

John Randall Primary School English long term planning

Y1	Y2	Y3	Y4	Y5	Y6
Fiction Familiar setting Diff cultures/language Traditional/fairy Fantasy	Fiction Familiar settings Traditional Different stories same author Extended stories/significant authors	Fiction Familiar settings Myths and Legends Adventure and Mystery Authors and Letters Dialogue and Plays	Fiction Historical Imaginary Worlds Other cultures Issues/Dilemmas Plays	Fiction Novels and significant authors Traditional myths and Legends Other cultures Older literature Film narrative Dramatic effect	Fiction Fiction drama Extending narratives Authors and texts Stories with flashbacks
Non-Fiction Labels, lists, captions Instructions Recounts, dictionaries Non-fiction Recounts fact/fiction	Non-Fiction Instructions Explanations Info texts Non-chronological reports	Non-Fiction Reports Instructions Information texts	Non-Fiction Recounts (newspaper/magazines) Information texts Explanations Persuasive	Non-Fiction Instructions Recounts Persuasive	Non-Fiction Biography/autobiography Journalistic writing Argument Formal/impersonal writing
Poetry Using senses Pattern and Rhyme Theme	Poetry Patterns on page Really looking Silly Stuff	Poetry Performance Shape and Calligrams Language Play	Poetry Creating Images Exploring Form	Poetry Poetic style Classic/narrative Choral/perform.	Poetry Power of imagery Finding a voice
Grammar, punctuation and spelling To use spaces between words Begin use- . ? ! Use capital letters proper nouns, beginning sentences Use common plural and verb suffixes Phase 4-6 phonics	Grammar, punctuation and spelling Use- . ? ! Use simple conjunctions Begin to expand noun phrases Use some features of standard English Phase 6 phonics	Grammar, punctuation and spelling Use range of conjunctions Use perfect tense Use range of nouns and pronouns Use time connectives Introduce speech punctuation Know language of clauses	Grammar, punctuation and spelling Use wider range of conjunctions Use perfect tense appropriately Select pronouns and nouns for clarity Use and punctuate direct speech Use commas after front adverbials	Grammar, punctuation and spelling Use expanded noun phrases Use modal and passive verbs Use relative clauses Use commas for clauses Use brackets, dashes and commas for parenthesis	Grammar, punctuation and spelling Use appropriate register/style Use passive voice for purpose Use features to convey and clarify meaning Use full punctuation Use language of subject/object

<p>Handwriting All handwriting patterns are based upon cursive script Children sit correctly at a table, holding a pencil comfortably and correctly Form letters in the correct direction</p>	<p>Handwriting Form lower-case letters of the correct size relative to one another in a cursive script. Start using diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p>	<p>Handwriting 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 in relation to cursive script. Increase the legibility, consistency and quality of handwriting</p>	<p>Handwriting Write legibly, fluently and with increasing speed using a cursive script. Choose which shape of a letter to use when given choices and decide, as part of personal style, whether to join specific letters Choose the writing implement that is best suited for a task</p>
<p>Word reading To apply phonic knowledge and skills when decoding words Respond with correct sounds to graphemes. Read accurately by blending sounds in unfamiliar words. Read aloud accurately books that are consistent with their developing phonic knowledge.</p>	<p>Word reading Continue to apply phonic knowledge and skills Read accurately by blending sounds in words Read accurately words of two or more syllables Read aloud books matched to improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p>	<p>Word reading Apply their growing knowledge of root words, prefixes and suffixes, both to read and to understand the meaning of new words they Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>Word reading Apply 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>Comprehension Listen to and discuss a wide range of poems, stories and non-fiction</p>	<p>Comprehension Listen to, discuss and express views about a wide range of</p>	<p>Comprehension Develop positive attitudes to reading and understanding of what has been read Read books that are structured in different ways</p>	<p>Comprehension Maintain positive attitudes to reading and understanding of what has been read</p>

<p>at a level beyond that at which they can read independently</p> <p>To become familiar with key stories, fairy tales and traditional tales, retelling them and considering their particular characteristics</p> <p>Discuss word meanings, linking new meanings to those already known</p> <p>Explain clearly understanding of what is read</p>	<p>contemporary and classic poetry, stories and non-fiction</p> <p>Discuss the w</p> <p>Sequences of events in books and how items of information are related</p> <p>Recognise simple recurring literary language in stories and poetry</p> <p>Make inferences on the basis of what is being said and done</p> <p>Predict what might happen on the basis of what has been read</p>	<p>Use dictionaries to check meaning of words that they have read</p> <p>Increasing their familiarity with a wide range of books, including myths and legends, poems and play scripts</p> <p>Check that texts make sense, discuss understanding and explain meanings of words in context</p> <p>Draw inferences such as characters' feeling, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Predict what might happen from details stated and implied</p>	<p>Increase familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literacy heritage, and books from other cultures and traditions</p> <p>Identify and discuss themes and conventions in and across a wide range of writing</p> <p>Make comparisons within books</p> <p>Check that books make sense, discuss understanding and explore meanings of words in context</p> <p>Draw inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Summarise main points drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Discuss and evaluate how authors use language, including figurative, considering the impact upon the reader</p> <p>Participate in discussions about books that are read to them and those they can read themselves, building on their own and others' ideas and challenging views</p> <p>Explain and discuss understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where appropriate</p> <p>Provide reasoned justification for views</p>
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