

English Long Term Plan

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Reception	<p>Twinkl Phonics Scheme</p> <p>Revise Level 1 skills</p> <p>Begin Level 2: s, a, t, p, i, n</p> <p>Key literacy focus: Letter recognition and formation</p> <p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter- sound correspondences.</p> <p>Writing opportunities: Names, captions and notices.</p>	<p>Twinkl Phonics Scheme</p> <p>Level 2: m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss</p> <p>Key literacy focus: Letter formation. Writing simple captions and labels.</p> <p>Form lower-case and capital letters correctly.</p> <p>Read a few common</p>	<p>Twinkl Phonics Scheme</p> <p>Revise all Level 2</p> <p>Begin Level 3: j. v. w. x. y. z. zz, ch, sh, th, th, ng</p> <p>Key literacy focus: Simple sentences (with support)</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Writing opportunities: Christmas recounts Superhero descriptions Wanted posters Future job aspirations</p>	<p>Twinkl Phonics Scheme</p> <p>Level 3: ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, ure, er.</p> <p>Key literacy focus: Simple sentences (with increasing independence)</p> <p>Read simple phrases and sentences made up of words with known letter-sound corresponden</p>	<p>Twinkl Phonics Scheme</p> <p>Level 3 revision + consonant digraphs, vowel digraphs.</p> <p>Key literacy focus: Information writing - simple sentences (with increasing independence)</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Writing opportunities: Easter holiday recounts Baking instructions</p>	<p>Twinkl Phonics Scheme</p> <p>Level 4: CVCC words, CCVC words, adjacent consonants, polysyllabic words</p> <p>Key literacy focus: Fiction - writing simple sentences (independently as much as possible)</p> <p>Write short sentences</p>

		<p>exception words matched to the school's phonic programme (Twinkl)</p> <p>Writing opportunities:</p> <p>Lists (with support)</p> <p>Wedding menus</p> <p>Captions (Kipper's birthday sequencing)</p> <p>Letters to Santa</p>		<p>ces and, where necessary, a few exception words.</p> <p>Writing opportunities:</p> <p>Frogspawn collection/ frog life cycle recounts</p> <p>Sea creature descriptions</p> <p>Rainbow fish writing</p> <p>Trip recount</p>	<p>Character descriptions</p> <p>Re-tell fairy-tales</p>	<p>with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Writing opportunities:</p> <p>Animal descriptions</p> <p>Animal stories</p> <p>Farm visit recounts</p>
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<p>Year 1 Baseline writing:</p>	<p>Recount: Letter to Fudge - My Summer Holidays</p>	<p>Descriptive writing: Cross-Curricular</p>	<p>Recount: Dear Santa ...</p>	<p>Descriptive writing: Cross-Curricular</p>	<p>Recount: Easter Holiday News</p>	<p>n/a</p>
<p>Genres</p>	<p>Main part of autumn 1 key skills: writing their name, letter formation, alphabet, what is a letter / grapheme / word / sentence?</p> <p>Poetry 1: - Poems with Pattern & Rhyme (Leaf Poems)</p> <p>Focus on descriptive writing throughout this half term</p>	<p>Stories 1 - in familiar settings: The Gruffalo</p> <p>Stories 2 - with repeating patterns: We're Going on a Bear Hunt</p> <p>Letters 1: Letters to Santa Harvey Slumfenburger's Christmas Present</p>	<p>Letters 2: miscellaneous, inc. * apology letter (3 Little Pigs) * thank-you letters (trip) leading to Samuel Pepys diary entries</p> <p>Traditional Tales: Introduction to, features of. Focus story : The 3 Little Pigs</p>	<p>Information Texts 1: London</p> <p>Instructions: How to</p>	<p>Fairy Stories: Little Red Riding Hood</p> <p>Stories 3 - Fantasy: The Night Pirates</p>	<p>Poetry 2: Poems about Nature (Weather Poems)</p> <p>Information Texts 2: * One Day on our Blue Planet (In the Savannah) * One Day on our Blue Planet (Antarctica) <i>links to Geography - Hot & Cold places</i></p>

Spelling	<p>Links to Phonics</p> <p>Spell - :</p> <p>* words containing each of the 40+ phonemes already taught</p> <p>* common exception words</p> <p>Write - :</p> <p>* dictation sentences, using the GPCs and common exception words taught so far.</p> <p>Days of the week</p>					
Alphabet	Name & recite letters of the alphabet in order		As autumn, plus: Match capital and lower-case letters		As autumn / spring plus: use letter names for alternative spellings of the same sound	
Year 2 Reading/ Writing Genre	<p>Baseline - all about me.</p> <p>Stories in familiar settings (e.g. <i>A lion in the Meadow</i> by Margaret Mahy)</p> <p>Children discuss whether they think there is a real lion and dragon or is it the little boy's imagination? Children will write their own stories about</p>	<p>Recount-war memorial visit</p> <p>Postcards and Letters (e.g. <i>Dear Teacher</i> by Amy Husband)</p> <p>Children will read stories featuring letters. Using 'Dear</p>	<p>Recount - Dinosaur Day</p> <p>Information exts Dinosaurs (various non-fiction texts)</p> <p>We start this sequence of writing with a visit from 'Dinostar'. Children learn about the different dinosaurs and explore features of information</p>	<p>Recount - Science Day</p> <p>Instructions and Recipes Including flapjacks from Katie Morag Day</p> <p>Explore features of instructions, focusing on bossy verbs. Children will bake</p>	<p>Stories by the same author (e.g. <i>Willy the Wimp</i> by Anthony Browne)</p> <p>Children will read and discuss the wonderful books by Anthony Browne. Using their inference skills they will interpret the stories created. They will write their own story based upon Willy the Wimp.</p>	<p>Recount - A visit to the Mosque</p> <p>Extended story by a significant author - James and the Giant Peach by Roald Dahl</p> <p>Read and discuss our first</p>

	<p>an animal that could live in their home or a familiar setting.</p> <p>Instructions (e.g <i>The Elephant Dance</i>)</p> <p>Children will perform 'The Elephant Dance' and identify the verbs. They will write their own animal dance to perform to each other.</p>	<p>Teacher' they will look at the layout of a letter and discuss the creativity and humour of Michael's letter. Children will then write their own letter giving excuses as to why they are late for school.</p> <p>Songs and Repetitive Poems e.g If I had Wings (Taken from <i>The Works</i> by Paul Cookson)</p>	<p>texts. Children will write a fact-file about their favourite dinosaur.</p> <p>Dinosaur Poetry (various collections)</p> <p>Children will read a range of poems and write a poem about their favourite dinosaur. Their poem will include examples of the four different types of sentences.</p> <p>Stories based on real life in a contrasting locality (Coll) (<i>Katie Morag stories</i> <i>Mairi Hedderwick</i>) <i>For reading purposes only to enhance our Geography topic on the Isle of Coll</i></p>	<p>flapjacks and write instructions on how to make them.</p> <p>Stories involving Fantasy-dragons (e.g. <i>George and the Dragon</i> by <i>Chris Wormell</i>)</p> <p>The children will read a range of dragon stories. The books are wrapped and opened slowly to reveal the different types of dragons. Children create their own</p>	<p>Recount of a significant event <i>The Coronation of King Charles III</i></p> <p>Children will write a recount of King Charles III coronation using video clips of the day's events, images and extracts from newspaper articles.</p> <p>Information Texts <i>Minibeasts including snails</i></p> <p>Children will find (hopefully) snails in our beautiful garden to observe. They will find out information on snails and write a report.</p>	<p>chapter book. Make links to other Roald Dahl stories where the adult characters are not very kind. Children will make a prediction and write what happens next when the peach starts to roll down the hill.</p> <p>Poetry about the senses (taken from <i>The Works</i>)</p>
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		<p>Children will explore features of poetry by reading and performing poems from 'The Works'. Children will write their own poem inspired by 'If I had Wings' using expanded noun phrases to add more detail.</p>		<p>dragon and write similes to describe it. Then they write their own fantasy story.</p>		<p>by Paul Cookson) Children will explore senses through various poems. Children will go on a nature walk in our beautiful playground to collect adjectives to use when writing their own poems.</p>
<p>English Punctuation/ Grammar</p>	<p>Revision from Year 1: How to use punctuation correctly, including capital letters at the start of a sentence, and full stops Full stops for proper nouns</p>	<p>Develop use of use of and, or, but, so Use 'when', 'because', 'if', 'that' to create subordinate clauses.</p>	<p>Develop use of expanded noun phrases to describe, e.g adjectives to describe nouns. The use of commas in lists</p>			

	<p>Use and understand grammar terminology e.g. noun, proper noun, noun phrase, verb, adjective</p> <p>Recognise and use adverbs</p> <p>Begin to use expanded noun phrases to describe and specify, e.g. adjectives to describe nouns.</p> <p>Use sentences with different forms: statement question command exclamation</p> <p>The use of time openers in instructional writing.</p> <p>Begin to use co-ordination: using conjunctions (and, or, but, so) to join simple sentences.</p>	<p>Use and understand grammar terminology including singular and plural</p> <p>Using and distinguishing between past and present tense and using them consistently in writing.</p> <p>Use sentences with different forms: exclamation statement question command</p> <p>Revision of alphabetical order for using indexes and glossaries in dinosaur research.</p> <p>Reinforcing the appropriate use of question marks and exclamation marks.</p>	<p>Apostrophes for contractions e.g. didn't, won't, I'll, it's</p> <p>Apostrophes for possession (singular noun-Megan's, the man's)</p> <p>Revision of all Year 2 punctuation and grammar content.</p>
<p>Phonics/ Spelling</p>	<p>Assessment and Revision of Twinkl Phonics Level 5 from Year 1</p>	<p>Reading and Spelling at Twinkl Level 6</p>	<p>Reading and Spelling at Twinkl Level 6</p>

	<p style="text-align: center;">(First half term)</p> <p style="text-align: center;">Reading and spelling at Twinkl Level 6</p> <p style="text-align: center;">'y' saying /igh/ 'dge' saying /j/ adding -es to words ending in 'y' 'gn' saying /n/ 'kn' saying /n/ changing the y to an i and adding es adding -ing and -ed to words ending in 'y'</p> <p style="text-align: center;">Re-assessment of the reading and spelling of Year 1 common exception words</p>	<p style="text-align: center;">'wr' saying /r/ 'le' saying /l/ 'el' saying /l/ Adding -er and -est to words ending in 'y' 'al' and 'il' saying /l/ Adding -ed and -er to words ending in e 'eer' saying /ear/ 'ture' saying /cher/ Adding -est and -y to words ending in e 'mb' saying /m/ 'al' saying /or/ Adding -ing and -ed to CVC and CCVC words Assessment of the reading and spelling of Year 2 common exception words</p>	<p style="text-align: center;">'o' saying /u/ 'ey' saying /ee/ Adding -er, -est and -y to CVCC and CVC words Contractions 'war' saying /wor/ and 'wor' saying /wur/ Adding suffixes -ment and -ness to words 's' saying /zh/ 'wa' saying /wo/, 'qua' saying /quo/ 'tion' saying /shun/ Adding the suffixes -ful, -less and -ly to words Homophones Adding the prefix dis-</p>
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					Completion of the reading and spelling of Year 2 common exception words	
Handwriting	Individual letter formation	Instrokes and outstrokes Introduction to the initial joins			Practising the initial joins	
Year 3 Reading /Writing Genre	<p><u>Settings for Stories in familiar places</u> Children will read a variety of stories in familiar settings and review the main features of the setting, characters and plot. They will collect ideas and inspiration from the school playground, using their senses before planning and writing their own setting for a</p>	<p><u>Dialogue in Stories</u> Children will read and discuss a range of stories, identifying different voices and characters. They will learn the rules of speech punctuation and use these in their own story with dialogue, based on one they have read.</p>	<p><u>Poetry</u> Children will read, discuss and analyse poems related to the months of the year, identifying features of structure and layout. They will develop their vocabulary and identify the use of descriptive phrases and examples of personification. They will use this knowledge to write their own Months Poem.</p> <p><u>Fables</u> Children will read, and listen to, a range of</p>	<p><u>Myths and Legends</u> Children will read, and listen to, a range of myths and legends, identifying common themes and features. They will use these to write their own myth or legend. Main Text: Theseus and the Minotaur</p> <p><u>Reports</u></p>	<p><u>Poems to Perform</u> Children will read and discuss a range of performance poems, identifying distinctive features such as repetition, rhyme, rhythm, alliteration and the use of oral language based on speech. Main Texts: A range of poems from When We Were Very Young by A. A. Milne. Mary and Sarah by Richard Edwards.</p> <p><u>Authors</u></p>	<p><u>Adventure and Mystery</u> Following a visit from an 'honest fisherman', children will find out about the history of Pirates and what life was like on board a pirate ship. They will use this information to write a detailed character description of</p>

	<p>story based in a familiar place. Main Text: I'll Take You to Mrs Cole by Nigel Gray.</p> <p><u>Instructions</u> (Link with DT/Science Topic: Food.) Children will read and compare examples of instructional texts, reviewing common features and judging how effective the instructions are. They will write instructions for making a healthy sandwich for a special occasion.</p> <p><u>Colour Poems</u> Children will read a selection of poems on the theme of colour from the book A Song of</p>	<p>Main Text: Beware of Boys by Tony Blundell.</p> <p><u>Playscripts</u> Children will read, discuss and perform a range of playscripts, analysing the language and layout features. They will use these to write their own playscripts based on a nursery rhyme.</p>	<p>fables. They will identify common themes, such as good over evil, wise over foolish etc..., identifying and suggesting morals for the stories read. They will choose a theme and write their own fable, based on ones they have read. Main Text: Aesop's Fables (Pelican Big Books by Geraldine McCaughrean)</p>	<p>(Link with History Topic: Ancient Egypt) Children will investigate examples of historical reports, identifying structure and language features. They will then work in pairs to research a given aspect of life in Ancient Egypt, and write a historical report on papyrus.</p>	<p>Children will read, and respond to, a selection of the work of the chosen author and another author of their choice. They will write a fact-file about their chosen author and a book review of their favourite book. (Chosen author: Roald Dahl)</p> <p><u>Letters</u> Children will analyse letters written for different purposes, identifying language features and conventions. They will write a letter to someone they find inspirational.</p>	<p>a pirate, as part of a pirate adventure story. Main Text: Treasure Island (adapted by Alan MacDonald)</p> <p><u>Language Play</u> Children will read, discuss and analyse poems that play with language, e.g. nonsense verse, riddles, puns, word games and puzzles.</p>
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	Colours by Judy Hindley. They will analyse common structures within these poems, then use these to write a colour poem of their own.					
Punctuation/Grammar	<p>Revision from Y2:</p> <p>Alphabetical order; Vowels and consonants; Word classes (nouns, adjectives, verbs, adverbs of manner); Sentence types and associated punctuation, i.e. exclamation marks, question marks and commas in a list</p> <p>Articles (the, a an)</p>	<p>Inverted commas to punctuate direct speech</p> <p>Synonyms of 'said'</p> <p>Prepositions (up, in, on, over, under, down, off, out, outside, inside)</p> <p>Conjunctions (because, but, or, yet, so, when, before, after)</p>	<p>Perfect form of verbs (e.g. has gone, have listened)</p> <p>Capital letters for proper nouns</p> <p>Prepositions (with, around, behind, during, above, far, before, below, after, because of, without, near, off)</p> <p>Apostrophes (contraction)</p>	<p>Adverbs of time, (e.g. then, next, soon)</p> <p>Comparative and superlative adjectives</p> <p>Headings and sub-headings to aid presentation</p> <p>Paragraphs in non-fiction writing.</p>	<p>Word families</p> <p>Personal Pronouns (I, you, he, she, it, we, they, me, you, him, her, us, them)</p> <p>Main and subordinate clauses</p>	<p>Apostrophes (singular possession)</p> <p>Paragraphs in fiction writing</p> <p>Collective nouns</p>

	Verbs - past, present and future tenses					
Use new terminology: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas, speech marks, paragraph, comparative adjective, superlative adjective.						
Spelling/Phonics	<p>Revisit & Review: Y2 Common Exception Words.</p> <p>Words with the long /eɪ/ sound spelt with ei</p> <p>Words with the long /eɪ/ sound spelt with ey</p> <p>Words with the long /eɪ/ sound spelt with ai</p> <p>Words with /er /sound spelt with ear</p> <p>Homophones and near homophones</p>	<p>Creating adverbs using the suffix -ly (no change to root word)</p> <p>Creating adverbs using the suffix -ly (root word ends in 'y' with more than one syllable)</p> <p>Creating adverbs using the suffix -ly (root word ends in 'le')</p> <p>Creating adverbs using the suffix -ly</p>	<p>Words with short /i/ sound spelt with 'y'</p> <p>Adding suffixes beginning with a vowel (er/ed/ing) to words with more than one syllable (unstressed last syllable - DO NOT double the final consonant)</p> <p>Adding suffixes beginning with a vowel (er/ed/en/ing) to words with more than one syllable (stressed last syllable - double the final consonant)</p> <p>Creating negative meanings using prefix mis-</p>	<p>Homophones and near homophones</p> <p>Adding the prefix bi- (meaning 'two' or 'twice') and Adding the prefix re- (meaning 'again' or 'back')</p> <p>Words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que'</p> <p>Words with a /sh/ sound spelt with 'ch'</p>	<p>Words ending in -ary</p> <p>Words with a short /u/ sound spelt with 'o'</p> <p>Words with a short /u/ sound spelt with 'ou'</p> <p>Word families based on common words, showing how words are related in form and meaning.</p> <p>Y3&4 Common Exception Words</p>	<p>Words ending in the suffix -al</p> <p>Words ending with an /zhuh/ sound spelt with 'sure'</p> <p>Words ending with a /chuh/ sound spelt with 'ture'</p> <p>Silent Letters Revision</p> <p>Y3&4 Common Exception Words</p>

		(root word ends in 'ic' or 'al') Creating adverbs using the suffix -ly (exceptions to the rules) Begin to learn Y3&4 Common Exception Words	Creating negative meanings using prefix dis- Words with a /k/ sound spelt with 'ch' Y3&4 Common Exception Words	Y3&4 Common Exception Words		
Handwriting	<u>Ongoing throughout the year:</u> Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.		<u>Ongoing throughout the year.</u> Diagonal joins to letters without ascenders, e.g. ai, ar, un. Horizontal joins to letters without ascenders, e.g. ou, vi, wi. Diagonal joins to letters without ascenders, e.g. ab, ul, it. Horizontal joins to letters with ascenders, e.g. ol, wh, ot.		<u>Ongoing throughout the year.</u> Increase the legibility, consistency and quality of their handwriting, for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.	
Year 4 Reading/Writing Genre	<u>Non-Fiction - Witness statements (recounts)</u> Hook: Who pushed Humpty Dumpty?	<u>Fiction - Stories with historical settings</u> Hook: Hetty Feather by	<u>Fiction - Stories in imaginary settings</u> Hook: The Lion, The Witch and The Wardrobe as well as shorter texts set in imaginary worlds.	<u>Non-fiction - Explanation texts</u> This unit is based around the Water Cycle.	<u>Fiction - Stories that raise issues or dilemmas</u> Texts: Jack's Choice Tyler's Smile The children begin the unit by	<u>Non-fiction - persuasive writing</u> This unit is based on topical issues relating to the

	<p>The children will explore a range of popular nursery rhymes and fairytales written through alternative points of view, using literary and drama activities. They will then create their own witness statements based on the point of view of one of the characters.</p> <p><u>Poetry - Creating images</u> Hook: The story of Romulus and Remus and related poem, The She Wolf. Explore a variety of different poems which use simple imagery. The children will then write their own descriptive poems using the</p>	<p>Jacqueline Wilson The children study the stories above and watch clips from TV shows and films with historical settings and create a diary entry based on the character's experiences.</p> <p><u>Non-fiction - Information texts</u> Hook: Fantastic Beasts and Where to Find Them. The children will be looking at a number of different information texts and discussing what features (headings, diagrams,</p>	<p>The children will write setting descriptions based on these imaginary worlds before creating their own imaginary world.</p> <p><u>Fiction - playscripts</u> Hook: Charlie and the Chocolate Factory, The Play. George's Marvellous Medicine. The children will study a variety of different playscripts and look at the features of plays including speech and stage directions. The children will write and perform their own short playscript based on <i>George's Marvellous Medicine</i>.</p>	<p>The children look at the features of explanation texts and then write their own explanation of the water cycle (links with States of Matter science topic).</p> <p><u>Fiction - Stories from other cultures</u> This unit is based around Aboriginal Dreamtime stories. The children will study a range of Dreamtime stories and explore their origins and meanings. They will then write their own version of a Dreamtime story.</p>	<p>discussing a range of stories which deal with issues and dilemmas, by the end of the unit they will have written their own story based around a (not very serious) dilemma that they have experienced (or have known someone else to experience) in their own lives.</p> <p><u>Poetry - Exploring form</u> Text -The Works This unit will focus on the study of a range of different types of poem (limerick, kenning, haiku) and finding out the differences in their structures. Children will have the opportunity to write their own poems for</p>	<p>world around us. The children will study and practise the elements of persuasive writing. They will then write a persuasive letter in favour of positive action to support the world around us.</p> <p><u>Fiction - character description</u> Text: Beowulf by Michael Morpurgo The children will read an extract of the story focussing on the introduction of the beast, Grendel. Pupils will then write</p>
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	figurative devices explored.	language features) make an effective piece of information writing. They will write their own information text based on an animal of their choice.			each of the types studied.	a character description of Grendel using their knowledge of Anglo Saxon Britain to support their descriptions.
Punctuation /Grammar	<p>First and 3rd person</p> <p>Singular and plural nouns</p> <p>Using pronouns to avoid repetition or ambiguity.</p> <p>Standard English</p> <p>Compound words</p> <p>Use adverbs to express time and cause</p>	<p>Use the possessive apostrophe</p> <p>Use prepositions to express time or place.</p> <p>Use commas before and after clauses and phrases</p> <p>Fronted adverbials</p>	<p>Powerful adjectives.</p> <p>Homophones.</p> <p>Commas after fronted adverbials.</p> <p>Expanded noun phrases.</p> <p>Editing and evaluating.</p> <p>Dictionary work</p>	<p>Determiners</p> <p>Word families.</p> <p>Prepositional phrases</p> <p>Revision on verb tenses.</p> <p>Revisit: fronted adverbials with commas.</p>	<p>Verb inflections.</p> <p>Use conjunctions to express time or place.</p> <p>Suffixes.</p> <p>Possessive apostrophes.</p> <p>Paragraphs.</p>	<p>Use adverbs and adverbials</p> <p>Revisit: verb tenses.</p> <p>Prefixes.</p> <p>Plural possessive apostrophes.</p> <p>Subordinate clauses.</p>

		Plural and possessive apostrophes				
Spelling/Phonics	<p>Revisit and review Year 2 common exception words.</p> <p>Words with /aw/ spelt with augh and au.</p> <p>Adding the prefix in- (meaning 'not' or 'into')</p> <p>Adding the prefix im- (before a root word starting with 'm' and 'p')</p> <p>Adding the prefix il- (before a root word starting with 'l') and the prefix ir- (before a root</p>	<p>Words with a /shuhn/ sound, spelt 'sion'</p> <p>Words with a /shuhn/ sound, spelt with 'ssion'</p> <p>Words with a /shuhn/ sound, spelt with 'tion'</p> <p>Words with a /shuhn/ sound, spelt with 'cian'</p> <p>Words with 'ough' to make a long /o/, /oo/ or /or/ sound.</p>	<p>Homophones and near homophones.</p> <p>Nouns ending in the suffix '-ation.'</p> <p>Adding the prefix sub- (meaning 'under') and adding the prefix super- (meaning 'above')</p> <p>+ words from Y4 spelling list</p>	<p>Plural Possessive Apostrophes with plural words.</p> <p>Words with the /s/ sound, spelt with 'sc'</p> <p>Words with a 'soft c' spelt with 'ce'</p> <p>Words with a 'soft c' spelt with 'ci'</p> <p>+ words from Y4 spelling list</p>	<p>Word families based on common words, showing how words are related in form and meaning.</p> <p>Adding the prefix inter- (meaning 'between' or 'among')</p> <p>Adding the prefix anti- (meaning 'against')</p> <p>Adding the prefix ex- (meaning 'out')</p> <p>Adding the prefix non- (meaning 'not')</p> <p>+ words from Y4 spelling list</p>	<p>words ending in -ar/er</p> <p>Adding the suffix -ous (various forms)</p> <p>Adverbials of frequency and possibility.</p> <p>Adverbials of manner.</p> <p>+ words from Y4 spelling list</p>

	<p>word starting with 'r')</p> <p>Homophones and near homophones.</p> <p>Words with /shun/ endings spelt with 'sion'</p> <p>+ words from Y4 spelling list</p>	+ words from Y4 spelling list				
Handwriting	Revise handwriting techniques covered in Year 3					All children to be using a handwriting pen for non-maths work from May half-term holiday.
Year 5 Reading/Writing Genre	<p>Narrative Writing (significant authors)</p> <p>Children will read a variety of story openers from significant authors such as Jaqueline Wilson, Michael Morpurgo, Roald Dahl and J.K. Rowling. They will unpick the</p>	<p>Traditional Stories, Myths and Legends</p> <p>Children discuss the difference between traditional stories, myths and legends. They will read a variety of myths with a</p>	<p>Poetic Style</p> <p>Children will revise poetic features such as stanzas, lines, repetition, alliteration, rhyme, powerful verbs and adjectives but will also look at onomatopoeia. They will outline features in three poems and compare and contrast them: Cold Morning,</p>	<p>Film Narrative</p> <p><u>Hook: The Piano by Aidan Gibbons</u>. Children will listen to the music and use their imagination for what the film might be about. Then they will watch the film and will discuss the story behind</p>	<p>Choral and Performance</p> <p>Children will read a variety of poems and will discuss what makes an effective performance poem. They will discuss rhythm, syllables, repetition and humour. They will recite a poem off by heart and will write</p>	<p>Stories from other cultures</p> <p>Hook: Zahra</p> <p>Children will read different extracts of stories from different cultures. They will understand that stories are written from different</p>

	<p>features of story openers focusing on what makes a good hook. They will learn about the different stages in story writing looking at story mountains. They will write their own story opener and story.</p> <p><u>Main text: an extract from Plane Crazy but they will read The Lottie Project alongside and make links.</u></p> <p>Narrative Poems Children will learn the features of poetry such as stanzas, lines, repetition, alliteration, rhyme, powerful verbs and adjectives. They will write their own narrative poem including the features which have been studied.</p>	<p>particular focus in Norse myths. They will create word banks for mythical vocabulary and will write their own myth focusing on genre specific vocabulary.</p> <p><u>Main text: Mighty Thor and the Magic Hammer.</u></p> <p>Instructions <u>Hook: Making potato cakes.</u> Children will learn about features of instruction text. They will focus on punctuating bullet points accurately and using imperative verbs in clear, easy to follow</p>	<p>The Frozen Man and I Saw a Peacock. They will focus on the contrast between cold and warm in The Frozen Man and will write their own contrast poem using the poetic features discussed.</p> <p><u>Main text: The Frozen Man by Kit Wright.</u></p> <p>Recounts Children will discuss different types of recount writing. They will focus in on newspaper reports linked with space. They will study the features of newspapers (newspaper name, headline, introductory paragraph, direct and reported speech, pictures with captions, third person, past tense and conclusion). They will learn about effective headlines and 5W introductory paragraphs and will</p>	<p>it. They will learn about camera angles and why they are used. They will learn about how music tempo, pitch and volume can be used to create effects. The children will create storyboards and powerful vocabulary word banks. They will write create a piece of flashback writing to accompany the piano.</p> <p>Persuasive Writing Children will learn about persuasion and focus on persuasive techniques. They will look at different</p>	<p>their own performance poem.</p> <p><u>Main text: Gran Can You Rap? Jack Ousby</u></p> <p>Older literature Children will study Old English and compare it to Modern English. They will read extracts from The Ghost of Thomas Kempe and convert Old English into modern English. They will write a series of diary extracts from the perspective of James and will include snippets of Old English.</p> <p><u>Main text: The Ghost of Thomas Kempe by Penelope Lively.</u></p>	<p>perspectives and viewpoints. They will analyse and compare characters thinking about intentions and morals. They will write their own story with a moral.</p> <p><u>Main Text: Bre-Nancy and the 13 Plantains</u></p> <p>Dramatic Conventions <u>Hook: News Bites /News Round</u> Children focus on playscripts and look at how the layout differs to story writing. Discuss the different strategies used for acting out</p>
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	<p><u>Main text: The Visitor by Ian Serraillier.</u></p>	<p>instructions. They will study different examples of instructions focusing on recipes. They will write their own instructions for making potato cakes.</p>	<p>create their own. They will write their own newspaper reports with a combination of features including direct and reported speech. <u>Main Text: Newspaper reports about Tim Peake on ISS.</u></p>	<p>examples of persuasive writing and think about where persuasive writing is seen and why it is used. They will match examples and techniques and will practise using different techniques to persuade. They will write their own piece of persuasive writing to persuade the teacher not to ban playtimes. <u>Main Text: No More Playtimes for Primary School Children (The Journal of Evil Teachers).</u></p>		<p>different types of playscript e.g. The News can be quite serious whereas other playscripts can be light-hearted. Children to watch News Bites and News Round examples in order to create their own news story. They will write a script and perform their news story about Buckstones. This may have links to other subjects in Year 5.</p>
<p>Punctuation/ Grammar</p>	<p>Revision: basic punctuation,</p>	<p>Relative pronouns.</p>	<p>Relative clauses using commas, dashes or brackets.</p>	<p>Concrete nouns. Abstract nouns. Prepositions.</p>	<p>Antonym: words that have the opposite meaning.</p>	<p>Synonyms: using expanded noun phrases.</p>

	fronted adverbials and direct speech. Adverbials of time, place, manner. Cohesion: use words such as: then, after that etc. Ellipses.	Relative clauses. Modal verbs. Colons: to introduce a list. Bullet points. Homophones.	Parenthesis. Indirect and direct speech. Future tense.	Regular verbs: Irregular verbs (past tense and present). Adverbs of possibility.	Object. Commas to avoid ambiguity and clarify meaning.	Active sentences. Auxiliary verbs.
Spelling/Phonics	Revisit & Review: Y3&4 Common Exception Words. Words with endings that sound like: /shuhs/ spelt with -cious Words with endings that sound like: /shuhs/ spelt with -tious or -ious Words with the short vowel sound /i/ spelt with y	Revisit & Review: Y3&4 Common Exception Words. Words with 'silent' letters Modal verbs Words ending in 'ment' Adverbs of possibility and frequency Statutory Spelling Challenge Words	Revisit & Review: Y3&4 Common Exception Words. Creating nouns using -ity suffix Creating nouns using -ness suffix Creating nouns using -ship suffix Homophones & Near Homophones	Revisit & Review: Y3&4 Common Exception Words. Words with an /or/ sound spelt 'or' Words with /or/ sound spelt 'au' Convert nouns or adjectives into verbs using the suffix -ate Convert nouns or adjectives into verbs using the suffix -ise Convert nouns or adjectives into	Revisit & Review: Y3&4 Common Exception Words. Words containing the letter string 'ough' Adverbials of time Adverbials of place Words with an /ear/ sound spelt 'ere' Statutory Spelling Challenge Words	Revisit & Review: Y3&4 Common Exception Words. Unstressed vowels in polysyllabic words Adding verb prefixes de- and re- Adding verb prefix over- Convert nouns or verbs into adjectives using suffix -ful

	Words with the long vowel sound /i/ spelt with y Homophones & near homophones			verbs using the suffix -ify Convert nouns or adjectives into verbs using the suffix -en		Convert nouns or verbs into adjectives using suffix -ive Convert nouns or verbs into adjectives using suffix -al
Handwriting	Children should have a neat, joined and legible style. They may use for e.g. italics for specific words or phrases or in texts where appropriate.					
Year 6 Reading/Writing Genre	Fiction genres e.g. historical, fantasy, science fiction. Children will read a variety of extracts from fiction genres. They will look for key character/setting features and language which identify the genre.	The power of imagery Children will focus on the vocabulary used to create vivid imagery in poetry through the careful description of different viewpoints	Formal/impersonal writing Children will read a range of reports to identify common features. They will analyse how paragraphs are used to structure the text, understand the need for accurate technical vocabulary and a formal tone.	Finding a voice Children will read a range of poems related to the theme of animal welfare and how animals can be mistreated. Text:	SATs Authors and texts Children will discuss the use of a reading journal to record responses to texts they have read. This will feed into writing in different forms e.g., different opinions, thought bubbles, diary entries etc.	Myths Children will read a range of Ancient Greek myths. They will look at the structure of a myth and how the gods interfere with the lives of mortals. Text: Icarus

	<p>They will focus on historical and science fiction writing. Text: Sherlock Holmes The City of Gold and Lead, The Day of the Triffids, War of the Worlds</p> <p>Diary Writing Children will read an example of journalistic writing to understand the structure of the writing, the language used and the tone of the writing. Text: Anne Frank's Diary</p>	<p>about night time. Text: Night Shapes Night</p> <p>Biographies Children will analyse the structure of a biography, the information required, the language used and the formal nature of the writing. They will research the life and achievements of Thomas Edison to enable them to write a biography. (Link to Science)</p>	<p>(Link with Geography: Rainforests)</p> <p>Argument writing Children will read a range of balanced arguments which they will analyse to understand how paragraphs are used to structure the text, understand the need for accurate technical vocabulary, the language of debate and a formal tone. (Link with Geography: Deforestation)</p>	<p>Short stories with flashbacks Children will read a flashback story to understand how the story is structured. They will look at the language used to convey that a flashback is included in the text. They will then write their own flashback based on a video (Monkey Symphony) Text: Hajj</p>	<p>(Link with History: Ancient Greece)</p> <p>Play scripts and Drama Children will read and discuss examples of play scripts to analyse the language and layout features. They will use these to write their own play script based on an Ancient Greek myth (Arachne). They will be learning their lines, rehearsing and</p>
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		<p>Text: Malorie Blackman</p> <p>Extending Narrative Children will read and discuss the feature of this fantasy story. They will look at the elements which are needed in each section to build the setting, characterisation and the appropriate use of dialogue to move the story forward.</p> <p>Text: Bloddon</p>				<p>performing their end of year play.</p>
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<p>Punctuation/ Grammar</p>	<p>Revision Abstract noun Adjectival phrase Hyphens Homophones Synonyms</p>	<p>Revision of inverted commas Brackets, and dashes</p>	<p>Irregular verbs Modal verbs Active & Passive verbs Antonyms Multi-clause sentences</p>	<p>Colon, semicolon and dash: to mark the boundary between independent clauses Multi-clause sentences Homonyms</p> <p>SATs Revision</p>	<p>SATs Revision</p> <p>Synonyms & Antonyms Homophones/Homo nyms</p>	<p>Parenthesis: independent use</p>
<p>Spelling/Phonics</p>	<p>Synonyms</p> <p>Homophones and Near Homophones</p> <p>Adjectives ending -ant into nouns ending in - ance/-ancy</p> <p>Adjectives ending -ent into nouns ending in - ence/-ency</p>	<p>Words ending in able/ably</p> <p>Word families</p> <p>Creating diminutives using prefixes micro-/mini-</p> <p>Statutory Spelling Challenge Words</p>	<p>Adding suffixes beginning with vowel letters to words ending in -fer</p> <p>Words with a long/e/ sound spelt 'ie' or 'ei' after c (and exceptions)</p> <p>Words with the long/e/ sound spelt 'ie' or 'ei' after c (and exceptions)</p>	<p>Words with endings which sound like /shuhl/ after a vowel letter</p> <p>Words with endings which sound like /shuhl/ after a consonant letter</p> <p>Words with a 'soft c' spelt /ce/</p>	<p>SATs Revision</p> <p>Word families based on common words, showing how words are related in form and meaning</p> <p>Words that can be nouns and verbs</p> <p>Words with a long /o/ sound spelt 'ou' or 'ow'</p>	<p>Synonyms and Antonyms</p>

	Hyphens: to join a prefix ending in a vowel to a root word beginning with a vowel/to join compound adjectives to avoid ambiguity		Word families based on common words, showing how words are related in form and meaning	Statutory Spelling Challenge Words	Words ending in -ible/-ibly	
Handwriting	Children should have a neat, joined and legible style. They may use e.g., italics for specific words or phrases in texts where appropriate.					