

HERON WAY PRIMARY SCHOOL LONG TERM PLANNER - ENGLISH

	Reading: decoding	Reading: comprehension		Writing: transcription	Writing: grammar, vocabulary and punctuation	Writing: composition		Assessment reading/writing
Term 1 Topic: South America	Linked to new vocabulary from book, key texts and topic – children to look at definitions/synonyms	Pupils should be taught to: maintain positive attitudes to reading and an understanding of what they read by: 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	The boy at the back of the class. (PSHE/SMSC focus) Whole Class Reading Vocabulary Inference and deduction Writing linked to text	Identify first intervention group through regular independent writing opportunities. Focus on writing legibly, fluently and with increasing speed: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.	Singular and plural Pronouns and adjectives Verbs Sentences Any bespoke teaching responding to children's needs and gaps in knowledge.	Pupils should be taught to: 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 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters	Weekly independent writing tasks across a range of genre- edited by children. Focus on editing skills and proofreading. Non-fiction writing linked to South America Writing to Inform	Information poster or leaflet on the Mayans
Term 1 Topic: South America	Linked to new vocabulary from book, key texts and topic – children to look at definitions/synonyms	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	The boy at the back of the class. (PSHE/SMSC focus) Whole Class Reading Vocabulary Inference and deduction Writing linked to text	Focus on writing legibly, fluently and with increasing speed: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.	Adverbs Nouns Sentences - direct speech Sentences - subject and predicate Homophones Any bespoke teaching responding to children's needs and gaps in knowledge.		Debate - Amazon Rainforest/Deforestation Writing to persuade	Persuasive discursive letter
Term 2 Topic: Anglo-Saxons	Linked to new vocabulary from book, key texts and topic – children to look at definitions/synonyms	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	Beowulf (traditional stories and literary heritage) Whole Class Reading Vocabulary Inference and deduction Writing linked to text	Focus on writing legibly, fluently and with increasing speed: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.	Verbs Adjectives Pronouns Homonyms	choosing the writing implement that is best suited for a task plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own	Beowulf – how do we write an effective opening Character profile – linked to art and sculpture of Grendel Informal and formal letter writing. Writing to entertain	Story opening
Term 2 Topic: Anglo-Saxons	Linked to new vocabulary from book, key texts and topic – children to look at definitions/synonyms	understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context	Beowulf (traditional stories and literary heritage) Whole Class Reading Vocabulary Inference and deduction Writing linked to text	Focus on writing legibly, fluently and with increasing speed: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.	Punctuation Sentences Pronouns Sentences - relative clauses and pronouns	noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed draft and write by:	Write a story independent choice - focus on including dialogue to move action on	Short story
Term 3 Topic: Space	Linked to new vocabulary from book, key texts and topic – children to look at definitions/synonyms	asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Malamander Whole Class Reading Vocabulary Inference and deduction Writing linked to text	Focus on writing legibly, fluently and with increasing speed: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.	Verbs Punctuation Paragraphs Verbs and Confusing words	selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action	Non-fiction (leaflet) Newspaper article about moon landings	Letters Story – needed as piece for moderation

<p>Term 3 Topic: Space</p>	<p>Linked to new vocabulary from book, key texts and topic – children to look at definitions/synonyms Linked to new vocabulary from book, key texts and topic – children to look at definitions/synonyms</p>	<p>predicting what might happen from details stated and implied 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 distinguish between statements of fact and opinion retrieve, record and present information from non-fiction participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views</p>	<p>Cosmic (topic link) Whole Class Reading Vocabulary Inference and deduction Writing linked to text</p>	<p>Focus on writing legibly, fluently and with increasing speed: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.</p>	<p>Verbs Adverbs Sentences - clauses Punctuation Re-cap of any gaps and consolidation.</p>	<p>precising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] evaluate and edit by: assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>	<p>Biography of an astronaut Olympics - non-fiction/diary writing of a competitor</p>	<p>Biography of a famous person</p>
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