

English Long Term Plan – Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Handwriting	Dictation, double letters, numbers, palindromes, tongue twisters and ascenders.		Dictation, double letters, onomatopoeia, similes, word of the week and near point copying.		Word of the week, dictation, collective nouns, synonyms.	
Reading	<ul style="list-style-type: none"> Developing an active attitude towards reading; Discuss characters' feelings; Locate information using layout structures; Record and retrieve information from non-fiction; Describe the effect a poem has; Explore Clerihews Read aloud and recite poems. 	<ul style="list-style-type: none"> Identifying the purpose of dialogue; Recognise and discuss key themes and conventions; Read information and identify main points; Summarise a paragraph; Distinguish between rhyming and non-rhyming poems; Discuss the choice of poet's words. 	<ul style="list-style-type: none"> Retell the main points of a sequential story; Compare different stories; Understand how imaginary worlds are created; Compare the way information is presented; Use effective skimming and scanning; Explain the use of figurative language; Prepare poems to read aloud and perform. 	<ul style="list-style-type: none"> Refer to significant aspects of the text; Form a line of enquiry and know what information to look for; Explain features of different chronological reports; Compare forms of humour in poetry; Discuss how word play is used for impact. 	<ul style="list-style-type: none"> Explore narrative order; Understand how writers use figurative and expressive language; Develop library skills to research a topic; Use scanning to locate information quickly and accurately; Explain the pattern and structure of different forms of poetry; Rehearse poems for performance. 	<ul style="list-style-type: none"> Investigate and compare styles and voices of traditional story language; Identify and explain how dialogue is used to create characterisation; Research a topic using online sources; Compare persuasive texts; Explore poetry that uses sound to create effects; Recite by heart poetry which plays with language to entertain.
Writing	<p>Narrative: 4 part story with a clear ending.</p> <p>Recount in the form of a diary</p>	<p>Narrative: Writing a story in the 3rd person.</p> <p>Explanation in the form of a 'How to' guide</p>	<p>Narrative: Retell a narrative showing good vs bad.</p> <p>Non-Chronological Report in the style of a travel guide.</p>	<p>Narrative: 5 part story with a clear dilemma.</p> <p>Non-Chronological report showing contrast</p>	<p>Narrative: Story with a clear problem and resolution.</p> <p>Instructions which can be easily followed</p>	<p>Narrative: Write a story which includes dialogue.</p> <p>Persuasive letter</p>
Spelling	<ul style="list-style-type: none"> Revisit common exception words from Year 2 Prefixes and suffixes: un, pre, dis, mis, re, s, es, ed, in, er Rare GPCs: eigh, ei, ey, words spelt que and gue Homophones: break, great, eight, weight, son Apostrophe for contractions Proof reading Words from the Year 3/ 4 spelling list. 		<ul style="list-style-type: none"> Revisit strategies at the point of writing Prefixes and suffixes: sub, tele, super, auto, less, ly Rare GPCs: ch, Homophones: here, not, meet Apostrophe for contractions Words from the 3/ 4 spelling list 		<ul style="list-style-type: none"> Revisit vowel digraphs from Years 1 and 2 Prefixes and suffixes: ly Rare GPCs: sound spelt with y other than the end of the word, ou Homophones: heel, plain, grown, reign Apostrophe: Revise contractions from Y2 Learning and practising spellings from Year 3 and 4 word list. 	

English Long Term Plan – Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Handwriting	Year 3 – 4 word lists and cloze sentences		Dictation and times tables		Fun with words, geography and science words	
Reading	<ul style="list-style-type: none"> • Map how much time passes in the course of a story; • Explore and discuss sentence structure; • Explain the techniques an author has used to organise non-fiction; • Identify how and why paragraphs are used; • Compare and contrast poems on similar themes; • Recognise some different forms of poetry. 	<ul style="list-style-type: none"> • Compare the structure of different stories; • Identify the main characteristics of key characters; • Identify different types of non-fiction texts; • Investigate how style and vocabulary are used to convince the reader in persuasion; • Describe a poem’s impact and interpret poems; • Identify and discuss powerful words linked to senses. 	<ul style="list-style-type: none"> • Understand how paragraphs or chapters are used • Explore different cohesive devices • Investigate how reading strategies differ when using IT texts • Identify the key features of explanatory texts • Explore, discuss and describe a specific rhyming form • Identify different patterns of rhyme and verse in poetry • Use actions and musical patterns to enhance a poem’s meaning 	<ul style="list-style-type: none"> • Understand how expressive and descriptive language are used; • Appraise non-fiction books for their usefulness; • Summarise a sentence or paragraph by paraphrasing; • Study narrative poetry and compare and contrast; • Use drama approaches to understand how to perform poems. 	<ul style="list-style-type: none"> • Understand the use of figurative language in stories; • Understand the difference between what is written and what is implied; • Make extracts by annotating and selecting key vocabulary; • Identify the main features of newspapers; • Recognise, compare and evaluate different forms of poetry; • Refine performance poetry through voice, pace and expression. 	<ul style="list-style-type: none"> • Identify social, moral or cultural issues faced in story dilemmas; • Explore ‘show not tell’ techniques; • Make short notes selecting key words or using abbreviations; • Investigate the language used for comparing and contrasting; • Identify clues which suggest poems are older; • Comment on the use of similes and expressive language.
Writing	<p>Narrative: Write their own version of a familiar story</p> <p>Recount in the form of a letter</p>	<p>Narrative: A story with a well-structured climax and resolution</p> <p>Explanation of how something works</p>	<p>Narrative: Write a story with clear organisational devices</p> <p>Persuasive advertisement</p>	<p>Narrative: Write a story with a clear atmospheric setting</p> <p>A descriptive non-Chronological report</p>	<p>Narrative: Write in role as a character</p> <p>Recount in the form of a formal letter</p>	<p>Narrative: A story with a strong central character</p> <p>A compare and contrast non-Chronological report</p>
Spelling	<ul style="list-style-type: none"> • Rare GPCs: revisit the rules for eigh, ei, ey, ch, oi • Word endings: ure • Prefixes and suffixes: in, il, im, ir, ing, en, er, ed 		<ul style="list-style-type: none"> • Rare GPCs: gue • Word endings: ture, tion, sion, ssion, cian • Prefixes and suffixes: anti, inter, ation • Homophones: scene, male, ball • Apostrophe: Possessive apostrophe with 		<ul style="list-style-type: none"> • Rare GPCs: sc • Word endings: sion • Prefixes and suffixes: ly, y changed to l, ally, ous • Homophones: whether, whose, missed, 	

	<ul style="list-style-type: none"> • Homophones: peace, main, fair • Apostrophe: possessive apostrophe with singular proper nouns • Extend knowledge of cross curricular words from Year 3/ 4 word list 	<ul style="list-style-type: none"> • plurals • Proofreading, including using a dictionary • Extend strategies to apply to high frequency words and the Year 3/ 4 word list. 	<ul style="list-style-type: none"> • medal, team • Apostrophe: Apostrophe for possession including singular and plural • Proof reading: checking for words that are misspelt in the Year 3/4 word list
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English Long Term Plan – Year 5						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Handwriting	Mirror writing, phonetic alphabet, Year 5/6 word lists, cloze sentences Spelling, cloze procedures, proverbs and idioms.		Dictation, shape poems, haikus, kennings, riddles and jokes		Word of the week, science vocabulary, geography and history words.	
Reading	<ul style="list-style-type: none"> • Understand aspects of narrative structure; • Identify language writer has chosen for impact and evaluate impact on the reader; • Discuss the purpose of note taking and how this influences the notes made; • Use simple abbreviations for note taking; • Identify how the writer makes information concise; • Read a number of poems by significant poets and identify 	<ul style="list-style-type: none"> • Identify the key features of different types of literary text • Identify and discuss writer technique to create specific effects; • Secure the skills of skimming and scanning to enhance the effectiveness of research; • Locate information confidently and accurately; • Discuss a poet's viewpoint, explain and justify own responses and interpretations; • Discuss how poets draw upon 	<ul style="list-style-type: none"> • Explore and understand the differences between literal and figurative language; • Analyse how individual paragraphs are structured within writing; • Evaluate texts critically by comparing how different sources treat the same information; • Read and evaluate letters in terms of their layout and language; • Recognise themes in poems; 	<ul style="list-style-type: none"> • Articulate personal responses to literature; • Identify writer techniques for creating an impact on the reader; • Analyse the success of texts in evoking particular responses; • Comment critically on the language, style and success of non-fiction texts; • Read and evaluate a range of procedural texts; • Explore emotive poems noting techniques used for their impact on the 	<ul style="list-style-type: none"> • Investigate how characters are presented whilst referring to the text; • Read compare and evaluate examples of arguments and discussions; • Note how arguments are presented; • Explain the use of unusual or surprising language choices within poems; • Prepare poems to read aloud, showing an understanding of intonation. 	<ul style="list-style-type: none"> • Distinguish between the author and the narrator, identifying differences in view point; • Retrieve, record and present information from non-fiction, following their lines of enquiry; • Read a range of explanatory texts, investigating impersonal style; • Discuss and evaluate how poets use language including figurative language; • Discuss how linked poems relate to another.

	<p>what is distinctive about the style of their poems;</p> <ul style="list-style-type: none"> • Explore iambic Pentameter noting how lines are constructed; 	<p>observation, memory and imagination.</p>	<ul style="list-style-type: none"> • Explore and explain imagery including metaphor and personification. 	<p>reader;</p> <ul style="list-style-type: none"> • Explore how precise word choice evokes more than what is described; • Comment critically on the overall impact of a poem. 		
Writing	<p>Narrative: A five part narrative with clear links between each section</p> <p>A concise recount in a specific form</p>	<p>Narrative: A narrative which is both tense and humorous</p> <p>A comparative non-chronological report</p>	<p>Narrative: Write in the style of an author</p> <p>A formal persuasive letter</p>	<p>Narrative: Tell a story which explores narrative viewpoint</p> <p>A linear procedural text</p>	<p>Narrative: Write a non-linear story using flashbacks or parallel stories</p> <p>A balanced discussion text</p>	<p>Narrative: A narrative with a clear narrative voice</p> <p>A concise and impersonal explanation text</p>
Spelling	<ul style="list-style-type: none"> • Revisit previous learning • Rare GPCs: Silent letters • Morphology and etymology • Word endings: ough, able, ible Homophones: aisle, aloud, effect, heard, past • The use of a hyphen • Dictionary: Teaching of root words • Learning selected words from the Year 5/6 spelling list 		<ul style="list-style-type: none"> • Rare GPCs: words from the Y5/6 spelling list, ei after c • Morphology and Etymology: Extension of base words • Word endings: ably, ibly, able and ible • Homophones: Alter, lead, steal • Dictionary: Creating collections of words with common roots • Proofreading: Checking from another source • Extending knowledge of Year 5/6 spelling lists 		<ul style="list-style-type: none"> • Revisit strategies for learning words • Homophones: cereal, father, guessed, morning, whose • Suffixes: Problem suffixes • Dictionary: Using the first three letters to check spelling • Proof reading: Words which are on the Year 5/6 spelling list • Morphology/etymology: Teaching strategies to use when learning specific words • Extend the knowledge of spelling strategies across the Year 5/6 spelling list. 	

English Long Term Plan – Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Handwriting	Playing with words, dictation exercises, KS2 SATs Spelling		KS2 Punctuation and grammar		Note taking, maths, figurative language, curriculum vocabulary	
Reading	<ul style="list-style-type: none"> • Compare and evaluate a novel or play in print and compare with the film version; • Evaluate the effectiveness of dialogue and its purpose; • Identify techniques and explain how writers create specific atmospheres; • Review a range of non-fiction text types and characteristics; • Identify intended audiences of non-fiction texts; • Describe layout and presentational devices; • Read a range of narrative poems; • Interpret poems and identify how shades of meaning are created; 	<ul style="list-style-type: none"> • Take account of a viewpoint in a novel; • Evaluate how effectively the writer has met the purpose of the writing; • Explore how writers control impersonal writing; • Note how writers demonstrate control over levels of formality; • Explain the impact of figurative and expressive language; • Comment on poems' structures and how these influence meaning; • Analyse how messages, moods and feelings are conveyed in poetry. 	<ul style="list-style-type: none"> • Be familiar with the work of some established authors and articulate what is special about their work; • Describe and evaluate the style of an individual writer; • Collect and investigate use of persuasive devices; • Read a range of texts showing well-structured arguments. 	<ul style="list-style-type: none"> • Use implied and multi-layered meaning to predict what might happen; • Identify and discuss the tone of what is read • Identify the features of balanced written arguments; • Recognise how poets manipulate words. 	<ul style="list-style-type: none"> • Justify views about texts, offering coherent evidence to support it; • Identify and discuss how the writer has used word, structural, audible and visual techniques to create an intentional effect on the reader; • Identify distinctive language, structural and presentational features in non-fiction texts, demonstrating an understanding of how these help the reader draw meaning from text; • Read and interpret poems in which meanings are implied or multi-layered; discuss, interpret challenging poems with others. 	<ul style="list-style-type: none"> • Use active reading strategies to summarise, annotate a text, and identify key information and note-taking; • Independently research a topic that interests them, choosing what information they need, how best to record and present the information; • Investigate humorous verse; • Use actions, sound effects, musical patterns, images and dramatic interpretation when performing poems.
Writing	<p>Narrative: A narrative inspired by a play script</p> <p>Recount in the form of a newspaper</p>	<p>Narrative: Create a distinct atmosphere through story</p> <p>A comparative non-Chronological Report</p>	<p>Narrative: An extended narrative with a powerful descriptive atmosphere</p> <p>A balanced discussion text</p>	<p>Narrative: A historical narrative which conveys factual information</p> <p>A non-chronological report which informs and entertains</p>	<p>Narrative: A narrative with clear distinction between characters</p> <p>An persuasive text contained within a formal letter</p>	<p>Narrative: A non-linear narrative which contains dialogue for characterisation and action</p> <p>A discussion text of a scientific principle</p>

<p style="text-align: center;">Spelling</p>	<ul style="list-style-type: none"> • Revisit strategies from previous year group • Rare GPCs: ei after c • Prefixes and suffixes: Adding suffixes beginning with vowels, fer • Word endings: cious, tious • Homophones: Advice, device, license, practise, prophecy • Proof reading: Reading sentences and paragraphs in smaller chunks • Learn spellings from the Year 5/6 word list 	<ul style="list-style-type: none"> • Revisit words with ough letter string • Prefixes and suffixes: generating words from prefixes or suffixes • Word endings: cial, tial • Homophones: complement, desert, principal, profit, stationary • Proofreading: Reading someone else's writing • Extend the knowledge of spelling strategies for the Year 5/6 spellings 	<ul style="list-style-type: none"> • Rare GPCs: Revise GPCs from year 5 and 6 word list • Word endings: ant, ance, ancy, ent, ence, ency • Homophones: draft, dissent, precede, wary • Proof reading: Embedding strategies when reviewing own writing • Learn words from personal spelling lists • Extend their knowledge of spelling strategies for the Year 5/6 spelling list
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