



English National Curriculum Long Term Planning

NEW LEAKE PRIMARY SCHOOL

STICKNEY CHURCH OF ENGLAND PRIMARY SCHOOL

ST MARGARET'S CHURCH OF ENGLAND PRIMARY SCHOOL

COLLABORATIVE PARTNERSHIP

YEAR 1 Term 1 and 2		
Writing	Reading	Grammar
<p>Write sentences by:</p> <ul style="list-style-type: none"> Saying out loud what they are going to write about Composing a sentence orally before writing it 	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> 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 Learning to appreciate rhymes and poems, and to recite some by heart Predicting what might happen on the basis of what has been read so far 	<p>How words can combine to make sentences</p> <p>Separation of words with spaces</p> <p>Capital letters for names and for the personal pronoun I</p> <p>Terminology for pupils:</p> <p>Letter, capital letter, word, singular, plural</p>
YEAR 1 Term 3 and 4		
Writing	Reading	Grammar
<p>Write sentences by:</p> <ul style="list-style-type: none"> Saying out loud what they are going to write about Composing a sentence orally before writing it Sequencing sentences to form short narratives 	<ul style="list-style-type: none"> 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 	<p>Joining words and joining clauses using 'and'</p> <p>Regular plural noun suffixes -s or -es (for example, dog, dogs; wish, wishes) including the effects of these suffixes on the meaning of the noun.</p>



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<ul style="list-style-type: none"> Re-reading what they have written to check that it makes sense 	<p>the teacher</p>	<p>Sequencing sentences to form short narratives</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Terminology for pupils: Sentence, punctuation, full stop</p>
<p>YEAR 1 Term 5 and 6</p>		
<p>Writing</p>	<p>Reading</p>	<p>Grammar</p>
<p>Write sentences by:</p> <ul style="list-style-type: none"> Saying out loud what they are going to write about Composing a sentence orally before writing it Sequencing sentences to form short narratives 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. 	<ul style="list-style-type: none"> Checking that the text makes sense to them as they read and correct their inaccuracies Discussing the significance of the title and events Making inferences on the basis of what is being said and done 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. 	<p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</p> <p>How the prefix un- changes the meaning of verbs and adjectives (negation, for example, unkind, or undoing: untie the boat)</p> <p>Terminology for pupils: question mark, exclamation mark</p>



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Writing	Reading	Grammar
<p>Pupils should be taught to:</p> <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> • 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 <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> • 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 of sentences punctuated correctly) • Writing about real events • Writing poetry 	<p>Pupils should be taught to:</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • 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 • Recognising simple recurring literary language in stories and poetry <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> • 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 correct their inaccuracies • Making inferences on the basis of what is 	<p>Learn how to use sentences with different forms: statement, question, exclamation, command</p> <p>Learn how to use the present and past tense correctly and consistently including the progressive form</p> <p>Learn how to use noun phrases to describe and specify (for example, the blue butterfly)</p> <p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress (for example, <i>she is drumming, he was shouting</i>)</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Terminology for pupils:</p> <p>noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma</p>



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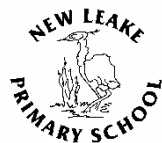
	<p>being said and done</p> <ul style="list-style-type: none"> • Answering and asking questions 	
YEAR 2 Term 3 and 4		
Writing	Reading	Grammar
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Write for different purposes <p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> • Writing narratives about personal experiences and those of others (real and fictional) • Read aloud what they have written with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> • 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 • 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 	<p>Formation of nouns using suffixes such as <i>-ness</i>, <i>-er</i> and by compounding (for example, <i>whiteboard</i>, <i>superman</i>)</p> <p>Formation of adjectives using suffixes such as <i>-ful</i>, <i>-less</i></p> <p>(A fuller list of suffixes can be found on page 9 in the year 2 spelling section in English Appendix 1)</p> <p>Use of the suffixes <i>-er</i>, <i>-est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Learn how to use some features of written Standard English.</p>
YEAR 2 Term 5 and 6		
Writing	Reading	Grammar
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Write for different purposes <p>Develop positive attitudes towards and stamina</p>	<ul style="list-style-type: none"> • Being introduced to non-fiction books that are structured in different ways • Explain and discuss their understanding of 	<p>Learn how to use subordination (using <i>when</i>, <i>if</i>, <i>that</i>, <i>because</i>) and co-ordination (using <i>or</i>, <i>and</i> or <i>but</i>)</p>



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<p>for writing by:</p> <ul style="list-style-type: none"> • Writing narratives about personal experiences and those of others (real and fictional) • Writing about real events • Writing poetry 	<p>books, poems and other material, both those that they listen to and those that they read for themselves.</p>	<p>Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>)</p> <p>Expanded noun phrases for description and specification (for example, <i>the blue butterfly, plain flour, the man in the moon</i>)</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (for example, <i>the girl's name</i>)</p>
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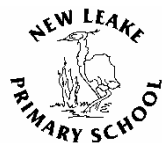
Year 3 & Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Composition	<p><i>Pupils should be taught to:</i> <i>Plan their writing by:</i></p> <ul style="list-style-type: none"> Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discussing and recording ideas <p><i>Draft and write by:</i></p> <ul style="list-style-type: none"> Composing and rehearsing sentences orally (including dialogue), progressively building a 	<p><i>Pupils should be taught to:</i> <i>Plan their writing by:</i></p> <ul style="list-style-type: none"> 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 <p><i>Draft and write by:</i></p> <ul style="list-style-type: none"> Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range 	<p><i>Pupils should be taught to:</i> <i>Plan their writing by:</i></p> <ul style="list-style-type: none"> 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 <p><i>Draft and write by:</i></p> <ul style="list-style-type: none"> Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range 	<p><i>Pupils should be taught to:</i> <i>Plan their writing by:</i></p> <ul style="list-style-type: none"> 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 <p><i>Draft and write by:</i></p> <ul style="list-style-type: none"> Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range 	<p><i>Pupils should be taught to:</i> <i>Plan their writing by:</i></p> <ul style="list-style-type: none"> 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 <p><i>Draft and write by:</i></p> <ul style="list-style-type: none"> Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range 	<p><i>Pupils should be taught to:</i> <i>Plan their writing by:</i></p> <ul style="list-style-type: none"> 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 <p><i>Draft and write by:</i></p> <ul style="list-style-type: none"> Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range



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	<p>varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</p> <ul style="list-style-type: none"> In narratives, creating settings, characters <p><i>Evaluate and edit by:</i></p> <ul style="list-style-type: none"> Proof-reading for 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 	<p>of sentence structures (English Appendix 2)</p> <ul style="list-style-type: none"> Organising paragraphs around a theme In narratives, creating settings and characters <p><i>Evaluate and edit by:</i></p> <ul style="list-style-type: none"> Assessing the effectiveness of their own writing and suggesting improvements Proposing changes to vocabulary to improve consistency, including the accurate use of pronouns in sentences Proof-read for spelling and punctuation 	<p>of sentence structures (English Appendix 2)</p> <ul style="list-style-type: none"> Organising paragraphs around a theme In narratives, creating plots <p><i>Evaluate and edit by:</i></p> <ul style="list-style-type: none"> 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 	<p>of sentence structures (English Appendix 2)</p> <ul style="list-style-type: none"> In narratives, creating settings, characters <p><i>Evaluate and edit by:</i></p> <ul style="list-style-type: none"> Proof-reading for 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>of sentence structures (English Appendix 2)</p> <ul style="list-style-type: none"> Organising paragraphs around a theme In narratives, creating settings, characters <p><i>Evaluate and edit by:</i></p> <ul style="list-style-type: none"> Assessing the effectiveness of their own writing and suggesting improvements Proposing changes to vocabulary to improve consistency, including the accurate use of pronouns in sentences Proof-read for spelling and punctuation 	<p>of sentence structures (English Appendix 2)</p> <ul style="list-style-type: none"> Organising paragraphs around a theme In narratives, creating plots <p><i>Evaluate and edit by:</i></p> <ul style="list-style-type: none"> 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
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	clear.	<p>errors</p> <ul style="list-style-type: none"> 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>punctuation errors</p> <ul style="list-style-type: none"> 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>errors</p> <ul style="list-style-type: none"> 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>for spelling and punctuation errors</p> <ul style="list-style-type: none"> 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.
Vocabulary, Punctuation & Grammar	<p><i>Pupils should be taught to: Develop their understanding of the concepts set out in <u>English Appendix 2</u> by:</i></p> <ul style="list-style-type: none"> Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, 	<p><i>Pupils should be taught to: develop their understanding of the concepts set out in <u>English Appendix 2</u> by:</i></p> <ul style="list-style-type: none"> Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although 	<p><i>Pupils should be taught to: develop their understanding of the concepts set out in <u>English Appendix 2</u> by:</i></p> <ul style="list-style-type: none"> Using conjunctions, adverbs and prepositions to express time and cause Using fronted adverbials 	<p><i>Pupils should be taught to: apply their understanding of the concepts set out in <u>English Appendix 2</u> by:</i></p> <ul style="list-style-type: none"> Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although 	<p><i>Pupils should be taught to: apply their understanding of the concepts set out in <u>English Appendix 2</u> by:</i></p> <ul style="list-style-type: none"> Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although 	<p><i>Pupils should be taught to: apply their understanding of the concepts set out in <u>English Appendix 2</u> by:</i></p> <ul style="list-style-type: none"> Using conjunctions, adverbs and prepositions to express time and cause Using fronted adverbials



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	<p>if, because, although</p> <ul style="list-style-type: none"> Using the present perfect form of verbs in contrast to the past tense Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Learning the grammar for years 3 and 4 in English Appendix 2 <p>adjectives consonant vowel prefix determiner</p>	<ul style="list-style-type: none"> Using conjunctions, adverbs and prepositions to express time and cause Indicating possession by using the possessive apostrophe with plural nouns <p>complex sentences commas in lists paragraphs as a simple organisational device adverbial phrase word family possessive pronoun</p>	<p><i>Indicate grammatical and other features by:</i></p> <ul style="list-style-type: none"> Using commas after fronted adverbials Indicating possession by using the possessive apostrophe with plural nouns Using and punctuating direct speech Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. <p>paragraphs around a theme cohesion prepositions</p>	<ul style="list-style-type: none"> Using the present perfect form of verbs in contrast to the past tense Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Learning the grammar for years 3 and 4 in English Appendix 2 <p>adjectives consonant vowel prefix determiner</p>	<ul style="list-style-type: none"> Using conjunctions, adverbs and prepositions to express time and cause Indicating possession by using the possessive apostrophe with plural nouns <p>complex sentences commas in lists paragraphs as a simple organisational device adverbial phrase word family possessive pronoun</p>	<p><i>Indicate grammatical and other features by:</i></p> <ul style="list-style-type: none"> Using commas after fronted adverbials Indicating possession by using the possessive apostrophe with plural nouns Using and punctuating direct speech Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. <p>paragraphs around a theme cohesion prepositions</p>
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			subordinate clause inverted commas			subordinate clauses inverted commas
Reading - word reading	<i>Pupils should be taught to:</i> <ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <u>English Appendix 1</u>, both to read aloud and to understand the meaning of new words they meet 	<i>Pupils should be taught to:</i> <ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <u>English Appendix 1</u>, both to read aloud and to understand the meaning of new words they meet 	<i>Pupils should be taught to:</i> <ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <u>English Appendix 1</u>, both to read aloud and to understand the meaning of new words they meet Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. 	<i>Pupils should be taught to:</i> <ul style="list-style-type: none"> Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. 	<i>Pupils should be taught to:</i> <ul style="list-style-type: none"> Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. 	<i>Pupils should be taught to:</i> <ul style="list-style-type: none"> Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.



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<p>Reading - comprehension</p>	<p><i>Develop positive attitudes to reading and understanding of what they read by:</i></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 • Identifying themes and 	<p><i>Develop positive attitudes to reading and understanding of what they read by:</i></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 • Identifying themes and conventions in a wide range of books 	<p><i>Develop positive attitudes to reading and understanding of what they read by:</i></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 • Identifying themes and conventions in a wide range of books 	<p><i>Develop positive attitudes to reading and understanding of what they read by:</i></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 • Identifying themes and conventions in a wide range of books 	<p><i>Develop positive attitudes to reading and understanding of what they read by:</i></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 • Identifying themes and conventions in a wide range of books 	<p><i>Develop positive attitudes to reading and understanding of what they read by:</i></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 • Identifying themes and conventions in a wide range of books
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	<p>conventions in a wide range of books</p> <ul style="list-style-type: none"> • 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 • Understand what they read <p><i>In books they can read independently, by:</i></p> <ul style="list-style-type: none"> • Checking that the text makes sense to 	<ul style="list-style-type: none"> • 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 • <i>Understand what they read</i> <p><i>In books they can read independently, by:</i></p> <ul style="list-style-type: none"> • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking 	<ul style="list-style-type: none"> • Discussing words and phrases that capture the reader's interest and imagination • Understand what they read <p><i>In books they can read independently, by:</i></p> <ul style="list-style-type: none"> • 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 • Predicting what might happen from details stated and implied • Participate in discussion about 	<ul style="list-style-type: none"> • 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 • Understand what they read <p><i>In books they can read independently, by:</i></p> <ul style="list-style-type: none"> • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their 	<ul style="list-style-type: none"> • 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 <p><i>In books they can read independently, by:</i></p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Discussing words and phrases that capture the reader's interest and imagination • Understand what they read <p><i>In books they can read independently, by:</i></p> <ul style="list-style-type: none"> • 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 • Predicting what might happen from details stated and implied • Identifying main ideas drawn from
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	<p>them, discussing their understanding and explaining the meaning of words in context</p> <ul style="list-style-type: none"> • 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 • Participate in discussion about both books that are read to them and those they 	<p>questions to improve their understanding of a text</p> <ul style="list-style-type: none"> • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Identifying main ideas drawn from more than one paragraph and summarising these • Identifying how language, structure, and presentation contribute to meaning • Participate in discussion 	<p>both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	<p>understanding of a text</p> <ul style="list-style-type: none"> • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Identifying main ideas drawn from more than one paragraph and summarising these • Identifying how language, structure, and presentation contribute to meaning • Participate in discussion about both books that are read to them 	<p>a text</p> <ul style="list-style-type: none"> • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • 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. 	<p>more than one paragraph and summarising these</p> <ul style="list-style-type: none"> • Identifying how language, structure, and presentation contribute to meaning • 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.
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	can read for themselves, taking turns and listening to what others say.	about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.		and those they can read for themselves, taking turns and listening to what others say.		
Transcription	<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> • Use further prefixes and suffixes and understand how to add them (English Appendix 1) • Spell further homophones • 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 	<p><i>Pupils should be taught to:</i></p> <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) • Place the possessive apostrophe accurately in words with regular plurals 	<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> • Spell words that are often misspelt (English Appendix 1) • 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 	<p><i>Pupils should be taught to:</i></p> <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. 	<p><i>Pupils should be taught to:</i></p> <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. 	<p><i>Pupils should be taught to:</i></p> <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.



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	<p>teacher, that include words and punctuation taught so far.</p>	<p>(for example, girls', boys') and in words with irregular plurals (for example, children's)</p> <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. 	<p>check its spelling in a dictionary</p> <ul style="list-style-type: none"> • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 			
<p>Handwriting</p>	<p><i>Pupils should be taught to:</i> Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined and 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).</p>					

Theme dependent:

Reading - comprehension

Develop positive attitudes to reading and understanding of what they read by:

Working Together – Supporting Each other



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- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- Understand what they read, in books they can read independently, by:
- retrieve and record information from non-fiction

Composition

Draft and write by:

- in non-narrative material, using simple organisational devices (for example, headings and sub-headings)



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Year 5 & Year 6	Autumn Term 1/2	Spring Term 3/4	Summer Term 5/6
<p>Writing Composition</p>	<p><i>Pupils should be taught to:</i> <i>Plan their writing by:</i></p> <ul style="list-style-type: none"> 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 <p><i>Draft and write by:</i></p> <ul style="list-style-type: none"> Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning 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 	<p><i>Pupils should be taught to:</i> <i>Plan their writing by:</i></p> <ul style="list-style-type: none"> 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 <p><i>Draft and write by:</i></p> <ul style="list-style-type: none"> Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning 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 Using further organisational and presentational devices to structure text and to guide the reader (for example, 	<p><i>Pupils should be taught to:</i> <i>Plan their writing by:</i></p> <ul style="list-style-type: none"> 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 <p><i>Draft and write by:</i></p> <ul style="list-style-type: none"> Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning 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 Using further organisational and presentational devices to structure text and to guide the reader (for example,



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	<p>paragraphs</p> <ul style="list-style-type: none"> Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p><i>Evaluate and edit by:</i></p> <ul style="list-style-type: none"> 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 	<p>headings, bullet points, underlining)</p> <p><i>Evaluate and edit by:</i></p> <ul style="list-style-type: none"> 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 	<p>headings, bullet points, underlining)</p> <p><i>Evaluate and edit by:</i></p> <ul style="list-style-type: none"> 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
<p>Vocabulary, Punctuation & Grammar</p>	<p><i>Pupils should be taught to develop their understanding of the concepts set out in <u>English Appendix 2</u> by:</i></p> <ul style="list-style-type: none"> Using commas to clarify meaning or avoid ambiguity in writing Using hyphens to avoid ambiguity 	<p><i>Pupils should be taught to develop their understanding of the concepts set out in <u>English Appendix 2</u> by:</i></p> <ul style="list-style-type: none"> Devices to build cohesion within a paragraph (for example, <i>then, after that, this, firstly</i>) 	<p><i>Pupils should be taught to develop their understanding of the concepts set out in <u>English Appendix 2</u> by:</i></p> <ul style="list-style-type: none"> Punctuation of bullet points to list information How hyphens can be used to avoid



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	<ul style="list-style-type: none"> Using brackets, dashes or commas to indicate parenthesis Using semi-colons, colons or dashes to mark boundaries between independent clauses Using relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, <i>that</i> or with an implied (i.e. omitted) relative pronoun 	<ul style="list-style-type: none"> Linking ideas across paragraphs using adverbials of time (for example, <i>later</i>), place (for example, <i>nearby</i>) and number (for example, <i>secondly</i>) or tense choices (for example, <i>he had seen her before</i>) 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 <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>), and ellipsis Layout devices (for example, headings, sub-headings, columns, bullets, or tables, to structure text) 	<p>ambiguity (for example, <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>)</p> <ul style="list-style-type: none"> Use of the passive to affect the presentation of information in a sentence (for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>). The difference between structures typical of informal speech and structures appropriate for formal speech and writing (for example, the use of question tags: <i>He's your friend, isn't he?</i>, or the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech)
<p>Reading - word reading</p>	<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <u>English Appendix 1</u>, both to read aloud and to understand the meaning of new words they meet 	<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <u>English Appendix 1</u>, both to read aloud and to understand the meaning of new words they meet Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. 	<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.



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<p>Reading - comprehension</p>	<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> • Recommend books that they have read to their peers, giving reasons for their choices • Identify and discuss themes and conventions in and across a wide range of writing • Learn a wider range of poetry by heart <p><i>Understand what they read by:</i></p> <ul style="list-style-type: none"> • 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 • Predicting what might happen from details stated and implied • 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 	<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> • Recommend books that they have read to their peers, giving reasons for their choices • Identify and discuss themes and conventions in and across a wide range of writing • Learn a wider range of poetry by heart • Prepare 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 <p><i>Understand what they read by:</i></p> <ul style="list-style-type: none"> • 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 • 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 	<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> • Recommend books that they have read to their peers, giving reasons for their choices • Identify and discuss themes and conventions in and across a wide range of writing • Make comparisons within and across books • Learn a wider range of poetry by heart • Prepare 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 • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predict what might happen from details stated and implied • Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identify 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
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	<p>can read for themselves, building on their own and others' ideas and challenging views courteously</p> <ul style="list-style-type: none"> • Provide reasoned justifications for their views. 	<p>and opinion</p> <ul style="list-style-type: none"> • 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 	<p>and opinion</p> <ul style="list-style-type: none"> • 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.
Transcription	<p>Spelling (see English Appendix 1) <i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> • Use further prefixes and suffixes and understand the guidance for adding them • 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 	<p>Spelling (see English Appendix 1) <i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> • Use further prefixes and suffixes and understand the guidance for adding them • 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 	<p>Spelling (see English Appendix 1) <i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> • Use further prefixes and suffixes and understand the guidance for adding them • 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



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	<p>to be learnt specifically, as listed in English Appendix 1</p> <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 • Use a thesaurus. 	<p>be learnt specifically, as listed in English Appendix 1</p> <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 • Use a thesaurus. 	<p>be learnt specifically, as listed in English Appendix 1</p> <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 • Use a thesaurus.
Handwriting	<p><i>Pupils should be taught to:</i> Write legibly, fluently and increasing speed by:</p> <ul style="list-style-type: none"> • 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 to the task. 		

Theme dependent:

Reading - comprehension

develop positive attitudes to reading and understanding of what they read by:

- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- understand what they read, in books they can read independently, by:
- retrieve and record information from non-fiction

Composition

Draft and write by:

- in non-narrative material, using simple organisational devices (for example, headings and sub-headings)