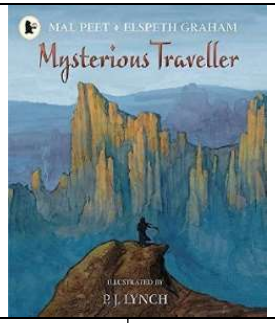
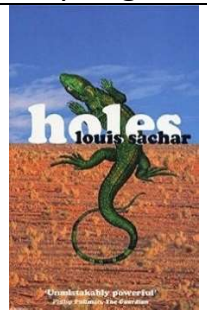
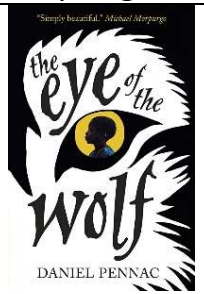
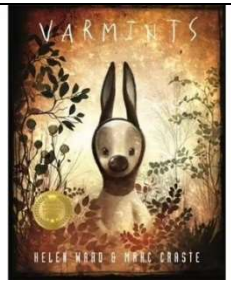
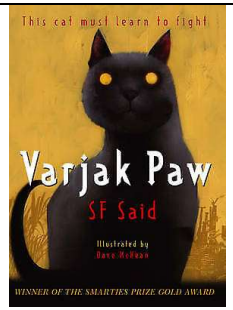
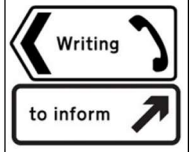
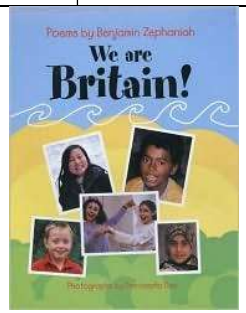
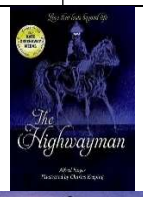
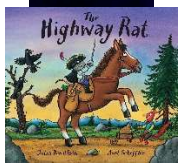
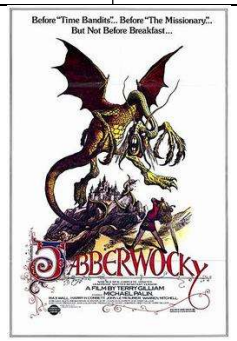
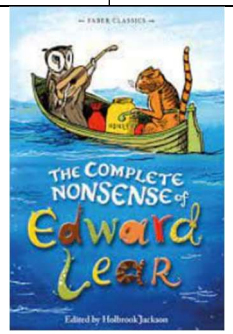
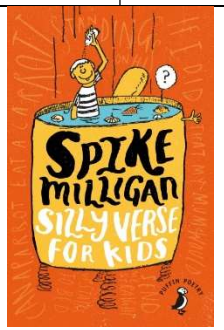
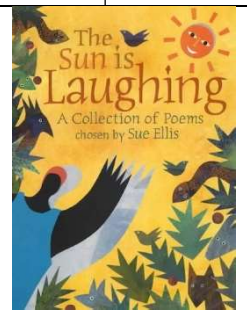
Year 4/5/6 English Long Term Plan

Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
											
Description	Letter	Setting description	Non-Chronological report (Sandstorms)	Persuasive advert	Newspaper report	Diary entry	Non-Chronological Report (Alaskan Wolves)	Persuasive letter	Newspaper report	Narrative	Discussion
											
 We are Britain Benjamin Zephaniah - Identity poetry		  The Highway Man - Classic Narrative Poetry		 Jabberwocky – Classic Poetry		 Edward Lear - Nonsense Poetry		 Spike Milligan - Performance Poetry		 Figurative Poetry	

Spelling, Punctuation and Grammar

Prior Knowledge	
• Finger spaces • Conjunction – and • Capital letters and full stop. • Question mark and exclamation mark • Capital letter for proper noun (people, places, days, months and I) • Word Classes • Conjunctions • Past tense • Suffixes	• Spell days of the week • Name letters of the alphabet in order • Add suffixes -s and -es. • Add prefix un- • Add suffixes -ing, -ed, -er, -est • Sentence types • Commas in a list • Expanded Noun Phrases • Contractions

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y4 - Sentences with ore than one clause using conjunctions, including: when, if, because, although - Conjunctions, adverbs and prepositions to express time and cause - Fronted adverbials Y5 - Expanded noun phrases to convey information - Relative clauses beginning with who, which - Brackets, dashes or commas to indicate parenthesis Y6 - Expanded noun phrases to convey complicated information	Y4 - Using fronted adverbials with commas - Possessive apostrophe with plural nouns Y5 - Modal verbs - Colons in a list - Punctuating bullet points - Using semicolons, colons or dashes Y6 - Modal verbs - Colons in a list - Punctuating bullet points consistently - Using semicolons, colons or dashes	Y4 - Present perfect form of verbs - Begin choosing nouns or pronouns - Begin using and punctuating direct speech Y5 - Begin to use passive verbs - Begin using the perfect form of verbs - recognising vocabulary and structures that are appropriate for formal speech and writing Y6 - Passive verbs - Perfect forms of verbs - Recognising vocabulary and structures that are appropriate for formal speech and writing,	Y4 - Nouns and pronouns for clarity - Direct speech Y5 - Begin using hyphens for ambiguity - Begin using commas to clarify or avoid ambiguity Y6 - Using hyphens to avoid ambiguity - Using commas to clarify meaning or avoid ambiguity in writing	Y4 Summer term 2 to be spent recapping learning based on needs of the class. Y5 Summer term 2 to be spent recapping learning based on needs of the class. Y6 Summer term 2 to be spent recapping learning based on needs of the class.	

- Relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun - Brackets, dashes or commas to indicate parenthesis		including subjunctive forms		

Writing

Prior Knowledge	
• Saying sentence out loud • Sequence sentences to form short narratives. • Re reading to check it makes sense • Discuss writing with teacher • Suffixes ment, ly, ness, ful, less, er • Spelling CEW • Proofreading • Homophones • Possessive aprostropje • Joined handwriting	• Read writing aloud. • Form capital letters • Form lowercase letters • Form digits 0-9 • Begin planning writing by recording ideas. • Draft writing by orally rehearse sentences • Begin to organise writing using paragraphs • Begin to create settings, characters and plot in narratives • Begin to use non fiction organisational devices

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y4 - Spell a range of homophones - Possessive apostrophes - Join handwriting - Planning writing by recording ideas by discussing writing that is similar - Draft writing by orally rehearse sentences - Organise writing using paragraphs and theme - Create settings, characters and plot in narratives - Use non fiction organisational devices - Evaluate and edit writing - Proofread writing Y5 - Plan writing identifying purpose and audience - In narratives, describing settings, characters and atmosphere - Begin using further organisational and presentational devices to structure text - Proofread for errors - Ensuring the correct use of tense throughout a piece of writing - Perform their own compositions		Y4 - Spell a range of homophones - Possessive apostrophes - Join handwriting - Planning writing by recording ideas by discussing writing that is similar - Draft writing by orally rehearse sentences - Organise writing using paragraphs and theme - Create settings, characters and plot in narratives - Use non fiction organisational devices - Evaluate and edit writing - Proofread writing - Read writing aloud Y5 - Plan writing using noting drawing on research - begin using a range of devices to build cohesion within paragraphs - Assessing the effectiveness of their own writing - Proposing changes to vocabulary, grammar and punctuation Y6		Summer term 2 to be spent recapping learning based on needs of the class. Y4 - Spell a range of homophones - Possessive apostrophes - Join handwriting - Planning writing by recording ideas by discussing writing that is similar - Draft writing by orally rehearse sentences - Organise writing using paragraphs and theme - Create settings, characters and plot in narratives - Use non fiction organisational devices - Evaluate and edit writing - Proofread writing - Read writing aloud Y5 - Plan writing considering authors character development - Ensuring correct subject and verb agreement Y6	

Y6 - Plan writing identifying purpose and audience selecting appropriate planning format - Using further organisational and presentational devices to structure text and to guide the reader - In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - Proofread for spelling and punctuation errors - Ensuring the consistent and correct use of tense throughout a piece of writing - Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	- Plan writing noting and developing initial ideas, drawing on reading and research where necessary - Using a wide range of devices to build cohesion within and across paragraphs - Assessing the effectiveness of their own and others' writing - Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - Précising longer passages	- Plan writing considering how authors have developed characters and settings in what pupils have read, listened to or seen performed - Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register - Précising longer passages

<u>Reading Comprehension</u>

Prior Knowledge	
• Listen to poems, stories and non-fiction texts. • Link texts to their own experiences • Be familiar with traditional tales and retell them. • Recognise and join in with predictable phrases. • Learn poems and rhymes by heart • Discuss sequence of events in books • Recognise recurring literary language. • Discuss favourite words and phrases. • Prediction • Make inferences on what is being said and done. • Use dictionaries with confidence • Prepare poems to read aloud	• Discuss meaning of new vocabulary • Discuss significance of title and events • Make inferences based on what is being said. • Predict what might happen based on what has already been read. • Take turns in discussions. • Explain their understanding of what is read to them • Discuss meaning of new words • Ask questions about a text • Prediction • Retrieve information • Make inferences and justify with evidence • Begin to summarise ideas from 1 paragraph

Autumn 1 / Autumn 2	Spring 1 / Spring 2	Summer 1 / Summer 2
Y4 - increase familiarity with a wide range of books - Prepare poems to read aloud - Discuss meaning of new words - Ask questions about a text - Prediction - Retrieve information Y5 - Read a range of books/text types that are structured in different ways - Recommending books - Checking that the book makes sense to them - Asking questions to improve their understanding - Drawing inferences from characters' feelings, thoughts and motives - Prediction - Distinguish between statements of fact and opinion - Retrieve, record and present information from non-fiction	Y4 - use dictionaries with confidence - Prepare poems to read aloud - Discuss meaning of new words - Ask questions about a text - Prediction - Retrieve information - Make inferences and justify with evidence - Begin to summarise ideas from 1 paragraph Y5 - Identifying themes in a wide range of writing - Making comparisons - Begin learning a range of poetry to perform - Drawing and begin justifying inferences with evidence - Summarising the main ideas drawn from more than 1 paragraph - Identifying how language, structure and presentation contribute to meaning - participate in discussions about books that are read to them and those they can read for themselves,	Summer term to be spent recapping learning based on needs of the class. Y4 - use dictionaries with confidence - Prepare poems to read aloud - Discuss meaning of new words - Ask questions about a text - Prediction - Retrieve information - Make inferences and justify with evidence - Summarise ideas from 1 paragraph Y5 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

Y6 - Read a range of books and text types that are structured in different ways - recommending books that they have read to their peers, giving reasons for their choices - 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 - Predictions - distinguish between statements of fact and opinion - retrieve, record and present information from non-fiction - participate in discussions about books	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 Y6 - 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 - summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas - 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 - 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	Y6 - discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - 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