

## Eltham C of E Primary School

### Year 2 Literacy Long Term Planning 2021.

- This long term planning grid ensures coverage of the National Curriculum.
- The document should be used alongside the National Curriculum and Spelling overview to produce weekly English writing and Guided Reading plans.
- The whole text specified should be used as part of the teaching sequence for writing. Activities should be linked to it where possible but the focus should always be on what is going to provide the best stimulus for the children and get the best writing from them.
- Each whole text should be covered over the half term and writing outcomes over a 1-2 week teaching sequence.
- Where possible punctuation and grammar activities should be taught within the units and have been plotted where they best fit with the text type that is being covered.
- Carousel and Whole Class Guided Reading time should be used to specifically teach the Skills of DERIC and planning should have a clear focus that reflects these skills.
- Spellings are planned in line with Phase 5 and Phase 6 in Year 1 and 2 and from Years 3-6 Teachers follow the 'Twinkl' spelling programme that covers the statutory requirements of the NC as well as supplementing with words from the statutory words lists for Years 3 and 4 and 5 and 6 (see separate overview).

Year group: 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Writing</b>						
<b>Whole text</b>	<b>Tiger Skin Rug</b> (India) No Dinner	<b>The Emperor's Egg</b>	<b>Lila and the Secret of Rain</b> (African stories) New: New: African Tails (African Animals) We're going on a Lion Hunt by David Axtell Meerkat Mail by Emily Gravett		<b>Traction Man</b> (Adventure)	<b>The Lighthouse Keeper's Lunch</b>
<b>Writing outcomes</b>	<ul style="list-style-type: none"> <li><b>Narrative:</b> 1<sup>st</sup> person retelling of story in role as tiger</li> <li><b>Narrative:</b> Alternative Traditional Tale</li> <li><b>Non Chronological Report:</b> Tiger</li> </ul>	<ul style="list-style-type: none"> <li><b>Narrative:</b> setting description-Antarctic</li> <li><b>Literary Recount:</b> diary in role as Daddy emperor penguin</li> <li><b>Persuasion:</b> travel brochure/leaflet</li> </ul>	<ul style="list-style-type: none"> <li><b>Persuasion:</b> Letter to the cloud</li> <li><b>Information Report-</b>African Safari guide</li> <li><b>Personal Recount:</b> trip to museum</li> <li><b>Narrative:</b> 3<sup>rd</sup> person retelling of 'Lila and the Secret of Rain'</li> <li><b>Imaginative Recount:</b> postcard home from Kenya in role as Barnaby Bear</li> <li><b>Letters</b></li> <li><b>Reporting news</b></li> <li>Poetry: performance, nonsense, alphabet.</li> </ul>		<ul style="list-style-type: none"> <li><b>Non-Chronological Report-</b> a toy through the ages.</li> <li><b>Whole Narrative:</b> Adventure/action story</li> </ul>	<ul style="list-style-type: none"> <li><b>Instructions:</b> Recipe</li> <li><b>Literary Recount:</b> Diary</li> <li><b>Narrative:</b> alternative ending</li> </ul>
<b>Composition</b>	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 Grouping ideas so a narrative has a clear	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 Extend the range of sentences using co-	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 Grouping ideas so a narrative has a clear beginning, middle and ending. Extend the range of sentences using co-ordinating or sub-ordinating conjunctions. (E.g Lila was devastated because even her saddest story didn't make the sky cry )		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 Introducing paragraphs to organise ideas using	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 Grouping ideas so a narrative has a clear

	beginning, middle and ending.  Introducing paragraphs to organise ideas using headings and sub-headings.	ordinating or subordinating conjunctions. (E.g Incredibly, Antarctica is actually a desert because it has very little rainfall.)		headings and sub-headings.  Grouping ideas so a narrative has a clear beginning, middle and ending.	beginning, middle and ending.
<b>Punctuation Grammatical Terminology</b>  <i>Words in bold are those that need to be taught and learnt.</i>	Use <b>capital letters</b> for people, places, days of the week and for the personal pronoun 'I.'  Use both familiar and new punctuation correctly including <b>commas in a list</b> to separate items.  Joining words and joining clauses using ' <b>and</b> .'  Use <b>expanded noun phrases</b> to describe and specify. (E.g The ferocious, unruly tiger climbed on the table.)	Use <b>co-ordinating conjunctions</b> or, and, or, but  Use <b>sub-ordinating conjunctions</b> when, if, that, because.  Recognize how grammatical patterns in a sentence indicate its function as a <b>question</b> .  Recognize how grammatical patterns in a sentence indicate its function as a <b>command</b> .  Use of -ly in Standard English to turn adjectives into adverbs.	Use <b>apostrophes</b> to mark where letters are missing in spelling and to mark singular possession in nouns (E.g the girl's name.)  Recognize how grammatical patterns in a sentence indicate its function as an <b>exclamation</b> .  Recognize how grammatical patterns in a sentence indicate its function as a <b>statement</b> .  Use the present and past tenses correctly and consistently including the progressive form.	Use the correct choice and consistent use of <b>present and past</b> tense throughout writing.  Formation of nouns using suffixes such as -ness, -er and by compounding.  Formation of adjectives using <b>suffixes</b> such as -ful and -less.	Revision of SPAG for SATS
<b>Evaluate and Edit</b>	.To make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> <li>- Evaluating their writing with the teacher and other pupils</li> <li>- 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</li> <li>- Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly and KS1 spellings and HFW]</li> <li>- Reading aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul>				
<b>Presentation/ Handwriting</b>	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.				

<b>Spelling</b>	<p>Segment spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>Learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</p> <p>Learn to spell common exception words</p> <p>Learn to spell more words with contracted forms</p> <p>Learn the possessive apostrophe (singular) [for example, the girl's book]</p> <p>Distinguish between homophones and near-homophones</p> <p>Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p> <p>Apply spelling rules and guidance, as listed in <a href="#">English Appendix 1</a></p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>
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Reading					
<b>Carousel/Whole Class Guided Reading</b>  <i>The teaching of DERIC skills through the Whole texts/text extracts</i>	<b>D:</b> Decoding words <b>E:</b> Explaining new vocabulary (discussing vocabulary in context and discussing understanding of whole texts) <b>R:</b> Retrieving information (Understand, sequence, summarise, retrieve and record information from texts, including nonfiction and dictionaries). <b>I:</b> Interpreting information (Draw inferences from texts, explain word meanings, predict information, events or ideas from text, justifying with evidence). <b>C:</b> Choice (Explain and comment on the writers' use of language, structure and presentation and the overall impact on the reader-thinking about the choices made).				
	Carousel	Carousel	Whole Class Guided Reading	Whole Class Guided Reading /SATS REVISION	SATS REVISION
<b>National Curriculum statements.</b>	<p><b>Decoding (word reading)</b></p> <p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent            Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes            Read accurately words of two or more syllables that contain the same graphemes as above            Read words containing common suffixes            Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word            Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered            Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation            Re-read these books to build up their fluency and confidence in word reading.</p> <p><b>Attitudes to reading</b></p> <p>Listen to listening to, discuss and express 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.            Discuss the sequence of events in books and how items of information are related. <b>(R)</b>            Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.            Be introduced to non-fiction books that are structured in different ways.            Recognize simple recurring literary language in stories and poetry.            Discuss and clarify the meanings of words, linking new meanings to known vocabulary. <b>(E)</b>            Discuss their favourite words and phrases <b>(C)</b>            Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p> <p><b>Understanding reading</b></p> <p>Draw on what they already know or on background information and vocabulary provided by the teacher. <b>(R)</b>            Check that the text makes sense to them as they read and correcting inaccurate reading. <b>(D)</b>            Make inferences on the basis of what is being said and done. <b>(I)</b>            Answering and asking questions. <b>(R)</b>            Predict what might happen on the basis of what has been read so far. <b>(I)</b>            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. <b>(E)</b></p>				
<b>Spoken Language/</b>	Ask relevant questions to extend their understanding and knowledge. Use relevant strategies to build their vocabulary. Select and use appropriate register for effective communication.				

<b>Inc. Word aware techniques</b>	Use spoken language to imagine and explore ideas. Consider and evaluate different viewpoints. Use spoken language to develop spoken language through speculation and exploring ideas.
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## Eltham C of E Primary School

### Year 3 Literacy Long Term Planning 2021

- This long term planning grid ensures coverage of the National Curriculum.
- The document should be used alongside the National Curriculum and Spelling overview to produce weekly English writing and Guided Reading plans.
- The whole text specified should be used as part of the teaching sequence for writing. Activities should be linked to it where possible but the focus should always be on what is going to provide the best stimulus for the children and get the best writing from them.
- Each whole text(s) should be covered over the half term and writing outcomes over a 1-2 week teaching sequence.
- Where possible punctuation and grammar activities should be taught within the units and have been plotted where they best fit with the text type that is being covered.
- Carousel and Whole Class Guided Reading time should be used to specifically teach the Skills of DERIC and planning should have a clear focus that reflects these skills.
- Spellings are planned in line with Phase 5 and Phase 6 in Year 1 and 2 and from Years 3-6 Teachers follow the 'Twinkl' spelling programme that covers the statutory requirements of the NC as well as supplementing with words from the statutory words lists for Years 3 and 4 and 5 and 6 (see separate overview).

Year group: 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Writing</b>						
<b>Whole text</b>	<b>The Great Kapok Tree</b>	<b>Charlie and the Chocolate Factory</b>	<b>Carpet of Dreams (Traditional Tale from Arabia)</b>  <b>NEW: Cinderella of the Nile By Beverley Naidoo</b>		<b>Benjamin Zephaniah Biography/Performance Poetry</b>  <b>(Author Focus)</b>	<b>Stone Age Boy</b>
<b>Writing outcomes</b>	<ul style="list-style-type: none"> <li><b>Narrative:</b> setting description-Rainforest</li> <li><b>Non Chronological Report:</b> rainforest</li> </ul>	<ul style="list-style-type: none"> <li><b>Literary Recount:</b> diary entry in role as Charlie</li> <li><b>Narrative:</b> character description-Willy Wonka</li> </ul>	<ul style="list-style-type: none"> <li><b>Literary recount:</b> diary entry</li> <li><b>Narrative:</b> setting description</li> </ul> <b>Cinderella of the Nile:</b> <ul style="list-style-type: none"> <li><b>Newspaper:</b> Short news report,</li> <li><b>Narrative:</b> character description, advert,</li> <li><b>Narrative:</b> own version of traditional tale</li> </ul>		<b>Poetry: performance poetry</b> <ul style="list-style-type: none"> <li>Personal Recount: from perspective of Benjamin Zephaniah</li> </ul>	<b>Diary Entry:</b> Diary entry written as the boy from the text Stone Age Boy. <b>Narrative:</b> Stone Age Boy. Continuation of the Story form Om's perspective
<b>Composition</b>	Plan 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. Use heading and subheadings to aid presentation. Compose and rehearse sentences orally. Extend the range of sentences with more than one clause by using a wider range of conjunctions (conjunctions between the clauses) e.g. I am happy when eating chocolate.	Plan 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. Compose and rehearse sentences orally. Extend the range of sentences with more than one clause by using a wider range of conjunctions (conjunctions between the clauses) e.g. I am happy when eating chocolate.	Plan 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. Discuss and record ideas. Extend the range of sentences with more than one clause by using a wider range of conjunctions (conjunctions between the clauses) e.g. I am happy when eating chocolate. Introduce paragraphs as a way to group related material. In narrative create vivid settings.		Plan 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. Discuss and record ideas. To compose and rehearse sentences orally with an increasing range of sentence structures. Extend the range of sentences with more than one clause by using a wider range of conjunctions (conjunctions between the clauses) e.g. I am happy when eating chocolate.	Plan 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. Introduce paragraphs as a way to group related material. To compose and rehearse sentences orally with an increasing range of sentence structures. Extend the range of sentences with more than one clause by using a wider range of



	Introduce paragraphs as a way to group related material. In narrative create vivid settings.	Introduce paragraphs as a way to group related material.		Introduce paragraphs as a way to group related material.	conjunctions (conjunctions between the clauses) e.g. I am happy when eating chocolate.
<p><b>Punctuation Grammatical Terminology</b></p> <p><i>Words in bold are those that need to be taught and learnt.</i></p>	<p>Use the present perfect form of verbs in contrast to the past tense.</p> <p>Use <b>word families</b> to help with spelling patterns.</p> <p>Use fronted adverbials.</p> <p>Use commas after fronted adverbials.</p> <p>Extend the range of sentences with more than one clause by using a wider range of <b>conjunctions</b>, including when, if, because, although.</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p>	<p>Extend the range of sentences with more than one clause by using a wider range of <b>conjunctions</b>, including when, if, because, although.</p> <p>Indicate possession by using the possessive apostrophe with plural nouns.</p> <p>Use the <b>present perfect</b> form of verbs in contrast to the past tense.</p> <p>Use and understand <b>consonant, consonant vowel letter</b> and <b>vowel letter</b>.</p> <p>Use <b>conjunctions, adverbs</b> and <b>prepositions</b> to express time and cause</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p>	<p>Extend the range of sentences with more than one clause by using a wider range of <b>conjunctions</b>, including when, if, because, although.</p> <p>Use <b>word families</b> to help with spelling patterns.</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Use and understand <b>consonant, consonant vowel letter</b> and <b>vowel letter</b>.</p> <p>Use and punctuate <b>direct speech</b> using <b>inverted commas (or speech marks)</b>.</p> <p>Use <b>conjunctions, adverbs</b> and <b>prepositions</b> to express time and cause</p>	<p>Use and punctuate <b>direct speech</b> using <b>inverted commas (or speech marks)</b>.</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Use <b>word families</b> to help with spelling patterns.</p> <p>Extend the range of sentences with more than one clause by using a wider range of <b>conjunctions</b>, including when, if, because, although.</p>	<p>Extend the range of sentences with more than one <b>clause</b> by using a wider range of conjunctions, including when, if, because, although.</p> <p>Indicate possession by using the <b>possessive apostrophe</b> with plural nouns.</p> <p>Use and punctuate <b>direct speech</b> using <b>inverted commas (or speech marks)</b>.</p> <p>Use present perfect form of verbs instead of the simple past.</p> <p>Use and punctuate <b>direct speech</b> using <b>inverted commas (or speech marks)</b>.</p>

<b>Evaluate and Edit</b>	<ul style="list-style-type: none"> <li>• Respond to teacher's identified improvements and redraft accordingly.</li> <li>• Proof read for spelling errors (focus on KS1 words, wordlists and patterns that have been taught).</li> <li>• Proof read for sentence level punctuation.</li> <li>• assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>• proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>• proof-read for spelling and punctuation errors</li> <li>• 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.</li> </ul>
<b>Presentation/ Handwriting</b>	<p>Ensure the down strokes to letters are parallel and equidistant.          Space lines of writing so ascenders and descenders of letters do not touch.          Use the diagonal and horizontal strokes that are needed to join letters.          Understand which letters, when adjacent to each other, are best left un-joined.          Increase the legibility and consistency and quality of their handwriting.</p>
<b>Spelling</b>	<ul style="list-style-type: none"> <li>▪ use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> <li>▪ spell further homophones</li> <li>▪ spell words that are often misspelt (English Appendix 1)</li> <li>▪ place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>▪ use the first two or three letters of a word to check its spelling in a dictionary</li> <li>▪ write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>

Reading						
<b>Whole Class Guided Reading Texts</b>  <i>The teaching of DERIC skills through Whole texts/text extracts</i>	<b>D:</b> Decoding words <b>E:</b> Explaining new vocabulary (discussing vocabulary in context and discussing understanding of whole texts) <b>R:</b> Retrieving information (Understand, sequence, summarise, retrieve and record information from texts, including nonfiction and dictionaries). <b>I:</b> Interpreting information (Draw inferences from texts, explain word meanings, predict information, events or ideas from text, justifying with evidence). <b>C:</b> Choice (Explain and comment on the writers' use of language, structure and presentation and the overall impact on the reader-thinking about the choices made).					
	Whole Class Guided Reading	Whole Class Guided Reading  Whole Text	Whole Class Guided Reading	Whole Class Guided Reading	Whole Class Guided Reading  Whole Text	Whole Class Guided Reading
National Curriculum statements.	<b>Decoding (word reading)</b> Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, 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.  <b>Attitudes to reading</b> 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 <b>(E)</b> Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally 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 <b>(E) (C)</b> Recognising some different forms of poetry [for example, free verse, narrative poetry]  <b>Understanding reading</b> Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context <b>(E)</b> Asking questions to improve their understanding of a text <b>(R)</b> Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence <b>(I)</b> Predicting what might happen from details stated and implied <b>(I)</b> Identifying main ideas drawn from more than one paragraph and summarising these <b>(R)</b> Identifying how language, structure, and presentation contribute to meaning <b>(E)</b> Retrieve and record information from non-fiction <b>(R)</b> 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.					
<b>Spoken Language/ Inc. Word aware techniques</b>	Ask relevant questions to extend their understanding and knowledge. Use relevant strategies to build their vocabulary. Select and use appropriate register for effective communication. Give well-structured explanations for different purposes. Use spoken language to imagine and explore ideas. Consider and evaluate different viewpoints. Articulate arguments and opinions. Use spoken language to develop spoken language through speculation and exploring ideas.					

Participate in debate.
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## Eltham C of E Primary School

### Year 4 Literacy Long Term Planning 2021.

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- Each whole text should be covered over the half term and writing outcomes over a 1-2 week teaching sequence.
- Where possible punctuation and grammar activities should be taught within the units and have been plotted where they best fit with the text type that is being covered.
- Carousel and Whole Class Guided Reading time should be used to specifically teach the Skills of DERIC and planning should have a clear focus that reflects these skills.
- Spellings are planned in line with Phase 5 and Phase 6 in Year 1 and 2 and from Years 3-6 Teachers follow the 'Twinkl' spelling programme that covers the statutory requirements of the NC as well as supplementing with words from the statutory words lists for Years 3 and 4 and 5 and 6 (see separate overview).

Year group: 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Writing</b>						
<b>Whole text</b>	<b>Escape From Pompeii</b>  (historical)	<b>Ice Palace</b>  (fantasy/adventure)  <b>Shackleton's Adventure</b>	<b>The Boy at the back of the Class</b>  (Refugee)  <b>Beowulf</b>  (legend/epic narrative poem)  <b>New: The Frost, the Sun and the Wind Russian Folk Tale</b>		<b>Krindlekrax</b>	<b>NEW: Hidden figures</b>  (African American/women)
<b>Writing outcomes</b>	<ul style="list-style-type: none"> <li>• <b>Non Chronological Report:</b> Volcanoes</li> <li>• <b>Persuasion:</b> advert to buy a house near a volcano</li> <li>• <b>Narrative:</b> setting description of the eruption of Vesuvius</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Literary Recount-</b> informal Letter</li> <li>• <b>Information: Multi Modal text:</b> Survival guide-report/instructions/explanation</li> <li>• <b>Narrative:</b> dialogue</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Literary Recount:</b> Journal</li> <li>• <b>Newspaper</b> article</li> <li>• <b>Narrative:</b> Character description</li> <li>• <b>Letter of advice,</b></li> <li>• <b>Narrative:</b> Action scenes</li> <li>• <b>Personal Recount:</b> Obituary</li> <li>• <b>Narrative:</b> Setting description that uses personification</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Literary recount:</b> diary</li> <li>• <b>Non-chronological Report:</b> Bullying</li> <li>• <b>Narrative:</b> setting description that uses possessive apostrophes</li> <li>• <b>Narrative:</b> dialogue</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Persuasion: Formal</b> persuasive letter</li> <li>• <b>Personal Recount:</b> Biography</li> </ul>
<b>Composition</b>	Plan 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. To compose and rehearse sentences orally with an increasing range of sentence structures. To use simple organisational devices e.g. headings, subheadings, diagrams, labels and captions, maps, flowcharts.	Plan 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. Use paragraphs to organise ideas around a theme. Discuss and record ideas. To use simple organisational devices e.g. headings, subheadings, diagrams, labels and captions, maps, flowcharts. In narratives create interesting characters.	Plan 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. Discuss and record ideas. To compose and rehearse sentences orally with an increasing range of sentence structures. In narratives, creating settings, characters and plot. To use simple organisational devices e.g. headings, subheadings, diagrams, labels and captions, maps, flowcharts. Use paragraphs to organise ideas around a theme.		Plan 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. Use paragraphs to organise ideas around a theme. In narratives, creating settings, characters and plot.	Plan 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. Discuss and record ideas. In narratives create interesting settings, characters and plot. To use simple organisational devices e.g. headings, subheadings, diagrams, labels and captions, maps, flowcharts.

	In narratives, creating settings, characters and plot.				
<p><b>Punctuation Grammatical Terminology</b></p> <p><i>Words in bold are those that need to be taught and learnt.</i></p>	<p>Use <b>fronted adverbials</b>.</p> <p>Use commas after <b>fronted adverbials</b>.</p> <p>Understand and use the word <b>determiner</b>.</p> <p>Choose <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid <b>cohesion</b> and avoid repetition.</p> <p>Introduce types of pronouns and focus on <b>possessive pronouns</b>.</p> <p>Use conjunctions, adverbs and prepositions to express time and cause.</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p>	<p>Use inverted commas and other <b>punctuation</b> to indicate <b>direct speech</b>.</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>Use the present perfect form of verbs in contrast to the past tense</p>	<p>Use <b>fronted adverbials</b>.</p> <p>Use commas after <b>fronted adverbials</b>.</p> <p>Use conjunctions, adverbs and prepositions to express time and cause</p> <p>Choose <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid <b>cohesion</b> and avoid repetition. Use letters where they can include the first and second person.</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p>	<p>Use inverted commas and other <b>punctuation</b> to indicate <b>direct speech</b>.</p> <p>Use conjunctions, adverbs and prepositions to express time and cause</p> <p>Indicate possession by using the possessive apostrophe with plural nouns</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p>	<p>Use <b>fronted adverbials</b>.</p> <p>Use commas after <b>fronted adverbials</b>.</p> <p>Use conjunctions, adverbs and prepositions to express time and cause</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p>
<b>Evaluate and Edit</b>	Respond to the teacher's identified improvements and redraft accordingly. Evaluate and edit by:				

	<ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>• proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>• proof-read for spelling and punctuation errors</li> <li>• 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.</li> </ul>
<b>Presentation/ Handwriting</b>	<p>Ensure the down strokes to letters are parallel and equidistant.            Space lines of writing so ascenders and descenders of letters do not touch.            Use the diagonal and horizontal strokes that are needed to join letters.            Understand which letters, when adjacent to each other, are best left un-joined.            Increase the legibility and consistency and quality of their handwriting.</p>
<b>Spelling</b>	<ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> <li>• spell further homophones</li> <li>• spell words that are often misspelt (English Appendix 1)</li> <li>• place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>• use the first two or three letters of a word to check its spelling in a dictionary</li> <li>• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>



Reading						
<p><b>Whole Class Guided Reading Texts</b></p> <p><i>The teaching of DERIC skills through Whole texts/text extracts</i></p>	<p><b>D:</b> Decoding words  <b>E:</b> Explaining new vocabulary (discussing vocabulary in context and discussing understanding of whole texts)  <b>R:</b> Retrieving information (Understand, sequence, summarise, retrieve and record information from texts, including nonfiction and dictionaries).  <b>I:</b> Interpreting information (Draw inferences from texts, explain word meanings, predict information, events or ideas from text, justifying with evidence).  <b>C:</b> Choice (Explain and comment on the writers' use of language, structure and presentation and the overall impact on the reader-thinking about the choices made).</p>					
	Whole Class Guided Reading	Whole Class Guided Reading	Whole Class Guided Reading	Whole Class Guided Reading	Whole Class Guided Reading	Whole Class Guided Reading
	Whole Text: Mr Stink by David Walliams			Whole Text: Nowhere Emporium by Ross Mackenzie		
National Curriculum statements.	<p><b>Decoding (word reading)</b>            Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, 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> <p><b>Attitudes to reading</b>            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 <b>(E)</b>            Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally            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 <b>(E) (C)</b>            Recognising some different forms of poetry [for example, free verse, narrative poetry]</p> <p><b>Understanding reading</b>            Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context <b>(E)</b>            Asking questions to improve their understanding of a text <b>(R)</b>            Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence <b>(I)</b>            Predicting what might happen from details stated and implied <b>(I)</b>            Identifying main ideas drawn from more than one paragraph and summarising these <b>(R)</b>            Identifying how language, structure, and presentation contribute to meaning <b>(E)</b>            Retrieve and record information from non-fiction <b>(R)</b>            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>					
Spoken Language/ Inc. Word aware techniques	<p>Ask relevant questions to extend their understanding and knowledge.            Use relevant strategies to build their vocabulary.            Select and use appropriate register for effective communication.            Give well-structured explanations for different purposes.            Use spoken language to imagine and explore ideas.            Consider and evaluate different viewpoints.</p>					

	<p>Articulate arguments and opinions. Use spoken language to develop spoken language through speculation and exploring ideas. Participate in debate.</p>
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**Eltham C of E Primary School**  
**Year 5 Literacy Long Term Planning 2021.**

- This long term planning grid ensures coverage of the National Curriculum.
- The document should be used alongside the National Curriculum and Spelling overview to produce weekly English writing and Guided Reading plans.
- The whole text specified should be used as part of the teaching sequence for writing. Activities should be linked to it where possible but the focus should always be on what is going to provide the best stimulus for the children and get the best writing from them.
- Each whole text(s) should be covered over the half term and writing outcomes over a 1-2 week teaching sequence.
- Where possible punctuation and grammar activities should be taught within the units and have been plotted where they best fit with the text type that is being covered.
- Carousel and Whole Class Guided Reading time should be used to specifically teach the Skills of DERIC and planning should have a clear focus that reflects these skills.
- Spellings are planned in line with Phase 5 and Phase 6 in Year 1 and 2 and from Years 3-6 Teachers follow the 'Twinkl' spelling programme that covers the statutory requirements of the NC as well as supplementing with words from the statutory words lists for Years 3 and 4 and 5 and 6 (see separate overview).

Year group: 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing						
Whole text	<b>Kensuke's Kingdom</b> <b>(adventure)</b>	<b>Oliver Twist</b> <b>(classic fiction)</b>	<b>Odysseus</b> <b>(Myth)</b>	<b>Wonder</b> <b>(modern fiction/issue)</b>	<b>There's a Boy in the Girl's Bathroom</b>	<b>Ada's Violin</b> <b>(cultural/biographical)</b>
Writing outcomes	<ul style="list-style-type: none"> <li>• <b>Narrative:</b> Informal letter to friend</li> <li>• <b>Balanced Argument:</b> should the family sail around the world?</li> <li>• <b>Narrative:</b> setting description of island</li> <li>• <b>Biography:</b> Kensuke</li> <li>• <b>Poetry:</b> Kennings</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Narrative:</b> escape action writing</li> <li>• <b>Narrative:</b> character description-Fagin</li> <li>• <b>Newspaper Recount:</b> formal Newspaper report on the Death of Nancy</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Non chronological report:</b> Greek Monster</li> <li>• <b>Narrative:</b> setting description-Land of the Dead</li> <li>• <b>Persuasion:</b> letter</li> <li>• <b>Information:</b> Disability text</li> <li>• <b>Narrative:</b> action/fight scene</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Literary Recount:</b> Emails-writing in role</li> <li>• <b>Balanced argument:</b> should Jeff be Bradley's friend?</li> <li>• <b>Narrative:</b> combining action description dialogue</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Whole Narrative-</b> Box of Surprises.</li> <li>• <b>Factual recount:</b> magazine article on conditions for children</li> <li>• <b>Reporter</b></li> </ul>	
Composition	<p>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>Consider how authors have developed characters and settings. To describe settings, characters and integrate dialogue to convey the character and the action.</p> <p>Use further organisational and presentation devices to structure the text and guide the reader.</p>	<p>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>To use a wide range of devices to build cohesion within and across paragraphs</p>	<p>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>Use further organisational and presentation devices to structure the text and guide the reader.</p>	<p>Use further organisational and presentation devices to structure the text and guide the reader.</p> <p>To use a wide range of devices to build cohesion within and across paragraphs</p> <p>To precise longer passages.</p>	<p>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>To describe settings, characters and integrate dialogue to convey the character and the action</p> <p>Consider how authors have developed characters and settings.</p>	<p>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>Consider how authors have developed characters and settings. To describe settings, characters and integrate dialogue to convey the character and the action.</p>

<p><b>Punctuation Grammatical Terminology</b></p> <p><i>Words in bold are those that need to be taught and learnt.</i></p>	<p>Use <b>commas</b> to clarify meaning or avoid <b>ambiguity</b>. Use the perfect form of word to mark relationships to time and cause. Use <b>relative clauses</b> beginning with who, which, where, when, whose that or an omitted <b>relative pronoun</b>. Use of <b>modal</b> verbs in their writing e.g. would, should, could, may, might, must. Use expanded noun phrases to convey complicated information concisely.</p>	<p>Use of <b>brackets</b>, dashes or commas to indicate <b>parenthesis</b>. To recognise vocabulary and structures that are appropriate for formal speech. To use passive verbs to affect the presentation of information in a sentence.</p>	<p>Use expanded noun phrases to convey complicated information concisely. Use <b>commas</b> to clarify meaning or avoid <b>ambiguity</b>. To use semi-colons to join to independent clauses</p>	<p>To use passive verbs to affect the presentation of information in a sentence. Use <b>relative clauses</b> beginning with who, which, where, when, whose that or an omitted <b>relative pronoun</b>. Use of <b>modal</b> verbs in their writing e.g. would, should, could, may, might, must.</p>	<p>Use of <b>modal</b> verbs in their writing e.g. would, should, could, may, might, must. Use of <b>brackets</b>, dashes or commas to indicate <b>parenthesis</b>. Use expanded noun phrases to convey complicated information concisely. To use semi-colons to join to independent clauses</p>	<p>Use <b>relative clauses</b> beginning with who, which, where, when, whose that or an omitted <b>relative pronoun</b>. Use expanded noun phrases to convey complicated information concisely. Use <b>commas</b> to clarify meaning or avoid <b>ambiguity</b> Use of <b>brackets</b>, dashes or commas to indicate <b>parenthesis</b>.</p>
<p><b>Evaluate and Edit</b></p>	<p>Assess the effectiveness of their own and others' writing Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensure the consistent and correct use of tense throughout a piece of writing Ensure 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.</p>					
<p><b>Presentation/ Handwriting</b></p>	<p>Write legibly, fluently and with increasing speed. Choose which shape of letter when given choices. Decide whether or not to join specific letters. Choose the writing implement that is best suited for a task.</p>					
<p><b>Spelling</b></p>	<p>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 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>					

Reading						
<b>Whole Class Guided Reading Texts</b>  <i>The teaching of DERIC skills through the Whole texts/text extracts</i>	<b>D:</b> Decoding words <b>E:</b> Explaining new vocabulary (Discussing vocabulary in context and discussing understanding of whole texts) <b>R:</b> Retrieving information (Understand, sequence, summarise, retrieve and record information from texts, including nonfiction and dictionaries). <b>I:</b> Interpreting information (Draw inferences from texts, explain word meanings, predict information, events or ideas from text, justifying with evidence). <b>C:</b> Choice (Explain and comment on the writers' use of language, structure and presentation and the overall impact on the reader-thinking about the choices made).					
	Whole Class Guided Reading	Whole Class Guided Reading  Whole Text	Whole Class Guided Reading	Whole Class Guided Reading	Whole Class Guided Reading  Whole Text	Whole Class Guided Reading
National Curriculum statements.	<p><b>Decoding (word reading)</b>          Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that they meet.</p> <p><b>Attitudes to reading</b>          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          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 <b>(R)</b>          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</p> <p><b>Understanding Reading</b>          Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context <b>(E)</b>          Asking questions to improve their understanding <b>(R)</b>          Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence <b>(I)</b>          Predicting what might happen from details stated and implied <b>(I)</b>          Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas <b>(R)</b>          Identifying how language, structure and presentation contribute to meaning <b>(C)</b>          Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader <b>(C)</b>          Distinguish between statements of fact and opinion <b>(R)</b>          Retrieve, record and present information from non-fiction <b>(R)</b>          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 understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes <b>(E)</b>          Provide reasoned justifications for their views <b>(I)</b></p>					
<b>Spoken Language/ Inc. Word aware techniques</b>	Ask relevant questions to extend their knowledge and understanding. Use spoken language to develop understanding through speculating and hypothesising. Select and use appropriateness registers for effective communication. Give well-structured explanations for different purposes. Consider and evaluate different viewpoints, attending to and building on the contribution of others.					

	Articulate and justify answers, arguments and opinions Use relevant strategies to build their vocabulary. Speak audibly and fluently using an increasing command of the English language
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## Eltham C of E Primary School

### Year 6 Literacy Long Term Planning 2021.

- This long term planning grid ensures coverage of the National Curriculum.
- The document should be used alongside the National Curriculum and Spelling overview to produce weekly English writing and Guided Reading plans.
- The whole text specified should be used as part of the teaching sequence for writing. Activities should be linked to it where possible but the focus should always be on what is going to provide the best stimulus for the children and get the best writing from them.
- Each whole text(s) should be covered over the half term and writing outcomes over a 1-2 week teaching sequence.
- Where possible punctuation and grammar activities should be taught within the units and have been plotted where they best fit with the text type that is being covered.
- Carousel and Whole Class Guided Reading time should be used to specifically teach the Skills of DERIC and planning should have a clear focus that reflects these skills.
- Spellings are planned in line with Phase 5 and Phase 6 in Year 1 and 2 and from Years 3-6 Teachers follow the 'Twinkl' spelling programme that covers the statutory requirements of the NC as well as supplementing with words from the statutory words lists for Years 3 and 4 and 5 and 6 (see separate overview).



Year group: 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing						
Whole text	<p><b>NEW: Rose Blanche</b></p> <p><b>NEW: Suffragette: The Battle for Equality, by David Roberts</b></p> <p>The Piano (animation)</p>	<p><b>Rooftoppers</b></p> <p>(historical/adventure)</p>	<p><b>Skellig</b></p> <p>(fantasy)</p>		<p><b>The Landlady</b></p> <p>(suspense thriller)</p>	<p><b>Macbeth</b></p> <p>(play-literary heritage)</p>
Writing outcomes	<ul style="list-style-type: none"> <li>• <b>Personal recount: diary</b></li> <li>• <b>Letters of complaint</b></li> <li>• <b>Journalistic writing</b></li> <li>• <b>Formal letters</b></li> <li>• <b>Balanced arguments,</b></li> <li>• <b>Speeches</b></li> <li>• <b>Persuasion: campaign</b></li> <li>• <b>Flashback narrative: based on the Piano</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Narrative:</b> setting description-London from the Rooftops</li> <li>• <b>Literary Recount:</b> Contrasting diary entries</li> <li>• <b>Poetry:</b> Poetry Research a particular poet. Personal responses to poetry. Recite familiar poems by heart. Write poems.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Narrative:</b> Tension opening</li> <li>• <b>Narrative:</b> Split narrative</li> <li>• <b>Information:</b> Formal/informal internet safety leaflet</li> <li>• <b>Balanced argument:</b> home school vs regular school</li> <li>• <b>Newspaper Recount:</b> sighting of Skellig</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Literary recount:</b> letter that uses foreshadowing</li> <li>• <b>Whole Narrative:</b> <i>alternative ending</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Persuasion:</b> letter in role as Lady Macbeth</li> <li>• <b>Poetry based on Macbeth.</b></li> <li>• <b>TV News Report:</b> Script</li> </ul>
Composition	<p>To identify the audience and purpose of writing.</p> <p>To consider how authors have created characters and settings.</p> <p>To select appropriate grammar and vocabulary understanding how such choices can change and enhance meaning (<i>writing with the reader in mind</i>).</p> <p>To note and develop initial ideas drawing on reading and research.</p> <p>To use a wide range of devices to build cohesion across paragraphs.</p> <p>To use organisation devices to structure texts</p>	<p>To identify the audience and purpose of writing.</p> <p>To consider how authors have created characters and settings.</p> <p>Distinguish between the language of speech and writing and choose the appropriate register.</p> <p>To select appropriate grammar and vocabulary understanding how such choices can change and enhance meaning (<i>writing with the reader in mind</i>).</p> <p>To use a wide range of devices to build cohesion across paragraphs.</p>	<p>To identify the audience and purpose of writing.</p> <p>To consider how authors have created characters and settings.</p> <p>To note and develop initial ideas drawing on reading and research.</p> <p>To préise a longer passage.</p> <p>To use organisation devices to structure texts and guide the reader e.g. bullet points.</p> <p>To select appropriate grammar and vocabulary understanding how such choices can change and enhance meaning (<i>writing with the reader in mind</i>).</p> <p>To use a wide range of devices to build cohesion across paragraphs.</p>		<p>To identify the audience and purpose of writing.</p> <p>To select appropriate grammar and vocabulary understanding how such choices can change and enhance meaning (<i>writing with the reader in mind</i>).</p> <p>Distinguish between the language of speech and writing and choose the appropriate register.</p> <p>To identify the audience and purpose of writing.</p> <p>To use a wide range of devices to build cohesion across paragraphs.</p>	<p>To identify the audience and purpose of writing.</p> <p>To perform their own composition using appropriate intonation, volume and movement so that meaning is clear.</p> <p>To use a wide range of devices to build cohesion across paragraphs.</p> <p>Distinguish between the language of speech and writing and choose the appropriate register.</p>

	and guide the reader e.g. bullet points.				
<p><b>Punctuation Grammatical Terminology</b></p> <p><i>Words in bold are those that need to be taught and learnt.</i></p>	<p>Use <b>relative clauses</b> beginning with who, which, where, when, whose that or an omitted <b>relative pronoun</b>.</p> <p>Use <b>commas</b> to clarify meaning or avoid <b>ambiguity</b>.</p> <p>Use of <b>brackets</b>, dashes or commas to indicate <b>parenthesis</b>.</p> <p>Use of <b>modal</b> verbs in their writing e.g. would, should, could, may, might, must.</p> <p><b>Subject and object</b>.</p> <p>Use punctuation of <b>bullet points</b> to list information.</p> <p>Use of the <b>colon</b> to introduce a list.</p> <p>Use of <b>semi-colon</b> within lists.</p> <p>To recognise vocabulary and structures that are appropriate for formal writing including subjunctive forms.</p> <p>Use the <b>active</b> and <b>passive</b>.</p>	<p><b>Synonym and antonym</b>.</p> <p>Use <b>dashes</b> to mark the boundary between two independent clauses.</p> <p>Use ellipses in their writing.</p> <p>Use <b>semi-colon</b> to mark the boundary between two independent clauses.</p> <p>How <b>hyphens</b> can be used to avoid ambiguity e.g. man-eating shark, recover/ re-cover.</p> <p>Use <b>commas</b> to clarify meaning (3 clause sentences).</p>	<p>Use of <b>brackets</b>, dashes or commas to indicate <b>parenthesis</b>.</p> <p>Use of <b>modal</b> verbs in their writing e.g. would, should, could, may, might, must.</p> <p>How <b>hyphens</b> can be used to avoid ambiguity e.g. man-eating shark, recover/ re-cover.</p> <p>Use of the <b>colon</b> to introduce a list.</p> <p>Use of <b>semi-colon</b> within lists. To recognise vocabulary and structures that are appropriate for formal writing including subjunctive forms.</p> <p>Use the <b>active</b> and <b>passive</b>.</p> <p>Use <b>colon</b> to mark the boundary between two independent clauses.</p> <p>Use <b>semi-colon</b> to mark the boundary between two independent clauses</p> <p>Punctuation of <b>bullet points</b> to list information.</p> <p>Use <b>dashes</b> to mark the boundary between two independent clauses.</p> <p>Use ellipses in their writing.</p> <p>Use <b>commas</b> to clarify meaning (3 clause sentences).</p>	<p>Use of <b>brackets</b>, dashes or commas to indicate <b>parenthesis</b>.</p> <p>Use <b>dashes</b> to mark the boundary between two independent clauses.</p> <p>Use <b>semi-colon</b> to mark the boundary between two independent clauses. Use the <b>active</b> and <b>passive</b>.</p> <p>Use <b>colon</b> to mark the boundary between two independent clauses.</p> <p>Use <b>semi-colon</b> to mark the boundary between two independent clauses</p>	<p>Use <b>commas</b> to clarify meaning (3 clause sentences).</p>
<b>Evaluate and Edit</b>	<p>Assess the effectiveness of their own and others' writing</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing</p> <p>Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p>				

	<p>Proof-read for spelling and punctuation errors</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>
<b>Presentation/ Handwriting</b>	<p>Write legibly, fluently and with increasing speed.</p> <p>Choose which shape of letter when given choices.</p> <p>Decide whether or not to join specific letters.</p> <p>Choose the writing implement that is best suited for a task.</p>
<b>Spelling</b>	<p>Use further prefixes and suffixes and understand the guidance for adding them</p> <p>Spell some words with 'silent' letters [for example, knight, psalm, solemn]</p> <p>Continue to distinguish between homophones and other words which are often confused</p> <p>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</p> <p>Use dictionaries to check the spelling and meaning of words</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>Use a thesaurus.</p>

Reading						
<p><b>Whole Class Guided Reading Texts</b></p> <p><i>The teaching of DERIC skills through the Whole text/text extracts</i></p>	<p><b>D:</b> Decoding words  <b>E:</b> Explaining new vocabulary (discussing vocabulary in context and discussing understanding of whole texts)  <b>R:</b> Retrieving information (Understand, sequence, summarise, retrieve and record information from texts, including nonfiction and dictionaries).  <b>I:</b> Interpreting information (Draw inferences from texts, explain word meanings, predict information, events or ideas from text, justifying with evidence).  <b>C:</b> Choice (Explain and comment on the writers' use of language, structure and presentation and the overall impact on the reader-thinking about the choices made by the author).</p>					
	<p>Whole Class Guided Reading</p> <p>Whole Text-The Boy in the Tower-Polly Ho-Yen</p>	<p>Whole Class Guided Reading</p>	<p>Whole Class Guided Reading</p> <p>Whole Text: The Last Wild Piers Torday</p>	<p>SATS Revision</p>	<p>SATS Revision</p>	<p>Whole Class Guided Reading</p>
<p><b>National Curriculum statements.</b></p>	<p><b>Decoding (word reading)</b>            Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p> <p><b>Attitudes to reading</b>            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            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</p> <p><b>Understanding Reading</b>            Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context <b>(E)</b>            Asking questions to improve their understanding <b>(R)</b>            Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence <b>(I)</b>            Predicting what might happen from details stated and implied <b>(I)</b>            Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas <b>(R)</b>            Identifying how language, structure and presentation contribute to meaning <b>(E)</b>            Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader <b>(C)</b>            Distinguish between statements of fact and opinion <b>(R)</b>            Retrieve, record and present information from non-fiction <b>(R)</b>            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 <b>(E)</b></p>					

	Provide reasoned justifications for their views. (I)
<b>Spoken Language/</b>  <b>Inc. Word aware techniques</b>	Ask relevant questions to extend their knowledge and understanding. Use spoken language to develop understanding through speculating and hypothesising. Select and use appropriateness registers for effective communication. Give well-structured explanations for different purposes. Consider and evaluate different viewpoints, attending to and building on the contribution of others. Articulate and justify answers, arguments and opinions Use relevant strategies to build their vocabulary. Speak audibly and fluently using an increasing command of the English language