



# English Long-term planner LKS2



Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Autumn	4.9.23	Into the Forest	Jemmy Button		Podkin		Podkin	
					Non-Fiction (History- Victorians)			
Autumn	6.11.23	Flood	The Lion the Witch and the Wardrobe		Snow Dragon		Christmas Poetry (3 days)	
Spring	8.1.24	The Man Who Walked	Manfish		The Tyger & Jabberwocky			
Spring	19.2.24	How to Train Your Dragon			Hamlet			
		How to Train Your Dragon	How to Train Your Dragon					
Summer	15.4.24	Escape to Pompeii	Charlie and the Chocolate Factory		Charlie and the Chocolate Factory			
			Non-Fiction (Europe)					
Summer	3.6.24	Egyptology	Leon and the Place Between		Fantastic Beasts & Where to Find them			
Focus	Test Weeks	Narrative		Non-Fiction		Poetry To Perform/ Read	Poetry Writing	

# English Curriculum - Writing outcomes LKS2- Cycle B

LKS2 15 core Text- Cycle B	Term	Entertain	Persuade	Explain/Discuss	Inform
1. Flood- Alvaro F Villa 2.Podkin- Kieron Yarwood 3.Snow Dragon Vivien French 4.Charlie and the Chocolate Factory- Roald Dahl 5. The Man Who Walked - Mordicai Gerstein 6.Leon and the Place Between- Graham Baker Smith 7.Fantastic Beasts and where to find them - JK Rowling	Autumn	1 Into the forest Lost narrative Podkin-Adventure Narrative		Non Fiction: Victorians- Explain how Victorian life was different	Jemmy Button: Letter to inform
		2 Flood- Disaster story The Lion the Witch and the Wardrobe- Character and Setting descriptions Free Verse Poetry- Christmas/ Winter Theme			Snow Dragon-Non chronological report
8.Hamlet - William Shakespeare 9.Escape from Pompeii - Christina Balit 10.Into the forest- Anthony Browne 11.How to train your dragon- Cressida Cowell 12.Manfish- Jennifer Berne 13. The Lion the witch and the wardrobe- CS Lewis	Spring	1 The Man Who Walked: Eye Witness recount of what happened Tyger & Jabberwocky: Performance			Manfish: Jacques Cousteau Biography
		2 How to Train your Dragon- 1. Dragon description 2. Short narrative with speech Hamlet: Setting Description & Character Description			How to train your Dragon- Instructions: How to train a dragon
14. Egyptology- Dugald Steer 15. Jemmy Button- Alix Barzelay <u>Poetry</u> The 'Tyger'- William Blake The Jabberwocky -Lewis Carroll Free Verse Poetry <u>Non-Fiction</u> Egyptians America Digestion- science Victorians	Summer	1 Escape to Pompeii: Write the story from the point of view of one of the children. Charlie & the Chocolate Factory; Blog about one of the children who won a ticket.	Non-Fiction- Persuasive leaflet on Greece/ Place in Europe		
		2 Leon & the Place Between- Leon's secret diary about what really happened in 'the place between', including conversation between Leon and the boy Fantastic Beasts & Where to find them- Beast from the book description		Egyptology- Podcast/ Vlog prose- explaining an element of Egyptian life- each group do something different and come together as a whole class Egyptology.	Fantastic Beasts & Where to find them- Own Beast entry to the book.

# LKS2 Reading Overview

Terminology	Figurative language, (reasoned) justification, justify, fact, opinion, debate, metaphor, simile, analogy, imagery, style, effect, compare	Word	To know and apply growing knowledge of root words, prefixes, suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words.
Oracy	<p>Orally retell some/ parts of known stories, including fairy stories, myths/ legends and traditional tales.</p> <p>Read aloud and perform poems and play scripts, showing understanding through intonation, tone, volume and action</p> <p>Ask questions to improve their understanding of the text</p> <p>Participate in discussions about books that are read to me and those that I read for myself</p>		
Skills/ strategies	<ul style="list-style-type: none"> <li>• Locate and discuss words/ pre taught vocabulary to discuss what a text is about.</li> <li>• Reading, re-reading, and rehearsing poems and plays for presentation and performance give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words.</li> <li>• Pupils should have guidance and feedback on the quality of their explanations and contributions to discussions.</li> <li>• In reference books, know what information they need to look for before they begin and be clear about the task. They should be shown how to use contents pages and indexes to locate information. Different purposes of texts/ organisation of texts/ features</li> <li>• The skills of information retrieval that are taught should be applied in reading history, geography and science textbooks.</li> <li>• Pupils should have guidance about the kinds of explanations and questions that are expected from them. They should help to develop, agree on, and evaluate rules for effective discussion. The expectation should be that all pupils take part.</li> <li>• Know, recognise and read Year 5/6 Word list.</li> <li>• Pupils should be taught to recognise themes in what they read.</li> <li>• Pupils should have opportunities to compare characters, considering different accounts of the same event and discuss viewpoints within a text and across more than one text</li> </ul>		
Comprehension	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• maintain positive attitudes to reading and understanding of what they read by:</li> <li>• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• reading books that are structured in different ways and reading for a range of purposes</li> <li>• 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 English - key stages 1 and 2 34 Statutory requirements</li> <li>• recommending books that they have read to their peers, giving reasons for their choices.</li> </ul>		

## Key focus and end points for each term

(It is expected that all of these objectives are taught each term and then consolidated and embedded in each subsequent term)

### Word

Apply and combine knowledge of root words, phonemes, word derivations, prefixes and suffixes correctly to read aloud and to pronounce words correctly

Attempt the pronunciation of unfamiliar words drawing on prior knowledge of similar looking words

Read age-appropriate texts with confidence and fluency (including whole novels)

### Comprehension

Draw inferences and justify these with evidence from the text. (Characters feelings/ motives/ thoughts from their actions) 2d

Check that a book makes sense- discussing their understanding and exploring the meaning of words in context 2a

Identify and explain how writers' use grammatical features, language, structure and presentation for effect, for example, the use of short sentences to build tension 2g

Use skimming and scanning to identify key points or find specific information 2b

Explain what I have read and show my understanding through an oral overview/ presentation/ debate or summary of a text- maintaining focus

Predict what might happen using evidence and details stated in the text 2e

Retrieve, record and present information from non-fiction 2b

Tell the difference between statements of facts or opinions

Respond to books that are structured in different ways and read them for different purposes

Identify and discuss themes in a range of writing and across longer texts 2f

Make comparisons within and across books. 2h

Recommend books that I have read giving clear reasons for my choices

Explain and discuss my understanding of what I have read 2d

Summarise the main ideas from more than 1 paragraph and from different parts of a text- identifying key details to support the main ideas ( using quotes) 2c

Identify and comment on an author's choice of language- including figurative language, giving examples and explanation on the impact to the reader 2g

## Oracy

Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and actions.

Learn a range of poetry by heart, for example, narrative verse and sonnets.

Read aloud with intonation that takes account of punctuation and shows an understanding of the text

Participate in discussions about books and build on/ challenge other views politely

## Writing Overview

## Transcription

All word level writing is covered through our spelling scheme- this is mapped out across the cycles on a separate document. It is taught every day for 15 minutes

Handwriting is also taught via our letter join scheme- it is taught every day.

Key focus and end points for each term

(It is expected that all of these objectives are taught each term and then consolidated and embedded in each subsequent term)

POS 5

POS 6

## Handwriting

Choose which shape of a letter to use and whether or not to join specific letters

Write legibly and fluently with increasing speed.

Choose the writing implement that is best suited for a task

## Spelling

Spelling rules to be taught across UKS2 are identified in the Appendix 1: Spelling document from the NC

Use further prefixes and suffixes and understand the guidance for adding them

Convert nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] Verb prefixes [for example, dis-, de-, mis-, over- and re-]

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 three or four letters of a word to check spelling, meaning or both of these in a dictionary

Use a thesaurus

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
- 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. *(adapt the grammar and vocabulary used in my writing to suit the audience and purpose.) (Choose the appropriate form and register/ structure/ layout/ contractions for less formal speech.)*
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action *(describe and integrate dialogue to convey character and advance the action. (use of inverted commas, mostly correct) (create atmosphere and describe settings and characters- using expanded noun phrases to add precision.)*
- précisising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure

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

Proof-read for spelling and punctuation errors

Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms

Use the passive voice to present information with a different emphasis. (I broke the window in the greenhouse- The window of the greenhouse was broken (by me).)

Use the perfect form of verbs to mark relationships of time and cause.

Use expanded noun phrases to convey complicated information concisely

Indicate degrees of possibility using adverbs [for example, perhaps, surely]

Use devices to build cohesion within a paragraph [for example, then, after that, this, firstly]

Link ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]

Use layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]

Use a range of cohesive devices\*, including adverbials of time and place. (Pronouns/ Adverbials, conjunctions, similes, -ing, -ed, adverb openers/ repetition of key words for effect/ prepositional phrases/ tenses are secure/ellipses in narratives/synonyms)

Use modal verbs mostly appropriately to suggest degrees of possibility.

Use Commas to clarify meaning and avoid ambiguity

Use brackets, dashes or commas to indicate parenthesis

Use hyphens to avoid ambiguity

Use semi-colons, colons or dashes to mark boundaries between independent clauses

Use a colon to introduce a list

Punctuate bullet points consistently

Use a variety of words related by meaning as synonyms and antonyms [for example, big, large, little].

Use of subjunctive forms such as If I were or were they to come in some very formal writing and speech

Use relative clauses beginning with who, which, where, when, whose, that or with an implied. (i.e. omitted) relative pronoun (Drop-in Sentence)

