English: Long term plan

Year Group	Aut. 1	Aut. 2	Spr 1	Spr 2	Sum 1	Sum 2
1 Reading and Writing Grammar Terminology	Simple sentences Note Writing Messages Reading: Poetry – responding, learning by heart Separation of words with spaces. How words can combine to make sentences. Introduction to capital letters, full stops to demarcate sentences. Letter, capital letters, word, sentence	Invitations Letter writing Narrative – Retelling Reading: Trad. Tales Joining words and joining clauses using and.	Fact Files Letters to friends Narrative – stories from other cultures Reading: Non – Fiction SOA: Letter writing Introduction to question marks and exclamation marks to demarcate sentences. Capital letters for names and for the personal pronoun *I*. Question mark, exclamation mark.	Posters – captions Narrative Personal recount Reading: Narrative Sequencing sentences to form short narratives Regular plural noun suffixes –s, -es including their effect on the meaning of the noun.	Simple poetry – by heart (similes, alliteration) Recount – blog Retell known tale. Reading: Poetry Suffixes that can be added to verbs where no change is need in the spelling of the root word. Singular, plural	Personal information Text type fact file Letters Questions Reading: Non Fiction How the prefix *un* changes the meaning of verbs and adjectives.
2 Reading and Writing Grammar Terminology	Recount Blog Explanation of process Reading: Non Fiction Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Subordination (using when, if, that, because) and coordination (using or, and, but) Question, exclamation	Text Focus – Narrative known tale Note writing Planning Drafting Reading: Narrative Correct choice and consistent use of present tense and past tense throughout writing. Commas to separate items in a list. Formation of adjectives using suffixes such as –ful, -less Adjective, verb, tense (past, present), comma	Diary – time capsules Poetry – imagery, emotive lang. Narrative Reading: Poetry SOA: Explanation of process Expanded noun phrases for description. Formation of nouns using suffixes such as –ness, -er and by compounding (e.g whiteboard, superman) Use of the suffixes –er, -est in adjectives and –ly to turn adjectives into adverbs. Noun, noun phrase	Narrative: Imaginary worlds Information text – fact file and reports Non Fiction text creation – Habitats – setting Reading: Non Fiction How the grammatical patterns in a sentence indicate it's function as a statement, question, exclamation or command. Command,	Poetry – riddles and limericks Personal responses Good to be me Posters – topical – emotive language (Debates) opinions, justified Reading: Poetry SOA: Blog Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns. Apostrophe	History of my KS1 life NF Text – guide for… Letters Narrative Reading: Narrative Use of the progressive form of verbs in the present and past tense to mark actions in progress (for example, she is drumming)

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			statement, compound, adverb,suffix			
3 Reading and Writing Grammar Terminology	Narrative – retelling – viewpoint – setting, character, plot Diary entry Playscripts? – Stig of the dump? Dialogue – speech – practical. Reading:Narrative Formation of nouns using a range of prefixes for example super-, anti-, auto- Introduction to inverted commas to **punctuate** direct speech Prefix, direct speech, inverted commas (or 'speech marks')	Instructions Explanations – captions, note taking, drafting Reading: Dictionary and fairytales. SOA: Use of the forms *a* or *an* according to whether the next word begins with a vowel or a consonant. Word families based on common words showing how words are related (for example solve, solution, solver, dissolve, insoluable) Word family, clause, subordinate clause,	Narrative (personal reflection) - Bbc shorts, retelling, sequencing Reading: Non Fiction SOA: explanation Introduction to paragraphs as a way to group related material. Use of the **present perfect** form of **verbs** instead of the simple past [for example, *He has gone out to play* contrasted with *He went out to play*]	Animation Recount – News Report – captions, newspapers Poetry – recount School Blog Reading: Newspapers Expressing time, place and cause using conjunctions (for example when, before, after, while, so because), adverbs (then, next, soon, therefore) or prepositions (before, so, during, after, in because of) Preposition,	Narrative – book study Eg. CS Lewis Playscripts Diary Setting, character and plot Reading: Playscripts/narrative Introduction to inverted commas to **punctuate** direct speech	Explanation Letters Poetry – free forms Reading: Non - fiction SOA: Newspapers Headings and subheadings to aid presentation.
4 Reading and Writing Grammar Terminology	Myths and Legends Settings, character and plot Retell and explore (p4c morals) Range of sentence structure Reading: Narrative The grammatical difference between plural and possessive –s Noun phrases expanded by the	Poetry – free forms Letters (persuasion) Reading: Dictionaries and Thesaurus SOA: Explanation Reading: Non Fiction Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] Use of paragraphs to organise ideas around	Newspapers (Bias) – notetaking, captions Dialogue (speech, structure layout) Playscripts Reading: Plays Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The	Narrative- plot, dilemas and solution Alternative consequences Reading: Narrative SOA: letters (persuasive) Fronted adverbials [for example, Later that day, I heard the bad news.] Appropriate choice of pronoun or noun within and across sentences to aid cohesion and	Text Study Diary Blog Reading: Non Fiction SOA: Instructions Use of commas after fronted adverbials	Poetry Letters Non – Fiction Writing: headings and layout Reading: Poetry

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	addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Apostrophes to mark plural possession [for example, the girl's name, the girls' names] pronoun, possessive pronoun	a theme determiner	conductor shouted, "Sit down!"]	avoid repetition adverbial		
5 Reading and Writing Grammar Terminology	Narrative Reading: Narrative SOA: Explanation Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Use of commas to clarify meaning or avoid ambiguity modal verb, cohesion	Recount Reading: Biography, magazines, non-fiction SOA: Narrative Verb prefixes [for example, dis–, de–, mis–, over– and re–] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] relative pronoun	Persuasion Reading: articles, narrative SOA: Poetry Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun relative clause	Poetry Reading: Poetry, non fiction SOA: Newspaper parenthesis, bracket, dash	Discussion/Explanation Reading: Articles, narrative SOA: Blog/Diary Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] Brackets, dashes or commas to indicate parenthesis ambiguity	Communicating to an audience Letters Reading: Narrative
6 Reading and Writing Grammar Terminology	Narrative Reading: As Appropriate SOA: Explanation How words are related by meaning as synonyms and	Recount Reading:: As Appropriate SOA: Narrative Use of the passive to affect the presentation of information in a	Persuasion Reading:: As Appropriate SOA: Poetry The difference between vocabulary typical of informal	Poetry Reading:: As Appropriate SOA: Newspaper ellipsis, hyphen, colon, semi-colon, bullet	Discussion/Explanation Reading:: As Appropriate SOA: Blog/Diary The difference between structures typical of informal	Communicating to an audience Letters Reading:: As Appropriate

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| | | antonyms [for example, big, large, little].
Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis
subject, object | sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].
Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
active, passive | speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]
synonym, antonym | points | speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] | |