

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, m, d, g, o, c k</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:</p>	<p>Twinkl Phonics Scheme</p> <p>Level 2: 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 exception words</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>

	Names, captions and notices.	<p>matched to the school's phonic programme (Twinkl)</p> <p>Writing opportunities :</p> <p>Lists (with support) Wedding menus Captions (Kipper's birthday sequencing) Letters to Santa</p>		<p>ces and, where necessary, a few exception words.</p> <p>Writing opportunities: Frogspawn collection/ frog life cycle recounts Sea creature descriptions Rainbow fish writing Trip recount</p>	<p>Character descriptions 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: Animal descriptions Animal stories 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-Curricu lar</p>	<p>Recount: Dear Santa ...</p>	<p>Descriptive writing: Cross-Curricu lar</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: <i>The Gruffalo</i></p> <p>Stories 2 - with repeating patterns: <i>We're Going on a Bear Hunt</i></p> <p>Letters 1: Letters to Santa Harvey Slumfenburg er's Christmas Present</p>	<p>Letters 2: miscellaneous, inc. * apology letter (3 Little Pigs) * thank-you letters (trip) leading to <i>Samuel Pepys diary entries</i></p> <p>Traditional Tales: Introduction to, features of. Focus story : <i>The 3 Little Pigs</i></p>	<p>Information Texts 1: <i>London</i></p> <p>Instructions: <i>How to</i></p>	<p>Fairy Stories: <i>Little Red Riding Hood</i></p> <p>Stories 3 - Fantasy: <i>The Night Pirates</i></p>	<p>Poetry 2: Poems about Nature (<i>Weather Poems</i>)</p> <p>Informatio n Texts 2: * <i>One Day on our Blue Planet (In the Savannah)</i> * <i>One Day on our Blue Planet (Antarctica)</i> <i>links to Geography - Hot & Cold places</i></p>

Spelling	<p>Links to Phonics Spell - : * words containing each of the 40+ phonemes already taught * common exception words</p> <p>Write - : * 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) Children discuss whether they think there is a real lion and dragon or is it the little boy's</p>	<p>Recount-war memorial visit</p> <p>Postcards and Letters (e.g. <i>Dear Teacher</i> by Amy Husband) Children will read stories featuring</p>	<p>Recount - Dinosaur Day</p> <p>Information Texts Dinosaurs (e.g. various non-fiction texts) We start this sequence of writing with a visit from 'Dinostar'. Children learn about the different dinosaurs and explore</p>	<p>Recount - Science Day</p> <p>Stories involving Fantasy-dragons (e.g. <i>George and the Dragon</i> by Chris Wormell) The children will read a</p>	<p>Stories by the same author (e.g. <i>Willy the Wimp</i> by Anthony Browne) 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</p>	<p>Recount - A visit to the Mosque</p> <p>Extended story by a significant author- <i>James and the Giant Peach</i> by Roald Dahl</p>

	<p>imagination? Children will write their own stories about an animal that could live in their home or a familiar setting.</p> <p>Instructions</p> <p><i>(Instructions by Neil Gaiman)</i></p> <p>Children will explore the use of bossy verbs and write a set of instructions to help new visitors to Fairy Land find their way round.</p>	<p>letters. Using 'Dear 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 <i>(Taken from The Works</i></p>	<p>features of information texts. Children will write a fact-file about their favourite dinosaur.</p> <p>Dinosaur Poetry (various collections) 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 Mairi Hedderwick)</i> <i>For reading purposes only to enhance our Geography topic on the Isle of Coll</i></p>	<p>range of dragon stories. The books are wrapped and opened slowly to reveal the different types of dragons. Children create their own dragon and write similes to describe it. Then they write their own fantasy story.</p> <p>Instructions Dare to care for a pet dragon? Explore features of instructions, and children</p>	<p>based upon Willy the Wimp.</p> <p>Recount of a significant event <i>The Coronation of King Charles III</i> 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> Children will find (hopefully) snails in our beautiful garden to observe. They will find out information on snails and write a report.</p>	<p>Read and discuss our first 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</p>
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		<p>by Paul Cookson)</p> <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>decide whether they dare to care for a pet dragon. Children write a set of instructions on how to care for a pet dragon</p>		<p>(taken from The Works by Paul Cookson)</p> <p>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>
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<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 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</p>	<p>Develop use of use of and, or, but, so</p> <p>Use 'when', 'because', 'if', 'that' to create subordinate clauses.</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>Develop use of expanded noun phrases to describe, e.g. adjectives to describe nouns.</p> <p>The use of commas in lists</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>
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	co-ordination: using conjunctions (and, or, but, so) to join simple sentences.		
Phonics/ Spelling	<p>Assessment and Revision of Twinkl Phonics Level 5 from Year 1 (First half term)</p> <p>Reading and spelling at Twinkl Level 6 '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>Re-assessment of the reading and spelling of Year 1 common exception words</p>	<p>Reading and Spelling at Twinkl Level 6</p> <p>'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/</p>	<p>Reading and Spelling at Twinkl Level 6</p> <p>'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/</p>

		<p>Adding -ing and -ed to CVC and CCVC words</p> <p>Assessment of the reading and spelling of Year 2 common exception words</p> <p>Assessment of the reading and spelling of Year 2 common exception words</p>	<p>Adding the suffixes -ful, -less and -ly to words</p> <p>Homophones</p> <p>Adding the prefix dis-</p> <p>Completion of the reading and spelling of Year 2 common exception words</p>			
Handwriting	Individual letter formation	<p>Instrokes and outstrokes</p> <p>Introduction to the initial joins</p>	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,</p>	<p><u>Dialogue in Stories</u> Children will read and discuss a range of stories, identifying different</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.</p>	<p><u>Myths and Legends</u> Children will read, and listen to, a range of myths and legends, identifying common themes</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,</p>	<p><u>Mystery and Suspense</u> After watching the opening scenes of the film version of The BFG, the children will</p>

	<p>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 story based in a familiar place.</p> <p>Main Text: I'll Take You to Mrs Cole by Nigel Gray.</p> <p><u>Instructions</u></p> <p>(Link with DT/Science Topic: Food.)</p> <p>Children will read and compare examples of instructional texts, reviewing common features and</p>	<p>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>Main Text: Beware of Boys by Tony Blundell.</p> <p><u>Playscripts</u></p> <p>Children will read, discuss and perform a range of playscripts, analysing the language and layout features. They</p>	<p>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></p> <p>Children will read, and listen to, a range of 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.</p>	<p>and features. They will use these to write their own myth or legend.</p> <p>Main Text: Theseus and the Minotaur</p> <p><u>Reports</u></p> <p>(Link with History Topic: Ancient Egypt)</p> <p>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</p>	<p>alliteration and the use of oral language based on speech.</p> <p>Main Texts:</p> <p>A range of poems from When We Were Very Young by A. A. Milne.</p> <p>Mary and Sarah by Richard Edwards.</p> <p><u>Authors</u></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.</p>	<p>investigate how the feeling of mystery and tension was created. They will learn some techniques of characterisation and how to build suspense in their writing. Using a variety of simple, compound and complex sentences together with adventurous vocabulary, they will plan and write their own version of the opening and build-up of this story.</p>
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	<p>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></p> <p>Children will read a selection of poems on the theme of colour from the book <i>A Song of Colours</i> by Judy Hindley. They will analyse common structures within these poems, then use these to write a colour poem of their own.</p>	<p>will use these to write their own playscripts based on a nursery rhyme.</p>	<p>Main Text: <i>Aesop's Fables</i> (Pelican Big Books by Geraldine McCaughrean)</p>	<p>Egypt, and write a historical report on papyrus.</p>	<p>(Chosen author: Roald Dahl)</p> <p><u>Letters</u></p> <p>Children will analyse letters written for different purposes, identifying language features and conventions. They will write a letter to their favourite author</p>	<p><u>Language Play</u></p> <p>Children will read, analyse and write poems that play with language, e.g. nonsense verse, riddles, puns, word games and puzzles.</p>
<p>Punctuation/Grammar</p>	<p>Revision from Y2: Alphabetical order; Vowels</p>	<p>Inverted commas to</p>	<p>Perfect form of verbs (e.g. has gone, have listened)</p>	<p>Adverbs of time, (e.g. then, next, soon)</p>	<p>Word families Personal Pronouns (I, you, he, she, it, we,</p>	<p>Apostrophes (singular possession)</p>

	<p>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>Verbs - past, present and future tenses</p>	<p>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>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>Comparative and superlative adjectives</p> <p>Headings and sub-headings to aid presentation</p> <p>Paragraphs in non-fiction writing.</p>	<p>they, me, you, him, her, us, them)</p> <p>Main and subordinate clauses</p>	<p>Paragraphs in fiction writing</p> <p>Collective nouns</p>
	<p>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.</p>					
Spelling/Phonics	<p>Revisit & Review: Y2 Common Exception Words.</p> <p>Words with the long /eɪ/ sound spelt with ei</p>	<p>Creating adverbs using the suffix -ly (no change to root word)</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</p>	<p>Homophones and near homophones</p> <p>Adding the prefix bi- (meaning 'two' or 'twice') and Adding the prefix re-</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>Words ending in the suffix -al</p> <p>Words ending with an /zhuh/ sound spelt with 'sure'</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>(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 (root word ends in 'ic' or 'al')</p> <p>Creating adverbs using the suffix -ly (exceptions to the rules)</p> <p>Begin to learn Y3&4 Common Exception Words</p>	<p>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>Creating negative meanings using prefix dis-</p> <p>Words with a /k/ sound spelt with 'ch'</p> <p>Y3&4 Common Exception Words</p>	<p>(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>Y3&4 Common Exception Words</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 with a /chuh/ sound spelt with 'ture'</p> <p>Silent Letters Revision</p> <p>Y3&4 Common Exception Words</p>
<p>Handwriting</p>	<p><u>Ongoing throughout the year:</u> Use the diagonal and horizontal strokes that are needed to join letters and understand which letters,</p>		<p><u>Ongoing throughout the year.</u> Diagonal joins to letters without ascenders, e.g. ai, ar, un.</p>		<p><u>Ongoing throughout the year.</u> Increase the legibility, consistency and quality of their handwriting, for example, by ensuring that the</p>	

	when adjacent to one another, are best left unjoined.	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.	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? 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. <u>Poetry - Creating images</u>	<u>Fiction - Stories with historical settings</u> Hook: Hetty Feather by 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. <u>Non-fiction - Information texts</u>	<u>Fiction - Stories in imaginary settings</u> Hook: The Lion, The Witch and The Wardrobe as well as shorter texts set in imaginary worlds. The children will write setting descriptions based on these imaginary worlds before creating their own imaginary world. <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	<u>Non-fiction - Explanation texts</u> This unit is based around the Water Cycle. 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). <u>Fiction - Stories from other cultures</u> This unit is based around Aboriginal Dreamtime stories. The children will study a range of	<u>Fiction - Stories that raise issues or dilemmas</u> Texts: Jack's Choice Tyler's Smile The children begin the unit by 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. <u>Poetry - Exploring form</u> Text -The Works	<u>Non-fiction - persuasive writing</u> This unit is based on topical issues relating to the 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>Hook: The story of Romulus and Remus and related poem, The She Wolf.</p> <p>Explore a variety of different poems which use simple imagery.</p> <p>The children will then write their own descriptive poems using the figurative devices explored.</p>	<p>Hook: Fantastic Beasts and Where to Find Them.</p> <p>The children will be looking at a number of different information texts and discussing what features (headings, diagrams, language features) make an effective piece of information writing. They will write their own information text based on an animal of their choice.</p>	<p>including speech and stage directions.</p> <p>The children will write and perform their own short playscript based on George's Marvellous Medicine.</p>	<p>Dreamtime stories and explore their origins and meanings. They will then write their own version of a Dreamtime story.</p>	<p>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 each of the types studied.</p>	<p><u>Fiction - character description</u></p> <p>Text: Beowulf by Michael Morpurgo</p> <p>The children will read an extract of the story focussing on the introduction of the beast, Grendel. Pupils will then write a character description of Grendel using their knowledge of Anglo Saxon Britain to support their descriptions.</p>
<p>Punctuation /Grammar</p>	<p>First and 3rd person</p> <p>Singular and plural nouns</p>	<p>Use the possessive apostrophe</p>	<p>Powerful adjectives.</p> <p>Homophones.</p>	<p>Determiners</p> <p>Word families.</p>	<p>Verb inflections.</p> <p>Use conjunctions to express time or place.</p>	<p>Use adverbs and adverbials</p> <p>Revisit: verb tenses.</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 prepositions to express time or place.</p> <p>Use commas before and after clauses and phrases</p> <p>Fronted adverbials</p> <p>Plural and possessive apostrophes</p>	<p>Commas after fronted adverbials.</p> <p>Expanded noun phrases.</p> <p>Editing and evaluating.</p> <p>Dictionary work</p>	<p>Prepositional phrases</p> <p>Revision on verb tenses.</p> <p>Revisit: fronted adverbials with commas.</p>	<p>Suffixes.</p> <p>Possessive apostrophes.</p> <p>Paragraphs.</p>	<p>Prefixes.</p> <p>Plural possessive apostrophes.</p> <p>Subordinate clauses.</p>
Spelling/Phonics	<p>Revisit and review Year 2 common exception words.</p> <p>Words with /aw/ spelt with augh and au.</p>	<p>Words with a /shuhn/ sound, spelt 'sion'</p> <p>Words with a /shuhn/ sound, spelt with 'ssion'</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</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>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>words ending in -ar/er</p> <p>Adding the suffix -ous (various forms)</p> <p>Adverbials of frequency and possibility.</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 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>	<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>+ words from Y4 spelling list</p>	<p>super- (meaning 'above')</p> <p>+ words from Y4 spelling list</p>	<p>Words with a 'soft c' spelt with 'ci'</p> <p>+ words from Y4 spelling list</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>Adverbials of manner.</p> <p>+ words from Y4 spelling list</p>
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, Ross MacKenzie and J.K. Rowling. They will unpick the features of story openers focusing on what makes a good hook. Children will use inspiration to write their own story hooks. We will focus on the short story 'Plane Crazy'. They will learn about the different stages in story writing, looking at story mountains and will create a story</p>	<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, Ross MacKenzie and J.K. Rowling. They will unpick the features of story openers focusing on what makes a good hook. Children will use inspiration to write their own story hooks. We will focus on the short story</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, 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, linking to our class book (The Last Bear). <u>Main text: The Frozen Man by Kit Wright and The Last Bear by Hannah Gold.</u></p>	<p>Film Narrative</p> <p>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 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</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 their own performance poem. <u>Main text: Gran Can You Rap? by Jack Ousby.</u></p> <p>Older literature</p> <p>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.</p>	<p>Stories from other cultures</p> <p>Children will read different extracts of stories from different cultures. They will understand that stories are written from different perspectives and viewpoints. They will analyse and compare characters thinking about intentions and morals. They will write their own story with a moral based on a different culture. <u>Main Text: Bre-Nancy and the 13 Plantains</u></p>

	<p>mountain plan. Children will then rewrite 'Plane Crazy'.</p> <p><u>Main text: The short story 'Plane Crazy' and a variety of different story openers.</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 look at a number of narrative poems and discuss the features and key aspects. They will write their own narrative poem including the features which have been studied.</p>	<p>'Plane Crazy'. They will learn about the different stages in story writing, looking at story mountains and will create a story mountain plan. Children will then rewrite 'Plane Crazy'.</p> <p><u>Main text: The short story 'Plane Crazy' and a variety of different story openers.</u></p> <p>Narrative Poems Children will learn the features of poetry such as stanzas, lines, repetition, alliteration, rhyme,</p>	<p>Recounts Children will discuss different types of recount writing (personal, factual, imaginative) and discuss the different types of recounts (newspaper report, recount of event, diary). Children will be writing a diary linked to our class book (The last Bear) from the perspective of April. Identify the key features of a recount and a diary. Analyse a range of examples and collect a bank of vocabulary and features to include. Children to write their own diary entry from the perspective of April.</p> <p><u>Main Text: Diary entry from the perspective of April - the main character from The Last Bear.</u></p>	<p>to accompany the piano.</p> <p><u>Hook: The Piano by Aidan Gibbons.</u></p> <p>Persuasive Writing Children will learn about persuasion and focus on persuasive techniques. They will look at different 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</p>	<p>They will write a narrative piece of writing based on The Ghost of Thomas Kempe and will include snippets of Old English.</p> <p><u>Main text: The Ghost of Thomas Kempe by Penelope Lively.</u></p>	<p>Dramatic Conventions Children focus on playscripts and look at how the layout differs to story writing. Discuss the different strategies used for acting out 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</p>
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	<p><u>Main text: The Visitor by Ian Serrailier and The Nowhere Emporium by Ross MacKenzie.</u></p>	<p>powerful verbs and adjectives. They will look at a number of narrative poems and discuss the features and key aspects. They will write their own narrative poem including the features which have been studied.</p> <p><u>Main text: The Visitor by Ian Serrailier and The Nowhere Emporium by Ross MacKenzie.</u></p>		<p>persuasive writing linked to our upcoming residential.</p> <p><u>Main Text: No More Playtimes for Primary School Children (The Journal of Evil Teachers).</u></p>		<p>write a script and perform their news story about Buckstones. Linked to Computing.</p>
	<p><u>Class Book</u> The Nowhere Emporium</p>	<p><u>Class Book</u> The Nowhere Emporium</p>	<p><u>Class Book</u> The Last Bear</p>	<p><u>Class Book</u> The Last Bear</p>	<p><u>Class Book</u> The Girl of Ink and Stars</p>	<p><u>Class Book</u> The Girl of Ink and Stars</p>
<p>Punctuation/ Grammar</p>	<p>Revision: basic punctuation, fronted adverbials and direct speech.</p>	<p>Relative pronouns. Relative clauses.</p>	<p>Relative clauses using commas, dashes or brackets. Parenthesis.</p>	<p>Concrete nouns. Abstract nouns. Prepositions. Regular verbs:</p>	<p>Antonym: words that have the opposite meaning. Object.</p>	<p>Synonyms: using expanded noun phrases.</p>

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

	Words with the long vowel sound /i/ spelt with y Homophones & near homophones			Convert nouns or adjectives into verbs using the suffix -en		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 about night time.	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. (Link with Geography: Rainforests)	Finding a voice Children will read a range of poems related to the theme of animal welfare and how animals can be mistreated. Text: Short stories with flashbacks	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: Arachne

	<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>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) Text: Malorie Blackman</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>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>Drama Children will learn their lines, rehearse and perform their end of Year 6 production.</p>
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Punctuation/ Grammar	Revision Abstract noun Adjectival phrase	Revision of inverted commas	Irregular verbs Modal verbs	Colon, semicolon and dash: to mark the	SATs Revision	Parenthesis: independent use

	Hyphens Homophones Synonyms	Brackets, and dashes	Active & Passive verbs Antonyms Multi-clause sentences	boundary between independent clauses Multi-clause sentences Homonyms SATs Revision	Synonyms & Antonyms Homophones/Homo noms	
Spelling/Phonics	Synonyms Homophones and Near Homophones Adjectives ending -ant into nouns ending in -ance/-ancy Adjectives ending -ent into nouns ending in -ence/-ency Hyphens: to join a prefix ending in a vowel to a root word beginning	Words ending in able/ably Word families Creating diminutives using prefixes micro-/mini- Statutory Spelling Challenge Words	Adding suffixes beginning with vowel letters to words ending in -fer Words with a long/e/ sound spelt 'ie' or 'ei' after c (and exceptions) Words with the long/e/ sound spelt 'ie' or 'ei' after c (and exceptions) Word families based on common words,	Words with endings which sound like /shuhl/ after a vowel letter Words with endings which sound like /shuhl/ after a consonant letter Words with a 'soft c' spelt /ce/ Statutory Spelling	SATs Revision Word families based on common words, showing how words are related in form and meaning Words that can be nouns and verbs Words with a long /o/ sound spelt 'ou' or 'ow' Words ending in -ible/-ibly	Synonyms and Antonyms

	with a vowel/to join compound adjectives to avoid ambiguity		showing how words are related in form and meaning	Challenge Words		
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.					