

Long Term Curriculum Plan - English

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 1
Year 1	<p>Poetry Read write and perform poems based around the senses.</p> <p>Stories with familiar settings Familiar stories with predictable phrases and patterned language</p> <p>Instructions Labels, lists and captions Instructions-following and writing instructions for simple everyday activities eg a simple recipe</p>		<p>Fairy Tales Use puppets and drama to act out traditional and fairy tales</p> <p>Poetry Read write and perform poems with a focus on pattern and rhyme</p> <p>Information text Use Information texts to answer and ask questions. Understand the features of an information book</p> <p>Class Book: Jack and the Flumflum Tree</p>		<p>Fantasy stories Write a retelling of a story based around the genre Fantasy Worlds</p> <p>Poetry Read write and perform poems based around the seaside.</p> <p>Information text Write an information text about a familiar topic.</p> <p>Class Book: Peter Bentley books (shark in the dark)</p>	
Objectives	Transcription and Handwriting		Grammar and Punctuation		Composition	
Year 1	<p>I can spell the days of the week.</p> <p>I know the names of all the letters of the alphabet in order.</p> <p>I know some sounds can be spelled in different ways using different letters.</p> <p>I spell words correctly by adding -ing, -ed, -er and -est</p> <p>I can spell the words correctly in my Year 1 spelling list.</p> <p>I can write out a sentence told to me by my teacher.</p> <p>I sit and hold a pencil correctly and can write some of my letters correctly, starting and finishing in the right place.</p> <p>I can write the numbers 1,2,3,4,5,6,7,8,9,0 correctly.</p> <p>I can tell you how some letters are similar and can be put into groups.</p> <p>When I write, I leave spaces between my words.</p>		<p>I can add together two sentences using 'and'.</p> <p>I can tell you where I might use a capital letter, a full stop, question marks or exclamation marks in my work.</p> <p>I can show you where I can use a capital letter for the names of people, places, the days of the week and when I use I.</p> <p>I know that words can be put together to build sentences.</p> <p>I can use the grammar rules set out in my grammar list.</p> <p>I use word endings such as -s and -es to change a word to mean more than one.</p> <p>I know how to add un- at the beginning of a word to create a new word.</p>		<p>I can write a text by thinking of a list of sentences in the order I need.</p> <p>I check my sentences make sense by re-reading them.</p> <p>I can discuss what I have written and read aloud my own writing so my friends and the teacher can hear me.</p>	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 1
Year 2	<p>Stories with familiar settings</p> <p>Reading <i>Not Now Bernard</i> and <i>Gorilla</i> and writing our own story with a familiar setting.</p> <p>Information text</p> <p>Looking at a range of Non-Fiction texts and identifying their key features.</p>	<p>Poetry</p> <p>Patterns on the Page</p> <p>Instructions</p> <p>Reading a range of instructions for making different things including recipes and then writing our own set of instructions for others to follow.</p>	<p>Traditional tales</p> <p>We read a range of traditional tales as well as alternative versions and then write our own 'True Story of the 3 Billy Goats Gruff'.</p> <p>Revision of Grammar</p>	<p>Poetry</p> <p>Silly Stuff</p> <p>Explanations</p> <p>We read a variety of explanation texts and write our own texts at the end of the unit.</p>	<p>Stories by same author</p> <p>We read a range of stories by the author Anthony Browne and look at the features of his work.</p>	<p>Class novel</p> <p>We read <i>George's Marvellous Medicine</i> and <i>The Magic Finger</i> and write our own story which is a mix up of the two!</p> <p>Recount</p> <p>We write recounts including one of our end of year trip.</p>
Objectives	Transcription and Handwriting		Grammar and Punctuation		Composition	
Year 2	<p>I can spell words correctly by saying them out loud</p> <p>I am learning new ways for spelling words which sound the same but have different meanings.</p> <p>I know how to spell words that do not follow a spelling pattern.</p> <p>I can spell more words by using 'rules' I already know.</p> <p>I can show I know the difference between homophones and near-homophones in my spelling.</p> <p>I spell words correctly, by adding -ment, -ness, -ful, -less, -ly to make them longer.</p> <p>I can spell the words correctly in my Year 2 spelling list.</p> <p>I can write out a sentence told to me by my teacher and use the correct punctuation.</p> <p>When I write, my letters are the same size</p> <p>I am learning which letters to join up in my handwriting, and which ones are best left unjoined.</p> <p>I can write letters and numbers that are the right way round and the right size.</p>		<p>I have learnt how to correctly use the possessive apostrophe (singular) [</p> <p>I am using familiar and new punctuation correctly in my writing, including full stops, capital letters, exclamation marks and question marks.</p> <p>I can use commas correctly when making a list of things.</p> <p>I can use an apostrophe to show where some letters are missing from a word or to say when something belongs to someone.</p> <p>I am able to write more interesting sentences by adding further detail.</p> <p>I try to write in the present or past tense when writing.</p> <p>I can use words such as when, if, that, because, or, and or but when I write sentences.</p> <p>I know where to leave spaces between words.</p>		<p>I am beginning to write stories about things that have happened to me or other people.</p> <p>I am able to write longer stories about real things that have happened and my own poems.</p> <p>I like to write for different purposes.</p> <p>Before I start my writing, I plan what I am going to say.</p> <p>I can write down brief descriptions about what I want to include in my writing, before I begin.</p> <p>I can make changes in my writing by listening to what others have to say about it.</p> <p>Once finished, I will re-read my work to make sure it makes sense and there are no mistakes in spelling, grammar or punctuation.</p> <p>I can read aloud my work in a way which helps people understand it.</p>	

<p>Year 3</p>	<p>Stories with familiar settings Children plan and write a story with description of setting, beginning, middle and end.</p> <p>Letters Write a formal letter, expressing their opinion of a topic</p>	<p>Myths and legends Children read, plan and write a myth based around their learning about the Romans. They also write a review based on different versions of same story.</p> <p>Information text Children research the Romans to create and produce an information text using Publisher software.</p>	<p>Performance poetry Children will look at a range of poems and have a chance to perform them. -children will also write own rap poem</p> <p>Non-chronological reports Children will be looking at the feature of reports and produce their own on Volcanoes and Earthquakes.</p>	<p>Class novel. Children read Charlie and the Chocolate Factory and use the text to inspire the writing of:</p> <ul style="list-style-type: none"> • Instructions • Explanations • Brochure. 	<p>Play scripts and Traditional poetry</p> <p>Children will study a range of playscripts and traditional poems and have the opportunity to produce their own. - children will also be experiencing drama through performing playscripts and poems.</p>	<p>Adventure story Children will have a look at adventure stories and have the chance to write own.</p> <p>Recount <i>Children will read The Hodgeheg and The diary of a killer cat to learn about the features of recount, before writing their own.</i></p>
<p>Objectives</p>	<p>Transcription and Handwriting</p>	<p>Grammar and Punctuation</p>	<p>Composition</p>			
	<p>I use some prefixes and suffixes and understand how to use them in my writing. I can spell some homophones. I can add prefixes to form new words, such as adding super-, anti- or auto- to words I already know. I know some words belong to word families (such as solve, solution, solver, dissolve, insoluble) and this helps me work out the meaning of all the words in the word family. I am able to spell some words that are often misspelt. I know how to use the possessive apostrophe in some plurals. When using a dictionary, I am able to use the first two letters of a word to check its' meaning. I can write simple sentences that have been read to me, using the correct punctuation. I am beginning to join my letters when writing. I am beginning to join my handwriting and my letters are all the same height and the correct distance apart from each other.</p>	<p>I can write sentences which contain more than one clause, by using a wider range of conjunctions, such as when, if, because and although. I understand how to use the present perfect form of verbs which contrast to the past tense in my writing. I can use the grammar rules set out in my grammar list. I can use conjunctions, adverbs and prepositions to express time and cause in my writing. I know when to use 'a' or 'an' depending on what the next word begins with. I group ideas I write about into paragraphs. I use headings and sub-headings to structure and present my work. I know that inverted commas are used to open and close what some one is saying in a text. <i>I can read aloud my own writing so my friends and the teacher can hear me.</i></p>	<p>I plan my writing by looking at similar texts written before. I am able to make notes about what I will write about. I use different sentence structures and some better vocabulary in my writing. I can draft my work into short paragraphs. I can organise my writing using settings, characters and plot. I can organise my writing by using headings. I can edit my own work add some improvements to the texts. I can edit written work to improve the use of vocabulary. When I finish a piece of work I will read it through to correct some spelling and punctuation errors. I can read my writing out to an audience in a clear manner.</p>			

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Year 4	<p>Historical stories Children will read and write historical adventure stories, using the life and times of Sir Francis Drake as inspiration</p> <p>Poetry – imagery Children explore how simile and metaphor can be used to create powerful images.</p>	<p>Letters of complaint Children read the day the crayons quit and create letters of their own .</p> <p>Information text Children research the Tudors and then plan and create information webpages.</p>	<p>Class novel. Children read Skulduggery Pleasant and use the text to inspire the writing of:</p> <ul style="list-style-type: none"> • a diary • interviews • a police report. 	<p>Play scripts Using The Princess and the Pea and The Pea and the Princess, children explore, read and write fairytales with a twisted point of view. Children write dialogue, and explore role-playing and writing short playscripts,</p> <p>Instructions Children will learn about instructions and explanations based around the glitzy world of the game show. They will learn about features of explanations before going on to write their own</p>	<p>Nonsense poetry Using Edward Lear’s Book of Nonsense, children plan, create and perform their own imaginative poems and concentrate on rhythm, rhyming patterns and syllable usage in poetry.</p> <p>Recount Children read Little Mouse’s Big Book of Fears. They write a fictional recount about an animal escaping from a predator.</p>	<p>Persuasive writing Children investigate persuasive writing devices and produce an individual poster. They write a TV or radio advert & then create a trailer for a children’s DVD.</p> <p>Stories from other cultures Children share stories from Africa and then write an Ananse story using extended sentences.</p>
Objectives	Transcription and Handwriting		Grammar and Punctuation		Composition	
Year 4	<p>I have increased my knowledge of prefixes and suffixes and understand how to use them in my writing.</p> <p>I can spell an increasing number of homophones</p> <p>I am able to spell words that are often misspelt.</p> <p>I know how to use the possessive apostrophe accurately in words with regular and irregular plurals</p> <p>When using a dictionary, I am able to use the first two or three letters of a word to check its' meaning.</p> <p>I can write simple sentences from memory that have been dictated to me, using the correct punctuation.</p> <p>In handwriting, I know which letters are appropriate to join.</p> <p>My joined handwriting is legible with all letters the same height and the correct distance apart from each other.</p>		<p>I am beginning to use fronted adverbials and use commas after fronted adverbials.</p> <p>I am beginning to develop my understanding of choosing nouns and pronouns appropriately to enhance my writing.</p> <p>I know I should not write in the same way that I talk.</p> <p>I can show I know how to correctly use the possessive apostrophe with plural nouns in my writing.</p> <p>I can punctuate speech in a text.</p> <p>I describe nouns in careful detail when I need to write about a complex object</p>		<p>I plan my writing by looking at similar texts I have written before - discussing the structure and vocabulary.</p> <p>I am using an increasing range of sentence structures and richer vocabulary in my writing.</p> <p>I can draft my work into paragraphs.</p> <p>I can organise my writing using different settings, characters and plot.</p> <p>I can organise my writing by using headings and sub-headings.</p> <p>I can edit my own work and that of others and add improvements to the texts and the use of grammar.</p> <p>When I finish a piece of work I will read it through to correct spelling and punctuation errors if present.</p> <p>I can read my writing out to an audience in an interesting and clear manner.</p>	

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Year 5	<p>Myths and legends Children read and then write a Greek Myth.</p> <p>Information text Children research Greek Gods and then create a non-chronological report upon the religion of Ancient Greece.</p>	<p>Classic poetry Lewis Carroll's Walrus and the Carpenter stimulates performance and poetry</p> <p>Autobiography & biography Children read biographies of Roald Dahl before writing their own autobiographies</p>	<p>Class novel. Children read Room 13 and use the text to inspire the writing of:</p> <ul style="list-style-type: none"> • a new chapter • tourist guide • explanation. 	<p>Shakespeare: Introduce children to Shakespeare using Marcia Williams' Mr William Shakespeare's Plays, Romeo and Juliet, and Macbeth. Investigate different ways of writing dialogue including playscript layout and the use of informal language. Children write a 60 second version of part of Macbeth.</p>	<p>Narrative poetry Read The Highwayman to identify features that poets use for effect. Children learn part of the poem by heart and write a new ending.</p> <p>Flashback stories Using the Harry Potter children explore different forms of flashback. They then create a flashback in the form of a Pensieve memory.</p>	<p>Journalistic writing Explore reports and journalistic writing, using Susanna Davidson's version of The Emperor's New Clothes, through the topic: clothes and shoes.</p> <p>Slam poetry Study poems by Michael Rosen. Children write an extra verse about their dreams and their own poems about everyday little things.</p>
Objectives	Transcription and Handwriting		Grammar and Punctuation		Composition	
Year 5	<p>I add some prefixes and suffixes.</p> <p>I can spell some words that include silent letters.</p> <p>I know some words sound the same but are spelled differently.</p> <p>I am beginning to use a dictionary to check how words are spelled and what words mean and use the first three letters of a word to quickly find it in a dictionary.</p> <p>I am beginning to use a thesaurus to improve my vocabulary I use, finding a wider set of different words in my text.</p> <p>I make sure others can read my handwriting.</p> <p>I often choose the writing tool that is best suited for a task.</p> <p>I make sure others can read my handwriting.</p> <p>I often choose the writing tool that is best suited for a task.</p>		<p>I use modal verbs (such as can/could, may/might, must, will/would, and shall/should) to explain how something might be possible.</p> <p>I use brackets, dashes or commas to create an explanation section in a sentence.</p> <p>I begin sentence clauses with who, which, where, when, whose, that or with.</p> <p>I can convert nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify].</p> <p>I understand a range of verb prefixes (such as dis-, de-, mis-, over- and re-).</p> <p>I can make the structure in my paragraph more interesting by using word structures such as then, after that, this, firstly.</p> <p>I know there are a range of ways of linking across paragraphs - using time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before].</p> <p>I use commas to structure my sentences and clarify the meaning of a text.</p>		<p>I am beginning to plan the structure of my writing by thinking about the audience for my text and the purpose of the writing and by making notes and then develop my initial ideas.</p> <p>I plan my writing by using ideas from how other authors have developed their characters and settings.</p> <p>I draft and write by selecting grammar and vocabulary to enhance my work.</p> <p>I review my work to add description to develop settings and characters.</p> <p>I can precis a passage to create a sentence with the same meaning.</p> <p>I am beginning to use details across my texts to help link paragraphs together into a full text.</p> <p>I use headings and bullet points to structure my writing.</p> <p>I beginning to evaluate and edit my work to think about whether it can be improved based on what I have read.</p> <p>I edit my texts to improve their content.</p> <p>I use the correct tense throughout a piece of writing.</p> <p>I am beginning to use singular and plural words accurately and I know my writing should not be the language of speech.</p> <p>I can read through my work to correct some spelling and punctuation mistakes.</p> <p>I read aloud my own work so the meaning is clear to the listeners.</p>	

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Year 6	<p>Horror Stories Children look at a range of horror stories and identify the features which they will use to plan and create their own horror story</p> <p>Non-chronological report Children read different examples of non-fiction texts and identify the features which they will use to produce their own report.</p>	<p>Class novel. Children The Hunger Games and use the text to inspire the writing of:</p> <ul style="list-style-type: none"> • a letter • a newspaper report • an argument. 	<p>Argument</p> <p>Quest stories (extended narrative) Children read a Quest story where the reader chooses the pathway. They then write their own chapter for a class quest.</p>	<p>Debate</p> <p>Revision Children participate in writing workshops gaining experience of different aspects of grammar and written genres.</p>	<p>Revision Children participate in writing workshops gaining experience of different aspects of grammar and written genres.</p> <p>Classic poetry</p>	<p>Play scripts Children create Playscripts to build their leavers performance for the end of the years.</p> <p>Autobiography & biography</p>
Objectives	Transcription and Handwriting		Grammar and Punctuation		Composition	
Year 6	<p>I add prefixes and suffixes using the rules we have worked on in class. I can spell some words that include silent letters, such as knight, psalm and solemn. I know some words that sound the same but are spelled differently and can point out the different uses of these different words I use the words and word parts that I know to help me spell new words but I also know some words are unique and need to be learnt individually. I use a dictionary to check how words are spelled and what words mean. I use the first three or four letters of a word to quickly find it in a dictionary. I use a thesaurus to improve my vocabulary use, using a wider set of different words in my text. I make sure others can read my handwriting and decide whether or not to join specific letters. I choose the writing tool that is best suited for a task.</p>		<p>I use hyphens to ensure the reader understands exactly what I mean. I can write out formal speech or texts using appropriate vocabulary. I use passive verbs to affect the focus of information in a sentence I know some words have similar meanings (synonyms) and others have opposite meanings (antonyms). I link ideas across my work by using a range of devices I structure my work with appropriate headings, sub-headings, columns, bullets, or tables. I mark out separate clauses in a sentence by using a semi-colon or colon. I use a colon to indicate the beginning of a list. I use bullet points accurately when constructing a list. I can talk about my work using the learning from my Year 6 grammar list. I proof-read my work to correct spelling and punctuation mistakes.</p>		<p>I plan the structure of my writing by identifying the audience for my text and the purpose of the writing. I plan my writing by making notes and then developing my initial ideas by reading and researching other texts and thoughts. I plan my writing by considering how other authors have developed characters and settings. I draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. I review my work to further describe and develop settings, characters and the narrative atmosphere. I can precis a longer passage to create a short text with the same meaning. I use themes and details across my texts to help link paragraphs together into a flow of text. I use headings, bullet points and underlining to structure and guide a reader through my writing. I evaluate and edit my work by comparing my texts with the work of others' and explore whether my writing is the high quality I expect. I evaluate and edit my texts to enhance and clarify what I write by proposing changes to vocabulary, sentence structure, grammar and punctuation. I ensure I use the consistent and correct use of tense throughout a piece of writing. I edit my work to ensure my use of singular and plural words</p>	

			are accurate and I know my writing should not be the language of speech. I read aloud my own work so the meaning is clear, fluent and flows correctly.
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