

Long Term Curriculum Plan – English

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| Intent | Communication and Language and Literacy | | |
| Reception | <p>Listening and attention, Understanding, Speaking Increasing opportunities through circle times to listen to friends and share experiences and questions. Role play area led by topic to create opportunity to extend narrative and introduce new vocabulary. External visitors linked to topic or cultural celebration. Class mascot; children have an opportunity to ask questions to a friend, considering 6 question types. Children to develop responses to 6 questions types Story building; making our own version of stories and extending what we know of well-known fairytales Carpet places leading to talk partner discussions. Attendance in whole school assemblies</p> <p>Reading Letters and Sounds phase 2 and 3 delivered through daily phonics delivery. Topic and celebration appropriate sentences with supporting images to encourage decoding and simple sentence reading. Sound-based games to consolidate phonic knowledge. Weekly guided reading and discussion. Home reading and library books. Book corner for quiet reading and topical books throughout provision to provide inspiration</p> <p>Writing Read Write Inc for letter formation. Opportunities for mark making throughout all provision areas. Opportunity to write in the diary of the class mascot, weekly supported writing opportunities, independent writing and encouragement to label all work. Picture captioning, story writing, encouragement of phonetically plausible sentences, writing fiction and non-fiction, creating celebration cards.</p> | | |
| Objectives | | | |
| | <ul style="list-style-type: none"> • Listen to stories with increasing attention and recall • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Begin to understand how and why questions • Begin to use complex sentences to link thoughts • Can re-tell a simple past event • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. • Begins to break the flow of speech into words. • Continues a rhyming string. • Can segment the sounds in simple words and blend them together. | <ul style="list-style-type: none"> • Able to follow a story without pictures or props • Listens and responds to ideas expressed by others in conversation or discussion • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. • Introduce a storyline or narrative into play • Begins to read words and simple sentences. • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Attempts to write short sentences in meaningful contexts. | <ul style="list-style-type: none"> • Listen to stories, accurately anticipating key events • Listen attentively in a range of situations • Answer how or why questions with detail • Use past, present and future forms accurately • Children read and understand simple sentences. • They use phonic knowledge to decode regular words and read them aloud accurately. • Children use their phonic knowledge to write words in ways which match their spoken sounds. • They also write some irregular common words. • They write simple sentences which can be read by themselves and others. • Some words are spelt correctly and others are phonetically plausible. |

| Intent | Transition to KS1 | Drama / Science link | Response to media / History link |
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| Year 1 | <p>Poetry Read write and perform poems based around the senses.</p> <p>Stories with familiar settings Children read Dogger, Oliver's Vegetables and Fussy Freda, which are familiar stories with predictable phrases and patterned language. They write their own similar stories using a storyboard.</p> <p>Labels, lists and captions Looking at examples of labels, lists and captions and their purposes.</p> <p>Children understand the purpose of capital letters and full stops and how finger spaces are used and why.</p> | <p>Fairy Tales Use puppets and drama to act out traditional and fairy tales – Goldilocks, LRRH, 3 Billy Goats Gruff, Jack and the Beanstalk, Rumpelstiltskin. Children create Wanted Poster for a character and character descriptions.</p> <p>Poetry Children hear, read and respond to rhymes and simple patterned stories. They join in with 'performances' of them, with and without music, actions and other enhancements. They use simple pattern structures to support their writing.</p> <p>Information text & Instructions Reading information texts and looking at their features. Writing a page for an information text about space. Instructions-following and writing instructions for simple everyday activities eg making a jam sandwich</p> | <p>Fantasy stories Children watch Bubbles animation. They write a setting description and a fantasy story of their own.</p> <p>Poetry Children hear, read and respond to a range of simple poems with a seaside theme. They join in with 'performances' of them, with and without music, actions and other enhancements. They use some of the poems as simple models for their own writing.</p> <p>Explorers Children read Going on a Bear Hunt and use the story to write their own narratives and letters the bear and the mayor.</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. I spell words correctly by adding -ing, -ed, -er and -est . 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. 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. I know that words can be put together to build sentences. I can use the grammar rules set out in my grammar list. 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> |

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| Intent | Transition to y2 Known themes | Children's classics | Response to media | Consolidating known themes | Drama | Class novel / Geography link |
| Year 2 | <p>Stories with familiar settings Reading <i>Not Now Bernard</i> and <i>Gorilla</i> and writing our own story with a familiar setting.</p> <p>Instructions 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>The Iron Man We read the Iron Man and use it to help us implement grammar such as writing lists with commas, expanded noun phrases and using similes. They write a detailed description and a book review.</p> <p>Poetry Children look at language of nonsense poems including 'Fox in Socks' by Dr Seuss and 'On the Ning Nang Nong' Children have to write their own version of 'On the Ning Nang Nong.' and a mixed up nursery rhyme. They also write a poem called: What does your shop stock?</p> | <p>The Black Hat</p> <p>Diary Children look at the features of a diary and write their own as the boy from The Black Hat.</p> <p>Narrative Children write a first person narrative for their own adventure using The Black Hat as inspiration.</p> | <p>Traditional tales We read a range of traditional tales and highlight the features in each text we read. Children then planned, drafted, wrote and edited their own traditional tale.</p> <p>Information Texts Looking at a range of Non-Fiction texts and identifying their key features based on animals.</p> | <p>Revision We prepare for our SATs with comprehension exercises, writing practice and Grammar revision.</p> <p>Performance poetry Patterns on a page Children read and perform poems before writing and performing their own.</p> | <p>George's Marvellous Medicine Children read George's Marvellous Medicine and write:</p> <ul style="list-style-type: none"> • A potion recipe • A character description • An advertisement <p>Recount We write recounts including one of our end of year trip to the seaside</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. I know how to spell words that do not follow a spelling pattern. I can spell more words by using 'rules' I already know. 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. 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. I am learning which letters to join up in my handwriting, and which ones are best left unjoined. 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) 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. 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> | |

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| Intent | Transition KS2 – known themes | History links | New Author | Class novel Modern classic/ challenge | Response to media/ careers | Drama |
| Year 3 | <p>Poetry on a theme Children read a variety of poems based upon the theme of school and identify features and effects. They create their own poems about school.</p> <p>Traditional story Children will have a look at the story of Jack and the Bean stalk and rewrite an alternate version from a different character's perspective.</p> | <p>Non-chronological reports Children will be looking at the feature of reports and produce their own on Fireworks and bonfire night. Linked to class story 'The FWMD'.</p> <p>Legends Children will read different legends about King Arthur and Merlin. They will compare and review different versions and then plan and write their own legend</p> | <p>Recount Children will read The Hodgeheg and learn about the features of recount, before writing their own.</p> | <p>Children read Harry Potter and the Philosophers stone and use the text to inspire the writing of:</p> <ul style="list-style-type: none"> • Instructions • Drama • Diaries • Descriptions | <p>Letters Use video 'Partly Cloudy' to write a letter from Peck to his boss resigning from his job and outlining the problems he has found/struggled with.</p> <p>Story with a fantasy setting Using an image called 'Under the Bed' chn to write their own fantasy story. Look at examples – Portkey in HP, Lion, Witch & Wardrobe.</p> | <p>Performance poetry Children choose from a range of performance poems to read, enjoy and perform. They use sound effects to make them even more exciting. They read and listen to raps then write a rap about a monster or a subject of their own choice.</p> <p>Play script: Use Roald Dahl's The Plays chn to write their own scene for the Twits playing tricks on each other and perform them.</p> |
| Objectives | Transcription and Handwriting | | Grammar and Punctuation | | Composition | |
| | <p>I use some prefixes and suffixes and understand how to use them in my writing and can add prefixes to form new words, such as adding super-, anti- or auto- to words I already know.</p> <p>I can spell some homophones.</p> <p>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.</p> <p>I am able to spell some words that are often misspelt.</p> <p>I know how to use the possessive apostrophe in some plurals.</p> <p>When using a dictionary, I am able to use the first two letters of a word to check its' meaning.</p> <p>I can write simple sentences that have been read to me, using the correct punctuation.</p> <p>I am beginning to join my letters when writing.</p> <p>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.</p> <p>I understand how to use the present perfect form of verbs, which contrast to the past tense in my writing.</p> <p>I can use the grammar rules set out in my grammar list.</p> <p>I can use conjunctions, adverbs and prepositions to express time and cause in my writing.</p> <p>I know when to use 'a' or 'an' depending on what the next word begins with.</p> <p>I group ideas I write about into paragraphs and use headings and sub-headings to structure and present my work.</p> <p>I know that inverted commas are used to open and close what some one is saying in a text.</p> | | <p>I plan my writing by looking at similar texts written before.</p> <p>I am able to make notes about what I will write about.</p> <p>I use different sentence structures and some better vocabulary in my writing.</p> <p>I can draft my work into short paragraphs.</p> <p>I can organise my writing using settings, characters and plot.</p> <p>I can organise my writing by using headings.</p> <p>I can edit my own work add some improvements to the texts.</p> <p>I can edit written work to improve the use of vocabulary.</p> <p>When I finish a piece of work I will read it through to correct some spelling and punctuation errors.</p> <p>I can read my writing out to an audience in a clear manner.</p> <p><i>I can read aloud my own writing so my friends and the teacher can hear me</i></p> | |

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| Intent | Consolidating – known themes | Geography/ Science Link | Class novel – PSHCE link | History Link | Drama | Response to media |
| Year 4 | <p>Letters of complaint Children read the day the crayons quit and create letters of their own.</p> <p>Instructions Children will learn about writing instructions for making a sandwich and then directing a 'Pro-Bot' around a short course.</p> | <p>Literacy Shed – Made of More</p> <p>Poetry Children use theme of clouds to write poems using personification, simile or metaphors.</p> <p>Biography Children write the clouds biography, describing him growing up, part of the water cycle, being just another ordinary cloud in the sky until one day... Something happened to change all that.</p> | <p>Children read The house with chicken legs and use this to inspire:</p> <ul style="list-style-type: none"> • Writing a diary • Writing a news report • Writing descriptions | <p>Myths</p> <p>Children explore a variety of myths and enjoy the mythical creatures introduced in <i>Can You Catch A Mermaid?</i>, <i>The Seal Children</i> and <i>Beowulf</i>. They learn these tales and use them as stimuli for creating their own myths and legends. They use the texts as models to help develop their understanding of detailed description in writing and correct grammar.</p> | <p>Performance poetry Using Dinosaur rap as inspiration to write and perform their own poems. Ended with a drama workshop based on performance poetry.</p> <p>Play scripts Using Hansel and Gretel, children explore, read and write fairytales with a twisted point of view. Children write dialogue, and explore role-playing and writing short play scripts,</p> | <p>Non-chronological report. Using 'Catch It' from The Literacy shed, children will research and produce a leaflet about meerkats.</p> <p>Stories from other cultures. Using a film called 'The Catch' on Literacy shed and Aesop fables, the children will look at stories that have a moral and use this to write their own story with a moral.</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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| Intent | PSHCE link Refugees | Response to media | Class novel / Geography link | Classics new authors / drama | History Link | Learning poetry by heart. |
| Year 5 | <p>Narrative Children read a Wisp of Hope and write a narrative from the view of the wisp following the story but from a different perspective.</p> <p>Recount Using a Wisp of Hope Children write a recount of a memory that gives them hope.</p> | <p>Journalism Children study report writing and the video Pigeon Impossible. They compare formal and informal writing including use of passive voice. Children write newspaper reports.</p> <p>Adventure Story The children then write a sequel to the Pigeon Possible film.</p> | <p>Room 13 Children read Room 13 and use the text to inspire the writing of:</p> <ul style="list-style-type: none"> new chapter tourist guide to Whitby | <p>Shakespeare Introduce children to Shakespeare using Marcia Williams' Mr William Shakespeare's Plays and explore them through drama.</p> <p>They write: dialogue play script – class assembly Letter Poem based on spell from Macbeth 7 beat line.</p> | <p>Myths Children read and then write a Greek Myth.</p> <p>Non-chronological Report Children research Greek Gods and then create a non-chronological report upon the religion of Ancient Greece.</p> | <p>Poetry Lewis Carroll's Walrus and Belloc's Cautionary Tales Stimulates performance, discussion. Children write a newspaper report on the Walrus and their own poems in the style of Belloc.</p> <p>Highwayman Children identify features that poets use for effect. They write diaries in the role of Bess.</p> |
| Objectives | Transcription and Handwriting | | Grammar and Punctuation | | Composition | |
| Year 5 | <p>I add some prefixes and suffixes. I can spell some words that include silent letters. I know some words sound the same but are spelled differently. 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. I am beginning to use a thesaurus to improve my vocabulary I use, finding a wider set of different words in my text. I make sure others can read my handwriting. I often choose the writing tool that is best suited for a task. I make sure others can read my handwriting. I often choose the writing tool that is best suited for a task.</p> | | <p>I use modal verbs to explain how something might be possible. I use brackets, dashes or commas to create an explanation section in a sentence. I begin sentence clauses with who, which, where, when, whose, that or with. I can convert nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]. I understand a range of verb prefixes (such as dis-, de-, mis-, over- and re-). I can make the structure in my paragraph more interesting by using word structures such as then, after that, this, firstly. 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]. I use commas to structure my sentences and clarify the meaning of a text. Additional verbal reasoning sessions – vocabulary development and problem solving.</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. I plan my writing by using ideas from how other authors have developed their characters and settings. I draft and write by selecting grammar and vocabulary to enhance my work. I review my work to add description to develop settings and characters. I can summarise a passage. I am beginning to use details across my texts to help link paragraphs together into a full text. I use headings and bullet points to structure my writing. I beginning to evaluate and edit my work to think about whether it can be improved based on what I have read. I edit my texts to improve their content. I use the correct tense throughout a piece of writing. I am beginning to use singular and plural words accurately and I know my writing should not be the language of speech. I can read through my work to correct some spelling and punctuation mistakes. I read aloud my work so the meaning is clear to the listeners.</p> | |

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| Intent | Response to media Geography link | Class novel PSHCE link | History Link | Classic Authors | Aspiration / Careers | Drama |
| Year 6 | <p>Horror Stories (Alma) Children look at a range of horror stories and a short film, Alma. They identify the features which they will use to plan and create their own horror story</p> <p>Debate (Environment) Children watch the windmill farmer. They research wind farms and debate their effects on the landscape. They write letters of complaint to the farmer about how his wind farm is spoiling the countryside and messages of support for his beautiful crop and his efforts to help the environment.</p> | <p>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. • An emotion poem | <p>Explanation Children read and write an explanation text based on how Stonehenge was built and explore the relevant features.</p> <p>Quest Story Children read extracts from The Lion, the Witch and the Wardrobe and use this to written a Quest story where the reader chooses the pathway. They then write their own chapter for a class quest.</p> | <p>Revision Children participate in writing workshops gaining experience of different aspects of grammar and written genres.</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 based upon the classic poem The Jabberwock.</p> | <p>Revision Children participate in writing workshops gaining experience of different aspects of grammar and written genres.</p> <p>Autobiography & biography Children research the life of a famous person they admire and write a biography. Children also write an autobiography of their time at primary school.</p> | <p>Play scripts Children create Play scripts to build their leavers performance for the end of the years.</p> <p>Classic poetry Rudyard Kipling – If Children read the classic poem and learn by heart, reflecting on how this links with our school vision. They create an Elmrige version to recite in a poetry performance.</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.</p> <p>can spell some words that include silent letters, such as knight, psalm and solemn.</p> <p>I know some words that sound the same but are spelled differently and can point out the different uses of these different words</p> <p>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.</p> <p>I use a dictionary to check how words are spelled and what words mean.</p> <p>I use the first three or four letters of a word to quickly find it in a dictionary.</p> <p>I use a thesaurus to improve my vocabulary use, using a wider set of different words in my text.</p> <p>I make sure others can read my handwriting and decide whether or not to join specific letters.</p> <p>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.</p> <p>I can write out formal speech or texts using appropriate vocabulary.</p> <p>I use passive verbs to affect the focus of information in a sentence</p> <p>I know some words have similar meanings (synonyms) and others have opposite meanings (antonyms).</p> <p>I link ideas across my work by using a range of devices</p> <p>I structure my work with appropriate headings, sub-headings, columns, bullets, or tables.</p> <p>I mark out separate clauses in a sentence by using a semi-colon or colon.</p> <p>I use a colon to indicate the beginning of a list.</p> <p>I use bullet points accurately when constructing a list.</p> <p>I can talk about my work using the learning from my Year 6 grammar list.</p> <p>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 summarise a passage. 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.</p> <p>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 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.</p> | |

