



Long Term Plan- English

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Texts/ Genres	Writing text types	<p>Fiction (T4W)</p> <ul style="list-style-type: none"> -Traditional tales -Stories with familiar settings -Stories from other cultures <p>Non-Fiction</p> <ul style="list-style-type: none"> -Instructions -Recounts -Information texts <p>Poetry</p> <ul style="list-style-type: none"> - Senses - Pattern and rhyme - Classic 	<p>Fiction (T4W)</p> <ul style="list-style-type: none"> -Traditional tales -Stories from other cultures -Fantasy stories <p>Non-Fiction</p> <ul style="list-style-type: none"> -Recounts -Information texts -Non-chronological report -Letters <p>Poetry</p> <ul style="list-style-type: none"> -Classic -Rhyme 	<p>Fiction (T4W)</p> <ul style="list-style-type: none"> -Adventure stories -Contemporary stories -Historical narrative <p>Non-Fiction</p> <ul style="list-style-type: none"> -Information texts -Non-chronological report -Letters <p>Poetry</p> <ul style="list-style-type: none"> -Classic -Shape and language - Theme 	<p>Fiction (T4W)</p> <ul style="list-style-type: none"> -Adventure stories -Fantasy stories -Myths and Legends <p>Non-Fiction</p> <ul style="list-style-type: none"> -Diary -Newspaper report -Persuasion text -Explanation text <p>Poetry</p> <ul style="list-style-type: none"> -Classic -Figurative Language -Theme 	<p>Fiction (T4W)</p> <ul style="list-style-type: none"> -Adventure stories -Myths and Legends -Historical narrative <p>Non-Fiction</p> <ul style="list-style-type: none"> -Information text -Newspaper report -Non-Chronological report -Recount <p>Poetry</p> <ul style="list-style-type: none"> -Classic -Theme 	<p>Fiction (T4W)</p> <ul style="list-style-type: none"> -Contemporary stories -Historical narrative <p>Non-Fiction</p> <ul style="list-style-type: none"> -Instructions -Letter -Diary -Persuasion text -Discussion text <p>Poetry</p> <ul style="list-style-type: none"> -Classic - Personification -Theme
	<u>NC Spoken Language</u>	<ul style="list-style-type: none"> ♣ listen and respond appropriately to adults and their peers ♣ ask relevant questions to extend their understanding and knowledge ♣ use relevant strategies to build their vocabulary ♣ articulate and justify answers, arguments and opinions ♣ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings ♣ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments ♣ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas ♣ speak audibly and fluently with an increasing command of Standard English ♣ participate in discussions, presentations, performances, role play, improvisations and debates ♣ gain, maintain and monitor the interest of the listener(s) ♣ consider and evaluate different viewpoints, attending to and building on the contributions of others ♣ select and use appropriate registers for effective communication. 	<ul style="list-style-type: none"> ♣ listen and respond appropriately to adults and their peers ♣ ask relevant questions to extend their understanding and knowledge ♣ use relevant strategies to build their vocabulary ♣ articulate and justify answers, arguments and opinions ♣ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings ♣ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments ♣ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas ♣ speak audibly and fluently with an increasing command of Standard English ♣ participate in discussions, presentations, performances, role play, improvisations and debates ♣ gain, maintain and monitor the interest of the listener(s) ♣ consider and evaluate different viewpoints, attending to and building on the contributions of others ♣ select and use appropriate registers for effective communication. 	<ul style="list-style-type: none"> ♣ listen and respond appropriately to adults and their peers ♣ ask relevant questions to extend their understanding and knowledge ♣ use relevant strategies to build their vocabulary ♣ articulate and justify answers, arguments and opinions ♣ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings ♣ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments ♣ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas ♣ speak audibly and fluently with an increasing command of Standard English ♣ participate in discussions, presentations, performances, role play, improvisations and debates ♣ gain, maintain and monitor the interest of the listener(s) ♣ consider and evaluate different viewpoints, attending to and building on the contributions of others ♣ select and use appropriate registers for effective communication. 	<ul style="list-style-type: none"> ♣ listen and respond appropriately to adults and their peers ♣ ask relevant questions to extend their understanding and knowledge ♣ use relevant strategies to build their vocabulary ♣ articulate and justify answers, arguments and opinions ♣ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings ♣ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments ♣ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas ♣ speak audibly and fluently with an increasing command of Standard English ♣ participate in discussions, presentations, performances, role play, improvisations and debates ♣ gain, maintain and monitor the interest of the listener(s) ♣ consider and evaluate different viewpoints, attending to and building on the contributions of others ♣ select and use appropriate registers for effective communication. 	<ul style="list-style-type: none"> ♣ listen and respond appropriately to adults and their peers ♣ ask relevant questions to extend their understanding and knowledge ♣ use relevant strategies to build their vocabulary ♣ articulate and justify answers, arguments and opinions ♣ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings ♣ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments ♣ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas ♣ speak audibly and fluently with an increasing command of Standard English ♣ participate in discussions, presentations, performances, role play, improvisations and debates ♣ gain, maintain and monitor the interest of the listener(s) ♣ consider and evaluate different viewpoints, attending to and building on the contributions of others ♣ select and use appropriate registers for effective communication. 	<ul style="list-style-type: none"> ♣ listen and respond appropriately to adults and their peers ♣ ask relevant questions to extend their understanding and knowledge ♣ use relevant strategies to build their vocabulary ♣ articulate and justify answers, arguments and opinions ♣ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings ♣ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments ♣ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas ♣ speak audibly and fluently with an increasing command of Standard English ♣ participate in discussions, presentations, performances, role play, improvisations and debates ♣ gain, maintain and monitor the interest of the listener(s) ♣ consider and evaluate different viewpoints, attending to and building on the contributions of others ♣ select and use appropriate registers for effective communication.
	<u>NC Writing Transcription</u>	<p>Revise of FKS:</p> <ul style="list-style-type: none"> ♣ consonant digraphs which have been taught and the sounds which they represent 	<ul style="list-style-type: none"> ♣ segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly -The /dʒ/ sound spelt as ge and dge at the end of words, and 	<ul style="list-style-type: none"> ♣ use further prefixes and suffixes and understand how to add them (English Appendix 1) ♣ spell further homophones ♣ spell words that are often misspelt (English Appendix 1) 	<ul style="list-style-type: none"> ♣ use further prefixes and suffixes and understand how to add them (English Appendix 1) ♣ spell further homophones ♣ spell words that are often misspelt (English Appendix 1) 	<ul style="list-style-type: none"> ♣ use further prefixes and suffixes and understand the guidance for adding them -Converting nouns or adjectives into verbs using suffixes (e.g – ate, -ise, -ify) 	<ul style="list-style-type: none"> ♣ use further prefixes and suffixes and understand the guidance for adding them ♣ continue to distinguish between homophones and other words which are often confused



	<p>Who?</p>	<ul style="list-style-type: none"> ♣ vowel digraphs which have been taught and the sounds which they represent ♣ the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds ♣ words with adjacent consonants Spelling Year 1: <ul style="list-style-type: none"> ♣ words containing each of the 40+ phonemes already taught -The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck -The /ŋ/ sound spelt n before k -Division of words into syllables --tch -The /v/ sound at the end of words -Vowel digraphs and trigraphs -Words ending -y (/i:/ or /ɪ/) -New consonant spellings ph and wh -Using k for the /k/ sound -Compound words ♣ common exception words ♣ the days of the week ♣ name the letters of the alphabet: <ul style="list-style-type: none"> ♣ naming the letters of the alphabet in order ♣ using letter names to distinguish between alternative spellings of the same sound ♣ add prefixes and suffixes: <ul style="list-style-type: none"> ♣ using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs ♣ using the prefix un- ♣ using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] ♣ apply simple spelling rules and guidance, as listed in English Appendix 1 ♣ write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far 	<p>sometimes spelt as g elsewhere in words before e, i and y</p> <ul style="list-style-type: none"> -The /s/ sound spelt c before e, i and y -The /n/ sound spelt kn and (less often) gn at the beginning of words -The /r/ sound spelt wr at the beginning of words -The /l/ or /əl/ sound spelt -le at the end of words -The /l/ or /əl/ sound spelt -el at the end of words -The /l/ or /əl/ sound spelt -al at the end of words -Words ending -il -The /aɪ/ sound spelt -y at the end of words -Adding -es to nouns and verbs ending in -y -Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it -Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it -Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter -The /ɔ:/ sound spelt a before l and ll -The /ʌ/ sound spelt o -The /i:/ sound spelt -ey -The /ɒ/ sound spelt a after w and qu -The /ɜ:/ sound spelt or after w -The /ɔ:/ sound spelt ar after w -The /ɜ/ sound spelt s -Words ending in -tion -homophones and near-homophones ♣ learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, ♣ learning to spell common exception words ♣ learning to spell more words with contracted forms ♣ learning the possessive apostrophe (singular) [for example, the girl's book] ♣ distinguishing between homophones and near-homophones ♣ add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly ♣ apply spelling rules and guidance, as listed in English Appendix 1 ♣ write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception 	<ul style="list-style-type: none"> ♣ use the first two or three letters of a word to check its spelling in a dictionary ♣ write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. Outlined in No Nonsense Spelling: <ul style="list-style-type: none"> -Adding suffixes beginning with vowel letters to words of more than one syllable???? -The /ɪ/ sound spelt y elsewhere than at the end of words -The /ʌ/ sound spelt ou -More prefixes -The suffix -ly -Words with the /k/ sound spelt ch -Words with the /j/ sound spelt ch -Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que -Words with the /eɪ/ sound spelt ei, eigh, or ey 	<ul style="list-style-type: none"> ♣ place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] ♣ use the first two or three letters of a word to check its spelling in a dictionary ♣ write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. Outlined in No Nonsense Spelling: <ul style="list-style-type: none"> -Adding suffixes beginning with vowel letters to words of more than one syllable -More prefixes -The suffix -ation -The suffix -ly -Words with endings sounding like /ʒə/ or /tʃə/ -Endings which sound like /ʒən/ -The suffix -ous -Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian -Words with the /j/ sound spelt ch -Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que -Words with the /s/ sound spelt sc -Words with the /eɪ/ sound spelt ei, eigh, or ey -Possessive apostrophe with plural words -Standard English forms for verb inflections instead of local spoken forms (e.g <i>we were</i> instead of <i>we was</i>) 	<p>Verb prefixes (e.g dis-, de-, mis-, over- and re-)</p> <ul style="list-style-type: none"> ♣ spell some words with 'silent' letters [for example, knight, psalm, solemn] ♣ continue to distinguish between homophones and other words which are often confused ♣ use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 ♣ use dictionaries to check the spelling and meaning of words ♣ use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary ♣ use a thesaurus. <p>Outlined in No Nonsense Spelling:</p> <ul style="list-style-type: none"> -Words ending in -able and -ible Words ending in -ably and -ibly -Use of the hyphen -Words with the /i:/ sound spelt ei after c -Words containing the letter-string ough -Words with 'silent' letters 	<ul style="list-style-type: none"> ♣ use dictionaries to check the spelling and meaning of words ♣ use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary ♣ How words are related by meaning as synonyms and antonyms ♣ use a thesaurus. <p>Outlined in No Nonsense Spelling:</p> <ul style="list-style-type: none"> -Endings which sound like /ʃəs/ spelt -cious or -tious -Endings which sound like /ʃəl/ -Words ending in -ant, -ance/-ancy, -ent, -ence/-ency -Words ending in -able and -ible Words ending in -ably and -ibly -Adding suffixes beginning with vowel letters to words ending in -fer -Words containing the letter-string ough
--	--------------------	---	--	---	--	---	---



<p>T4W/ Role-play</p>	<p>NC Writing Composition</p>	<p>>write sentences by: ♣ saying out loud what they are going to write about ♣ composing a sentence orally before writing it ♣ sequencing sentences to form short narratives -leaving spaces between words -joining words and joining clauses using 'and' -beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark -using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' >re-reading what they have written to check that it makes sense >discuss what they have written with the teacher or other pupils >read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>words and punctuation taught so far.</p> <p>♣ develop positive attitudes towards and stamina for writing by: ♣ writing narratives about personal experiences and those of others (real and fictional) ♣ writing about real events ♣ writing poetry ♣ writing for different purposes ♣ consider what they are going to write before beginning by: ♣ planning or saying out loud what they are going to write about ♣ writing down ideas and/or key words, including new vocabulary ♣ encapsulating what they want to say, sentence by sentence -learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) -the present and past tenses correctly and consistently including the progressive form -some features of written Standard English -Subordination (using when, if, that, because) and co-ordination (using or, and, but) -Expanded noun phrases for description and specification (e.g the blue butterfly) -How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. -Correct choice and consistent use of present tense and past tense throughout writing. -Use of the progressive form of verbs in the present and past tense to mark actions in progress (e.g she is drumming) >make simple additions, revisions and corrections to their own writing by: ♣ evaluating their writing with the teacher and other pupils ♣ re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form > proof-reading to check for errors in spelling, grammar and punctuation [for example, ends</p>	<p>>Plan their writing by: ♣ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ♣ discussing and recording ideas >Draft and write by: ♣ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures -Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although -Expressing time, place and cause using conjunctions (e.g when, before, after, because) -Adverbs (e.g then, next, soon) -Prepositions (e.g before, during because of) -Using and punctuating direct speech (inverted commas, new speaker= new line & sentence demarcation) ♣ organising paragraphs around a theme -Introduction to paragraphs as a way to group related material ♣ in narratives, creating settings, characters and plot ♣ in non-narrative material, using simple -Organisational devices; Headings and sub-headings to aid presentation >Evaluate and edit by: ♣ assessing the effectiveness of their own and others' writing and suggesting improvements ♣ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences >Proof-read for spelling and punctuation errors >Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>>Plan their writing by: ♣ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ♣ discussing and recording ideas >Draft and write by: ♣ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) -choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition -Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. -using fronted adverbials with commas -Using and punctuating direct speech (revise Year 3 + commas to end reporter clause) ♣ organising paragraphs around a theme ♣ in narratives, creating settings, characters and plot ♣ in non-narrative material, using simple organisational devices [for example, headings and sub-headings] >Evaluate and edit by: ♣ assessing the effectiveness of their own and others' writing and suggesting improvements ♣ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences >Proof-read for spelling and punctuation errors >Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>>Plan their writing by: ♣ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own ♣ noting and developing initial ideas, drawing on reading and research where necessary ♣ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed >Draft and write by: ♣ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning -Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun -Indicating degrees of possibility using adverbs (e.g perhaps) or modal verbs (e.g might) ♣ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action ♣ précising longer passages ♣ using a wide range of devices to build cohesion within and across paragraphs -Devices to build cohesion within a paragraph (then, after, that, this, firstly) -Linking ideas across paragraphs using adverbials or time, place and number (e.g secondly) -Or tense choice (e.g he <i>had</i> seen her before.) ♣ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] >Evaluate and edit by: ♣ assessing the effectiveness of their own and others' writing ♣ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning -using commas to clarify meaning or avoid ambiguity in writing -using brackets, dashes or commas to indicate parenthesis ♣ ensuring the consistent and correct use of tense throughout a piece of writing</p>	<p>>Plan their writing by: ♣ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own ♣ noting and developing initial ideas, drawing on reading and research where necessary ♣ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed >Draft and write by: ♣ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms - The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing - using passive verbs to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. ♣ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action ♣ précising longer passages ♣ using a wide range of devices to build cohesion within and across paragraphs -Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections ♣ using further organisational and presentational devices to structure text and to guide the reader -using a colon to introduce a list -punctuating bullet points consistently -using hyphens to avoid ambiguity -using semi-colons, colons or dashes to mark boundaries between independent clauses. >Evaluate and edit by:</p>
----------------------------------	--	---	---	--	--	---	---



			of sentences punctuated correctly] >read aloud what they have written with appropriate intonation to make the meaning clear.			♣ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register >Proof-read for spelling and punctuation errors >Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	♣ assessing the effectiveness of their own and others' writing ♣ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ♣ ensuring the consistent and correct use of tense throughout a piece of writing ♣ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register >Proof-read for spelling and punctuation errors >Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
	NC Handwriting and Presentation	♣ sit correctly at a table, holding a pencil comfortably and correctly ♣ begin to form lower-case letters in the correct direction, starting and finishing in the right place ♣ form capital letters ♣ form digits 0-9 ♣ understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.	♣ form lower-case letters of the correct size relative to one another ♣ start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined ♣ write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters ♣ use spacing between words that reflects the size of the letters	♣ use diagonal and horizontal strokes to join letters and understand which letters, when adjacent to one another, are best left unjoined ♣ 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].	♣ consistently use the diagonal and horizontal strokes to join letters increasing the legibility, consistency and quality of their handwriting	write legibly, fluently and with increasing speed by: ♣ choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters ♣ choosing the writing implement that is best suited for a task.	write legibly, fluently and with increasing speed by: ♣ choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters ♣ choosing the writing implement that is best suited for a task.
	NC Vocab, Punct, Gramm Who?			♣ using the present perfect form of verbs in contrast to the past tense -Use of the present perfect form of verbs instead of the simple past. (<i>He has gone out to play.</i> in contrast with <i>He went out to play.</i>) ♣ Use of the forms 'a' or 'an' according to whether the next word begins with a consonant or vowel. ♣ Word families based on a common word, showing how words are related in form and meaning.		♣ using the perfect form of verbs to mark relationships of time and cause ♣ using expanded noun phrases to convey complicated information concisely	♣ using the perfect form of verbs to mark relationships of time and cause ♣ using expanded noun phrases to convey complicated information concisely
	Terminology:	Letter, capital letter Word, singular, plural Sentence Punctuation, fullstop, question mark, exclamation mark	Noun, noun phrase Statement, question, exclamation, command Compound, suffix Adjective, adverb, verb Tense (past, present) Apostrophe, comma	Preposition, conjunction Word family, prefix Clause, subordinate clause Direct speech Consonant, consonant letter, vowel, vowel letter Inverted comma (speech marks)	Determiner Pronoun, possessive pronoun adverbial	Modal verb, relative pronoun Relative clause Parenthesis, bracket, dash Cohesion, ambiguity	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points
	NC Reading-word	♣ apply phonic knowledge and skills as the route to decode words	♣ continue to apply phonic knowledge and skills as the route to decode words until automatic	♣ apply their growing knowledge of root words, prefixes and suffixes	♣ apply their growing knowledge of root words, prefixes and suffixes	♣ apply their growing knowledge of root words, prefixes and suffixes	♣ apply their growing knowledge of root words, prefixes and suffixes



	<p>NC Reading-Comprehension</p>	<ul style="list-style-type: none"> ♣ develop pleasure in reading, motivation to read, vocabulary and understanding by: ♣ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently ♣ being encouraged to link what they read or hear read to their own experiences ♣ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics ♣ recognising and joining in with predictable phrases 	<ul style="list-style-type: none"> ♣ develop pleasure in reading, motivation to read, vocabulary and understanding by: ♣ listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently ♣ discussing the sequence of events in books and how items of information are related ♣ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales 	<p>develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> ♣ listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ♣ reading books that are structured in different ways and reading for a range of purposes ♣ using dictionaries to check the meaning of words that they have read ♣ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally 	<p>develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> ♣ listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ♣ reading books that are structured in different ways and reading for a range of purposes ♣ using dictionaries to check the meaning of words that they have read ♣ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally 	<ul style="list-style-type: none"> ♣ Maintain positive attitudes to reading and understanding of what they read by: ♣ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ♣ reading books that are structured in different ways and reading for a range of purposes ♣ increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions 	<ul style="list-style-type: none"> ♣ Maintain positive attitudes to reading and understanding of what they read by: ♣ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ♣ reading books that are structured in different ways and reading for a range of purposes ♣ increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
--	--	--	---	---	---	---	---



				<ul style="list-style-type: none"> ♣ learning to appreciate rhymes and poems, and to recite some by heart ♣ discussing word meanings, linking new meanings to those already known ♣ understand both the books they can already read accurately and fluently and those they listen to by: ♣ drawing on what they already know or on background information and vocabulary provided by the teacher ♣ checking that the text makes sense to them as they read and correcting inaccurate reading ♣ discussing the significance of the title and events ♣ making inferences on the basis of what is being said and done ♣ predicting what might happen on the basis of what has been read so far ♣ participate in discussion about what is read to them, taking turns and listening to what others say ♣ explain clearly their understanding of what is read to them. 	<ul style="list-style-type: none"> ♣ being introduced to non-fiction books that are structured in different ways ♣ recognising simple recurring literary language in stories and poetry ♣ discussing and clarifying the meanings of words, linking new meanings to known vocabulary ♣ discussing their favourite words and phrases ♣ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear ♣ understand both the books that they can already read accurately and fluently and those that they listen to by: ♣ drawing on what they already know or on background information and vocabulary provided by the teacher ♣ checking that the text makes sense to them as they read and correcting inaccurate reading ♣ making inferences on the basis of what is being said and done ♣ answering and asking questions ♣ predicting what might happen on the basis of what has been read so far ♣ participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say ♣ explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves 	<ul style="list-style-type: none"> ♣ identifying themes and conventions in a wide range of books ♣ preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action ♣ discussing words and phrases that capture the reader's interest and imagination ♣ recognising some different forms of poetry [for example, free verse, narrative poetry] ♣ understand what they read, in books they can read independently, by: ♣ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context ♣ asking questions to improve their understanding of a text ♣ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ♣ predicting what might happen from details stated and implied ♣ identifying main ideas drawn from more than one paragraph and summarising these ♣ identifying how language, structure, and presentation contribute to meaning ♣ retrieve and record information from non-fiction ♣ participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. 	<ul style="list-style-type: none"> ♣ identifying themes and conventions in a wide range of books ♣ preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action ♣ discussing words and phrases that capture the reader's interest and imagination ♣ recognising some different forms of poetry [for example, free verse, narrative poetry] ♣ understand what they read, in books they can read independently, by: ♣ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context ♣ asking questions to improve their understanding of a text ♣ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ♣ predicting what might happen from details stated and implied ♣ identifying main ideas drawn from more than one paragraph and summarising these ♣ identifying how language, structure, and presentation contribute to meaning ♣ retrieve and record information from non-fiction ♣ participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. 	<ul style="list-style-type: none"> ♣ recommending books that they have read to their peers, giving reasons for their choices ♣ identifying and discussing themes and conventions in and across a wide range of writing ♣ making comparisons within and across books ♣ learning a wider range of poetry by heart ♣ preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience ♣ understand what they read by: ♣ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ♣ asking questions to improve their understanding ♣ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ♣ predicting what might happen from details stated and implied ♣ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas ♣ identifying how language, structure and presentation contribute to meaning ♣ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader ♣ distinguish between statements of fact and opinion ♣ retrieve, record and present information from non-fiction ♣ participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously ♣ explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary ♣ provide reasoned justifications for their views 	<ul style="list-style-type: none"> ♣ recommending books that they have read to their peers, giving reasons for their choices ♣ identifying and discussing themes and conventions in and across a wide range of writing ♣ making comparisons within and across books ♣ learning a wider range of poetry by heart ♣ preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience ♣ understand what they read by: ♣ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ♣ asking questions to improve their understanding ♣ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ♣ predicting what might happen from details stated and implied ♣ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas ♣ identifying how language, structure and presentation contribute to meaning ♣ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader ♣ distinguish between statements of fact and opinion ♣ retrieve, record and present information from non-fiction ♣ participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously ♣ explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary ♣ provide reasoned justifications for their views
			<u>Class reader</u>	No set class readers until Year 2. Variety of books according to sight reading ability.	Sleeping Beauty Instructions Bonfire Poetry Pattan's Pumpkin The Tunnel	Escape from Pompeii Under the Earth Tomb Raiders Picture Dictionary of Ancient Egypt	Romans on the Rampage When the Mountains Roared I Was There: 1066 Harry Potter and the Philosophers Stone	The Explorer Treason The Odyssey for children Space Race – non-fiction	The Boy in the Girls' Bathroom Letters from the Lighthouse Kensuke's Kingdom Goodnight, Mister Tom Autobiography of Rosa Parks



				Charlie and the Chocolate Factory Clever Polly and the Stupid Wolf Science link	Hero My Friend Mandela		My Life with Animals – Autobiography of David Attenborough	
--	--	--	--	---	---------------------------	--	--	--

Are we fulfilling the NC Aims?

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

The national curriculum for English aims to ensure that all pupils:

- ♣ read easily, fluently and with good understanding
- ♣ develop the habit of reading widely and often, for both pleasure and information
- ♣ acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- ♣ appreciate our rich and varied literary heritage
- ♣ write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- ♣ use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- ♣ are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.