

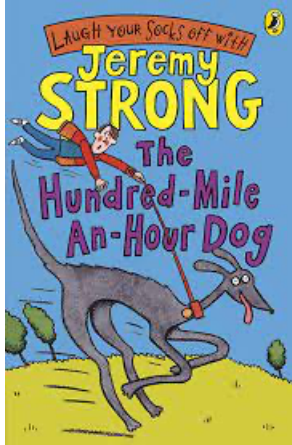


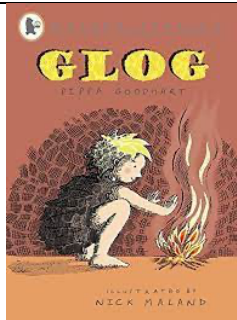
Long Term English Plan Key Stage 2 2023-24

| | Autumn 1 Rocking and rolling | Autumn 2 Rocking and rolling | Spring 1 Once upon a magic | Spring 2 Once upon a magic | Summer 1 The Greeks and Olympics | Summer 2 The Greeks and Olympics |
|------------------------|---|--|--|--|--|--|
| Speaking and listening | <ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play/improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication | | | | | |
| Writing focus |   |    |   |   |   |   |

| | | | | | | |
|----------------------------------|--|---|---|---|---|---|
| | <p>Purpose: To entertain Audience: Infant class Form: Descriptive writing (links to history on Stone Age)</p> <p>Purpose: To inform Audience: Parents Form: Explanation text (links to science on rocks)</p> | <p>Purpose: To inform Audience: Peers, historical association Form: Biography (links to science on rocks and evolution)</p> <p>Purpose: To entertain Audience: Infant class Form: Narrative (links to science on evolution)</p> | <p>Purpose: To entertain Audience: Infants, staff, parents and governors Form: Poetry (links to topic of magic)</p> <p>Purpose: To entertain Audience: Peers Form: Narrative (Arthurian quest story; links to topic of magic)</p> | <p>Purpose: To inform Audience: Peers, infants Form: Instructions (links to topic of magic)</p> <p>Purpose: To inform Audience: J.K. Rowling, Eddie Redmayne Form: Non-chronological text (links to topic of magic)</p> | <p>Purpose: To entertain Audience: Infant class Form: Narrative (Greek myth; links to history on the Greeks)</p> <p>Purpose: To persuade Audience: Hades Form: Letter/speech (links to history on the Greeks)</p> | <p>Purpose: To inform Audience: Peers, infant class Form: Newspaper report (links to topic of Olympics)</p> <p>Purpose: To discuss Audience: Olympic committee Form: Balanced argument (links to topic of Olympics)</p> |
| <p>Writing NC objective-LKS2</p> | <p>plan their writing by:</p> <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas <p>draft and write by:</p> <ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2 organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proofread for spelling and punctuation errors <p>read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p> | | | | | |
| <p>Writing NC objective-UKS2</p> | <p>plan their writing by:</p> <ul style="list-style-type: none"> 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 <p>draft and write by:</p> <ul style="list-style-type: none"> 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 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] <p>evaluate and edit by:</p> <ul style="list-style-type: none"> 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 <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p> | | | | | |

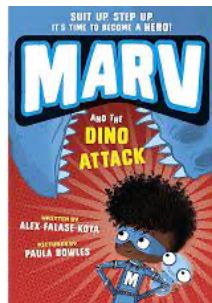
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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Writing small steps</p> | <p>Descriptive writing To make predictions about a text (and justify using evidence) To summarise events in a text (and consider their impact on later story) To retrieve information from a text (using scanning and skimming) To infer a character's feelings (and how the author shows this) To explain an author's choice of language (and consider its impact) To explore vocabulary in a text (and find synonyms) To summarise a text To use expanded noun phrases to describe a character (using a thesaurus) To use similes (and fronted adverbials) in a description To use the show don't tell technique to show a character's feelings To plan a description of a character To write a description of a character To use expanded noun phrases and similes to describe a setting To understand (and use) personification to describe a setting To use the 5 senses to describe a setting To plan a setting description To write and edit a setting description</p> <p>Explanations To read explanation texts (and identify their purpose) To identify features of an explanation text (and explain their purpose) To orally tell an explanation (and consider the features needed) To understand (and use) coordinating conjunctions To understand (and use) subordinating conjunctions To use present tense (within clauses) To use adverbials (and prepositions) for cohesion To use commas in a list (and clauses) To use a colon in a list (and bullet points) To become familiar with the steps of the rock cycle (and note technical vocabulary) To plan an explanation text To write an explanation text To write and edit an explanation text To edit, (improve) and publish an explanation text</p> | <p>Biography To read a range of and retrieve information) To identify features of biographies (and explain their purpose) To use fronted adverbials for time (and manner) To create cohesion between paragraphs using topic sentences (and adverbials) To create cohesion within paragraphs using adverbials (and conjunctions) To create cohesion within paragraphs using pronouns (and ellipsis) To use formal language (and subjunctive) To recognise passive (and use in writing) To recognise (and use perfect form of verbs) To write about a known person using specified biography features To research a person's life To plan a biography To write a biography To edit a biography To (improve) and publish a biography</p> <p>Narrative To discuss a classic text (and identify an author's style) To discuss (and compare) a writer's style across texts To identify the main points of a text To punctuate dialogue (and layout correctly) To identify (and use) relative clauses To use (and punctuate correctly) relative clauses To use commas (in multi-clause sentences To write multi-clause sentences (and a clause's position) To plan a story To write the opening to a story To write the problem of a story</p> | <p>Poetry To read and perform a poem (using appropriate intonation, tone and volume) To visualise a poem's images (and explain meaning) To identify a poet's language choices (and explain) (senses) To identify a poet's structural choices (and explain) To recognise (and use) different descriptive techniques (alliteration, onomatopoeia, simile) To plan a poem in a similar style To write a poem To edit and improve a poem To publish a poem (exploding box) To perform a poem</p> <p>Narrative To identify the key features (and language) of a legend To read and discuss a legend/To draw inferences from a legend To improve sentences using powerful verbs (and descriptive language To link sentences to create a paragraph (using conjunctions) To use pronouns to replace nouns (and recognise personal and possessive versions) To use different pronouns (to create cohesion) To plan a personal recount To write in first person (using pronouns and nouns effectively) To role play a conversation (using formal register) To use correct punctuation for dialogue (and varied reporting clauses) To use formal register (and translate to modern English) To plan a quest story (including key legend themes) To write first part of quest story (incorporating dialogue) To finish quest story (using pronouns for cohesion) To edit (and improve) quest story</p> | <p>Instructions To read explanation texts (and identify purpose) To identify the features of instructions (and their purposes) To orally instruct (using some features) To understand statements and commands (using pronouns and the imperative) To understand (and use) colons and semi-colons To use adverbials for manner (within clauses) To use adverbials for time (within sentences) To use commas for a list (and bullet points) To use apostrophes for contraction (and possession) To use conjunctions to join clauses (and vary structure) To plan a set of instructions To write a set of instructions To edit a set of instructions To publish a set of instructions</p> <p>Non-chronological text To read non-chronological texts (and identify purpose) To identify features of a non-chronological text (and explain their purposes) To recognise features of a non-chronological text (and explain technical vocabulary used) To use commas for a list (and colons) To use apostrophes for possession (and for plurals) To identify (and use) subjunctive form To understand how to use parentheses (and vary) To use conjunctions to join clauses (and punctuate with parentheses) To use headings and sub-headings (and consider appropriate layout) To plan a non-chronological text To write a non-chronological text To edit a non-chronological text To publish a non-chronological text</p> | <p>Narrative To become familiar with Greek Myths (and recognise themes) To use inference to recognise character feelings (and use for making predictions) To recognise the structure of a Greek myth (and compare across myths) To recognise qualities of characters in Greek myths (and take on a role) To understand how dialogue is punctuated (and layout correctly) To compose direct speech (and express a character's feelings) To write dialogue correctly (and show a character personality) To identify powerful language in myths To compare 2 myths (and justify ideas) To retell events (using powerful verbs) To improve writing by changing sentences (and including features of cohesion) To use conjunctions to join clauses (and expand clauses) To use conjunctions within answers (and create own) To use conjunctions at start of sentences (and use commas correctly) To use a story map to plan a Greek myth (considering features needed) To write start of Greek myth To include dialogue in myth writing To complete myth (and check features are included) To edit (and improve) myth</p> <p>Letter/speech of persuasion To read and understand main points of a text (and summarise text) To consider points of view of characters To note the reasons for and against an argument To know the features (and write) a persuasive speech To present a persuasive speech</p> | <p>Newspaper report To sequence events to report on; To justify ideas To write open questions; To understand the difference between open and closed questions To record witness observations; To use different note taking strategies To identify direct and reported speech; To use direct and reported speech To use inverted comments for direct speech; To use correct punctuation to punctuate quotes To know the features of a newspaper report; To write an orientation To use active and passive voice To use modal verbs; To use adverbs for possibility To use devices to build cohesion To use appropriate tone and formality To plan a newspaper report To write a newspaper body To layout a newspaper (may need 2 lessons)</p> <p>Balanced argument To read balanced arguments (and identify purpose) To identify features of a balanced argument (and explain their purpose) To use adverbials for cohesion (and join clauses) To identify (and use) modal verbs To use commas to aid meaning (and avoid ambiguity) To identify (and use) formal tone and language To identify the pros and cons for a topic (and ensure balance) To plan a balanced argument To write a balanced argument To edit a balanced argument To publish a balanced argument To understand the purpose of a debate (and consider the opposing views) To prepare for a debate (and consider appropriate tone) To follow the procedures and rules of a debate (and contribute confidently)</p> |
|---|--|---|---|---|--|---|

| | | | | | | |
|-----------------------------|---|--|---|--|--|--|
| | | <p>To write an ending to a story To edit a story To improve and publish a story</p> | | | | |
| <p>Reading for pleasure</p> |  <p>Links to topic of Stone Age.</p> |  <p>Links to topic of magic</p> |  <p>Links to sport and genre of comedy</p> | | | |



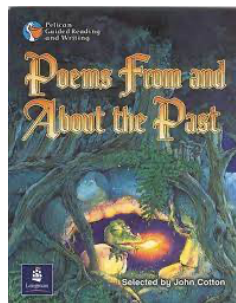
Links to topic of Stone Age

- give / explain the meaning of words in context
- retrieve and record information
- summarise main ideas from more than one paragraph
- make inferences from the text
- predict what might happen from details stated and implied
- identify / explain how meaning is enhanced through choice of words and phrases



Links to topic of Dinosaurs

- give / explain the meaning of words in context
- retrieve and record information / identify key details from fiction and non-fiction
- summarise main ideas from more than one paragraph
- make inferences from the text / explain and justify inferences with evidence from the text
- predict what might happen from details stated and implied
- identify / explain how narrative content is related and contributes to meaning as a whole
- identify / explain how meaning is enhanced through choice of words and phrases



Alternative genre and links to study of poetry

- give / explain the meaning of words in context
- retrieve and record information / identify key details from fiction and non-fiction
- predict what might happen from details stated and implied
- identify / explain how information / narrative content is related and contributes to meaning as a whole
- identify / explain how meaning is enhanced through choice of words and phrases
- make comparisons within the text



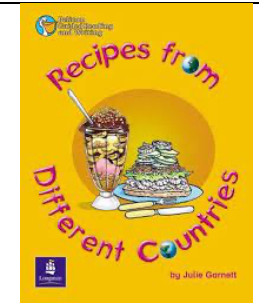
Known author and links to topic of magic

- retrieve and record information / identify key details from fiction and non-fiction
- summarise main ideas from more than one paragraph
- make inferences from the text / explain and justify inferences with evidence from the text
- predict what might happen from details stated and implied
- identify / explain how narrative content is related and contributes to meaning as a whole
- identify / explain how meaning is enhanced through choice of words and phrases
- make comparisons within the text



Links to topic of Greeks

- give / explain the meaning of words in context
- retrieve and record information / identify key details from fiction and non-fiction
- summarise main ideas from more than one paragraph
- make inferences from the text / explain and justify inferences with evidence from the text
- predict what might happen from details stated and implied
- identify / explain how information / narrative content is related and contributes to meaning as a whole
- identify / explain how meaning is enhanced through choice of words and phrases
- make comparisons within the text



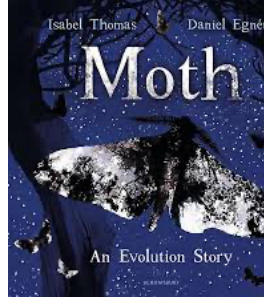
Links to study of world countries

- give / explain the meaning of words in context
- retrieve and record information / identify key details from fiction and non-fiction
- summarise main ideas from more than one paragraph
- predict what might happen from details stated and implied
- identify / explain how narrative content is related and contributes to meaning as a whole
- identify / explain how meaning is enhanced through choice of words and phrases
- make comparisons within the text



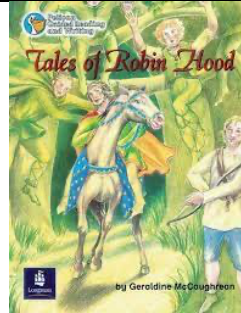
Links to topic of the Stone Age

- give / explain the meaning of words in context
- retrieve and record information / identify key details from fiction and non-fiction
- summarise main ideas from more than one paragraph
- make inferences from the text
- predict what might happen from details stated and implied
- identify / explain how information / narrative content is related and contributes to meaning as a whole
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- make comparisons within the text



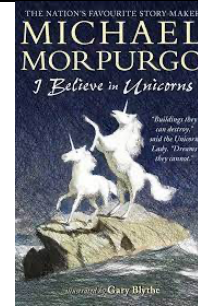
Links to science on evolution

- give / explain the meaning of words in context
- retrieve and record information / identify key details from fiction and non-fiction
- summarise main ideas from more than one paragraph
- identify / explain how information / narrative content is related and contributes to meaning as a whole
- identify / explain how meaning is enhanced through choice of words and phrases
- make comparisons within the text



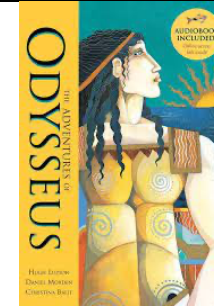
Links to English on legends

- give / explain the meaning of words in context
- retrieve and record information / identify key details from fiction and non-fiction
- summarise main ideas from more than one paragraph
- make inferences from the text / explain and justify inferences with evidence from the text
- predict what might happen from details stated and implied
- identify / explain how information / narrative content is related and contributes to meaning as a whole
- identify / explain how meaning is enhanced through choice of words and phrases



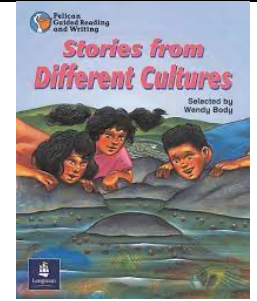
Links to topic of magic and known author

- give / explain the meaning of words in context
- retrieve and record information / identify key details from fiction and non-fiction
- summarise main ideas from more than one paragraph
- make inferences from the text / explain and justify inferences with evidence from the text
- predict what might happen from details stated and implied
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- make comparisons within the text



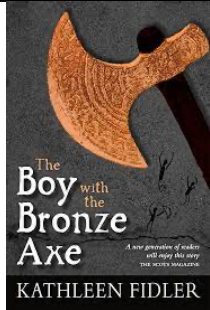
Links to topic of Greeks

- give / explain the meaning of words in context
- retrieve and record information / identify key details from fiction and non-fiction
- summarise main ideas from more than one paragraph
- make inferences from the text / explain and justify inferences with evidence from the text
- predict what might happen from details stated and implied
- identify / explain how information / narrative content is related and contributes to meaning as a whole
- identify / explain how meaning is enhanced through choice of words and phrases



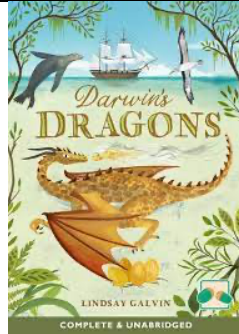
Links to Olympics and study of countries

- give / explain the meaning of words in context
- retrieve and record information / identify key details from fiction and non-fiction
- summarise main ideas from more than one paragraph
- make inferences from the text / explain and justify inferences with evidence from the text
- predict what might happen from details stated and implied
- identify / explain how information / narrative content is related and contributes to meaning as a whole
- identify / explain how meaning is enhanced through choice of words and phrases
- make comparisons within the text



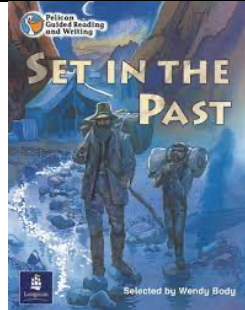
Links to topic of the Stone Age

- give / explain the meaning of words in context
- retrieve and record information / identify key details from fiction and non-fiction
- summarise main ideas from more than one paragraph make inferences from the text / explain and justify inferences with evidence from the text
- predict what might happen from details stated and implied
- identify / explain how information / narrative content is related and contributes to meaning as a whole
- identify / explain how meaning is enhanced through choice of words and phrases
- make comparisons within the text



Links to science on evolution

- give / explain the meaning of words in context
- retrieve and record information / identify key details from fiction and non-fiction
- summarise main ideas from more than one paragraph make inferences from the text / explain and justify inferences with evidence from the text
- predict what might happen from details stated and implied
- identify / explain how information / narrative content is related and contributes to meaning as a whole
- identify / explain how meaning is enhanced through choice of words and phrases
- make comparisons within the text



Links to English on historical texts

- give / explain the meaning of words in context
- retrieve and record information / identify key details from fiction and non-fiction
- summarise main ideas from more than one paragraph make inferences from the text / explain and justify inferences with evidence from the text
- predict what might happen from details stated and implied
- identify / explain how information / narrative content is related and contributes to meaning as a whole
- identify / explain how meaning is enhanced through choice of words and phrases
- make comparisons within the text

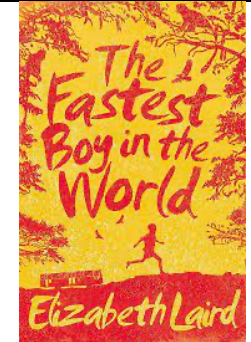


Links to topic on magic

- give / explain the meaning of words in context
- retrieve and record information / identify key details from fiction and non-fiction
- summarise main ideas from more than one paragraph make inferences from the text / explain and justify inferences with evidence from the text
- predict what might happen from details stated and implied
- identify / explain how information / narrative content is related and contributes to meaning as a whole
- identify / explain how meaning is enhanced through choice of words and phrases
- make comparisons within the text

SATs past papers

- give / explain the meaning of words in context
- retrieve and record information / identify key details from fiction and non-fiction
- summarise main ideas from more than one paragraph make inferences from the text / explain and justify inferences with evidence from the text
- predict what might happen from details stated and implied
- identify / explain how information / narrative content is related and contributes to meaning as a whole
- identify / explain how meaning is enhanced through choice of words and phrases
- make comparisons within the text



Links to topic of Olympics

- give / explain the meaning of words in context
- retrieve and record information / identify key details from fiction and non-fiction
- summarise main ideas from more than one paragraph make inferences from the text / explain and justify inferences with evidence from the text
- predict what might happen from details stated and implied
- identify / explain how information / narrative content is related and contributes to meaning as a whole
- identify / explain how meaning is enhanced through choice of words and phrases
- make comparisons within the text

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| Writing-transcription (taught discretely and within main writing lessons) | <ul style="list-style-type: none"> ● use the first 2 or 3 letters of a word to check its spelling in a dictionary ● write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far | <ul style="list-style-type: none"> ● place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals ● write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far | <ul style="list-style-type: none"> ● use further prefixes and suffixes and understand how to add them ● write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far | <ul style="list-style-type: none"> ● spell further homophones ● spell words that are often misspelt ● write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far | Spelling consolidation <ul style="list-style-type: none"> ● write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far |
| | <ul style="list-style-type: none"> ● 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 | | <ul style="list-style-type: none"> ● use further prefixes and suffixes and understand the guidance for adding them | <ul style="list-style-type: none"> ● spell some words with 'silent' letters ● continue to distinguish between homophones and other words which are often confused | Spelling consolidation <ul style="list-style-type: none"> ● use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically |
| Writing-Vocabulary, grammar and punctuation (taught discretely and within main writing lessons) | <p>Word classes</p> <p>Sentence types</p> <ul style="list-style-type: none"> ● extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although ● choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition ● using conjunctions, adverbs and prepositions to express time and cause ● using fronted adverbials ● using commas after fronted adverbials | <p>Punctuation</p> <ul style="list-style-type: none"> ● using the present perfect form of verbs in contrast to the past tense ● using commas after fronted adverbials ● indicating possession by using the possessive apostrophe with plural nouns ● using and punctuating direct speech | | <p>Verb tenses</p> <ul style="list-style-type: none"> ● using the present perfect form of verbs in contrast to the past tense | |

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|-------------|---|---|--|---|--|--|
| | <p>Word classes Sentence types</p> <ul style="list-style-type: none"> • using expanded noun phrases to convey complicated information concisely • using a colon to introduce a list • punctuating bullet points consistently | <p>Punctuation</p> <ul style="list-style-type: none"> • recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • using passive verbs to affect the presentation of information in a sentence • using the perfect form of verbs to mark relationships of time and cause • using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun | | <ul style="list-style-type: none"> • using brackets, dashes or commas to indicate parenthesis • using semicolons, colons or dashes to mark boundaries between independent clauses | <p>Verb tenses</p> <ul style="list-style-type: none"> • using the perfect form of verbs to mark relationships of time and cause | <ul style="list-style-type: none"> • using modal verbs or adverbs to indicate degrees of possibility • using commas to clarify meaning or avoid ambiguity in writing • using hyphens to avoid ambiguity |
| Handwriting | <ul style="list-style-type: none"> • 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 • increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] • 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 | | | | | |