

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:	Linked to new vocabulary from book, key texts and topic – children to look at definitions/synonyms	Pupils should be taught to: maintain positive attitudes towards 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 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	Macbeth Key Text - Marcia Williams Comic Strip Two other versions of text	Handwriting – are ascenders and descenders clear. Are capital letters clear? Choosing style to suit writing.	Sentence Structure Punctuation within sentences. Choosing language to suit the task Figurative language	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 <a href="#">English appendix 1</a> use dictionaries to check the spelling and meaning of words	Macbeth Writing for Discussion and Entertain - Newspapers/Debate is Macbeth a Villain or a Hero? Writing to Entertain - poetry/blank verse/spells Writing to Persuade - diaries/viewpoint Writing to Entertain - Story from a character  Non-fiction linked to topic on The Vikings Writing to Inform Writing to Explain	Death of Macbeth - newspaper 3rd one
Term 1 Topic:	Language linked to topic and books. E.G bard	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 understand what they read by: 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	The Legend of Podkin One Ear Whole Class Reading Vocabulary Inference and deduction Writing linked to text	Handwriting – are ascenders and descenders clear. Are capital letters clear? Choosing style to suit writing.	Write in role, adapting tone to suit the genre. Using punctuation to create an effect Figurative language Sentence structure	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 choosing the writing implement that is best suited for a task plan their writing by:	Podkin Writing - Writing to Entertain Short stories Diaries Characters Descriptions  Non-fiction linked to topic on The Vikings Writing to Inform Writing to Explain	Information page on Viking gods and goddesses
Term 2 Topic:			The Legend of Podkin One Ear Second Novel in Podkin Whole Class Reading Vocabulary Inference and deduction Writing linked to text	Developing fluency and legibility when writing at speed. Choosing style to suit writing.	Features of persuasive writing. Constructing an argument Debate	identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own 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: 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 linked to topic on USA Writing to Persuade - speech writing Writing to Discuss	Short Story in style of Podkin
Term 2 Topic:	Linked to new vocabulary from book, key texts and topic – children to look at definitions/synonyms		Holes Whole Class Reading Vocabulary Inference and deduction Writing linked to text	Developing fluency and legibility when writing at speed. Choosing style to suit writing.	Using poetry as a model for own writing Use of passive voice Sentence structure - focus on clauses		Writing to Entertain - poetry Writing to Inform	Story from viewpoint
Term 3	Linked to new vocabulary from book, key texts and topic –		Holes Whole Class Reading Vocabulary Inference and deduction	Developing fluency and legibility when writing at speed.	Moving between an informal and formal tone.		Writing to Entertain Writing to Recount -PGL	Leaflet -PGL

	children to look at definitions/synonyms	predicting what might happen from details stated and implied	Writing linked to text Poetry - Shel Silverstein	Choosing style to suit writing.		precising longer passages using a wide range of devices to build cohesion within and across paragraphs		
Term 3	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	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	Poetry - The Highwayman  Various texts - linked to Science, Geography, History	Developing fluency and legibility when writing at speed. Choosing style to suit writing.	Selecting punctuation and language to create a specific tone with intent.	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	Writing to Entertain  Character Profiles Poetry Dairies/letters - viewpoint Newspaper articles  Story retold from a character  Writing to Explain - link to science investigations	How to Survive being in Year 6