their plots differ? Which stories have openings like this? Do you think that this story will develop the same way? Why did the author</p>	<p>EXPLANATION</p> <p>Discussing words and phrases that capture the reader's interest and imagination</p> <ul style="list-style-type: none"> identifying how language, structure, and presentation contribute to meaning recognise authorial choices and the purpose of these <p>Suggested Questions</p> <p>What is similar/different about two characters? Did the author intend that? Explain why... did that? Describe different characters' reactions to the</p>	<p>RETRIEVAL</p> <p>Confidently skim and scan texts to record details</p> <ul style="list-style-type: none"> using relevant quotes to support their answers to questions retrieve and record information from a fiction or non-fiction text. <p>Suggested Questions</p> <p>Find the... in this text. Is it anywhere else? When/where is this story set? How do you know? Find the part of the story that best describes the setting. What do you think is happening here? Why?</p>	<p>SUMMARISE</p> <p>Use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information</p> <ul style="list-style-type: none"> identifying main ideas drawn from more than one paragraph identify themes from a wide range of books summarise whole paragraphs, chapters or texts highlight key information and record it in bullet points, diagrams, maps etc <p>Suggested Questions</p> <p>What is the main point in this paragraph? Is it mentioned anywhere else? Sum up what has happened so far in X</p>

	<p>Can you find the meaning of a word with a similar meaning in a dictionary or thesaurus? · What does this word/phrase/sentence tell you about the character/setting/mood? · By writing..., what effect has the author created? · Do you think they intended to? · What other words/phrases could the author have used here? Why? How has the author...? · Which word is closest in meaning to...?</p>	<p>Suggested Questions What do you think... means? · Why do you think that? Could it be anything else? · I think...; do you agree? Why / why not? · How do you think...? · Can you explain why...? · Can you explain why based on two different pieces of evidence? · What do these words mean and why do you think that the author chose them? · Find and copy a group of words which show that... · What impression of ...do you get from this paragraph?</p>	<p>choose this setting? Will that influence the story? · What does this paragraph suggest what will happen next? · Do you think ... will happen? Explain your answers with evidence from the text.</p>	<p>same event · Is this as good as...? · Which is better and why? · What can you tell me about how this text is organised? · Why is the text arranged in this way? · What is the purpose of this text and who is the audience? · How does the author engage the reader here? · Which section was the most ...? Why?</p>	<p>What might this mean? · Whose perspective is the story told by and how do you know? · How can you use the subheading to help you here?</p>	<p>words/seconds or less. · Which is the most important point in these paragraphs? Why? · Do any sections/paragraphs deal with the same themes? · How might I record this to ensure the best possible outcome?</p>
<p>Prosody: Reading in context at a smooth, even pace with expression</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 • 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

*We should be aiming for one extended piece of writing a week. We are developing writing stamina. Writing should be cross-curricular where possible.

	Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 6 weeks	Summer 2 7 weeks
IPC Unit	Brainwaves: The Brain (3 weeks) Bake It! (3 weeks)	Space Scientists (6 weeks) Hannukah, Christmas Diwali	The Great, The Bold and The Brave (6 weeks) Unit =9 weeks in total	The Great, The Bold and The Brave (3 weeks) Unit =9 weeks in total Roots, Shoots and Fruits 3 weeks	The Holiday Show 6 weeks	Being Human 6 weeks
Recommended 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. Projects to be created in myON for each IPC unit	Harry Potter and the Philosophers Stone JK Rowling	Harry Potter and the Philosophers Stone JK Rowling	Percy Jackson and the Lightning Thief Rick Riordan	Percy Jackson and the Lightning Thief Rick Riordan	Stormbreaker Anthony Horowitz	Stormbreaker Anthony Horowitz

<p>Key curriculum coverage</p> <p>Approaches to Writing</p>	<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.
<p>Writing Expectations</p>	<p><u>Transcription</u></p> <p><u>Spelling</u></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. <p><u>Handwriting</u></p> <ul style="list-style-type: none"> • 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. <p><u>Composition</u></p> <ul style="list-style-type: none"> • 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.

From Centre for Literacy Curriculum – IPC Mapping Document

Additional resources	The Complete Philosophy Files - Stephen Law War and Peas - Michael Foreman	Pandora Short Film Literacy Shed/Vocabulary Ninja The Earth from the Air- Children's Edition - Yann Arthus-Bertrand and Robert Burleigh	The Adventures of Odysseus - Hugh Lupton & Daniel Morden Roots, Shoots and Fruits - The Promise - Nicola Davies & Laura Carlin https://www.youtube.com/watch?v=ea7W4EfhZGk https://www.thepromise.earth	City Atlas - Georgia Cherry and Martin Haake	Atlas of the Human Body - Venessa Jessop & Karitta Meechubot
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<p>Genres of writing to be covered in term</p>	<p>Persuasive script Discussion text Instructions Narrative Non chronological report</p>	<p>Non chronological report Science Fiction Short Story Newspaper report Poetry</p>	<p>Diary writing Historical short story Biography Formal and informal letters Playscript</p> <p>Story Explanation Science experiment reports Persuasion Poetry</p>	<p>Discussion text Persuasive script Non-chronological report Narrative Newspaper report</p>	<p>Report - science experiment Explanation text Biography Narrative</p>
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<p>Ideas for genres in Writing</p> <p>*These are suggested ideas.</p> <p>Genres specified must be covered.</p>	<p>Script for a radio advert about bread/ a TV cookery programme about making bread.</p> <p>Persuasive advert for new brand of bread or for a new brand of healthy food.</p> <p>Discussion text 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>Instructions about how to make bread.</p> <p>Positive mindset story.</p> <p>Instructional guide about memorisation strategies</p>	<p>Report that explains life on Pandora</p> <p>Science Fiction Story based on Pandora</p> <p>Formal letter to Earth describing planet Pandora and creatures that live there.</p> <p>Space poetry</p>	<p>Diary entry, childhood in Athens and Sparta/other historical setting</p> <p>Historical story based on Romulus and Remus or other historical setting</p> <p>Write a script for a Greek/Roman/Viking myth/ legend and perform play</p> <p>Biography of Alexander the Great/ William of Normandy/ King Harold</p> <p>Tourist guide of ancient Rome</p> <p>Informal/Formal letters to the Witten</p> <p>Story based on the short film - 'The Promise'</p> <p>Future thoughts about what we can promise</p> <p>Write up of science experiments undertaken</p> <p>Persuasive writing to look after the earth</p> <p>Poem about looking after the earth</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.</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>Newspaper report about a natural disaster and its impact on tourism</p>	<p>Write an explanation text about how the human heart works/how joints and muscles work in the human body.</p> <p>Mystery story in the style of Horowitz</p> <p>Create their own health social story to persuade children to eat healthily</p> <p>Biography of famous sports personality. For example, Leah Williamson, Marcus Rashford or Joe Wicks.</p>
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Grammar	<p>Revision of areas covered in previous years. To include:</p> <p>Expanded noun phrases</p> <p>Subordinating conjunctions (A WHITE BUS)</p> <p>Co-ordinating conjunctions (FANBOYS)</p> <p>Sentence types: Statement Command Question Exclamation</p>	<p>Past simple Past progressive Present simple Present progressive Past perfect Present perfect</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>Adverbs of possibility.</p> <p>Modal verbs</p> <p>Synonyms and antonyms</p>	<p>Formal and informal language - question tags and idioms.</p> <p>Using suffixes to convert nouns or adjectives into verbs e.g. generate, simplify</p>	Revision of weaker areas identified by teacher.
Punctuation	<p>Accurate use of capital letters and full stops.</p> <p>Use of capital letters for proper nouns</p> <p>Accurate use of question and exclamation marks.</p> <p>Commas to separate a list</p> <p>Apostrophes for possession and omission</p>		<p>Commas to mark fronted adverbials</p> <p>Commas to clarify meaning or avoid ambiguity</p>		<p>Parenthesis including use of brackets, commas and dashes.</p> <p>Use of hyphens</p>	
Spelling No Nonsense Spelling	No Nonsense Spelling	No Nonsense Spelling	No Nonsense Spelling Strategies at the point of writing: Have a go	No Nonsense Spelling Words from statutory and personal spelling lists	No Nonsense Spelling Words from statutory and personal spelling lists	No Nonsense Spelling Spellings taught in the last half term

<p>Year 5</p>	<p>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>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>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>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>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>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>Use of the hyphen</p>
<p>Vocabulary</p>	<p>'Word Of The Day' including 'Find and Copy One Word' - Vocabulary Ninja/ Twinkl Resources</p>					
<p>Reading Skills See Reading Policy for more explicit detail</p>	<p>VOCABULARY Explore the meaning of words in context, confidently using a dictionary</p>	<p>INFERENCE Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and</p>	<p>PREDICTION Predicting what might happen from details stated and implied</p>	<p>EXPLANATION Provide increasingly reasoned justification for my views • recommend books for peers in detail</p>	<p>RETRIEVAL Confidently skim and scan, and also use the skill of reading before and after to retrieve information.</p>	<p>SUMMARISE Summarising the main ideas drawn from more than one paragraph, page, chapter or the</p>

<p>Reading comprehension lesson to focus on aspects specified but all will be covered</p> <p>Reading Detectives, Cracking Comprehension, PM Reading Cards, VIPER reading comprehension resources</p>	<ul style="list-style-type: none"> · discuss how the author's choice of language impacts the reader · evaluate the authors use of language · investigate alternative word choices that could be made · begin to look at the use of figurative language · use a thesaurus to find synonyms for a larger variety of words · re-write passages using alternative word choices · read around the word' and · explore its meaning in the broader context of a section or paragraph <p>Suggested Questions Can you quickly find...in the dictionary and thesaurus?</p> <ul style="list-style-type: none"> · What does this word/phrase/sentence tell you about the character/setting/mood? 	<p>justifying inferences with evidence. · make inferences about actions, feelings, events or states · use figurative language to infer meaning · give one or two pieces of evidence to support the point they are making. · begin to draw evidence from more than one place across a text</p> <p>Suggested Questions What do you think... means? Why do you think that? Could it be anything else?</p> <ul style="list-style-type: none"> · I think...; do you agree? Why/why not? · Why do you think the author? decided to...? · Can you explain why...? · Can you give me evidence from somewhere else in the text? · What do these words mean and why do you think that the author chose them? 	<ul style="list-style-type: none"> · support predictions with relevant evidence from the text. · confirm and modify predictions as they read on. <p>Suggested Questions Can you think of another story with a similar theme? How do their plots differ?</p> <ul style="list-style-type: none"> · Which stories have openings like this? · Do you think that this story will develop the same way? · Why did the author choose this setting? Will that influence the story? 	<ul style="list-style-type: none"> · give reasons for authorial choices · begin to challenge points of view · begin to distinguish between fact and opinion · identifying how language, structure and presentation contribute to meaning · discuss and evaluate how authors use language, including figurative language, considering the impact on the reader · explain and discuss their understanding of what they have read, including through formal presentations and debates <p>Suggested Questions What is similar/different about two characters? Did the author intend that?</p> <ul style="list-style-type: none"> · Explain why... did that. · Describe different characters' reactions to the same event. · Does this story have a moral? · Which is better and why? · How is the text organised and what impact does this have on you as a reader? · Why has the text been written this way? 	<ul style="list-style-type: none"> · use evidence from across larger sections of text · read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts. · retrieve, record and present information from non-fiction texts. · ask my own questions and follow a line of enquiry. <p>Suggested Questions Find the... in this text. Is it anywhere else?</p> <ul style="list-style-type: none"> · When/where is this story set? Find evidence in the text. · Find the part of the story that best describes the setting. · What do you think is happening here? Why? · Who is telling this story? · Can you skim/scan quickly to find the answer? 	<p>entire text identifying key details to support the main ideas.</p> <ul style="list-style-type: none"> · make connections between information across the text and include this is an answer. · discuss the themes or conventions from a chapter or text · identify themes across a wide range of writing <p>Suggested Questions What is the main point in this paragraph? Is it mentioned anywhere else?</p> <ul style="list-style-type: none"> · Sum up what has happened so far in... words/seconds or less. · Which is the most important point in these paragraphs? Why? · Do any sections/paragraphs deal with the same themes? · Can you find a text with a similar theme?
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	<ul style="list-style-type: none"> · By writing..., what effect has the author created? Do you think they intended to? <ul style="list-style-type: none"> · What other words/phrases could the author have used here? Why? · How has the author made you/this character feel by writing...? Why? · Find and highlight the word which is closest in meaning to ... · Find a word which demonstrates... · Can you rewrite this in the style of the author using your own words? · How have simile and metaphor been used here to enhance the text? 	<ul style="list-style-type: none"> · How does the author make you feel? · What impression do you get from these paragraphs? 		<ul style="list-style-type: none"> · How can you tell whether it is fact and opinion? · How is this text similar to the writing we have been doing? · How does the author engage the audience? 		
<p style="color: blue; margin: 0;">Spoken Language</p> <p style="color: blue; margin: 0;">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 • 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) 					

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| | <ul style="list-style-type: none">• 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 |
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Year 6 Long Term Plan

*We should be aiming for one extended piece of writing a week. We are developing writing stamina. Writing should be cross-curricular where possible.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
IPC Unit	Brainwaves: Metacognition 3 weeks Existing, Endangered, Extinct 6 weeks	Existing, Endangered, Extinct 6 weeks Full Power! 3 weeks Festivals of Light	AD 900 CE 6 weeks	Earth: As An Island 6 weeks	Fairgrounds 9 weeks	Fairgrounds 9 weeks School Based Unit RSE: Growing Up 3 weeks
Recommended Year Group Novels <i>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. Projects to be created in myON for each IPC unit</i>	After the War Tom Palmer	There's a Boy in the Girls Bathroom	Kensuke's Kingdom Michael Morpurgo	Kensuke's Kingdom Michael Morpurgo	The Boy who Swam with Piranhas - David Almond 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 					

	<ul style="list-style-type: none"> • 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><u>Transcription</u></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. <p><u>Handwriting</u></p> <ul style="list-style-type: none"> • 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. <p><u>Composition</u></p> <ul style="list-style-type: none"> • 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.

	<p>Grammar and punctuation</p> <p><u>Sentence structure</u></p> <ul style="list-style-type: none"> I can use the passive voice. I vary sentence structure depending whether formal or informal. <p><u>Text structure</u></p> <ul style="list-style-type: none"> 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. <p><u>Punctuation</u></p> <ul style="list-style-type: none"> 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	The Complete Philosophy Files - Stephen Law Varmints - Helen Ward		Rain Player The Curse of the Maya CGP Books	Eye of the Storm - Story with a flashback -Literacy Shed	The Boy who Swam with Piranhas - David Almond	Alma - Literacy Shed The Song from Somewhere Else - A F Harrold
Genres of writing to be covered in term	Instructions Newspaper report Emotive Poem Letter	Narrative Recount Discussion text Biography	Diary Narrative Newspaper Report Formal/ Informal Invitation	Story with a flashback Discussion text Playscript Non-chronological report	Narrative Explanation Biography Persuasion	Narrative Newspaper Report Poem Non-chronological report
<p>Genres in Writing</p> <p>*These are recommended ideas.</p> <p>Genres specified must be covered.</p>	<p>Instructions on metacognition activities</p> <p>Article about metacognition</p> <p>Motivational posters</p>	<p>Write narrative based on 'The Hobbit'</p> <p>Information text about Festivals of Light</p> <p>Discussion texts: global warming/ changes to</p>	<p>As part of a unit on myths and legends, pupils to explore why and how a character might embark on a quest. Think about the challenges to be faced, before writing a myth linked to their class</p>	<p>Eye of the Storm - Story with a flashback</p> <p>Persuasive brochure for island community</p> <p>Instructions for island food</p>	<p>Newspaper report about a visit to a theme park/fairground</p> <p>Story based on a fairground</p>	<p>Write a poem or short description about emotions</p> <p>Alma - write a narrative from a character's point of view including pathetic fallacy/inner monologue</p>

	<p>Newspaper article on design challenge/ Mrs Rice and her achievements/growth mindset</p> <p>Information about mindfulness</p> <p>Poems about remembrance</p>	<p>habitats? Link to 'The Last Bear' - class novel</p> <p>Biography of Carl Linnaeus</p> <p>Report about changes to food chains and impact of this on living things</p> <p>Work based on Charles Darwin</p> <p>Story of the Peppered Moth and adaptations</p> <p>Letter from NGO about animal conservation</p>	<p>topic on the Maya/Benin. To include description of a setting.</p> <p>Informal/Formal invitation to Pok-to-Pok game</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.</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>Discussion text about island communities</p> <p>Formal invitation to an island</p> <p>Report about an island community</p>	<p>Biography about famous fairground owner/troupe</p> <p>Fairground guide</p> <p>Fairground persuasive advert</p> <p>Explanation about how simple machines work on the fairground.</p> <p>Instructions about how machines work/ science experiments linked to fairground rides.</p> <p>Writing, testing and debugging code to control a fairground ride.</p>	<p>Newspaper article about fairground attractions</p> <p>Discussion text about how fairgrounds and theme parks can adopt more sustainable practices.</p>
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<p>Grammar and Punctuation</p>	<p>Expanded noun phrases</p> <p>Subordinating conjunctions (A WHITE BUS)</p> <p>Co-ordinating conjunctions (FANBOYS)</p> <p>Past simple Past progressive Present simple Present progressive Past perfect Present perfect</p> <p>Sentence types: Statement Command Question Exclamation</p> <p>Adverbials (TRAMP)</p> <p>Relative clauses and relative pronouns</p>	<p>Modal verbs</p> <p>Passive/active Subject/object</p> <p>Subjunctive form</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 of language to show formality and informality in speech e.g. ask for vs request</p>	<p>Layout devices subheadings, bullet points, tables, columns</p> <p>Semi colons, colons and dashes to mark the boundary between independent clauses</p>	<p>Bullet points to list information</p> <p>Hyphenated words</p> <p>SATs revision</p>	<p>SATs Revision</p>	<p>SATs Revision</p>
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<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 '-enti', '-ence' and '-ency'</p> <p>Words from statutory and personal spelling lists</p> <p>Homophones (draught/ draft, dissent/descent, precede/proceed, wary/ weary)</p> <p>Strategies for learning words: commonly misspelt homophones</p>
<p>Vocabulary</p>	<p>'Word Of The Day' including 'Find and Copy One Word' - Vocabulary Ninja/ Twinkl Resources</p>					
<p>Reading Skills See Reading Policy for more explicit detail</p>	<p>VOCABULARY Evaluate how the authors' use of language impacts upon the reader · find examples of figurative</p>	<p>INFERENCE Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions,</p>	<p>PREDICTION Predicting what might happen from details stated and implied · support predictions by using</p>	<p>EXPLANATION Provide increasingly reasoned justification for my views</p>	<p>RETRIEVAL Children confidently skim and scan, and also use the skill of reading before and after to retrieve</p>	<p>SUMMARISE Summarise information from across a text and link information by analysing and evaluating ideas</p>

<p style="text-align: center;">Reading comprehension lesson to focus on aspects specified but all will be covered</p>	<p>language and how this impacts the reader and contributes to meaning or mood. · discuss how presentation and structure contribute to meaning. · explore the meaning of words in context by ‘reading around the word’ and independently explore its meaning in the broader context of a section or paragraph.</p> <p>Suggested questions What does this word/phrase/sentence tell you about the character/setting/mood? · By writing..., what effect has the author created? Do you think they intended to? · Can you find examples of simile, metaphor, hyperbole or personification in the text? · Why has the text been organised in this way? Would you have done it differently? · What other words/phrases could the author have used here? Why? How has the author</p>	<p>and justifying inferences with evidence. · discuss how characters change and develop through texts by drawing inferences based on indirect clues. · make inferences about events, feelings, states backing these up with evidence. · infer characters’ feelings, thoughts and motives, giving more than one piece of evidence to support each point made. They can draw evidence from different places across the text</p> <p>Suggested questions What do you think... means? Why do you think that? Could it be anything else? · I think...; do you agree? Why/why not? · Why do you think the author decided to...? · Can you explain why...? · What do these words mean and why do you think that the author chose them? · How do other people’s descriptions of ...show that...? · Where else in the</p>	<p>relevant evidence from the text · confirm and modify predictions in light of new information.</p> <p>Suggested questions Can you think of another story with a similar theme? How do their plots differ? · Which stories have openings like this? Do you think that this story will develop the same way? · Why did the author choose this setting? Will that influence the story?</p>	<p>· recommend books for peers in detail · give reasons for authorial choices · begin to challenge points of view · begin to distinguish between fact and opinion · identifying how language, structure and presentation contribute to meaning · discuss and evaluate how authors use language, including figurative language, considering the impact on the reader · explain and discuss their understanding of what they have read, including through formal presentations and debates. · distinguish between fact, opinion and bias explaining how they know this</p> <p>Suggested questions What is similar/different about two characters? Did the author intend that? · Explain why... did that. · Describe different characters’ reactions to the same event. · Does this story have a moral? ·</p>	<p>information. *They use evidence from across whole chapters or texts · Read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts. · Retrieve, record and present information from a wide variety of non-fiction texts. · Ask my own questions and follow a line of enquiry.</p> <p>Suggested questions Find the... in this text. Is it anywhere else? · Can you skim the next... and find me the answer to...? · When/where is this story set? Find evidence in the text. · Find the part of the story that best describes the setting. · What do you think is happening here? Why? · Who is telling this story? · What genre is...? · Can you look at these other texts and find me what is similar and what is different?</p>	<p>between sections of the text. · summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas · make comparisons across different books. · summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs.</p> <p>Suggested questions What is the main point of the text? · Can you look in this paragraph? What does the author mean? Is it mentioned anywhere else? · Sum up what has happened so far in... words/seconds or less. · Can you read the text and summarise what has happened? · Which is the most important point in these paragraphs? Why? · Do any sections/paragraphs deal with the same themes?</p>
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	made you/this character feel by writing...? Why?	text can we find the answer to this question?		Which is better and why? · Can you identify where the author has shown bias towards a particular character? · Is it fact or is it opinion? How do you know? · How does the author make you feel at this point in the story? Why did they do that? · Can you explain it in a different way?		
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Prosody: Reading in context at a smooth, even pace with expression

Spoken Language N.B. See p14 for NC requirements	<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 <p>use relevant strategies to build their vocabulary</p>
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