



English Long-term planner LKS2



Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Autumn	Float		Spider and the Fly		The Iron Man			
	Flotsam	Water Horse		Water Horse		Non-Fiction: History	The Night Before Christmas	
				Water Horse	R: Non-Fiction			
Spring	Krindlekrax			Little People Big Dreams Josephine Baker/ Muhammed Ali				
	Stone Age Boy		The Lost Thing	Big Blue Whale				
Summer	Orion and the Dark		Blue Umbrella Film		The Journey			
	The Firework Maker's Daughter			Non-Fiction History		James and the Giant Peach		
Focus		Narrative		Non-Fiction		Poetry to perform/ read/ Oral retell		Poetry writing

English Curriculum - Writing Outcomes LKS2- Cycle A

LKS2 15 core Text- Cycle A	Term	Entertain	Persuade	Explain/ discuss	Inform
James and the Giant Peach Roald Dahl Float- Daniel Mirayes Orion and the Dark- Emma Yarlett The Iron Man- Ted Hughes Krindlekrax- Philip Ridley Stone Age Boy- Satoshi Kitamura Little people big dreams- Muhammed Ali/ Josephine Baker- Isabel Sanchez Vegara The Water Horse- Dick King Smith The Lost Thing- Shaun Tan Big Blue Whale- Nicola Davies The Journey- Francesca Sanna Flotsam- David Weisner The Firework Maker's Daughter- Philip Pullman The Night Before Christmas- Carole Anne Duffy. Spider and the Fly- Tony Ditterlizi	Autumn	1 Float Narrative description The Iron Man Story Opener			Spider and the Fly Instructions
		2 Flotsam Character/setting descriptions The Night Before Christmas Perform Water Horse Own Legend		Non-Fiction History Explain what life was like during the industrial revolution in St Helens	Water Horse Non chronological report on an imaginary animal
	Spring	1 Krindlekrax Adventure story		Little People Big Dreams Discussion on the people and why they were important	
		2 Stone Age Boy Write the story from the point of view of the boy The Lost Thing Character descriptions	Big Blue Whale Article on protection of whales		
	Summer	1 Orion and the Dark Story with dialogue Blue Umbrella Retell of the story using description			
		2 The Firework Maker's Daughter 1 significant event from Lila's POV	Non-Fiction History Which age was the best: Stone/ Bronze/ Iron?	The Journey The refugees' reasons for leaving in role	James and the Giant Peach Article/ newspaper about the giant Peach

LKS2 Reading Overview- Cycle A

Terminology	Root word/ prefix/ suffix/ theme/ convention/ intonation/ tone/ volume/ action/ rehearse/ perform/ present	Word	Throughout Year 3 &4 focus on reviewing set 3 sounds phonics through RWI speed sounds sessions Appendix I NC root words/ prefixes and suffixes (etymology/ morphology) to understand the meaning of words. Read further exception words, noting unusual correspondences between spelling and sound, and where these occur in the word. Use a dictionary to check the meaning of words that I have read
Oracy	Orally retell some/ parts of known stories, including fairy stories, myths/ legends and traditional tales. Read aloud and perform poems and play scripts, showing understanding through intonation, tone, volume and action Ask questions to improve their understanding of the text Participate in discussions about books that are read to me and those that I read for myself		
Skills/ strategies	<ul style="list-style-type: none"> • Locate and discuss words/ pre taught vocabulary to discuss what a text is about. • 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. • Drama approaches to understand how to perform plays and poems to support their understanding of the meaning. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension. • In non-fiction, 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 • 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. • Read the Y3/4 word list fluently. 		

Comprehension	<ul style="list-style-type: none"> Listen to, read and discuss a wide range of fiction, poetry, plays, non-fiction, reference books or textbooks for a range of purposes.: Opportunities to listen frequently to stories, poems, nonfiction and other writing, including whole books and not just extracts, so that they build on what was taught previously. In this way, they also meet books and authors that they might not choose themselves. Exercise choice in selecting books and be taught how to do so, with teachers making use of any library services and expertise to support this. Participate in discussion about both books that are read to them and those they can read themselves. Discuss words and phrases that capture the reader's interest and imagination Recognise some different forms of poetry [for example, free verse, narrative poetry] Identify themes and conventions in a wide range of books
	<p>Key focus and end points for each term</p> <p>(It is expected that all of these objectives are taught each term and then consolidated and embedded in each subsequent term)</p>
Word	I can read aloud and apply my knowledge of root words, to use prefixes and suffixes to understand the meaning of unfamiliar words.
	I can read a wide range of exception words and understand what makes them unusual (eg: varied grapheme -ough for uff sound.)
	I can use a dictionary to check the meaning of words that I have read
Comprehension	I can draw inferences from events and characters' actions/ feelings/ thoughts/ motives and speech and justify them with evidence from the text (PJ) 2d
	Identify themes and conventions (the things in the books that make it that genre (E.g horror) in a wide range of books 2f
	Recognise some different forms of poetry and discuss the differences (free verse, narrative, structured/ rhyming)
	Check that the text makes sense to them, discussing their understanding and explain the meanings of words in context 2a
	Retrieve and record information from a wide range of texts- fiction/nonfiction/ poetry by beginning to use skimming and scanning techniques 2b
	Make predictions on the basis of what is stated and implied in a text 2e
	Identify the main ideas from more than one paragraph and summarise these 2c
	Discuss words and phrases and say why they help to capture the readers imagination and interest 2g
	Identify how language, structure and presentation contributes to meaning 2f
	Recognise how structure and presentation of non- fiction helps the reader understand 2f
Make comparisons between stories of a wide range of fiction, nonfiction, poetry and plays- comparing characters within them 2h	

Oracy

Orally retell some/ parts of known stories, including fairy stories, myths/ legends and traditional tales.

Read aloud and perform poems and play scripts, showing understanding through intonation, tone, volume and action

Ask questions to improve their understanding of the text

Participate in discussions about books that are read to me and those that I read for myself

LKS2 Writing Overview- Cycle A

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)

English Writing Years 3 and 4

Handwriting

Use the diagonal and horizontal strokes that are needed to join letters.

Understand which letters, when adjacent to one another, are best left un-joined.

Increase the legibility, consistency and quality of my handwriting. *(all letters are the correct size and all downwards strokes equal; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch)*

Spelling

Spell words with prefixes and understand how to add them to root words. *(form nouns using super, anti, auto)*

Use the first two or three letters of a word to check its spelling in a dictionary.

Place the possessive apostrophe accurately in words with regular plurals *[girls', boys']* and in words with irregular plurals. *[children's]*

Spell words with a range of suffixes and understand how to add them to root words. *(-ation, ous, ion, ian)(-ent, -ness, -ful, -ly, -less, -es, s)*

Recognise and spell additional homophones. *(he'll/heel/heal)*

Spell most common exception words- Set 2/3 red words.

Spell words from Year 3 and 4 word list- see separate document.

Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Composition

When teaching a unit of writing it is expected that the composition elements will be taught from planning, discussion, drafting and editing. Dependent on the type of writing outcome and time allocated teachers may decide that they are going to focus on one or two elements of composition to develop the children's understanding of that in more depth. We teach all the Y3 and Y4 Grammar and Punctuation objectives.

Plan by discussing writing similar to that which is being planned to write in order to understand and learn from its structure, vocabulary and grammar.

Discuss and record ideas (*planning document/ mind map/ list etc*)

Evaluate and edit writing by assessing the effectiveness and suggesting improvements

Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. (*E.g.: tenses - inc present perfect/subordinate clauses/ co-ordinating conjunctions*)

Open paragraphs with topic sentences and organise them around a theme. (*Boxing up method independently; five part story volcano; chunking their writing into paragraphs- they then use this to ensure they have accurate paragraphs and how to demarcate them/ 1 paragraph per plot point*)

Write narratives by creating characters, settings and plot.

Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency including the accurate use of pronouns in sentences (*Accurate use of pronouns instead of overuse of the/ names in sentences/tense*)

Write a non-narrative using simple organisational devices such as headings and sub-headings.

Proof-read for spelling and punctuation errors (*"I forgot to put the comma after a fronted adverbial;" realise the spelling of proberbly is wrong*)

Grammar & Punctuation

Use a range of sentences with more than one clause- subordination and co- ordination. *subordination and co ordination. (when, if, because, although)*

Use present perfect form of verbs instead of past tense. (*I have finished/ She has walked*)

Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition

Use fronted adverbials and a comma afterwards.

Expressing time, place and cause using conjunctions (*when, before, after, while, so, because*), adverbs (*then, next, soon, therefore*), or prepositions. (*before, after, during, in, because of*)

Use punctuation in direct speech, including inverted commas and a comma after the reporting clause.

Use correct standard English: We were not we was/ I was not I were/ I did not I done

Use the correct article 'a' or 'an'. (*An article is a type of determiner*)

Use the plural -s and the possessive s. *The girls played on the park. The girl's house was over there.*

Expand noun phrases with modifying adjectives and prepositional phrases. (*The man- expanded to- The weak, frail man sat on the hospital bench.*)

Indicate possession by using the possessive apostrophe with plural nouns. (*The girl's jumper.*) (*The cars' wheels.*)

Use conjunctions, adverbs and prepositions to express time and cause. (*the next thing, next, soon, so, before, after, during, in, because of*)