

Writing Policy

Document Control				
Title	Writing Policy			
Date	February 25			
Supersedes	Planned Writing Opportunities			
	Progression in Writing			
	Handwriting Policy			
Related				
Policies/Guidance	Reading Policy			
	Oracy Policy			
	SEND Policy			
Review	January 26 (or sooner if changes in curriculum)			

Approved by:	Governors	Date: 11.02.25
Last reviewed on:	February 2025	
Next review due by:	February 2026	

Newall Green Primary School Writing Curriculum

Intent:

The intent of this policy is to outline the school's approach to promoting and developing writing skills among students at Newall Green Primary School. It is our expectation that every child will leave our school with the skills of a proficient writer who is able to express their thoughts and ideas confidently and creatively through the use of the written word. Throughout their time at Newall Green Primary School, children develop these skills by exploring a whole range of different genres, with a focus on exploring a range of models of excellence and using these to guide the drafting and editing process.

Many children within Newall Green Primary School start school with lower than average Language skills. We know that a number of factors contribute to the development of writing skills including the child's own speaking skills, vocabulary knowledge, grammar knowledge, understanding of sentence structure and their fine motor skills. Our aim is to support all learners and create writers who:

- have the ability to write with fluency and develop an author's voice
- can write for a particular purpose and intended audience
- can understand how language works by looking at its patterns, structures and origins
- can think about the impact they want their writing to have on the reader and knows how they will achieve this
- have a sophisticated bank of vocabulary and an excellent knowledge of writing techniques to extend details or description
- can structure and organise their writing to suit the genre they are writing and include a variety of sentence structures
- display excellent transcription skills that ensure their writing is well presented, punctuated, spelled correctly and neat.
- re-reads, edits and improves their writing so every piece of writing they produce is their very best and even better than the last.
- can write with fluent and legible joined handwriting.

Implementation

The focus in our literacy teaching at Newall Green Primary School, is to provide high quality literacy lessons which promote outstanding progress and the children's love for learning.

The daily writing lessons aim to develop writing skills so that teachers can identify areas for skills development and adjust their teaching appropriately. We bring composition, fluency, handwriting, spelling, punctuation and grammar together to develop children's writing skills.

The core concepts for Writing:

Composition

Composition is the way the writer assembles words and sentences to create coherent and meaningful work. It drives the writing process which signals writers to the conscious and considered creation of texts. It consists of planning and rehearsing, drafting or composing, editing and improving and publishing or performing. Research suggests that cumulatively rereading work to establish the flow and direction and drilling down to the smallest parts of composition allows for a sharp attention of details. Teacher demonstration of each stage of this process is crucial to children becoming fluent writers.

Spelling

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Learning to spell helps to cement the connection between the letters and their sounds and learning high frequency "sight words" to mastery level improves both reading and writing. The correlation between spelling and reading comprehension is high because both depend on a common denominator: proficiency with language. The more deeply and thoroughly a student knows a word, the more likely they are to recognise it, spell it, define it, and use it appropriately in speech and writing.

Core Concepts in Writing

Fluency

Fluency in writing gives the individual the skills and power to manipulate grammar and vocabulary choices, sentence structures and organisational features with the reader in mind. The internalised 'sense of a reader' supports a pupil to make appropriate and powerful choices and an ability to continually assess the impact of their work in relation to the audience and purpose. The children are taught a variety of techniques to aid fluency including the use of senses, imaginative and detailed description, varying sentence structure, ambitious vocabulary, adverbials and many more. An experienced writer will transform their writing using a range of these techniques in a variety of contexts

Punctuation

Punctuation is both an authorial and secretarial element of writing. It consists of the use of standard symbols, spaces, capitalisation and indentation to help the reader understand written text. It provides the conventional framework for sentence structure. Ambiguous, unpunctuated sentences can change the meaning and confuse the reader. Effective teaching of punctuation enables writers to organise a text, generate coherent sentences and make grammar and vocabulary choices. A deeper understanding can then be established when children use punctuation accurately alongside syntax variation; they can then manipulate sentences to create flare and fluency.

Handwriting

Effective writing skills are dependent on developing handwriting skills in order to facilitate the higher order skills of content and creativity. Pupils who have not mastered this essential skill are unable to fulfil their potential in tasks that require handwriting and as a consequence they become frustrated and disenchanted or just quietly underachieve. By effectively teaching handwriting we produce enthusiastic and efficient hand writers who can convey ideas, thoughts and feelings on to paper and thus fulfil their potential as communicators.

Grammar

Grammar is powerful; it is grammar that gives sense to language. It enables young writers to explore the infinite choices available to them in shaping creative stories and building critical, effective texts.

The curriculum is mapped using these core concepts. We plan for progression using the key points outlined in the impact section below. Lesson content is planned towards these progression points and follows the model of direct instruction, shared and modelled practice before culminating in independent practice and mastery. Specific knowledge is acquired through the knowledge organisers in each curriculum area and unit of study to ensure broad and balanced coverage and as a tool for children to add to, revise and structure that knowledge.

Subject Delivery

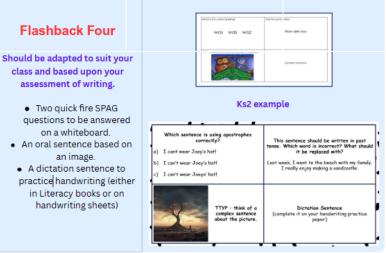
Structure of a Literacy Lesson

Writing is taught daily for an hour per day in KS1 and KS2 which also includes grammar, handwriting and spelling. Grammar is incorporated into the writing lessons. Handwriting and spelling are taught discretely. Spelling practice is also an expectation of home learning.

Structure of a Literacy Lesson

Not every Literacy lesson will follow the same structure and this would depend on the outcomes for that lesson. Below is an example of the structure of a Literacy lesson where there is a writing outcome expected.

Starter	Main teaching	Guided Writing	Independent Writing	Feedback and Reflection
Opportunity for pupils to act upon feedback from previous lesson. Starter should usually be no more than 10 minutes. Usually, this will be the Flashback Four (see below) but, where appropriate, this may be editing their previous work or a specific misconception based upon the whole class feedback sheet from the previous lesson.	Teacher introduces the topic of the lesson and teaches the necessary content to support the outcome. AFL, through techniques such as questioning, talk partners and mini whiteboards, used throughout the main teaching to gauge understanding, celebrate successes and target teaching and support. Teacher uses modelled writing to demonstrate the writing process while thinking aloud. This provides pupils with a clear framework and guides them in how to plan and structure their writing although	At this stage, teacher supports targeted children and will 'guide' the group through the part of the writing process that everyone else is focused upon. The focus should be tailored to the specific writing targets or needs for that group. Teacher should act as an aid, reminding pupils of their targets, but the children should be doing most of the thinking and writing. It is a scaffolded bridge from dependence towards independence.	Some pupils will move straight to independent writing. At this point, pupils are now given the opportunity to work independently to achieve the outcomes for that lesson. They should be encouraged to refer back to their writing targets, the lesson outcomes and resources such as the working wall, checklists, word banks or planning frames to support them at this stage.	This should not just happen at the end of a lesson but where appropriate throughout the Literacy lesson. Opportunity for pupils to share their work with a partner or class boosts their confidence, celebrates success and encourages collaborative learning. Teacher provides constructive feedback to help pupils reflect and understand what they have done well and what could be improved.
	this should not be copied by the children.	Flashback Four	KS1 examp	le ^{me} Now de you



Writing process:

Writing is centred on a high quality text that captures the children's interest from the outset. Children within Newall Green Primary School are taught to plan, draft, revise, edit, evaluate and publish their writing. Each of the elements is important in the production of a finished piece of writing. Effective teaching will often focus on particular aspects of this process, e.g. planning a story, an explanation, an argument, or revising a draft to change or improve it. At regular intervals, all children should have experience of developing a piece of writing through the whole process.

Planning will follow a three-phase cycle. Phase one will introduce the text to the children through a hook and they will generate ideas. Phase two will consist of SPaG lessons related to the end product, planning and drafting work. In phase three, children edit and uplevel their work, before finally publishing in phase four to celebrate their work.

Three phase Cycle

Children within Newall Green Primary School are taught to plan, draft, revise, edit, evaluate and publish their writing. Each of the elements is important in the production of a finished piece of writing. Effective teaching will often focus on particular aspects of this process, e.g. planning a story, an explanation, an argument, or revising a draft to change or improve it. At regular intervals, all children should have experience of developing a piece of writing through the whole process.

Planning will follow a three-phase cycle. Phase one will introduce the text to the children through a hook. They will analyse the key features of the genre and what makes it a successful piece of writing. Phase two will consist of SPaG lessons related to the end product and planning. In phase three, children will write their own piece after opportunities of modelled, shared and guided writing. Through every writing opportunity, children are expected to review and edit their work as part of an ongoing process. This may be supported by an adult to help improve their piece (year group dependent).



Start each unit with a hook to engage and inspire the children. Teacher written WAGOLL (what a good one looks like) used to identify the features using the box success criteria. These features are identified on the unit cover sheet which is referred to throughout the unit. Use talk for writing opportunities to let the children explore the text and characters. Planned writing opportunities through identifying the steps necessary to get to the end point. Children are immersed in the text through a variety of techniques e.g. drama work (role play, role on the wall, conscience alley), research and class discussions

These lessons are the building blocks to the final piece. Using the end point, the necessary steps are planned to support children to develop the knowledge, skills and understanding to write independently. Using the Sue Palmer planning templates, children plan their writing, using the box success criteria and WAGOLL to support. Teacher modelling is vital and teachers talk through the writing process modelling their conscious choices as writers. Teachers use combination of shared writing, demonstrations joint composition and guided writing to support pupils to draft their writing, working towards their end point. SPAG is fed through each of the writing opportunities, using the text features and yearly overview.

Phase 2

Planning and drafting

Phase 3 Polishing and editing

Teachers will have read each piece of writing and completed a whole class feedback sheet in order to provide whole class and individual feedback. Good examples are used as further WAGOLLS and celebrate children's work. Editing process is modelled through editing stations and teachers use marking to identify specific areas for development. Move towards children editing their writing independently. Children will have the opportunity, each half term, to publish their writing and share this with a wider audience such as their class, year group or members of SLT.

 	Vocabulary	
	Success criteria	
	Effects on the reader	
ſ	Purpose and reader	

Start in the center of the Box Success Criteria, as a class, write the purpose of your final piece and who the reader will be.

On the next level, children need to identify what effects the text needs to have on the reader.

In the success criteria section, children will put the features specific to the genre they are writing. They will then highlight these in a WAGOLL written by the teacher.

The last level is vocabulary. Children must find subject related vocabulary or key words which are specific to each year group and text.



We use shared writing as it is a powerful teaching strategy and the principal means of teaching. We plan that shared writing is continued into purposeful writing tasks through which children apply their new learning. We do this because it allows teachers to:

- work with the whole class, to model, explore and discuss the choices writers make at the point of writing (rather than by correction), demonstrating and sharing the compositional process directly
- make the links between reading and writing explicit by reading and investigating how writers have used language to achieve particular effects, and using written texts as models for writing e.g. through imitation and innovation in the early stages to understanding and using underlying structures and principles towards the end of Key Stage 2;
- scaffold some aspects of writing, e.g. the spelling and transcribing, to enable children to concentrate on how to compose their writing, e.g. through the choice of words or phrases and ways of constructing sentences to achieve particular purposes or effects;
- focus on particular aspects of the writing process: planning, composing, revising, editing and redrafting;
- introduce children to appropriate concepts and technical language as a means of discussing what writers do and internalising principles to apply in their own work; Introduction and rationale.
- provide an essential step towards independent writing by helping children to understand and apply specific skills and strategies.

When we plan for shared writing we make sure that we;

- agree how the audience and purpose of the writing task will determine the structure, grammatical features and content;
- use the specific objectives from the text, sentence or word level work;
- rehearse sentences before writing them down. (In this way pupils are more likely to learn how to compose in sentences. This habit can also help pupils to 'get it right' first time as sentences are orally revised before being committed to the page.);
- encourage the automatic use of basic punctuation;
- constantly and cumulatively reread to gain a flow from one sentence into another as well as checking for possible improvements or errors;
- discuss and explain why one decision might be preferable to another;
- pause during the writing to focus discussion upon the specific objective but, otherwise, move the rest of the composition on quickly so that pupils' attention is not lost;
- take suggestions from pupils who will make effective contributions, but also ask pupils who may struggle, in order to check misconceptions and provide further opportunities for explanation. These pupils should be specifically checked up on when they are using dry-wipe boards to assure the quality of their writing. Where a small group remains uncertain they may be targeted as a guided group;
- make the occasional deliberate error to hold pupils' attention and focus on common errors or an error related to the specific objective being taught.
- clearly focused upon one or two specific teaching objectives at sentence and text level;



We use guided writing to: support children in planning and drafting their own work; to revise and edit work in progress; to provide differentiated support for particular groups.

It should take place in every classroom and the teacher should work with a different group each lesson. The teacher will 'Guide' the group through the part of the writing process that everyone else is focused upon. For example, if the class are working on the 'opening' to a story, then the guided session will also focus on guiding the group through writing their openings.

Teacher supports children to compose their ideas and teacher models a section of writing. The teacher helps children remind themselves of targets, progress points and writing processes. The main point about guided work is that the children should be doing most of the thinking and writing. It is a scaffolded bridge from dependence towards independence.

Independent writing

Independent writing is planned for so that it is focused and challenging. Careful planning allows a flow from whole class work in shared writing and be scaffolded at different levels according to children's needs. Teaching Assistants may be used to reinforce the skills needed to complete the task but the aim is for the child to be as independent as possible.

Teacher's divide their time between guided group work and general supervision of work by others. The more focused and structured nature of this kind of writing gives children more control and success in writing and enables the teacher to monitor and support more effectively. The plenary session at the end of the lesson is an opportunity to



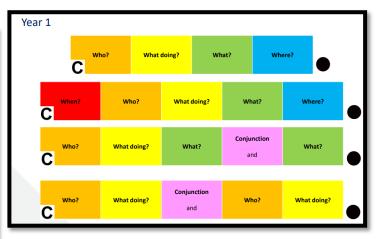
Colourful semantics uses colour-coding to help a young person learn the important elements of a sentence and how to join them in the correct order. Colourful Semantics is a system for colour coding sentences according to the role of different words. It can help children to break down sentences and understand the individual meaning of each word and its role in the sentence. It can help children to better understand word order. Children can use colourful semantics to build up meaningful, well-structured sentences.

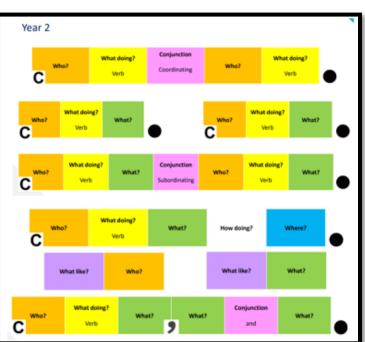
Children are introduced to colourful semantics during the nursery year and this continues through the rest of school. It aims to develop and consolidate the understanding of 'wh-' questions, e.g. 'who?', 'what?', 'where?'. Colourful semantics uses specific colours and shapes that must be followed:

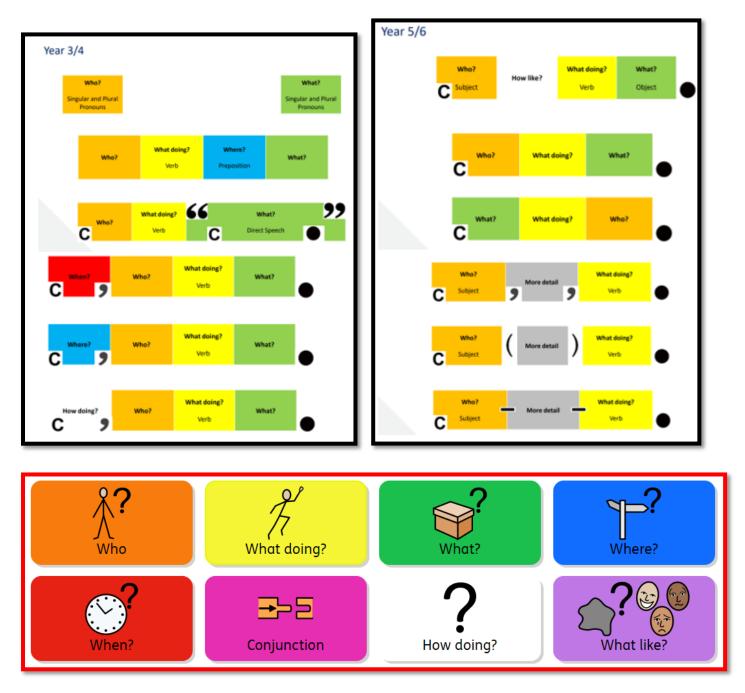
- who? = orange
- doing what? = yellow
- what? = green
- where? = blue
- when? = brown
- to whom? = pink
- what like? = cloud shape
- whose? = star shape



Below are the suggested overviews for each year group. To be used as a guide as this is not a definitive list.







Colour Blindness

To support pupils with colour blindness, the use of secondary indicators such as the words and visual symbol for each colour is used alongside the individual adaptations made based on the needs of each individual.

Marking

Effective marking is key to supporting children to develop their writing skills. It should go beyond correcting mistakes and instead provide meaningful feedback that guides their progress. Feedback should be positive and constructive in order to take them forward in their learning and should refer specifically to the learning objective; class targets and the child's individual targets. Staff will be expected to adhere to the following guidelines to ensure that marking is a positive tool for improving children's performance.

Marking should be specific and targeted. Instead of simply noting errors, we should highlight what the student has done well alongside areas for improvement. For instance, if a child has used vivid vocabulary or created a strong opening, acknowledging these strengths can boost their confidence and motivate them. Alongside this, constructive suggestions for improvement—like varying sentence structure or developing ideas further—help them understand how to refine their writing.

In literacy, the whole class feedback sheet is used to inform teaching. For the marking to be meaningful, it is vital that pupils are given the opportunity to respond to and act upon their feedback. Specific Literacy marking requirements are listed below – please see the marking policy for more detail.

- Feedback should be specific and targeted with next steps focused on their individual writing targets as well as the purpose of the writing.
- Children should be given time and directed to act on their feedback, either at the start of the literacy lesson or at another time where appropriate. regularly be set next steps which they need to use in future work.
- Presentation of work should be checked and teachers should comment on poor presentation and ensure children improve this next time (NOTE: this is not to be confused with pupils who have poor handwriting/motor skills).
- If presentation of work is poor and it is clear that you know a child has not applied maximum effort, then it is appropriate to ask the child to redo part or all of the work.
- Self or peer marking is encouraged, children should be given opportunities to annotate their own work and that of their peers. Where self or peer assessment takes place children should have sensitive comments modelled and be given guidance as to the content of their marking
- Marking of written work is used sensitively and with discretion so that a child can assimilate a limited number of corrections at one time this will vary according to age and ability.
- Marking codes (see below) should be used in each key stage.
- Marking hot and cold writes Pink and green highlighters are used to mark hot and cold writes. Green identifies something a child has done well and pink identifies an area of development.
- Hot writes should be marked, with pink and green, at each stage and before editing so that pupils have the opportunity to act upon their feedback.

EYFS Literacy marking code				
 Something you have done well 				
Target or next step				
S	Support from an adult (explain what support was given)			
Child worked independently				
word underlined and correct word written above Word is misspelt (do this if it is unclear what the word is)				
ST	Marked by student teacher			
Supply Marked by supply teacher				
TA Marked by teaching assistant				

KS1 & KS2 Literacy marking code				
or 🗸 Something you have done well				
or Target or next step				
sp Check the underlined words using a dictionary				
GW Guided write with a teacher				
S	Support given by an adult (explain what support given)			
I	Work completed independently			
VF	Verbal feedback			
ST	Lesson taught by a student teacher			
Supply	Lesson taught by a supply teacher			

KS1 marking symbols $\bigcirc \longrightarrow \bigcirc$ Left to right orientation abc Letter formation Ø Pencil grip Im Finger spaces Ð Listen for sounds Full stops Aa Capital letters bdfj Ascenders and descenders لر کا Conjunctions ್ರರಿ Time conjunctions join Joining .!? Punctuation Write on the line Wow words/adjectives

Whole class feedback sheet (example)

Date: 11.9.23 Focus: Writing a story ending

Work to praise and	Focus group	Spellings	Areas for development
 share AK - imagination and creation of atmosphere NB - Punctuation and use of fronted adverbials and speech 	 Handwriting (KT, HF, F5, F5, F8, LR, TW) Basic sentence work (FSm, AH) 	 Climbed Something Which Stepped 	 Handwriting Formation of specific letters (j and q) Use of capital letters (random capitals <u>mid sentence</u>) Identifying where a sentence ends Varying sentence openers Varying sentence length for effect Using a dictionary to check spelinas
Things we did really well	Grammar	Punctuation	Incomplete
 Most children attempting to use fronted adverbials (forgetting commas) Most children attempting to punctuate direct speech (forgetting punctuation at end/start) 	 Some children still struggling to understand where a sentence should end 	 Basic punctuation at the end of sentences (e.g. question marks for questions) Apostrophes for contractions Commas for expanded noun phrases Commas for fronted adverbials 	• KT - absent

The whole class feedback sheet should be completed when marking any writing.

This will then focus the quality first and targeted teaching for the next lesson. It provides teachers with the key concepts, successes and misconceptions that need to be addressed and informs planning.

Grammar and Punctuation

We believe that children need to be in control of their grammar choices to improve the precision and the impact of their writing. Technical control of grammar means that pupils can show readers that they have good understanding of the English language and that they are able to manipulate it for their own desired outcomes. Grammar objectives are weaved throughout each writing unit using the overview for that year group to ensure that grammar knowledge is

taught and revisited. A grammar overview is used to ensure consistency and progression through school.



Spelling

A multi-strategy approach to spellings based on excellent knowledge of specific spelling rules is the approach we've taken to handwriting. This includes activities that focus on phonological understanding,



approaches to secure the long term memory of these spellings (mnemonics) and activities that check their understanding of meaning.

Colourful Semantics

Handwriting

Handwriting is of fundamental importance to educating our pupils because pupils who do not learn to read and write fluently and confidently are, in every sense, disenfranchised.

Handwriting is a physical activity that involves movement and recognition skills that need to be learnt and become part of the automatic cognitive skill set of the pupil. Handwriting is taught either to the whole class or to a group/individual dependent upon the individual learners need. Handwriting is an integral part of good presentation skills and for this reason our pupils are challenged by the teacher to produce a good, well presented end product. Please see handwriting policy.

Foundation Stage

Children are taught a variety of strategies to develop gross motor control prior to formal handwriting. They then move on to developing letter shapes using gross motor movements with the accompanying vocabulary of movement. Children are taught good gross and fine motor control, recognition of pattern, language to talk about shape and movements and the main handwriting movements involved in the three basic letter shapes. Children are introduced to patterns which build on the three basic letter shapes (I, c and r). They make patterns using a variety of media and activities. Dexterity is developed through these activities. A variety of activities are available for the children to encourage practising writing through play with a variety of writing tools and surfaces. Children are introduced to paper and then lined paper for writing letters on. Handwriting will be taught formally when a child is ready using the Read Write Inc approach of picture mnemonics.

Read Write Inc Handwriting Stages

Handwriting is taught in stages linked to the Read Write Inc storybook levels. There are 3 stages from 1 to 3 and picture Mnemonics are used throughout the process. The letters are grouped for formation and then when the letters are formed correctly they are grouped for size and position.

See Appendix 2

Left-handed children

At least 10 percent of the population is left-handed – a slightly higher proportion are males. Writing from left to right is more difficult for left-handed children. All of the activities for developing letter formation are modelled specifically for left-handed children. Left handed children are placed so that they are next to each other or on a corner of a table to avoid knocking elbows with right-handed children. They are taught to slant their work appropriately and to hold the pencil with the correct grip. This avoids the danger of smudging their work.

Resources

Younger children may practise writing on a variety of lined paper as well as worksheets and the media/activities described above. HB pencils are used for writing. Younger children or those with difficulties with their grip will use learner pencils which are fatter and may be triangular. Some children will have grips attached to their pencils. Older children may use handwriting pens or ink pens and use the RWI handwriting paper for Years 1-4 or on Bubble Handwriting Sheets in Years 5 & 6 to practise their handwriting. All handwriting work is stored in a folder in the child's tray and is regularly monitored by the teacher. Handwriting Hero certificates are awarded on a weekly basis to an individual from each class that has shown an improvement in their ability. There will be a minimum of 2 teacher-led handwriting sessions per week.

Developing speed and accuracy

As children progress through the school they are expected to produce longer pieces of writing across the curriculum and therefore need to improve speed and stamina. This is practised through a variety of activities including dictation and timed writing activities.

Using Pens

In key stage 2 when children are able to write neatly in fluent, legible and even-sized joined writing in the school handwriting style consistently over a period of time they are awarded a handwriting pen. The child writes on a certificate which they then take to a member of senior management to confirm they can be awarded a handwriting licence. They

are also given a certificate.

Special Educational Needs

Children with SEN may have a provision for handwriting as part of their School or Class Action Plan. The SENCO may advise staff who work with individual or groups of children who have specific needs or difficulties with handwriting.

Interventions

Children who need extra practise with handwriting may be taught outside the classroom by a teaching assistant or other trained adult. This work will be targeted specifically to the child's needs using a variety of the activities outlined above. Some children may be given extra handwriting practise for homework and parents may be actively involved in helping or encouraging their children in this. In KS1 the clever fingers intervention builds up fine motor skills and hand muscles.

Literacy in EYFS

Literacy is one of the seven areas of learning and development in the EYFS Framework. Literacy is one of the specific areas which help strengthen and develop the three prime areas, and ignite children's curiosity and enthusiasm. The educational programme outlined below sets out what we teach in Literacy in EYFS.

Literacy educational programme (taken from EYFS Framework 2024)

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

- 1) Planning including teaching sequence
- 2) Colourful Semantics
- 3) Drawing Club
- 4) Assessment of Literacy

1) Planning including teaching sequence

We use half-termly topics in both Reception and Nursery as a starting point to learn new things and fire children's imaginations. Our long-term plans show the topics we usually follow but they are flexible to ensure we also follow the children's interests, school themes or National events. Each half term the staff meet to plan the next topic and choose enhancements based on children's needs. The long-term plans also show how we teach Literacy and the other areas of learning and development. Teachers follow a Literacy medium-term plan which sets out what is taught each term. Teachers then plan in more detail on a weekly basis to plan individual lessons based on children's needs/gaps. All areas of the curriculum are also covered through continuous provision when children learn through play. For Phonics we follow Read, Write, Inc. in Reception and Phase 1 Letters and Sounds in Nursery (children will move onto Read, Write, Inc. in Nursery in the Summer term).

Teachers use the following sequence (developed from EY2P consultancy) to plan and teach their Literacy lessons:

Teaching sequence for Literacy lessons					
Phase 1 – Main focus: Shared	Phase 2 – Main focus:	Phase 3 – Main focus: Shared			
Reading	Shared speaking &	writing: Focus is on teacher			
Speaking and listening e.g. reading	listening	modelling, scribing and supported			
text aloud, book talk, discuss	Speaking and listening e.g.	composition e.g. forming letters			
characters' actions, discuss favourite	text retelling, using	correctly, breaking flow of speech			
characters, word/language circle	actions, imitate using	into words, orally rehearsing			
games, vocabulary development.	actions/story map,	sentences, orally segmenting and			
Word recognition e.g. concepts about	innovate changing one of	writing phonetically, sequencing			
print, following left to right & top to	the characters, creating a	sentences to tell a story, reading			
bottom, distinguishing between	story map,	back writing to check it makes			
letters & words, phonics,	Drama & role play e.g. re-	sense, handwriting			
phonological awareness, tricky	read story focusing on				
words, grouping words in different	expression/actions,	Shared reading, speaking and			
ways.	thought tapping – discuss	listening will also be used.			

Understanding text e.g. predictions,	a character's actions, hot
spotting main characters,	seating, phone
summarising, identifying beginning,	conversations, sound
middle & end, character profiles.	tracking.

Literacy is planned around quality texts to ensure children are engaged and have a purpose for their writing. We provide opportunities for children to capture their thinking and structure it for a range of purposes and audiences (composition). For example making invitations, writing a shopping list, character profiles, writing a postcard from a character. The teaching sequence demonstrates how we incorporate shared reading, shared speaking and listening and shared writing into lessons. Many lessons will include all three phases but some lessons will focus more on a specific phase depending on the needs of the children.

During **shared reading**, we show children that print carries meaning. In **shared writing** we listen to children talking and model how to write down the words they say as this helps them to see how sounds become words on paper. Children then each have one **guided writing** session per week where they will work on children's next steps in writing. The teacher will support children to compose their ideas and will then model writing. Each group of children may have a different focus depending on their next steps e.g. writing initial sounds with correct graphemes, spelling CVC words, develop oral rehearsal and writing a short sentence. Guided writing is a scaffolded bridge from dependence towards independence.

Structure of an Early Years Literacy lesson

Not every Literacy lesson will follow the same structure depending on the main outcome for the lesson. Lessons will also vary depending on the age of the children as children at the start of the nursery year will spend less time on the carpet then children at the end of Reception.

Whole class carpet input	Continuous Provision to include guided and independent writing groups	Feedback and reflection
The whole class/key group are generally taught by the teacher on the carpet for the main teaching input. This normally lasts approximately 15-20 minutes depending on the content of the lesson and the age of the children. The teacher will introduce the topic of the lesson and teach the necessary content to support the outcome. Shared reading, speaking and listening and writing will take place during the input but the main focus will depend on the outcome of the lesson. Modelled writing will be used to demonstrate the writing process while thinking aloud.	After the main teaching input, most of the children will then learn through play during continuous provision. Each classroom has a writing area and there are also various additional writing opportunities both indoors and outdoors. During the continuous provision session, the teacher will complete a guided writing session with a group of children. The focus should be tailored to the specific writing targets or needs for that group. When deemed appropriate, a group of children will also complete an independent writing task. This normally begins during the Spring term in Reception when the children are moving towards writing captions but some children may be ready for this earlier in the year. Before children are ready to write, guided groups may include large scale mark- making before moving onto using chunky crayons or pencils.	Feedback and reflection generally happens throughout the Literacy lesson but teachers will also do this at the end of a teaching session when appropriate. Teachers provide constructive feedback to help pupils reflect and understand what they have done well and what could be improved.

Drawing Club

Drawing Club is an approach designed by Greg Bottrill that immerses children into a world full of imagination. Reception teach drawing club as one of their Literacy lessons each week. Children observe as the teacher models drawing and then get the opportunity to complete their own drawings. It is through drawing club that we open up the magic world of tales and story to children whilst at the same time enriching their language skills, developing their fine motor skills. One of the most exciting parts of Drawing Club is adding secret symbols and passwords to our drawings. We always draw a secret symbol that can make anything happen! Sometimes we press them and aliens or unicorns become 3 times bigger, pencils turn into chocolate or hair turns multi-coloured! We then add a password to make the secret symbol work. This can be a mark, letter, digraph, a word or a sentence. As children make progress and become more confident with their phonics, their passwords develop and move towards phrases and sentences. Nursery their own version of drawing club called 'story dough which uses the medium of playdough to tip children into landscape of nonsense, rhyme, language, delicious vocabulary, mark making, make-believe, mathematics and story.

Assessment of Literacy in EYFS

Early Learning Goals

The level of development children should be expected to have reached by the end of the EYFS is defined by the early learning goals (ELGs). The ELGs should not be used as a curriculum or in any way to limit the wide variety of rich experiences that are crucial to child development. Instead, the ELGs should support practitioners to make a holistic, best-fit judgement about a child's development at the end of the EYFS, and their readiness for year 1. When forming a judgement about whether an individual child is at the expected level of development, teachers should draw on their knowledge of the child and their own expert professional judgement. This is enough evidence to assess a child's individual level of development in relation to each of the ELGs. Recorded, written or photographic evidence is not required.

Literacy ELGs

ELG: Comprehension

Children at the expected level of development will:

• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

• Anticipate – where appropriate – key events in stories.

• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG: Word Reading

Children at the expected level of development will:

• Say a sound for each letter in the alphabet and at least 10 digraphs.

• Read words consistent with their phonic knowledge by sound-blending.

• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Writing

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Impact

The ultimate test of the impact of the curriculum is in whether the students know what you want them to know, and what you think they should know. This has been carefully mapped against the core concepts for writing in the tables on the following pages.

Through our very carefully planned and sequenced writing curriculum, pupils at Newall Green Primary School will make good progress from their own personal starting points. The impact on our children is that they have the knowledge and skills to be able to write successfully for a specific purpose and real audience.

By the end of Key Stage 2, children have developed a writer's craft, they enjoy sustained writing and can manipulate language, grammar and punctuation to maximise the effect on their readers. Most importantly, they will develop a love of writing and be well equipped for the rest of their education in Key Stage 3, 4 and beyond

<u>Assessment</u>

- Children will complete a Cold Write four times a year to inform the future planning for each class. They will be completed in first week of September and then at the end of each term. The same picture stimulus is used throughout school for each Cold Write. The writing needs to be read and marked using the whole class feedback sheet (Appendix 5). From this, class targets can be ascertained and displayed on working walls, to be referred to throughout the next unit. Teachers should use the initial Cold Write to identify handwriting needs for their class and where the starting point for each individual should be.
- Children's work is assessed on an ongoing basis.
- Each day, the children's literacy work is assessed either via teacher feedback (verbal or written), peer marking or self-marking.
- At the end of each unit, the children's work is hard marked using pink and green highlighters.
- Specific feedback is given based on the children's writing targets, in order to help them to improve.
- Formal assessment is undertaken on a half termly basis from Year 1 -6 (see Appendix 3 for Assessment grids)
- Each year group has a set of non-negotiables in which children are encouraged to use in their writing. (See Appendix 4)

Writing Specific Impact Measures

- What are we measuring? Transcription Spelling and Handwriting
- Composition Grammar and Punctuation
- Fluency

Progression Points against the Core Concepts

Core Concepts	Progression Point 1 Year 1	Progression Point 1 Year 2	Progression Point 3 LKS2	Progression Point 4 UKS2
Spelling	 Pupils should be shown how to segment spoken words into individual phonemes and then how to represent the phonemes by the appropriate grapheme(s). At this stage pupils will be spelling some words in a phonically plausible way, even if sometimes incorrectly. Misspellings of words that pupils have been taught to spell should be corrected; other misspelt words should be used to teach pupils about alternative ways of representing those sounds. 	 Pupils move towards more word-specific knowledge of spelling, including homophones. Children should be taught that spelling involves segmenting spoken words into phonemes and then representing all the phonemes by graphemes in the right order. Spelling should be phonically plausible, even if not always correct. Misspellings of words that pupils have been taught to spell should be corrected; other misspelt words can be used as an opportunity to teach pupils about alternative ways of representing those sounds. Pupils should be encouraged to apply their knowledge of suffixes from their word reading to their spelling. They should draw from and apply their growing knowledge of word and spelling structure, as well as their knowledge of root words. 	 Phonic knowledge should continue to underpin spelling after key stage 1; teachers should still draw pupils' attention to GPCs that do and do not fit in with what has been taught so far. Pupils also need to understand the role of morphology and etymology. spell further homophones spell words that are often misspelt use further prefixes and suffixes and understand how to add them place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals use the first 2 or 3 letters of a word to check its spelling in a dictionary 	 spell some words with 'silent' letters 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 use further prefixes and suffixes and understand the guidance for adding them 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
Handwriting	 sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place form capital letters form digits 0-9 understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these 	 Children should be able to form individual letters correctly, establishing good handwriting habits from the beginning. Pupils' motor skills also need to be sufficiently advanced for them to write down ideas that they may be able to compose orally. Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation. 	 use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined 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] Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling. 	 Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an un-joined style, for example, for labelling a diagram or data, writing an email address, or for algebra, and capital letters, for example, for filling in a form.
Grammar	 Pupils should be taught to recognise sentence boundaries in spoken sentences and to use the appropriate vocabulary when their writing is discussed. Pupils should begin to use some of the distinctive features of Standard English in their writing. 'Standard English' is defined in the glossary. 	The terms for discussing language should be embedded for pupils in the course of discussing their writing with them. Their attention should be drawn to the technical terms they need to learn.	 Grammar should be taught explicitly: pupils should be taught the terminology and concepts for Y3&4 and be able to apply them correctly to examples of real language, such as their own writing or books that they have read. At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt, for example, in writing dialogue for characters. 	 Pupils should continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading.

Punctuation	 Demarcate sentence boundaries. Pupils should recognise the sentence type and which punctuation mark is necessary. Leave appropriately sized spaces between words and correlate the number of words in the sentence to spoken. Use basic punctuation accurately: capital letters full stops exclamation marks question marks 	 Use familiar and new punctuation mostly correctly. Identify and use apostrophes for contracted forms and the possessive (singular) Identify the purpose of commas in the following circumstances and use them accurately: in a list in between adjectives before a conjunction when it joins two independent clauses 	 Write down ideas with a reasonable degree of accuracy and with good sentence punctuation. Pupils will be taught about the differences between Standard and non-Standard English and how to apply the use of punctuation to exemplify that in writing. Indicate features in writing by: using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speech 	 Use the familiar punctuation in a variety of ways to evoke meaning or responses from the reader. Indicate features in writing by: using commas to clarify meaning or avoid ambiguity in writing use hyphens to clarify meaning and avoid ambiguity use brackets, dashes or commas to indicate parenthesis use semi-colons, colons or dashes to mark boundaries between independent clauses use a colon to introduce a list punctuate bullet points consistently
Composition	 Compose sentences orally before writing them. Sequence sentences to make a short text. Reread their writing to check that it makes sense. Read aloud their writing clearly enough to be heard by their peers and the teacher. Discuss what they have written with confidence and clarity. 	 Develop positive attitudes and stamina for writing by writing: narratives, real events, poetry and for different purposes. Record ideas sentence by sentence. Make simple additions, revisions and corrections to their own writing. Read aloud what they have written with appropriate intonation. 	 Develop and enhance the effectiveness of their writing and the more varied grammar, vocabulary and narrative structures that they can draw to express their ideas. Plan writing based on familiar forms. Use simple organisational devices. Evaluate own and others' writing, suggesting improvements and changes to grammar and vocabulary. Proofread for spelling and punctuation errors. Read aloud their own writing using appropriate intonation and controlling the tone and volume. 	 Enjoy and understand language, especially vocabulary, to increase their fluency as readers, writers and their comprehension. Writing should be sufficiently fluent and effortless to manage the general demands of the curriculum. Reflect on their own understanding of the audience and purpose and make selections appropriately. In the writing process, develop consolidation, practise and discussion. Plan writing to suit audience and purpose; use models of writing. Develop character and setting in narrative. Select grammar and vocabulary for effect. Use a wide range of cohesive devices.
Fluency	 Pupils should be rigorously taught the early learning goals for literacy to develop word reading, spelling and language skills. Manipulate the key concepts at their curriculum level. Use linguistic features in writing such as: alliteration rhyme repetition 	 Develop knowledge and use of vocabulary by using what they've read and heard elsewhere in their writing. Knowing the meaning of words or employing strategies to find the meaning of words increases chances of understanding and producing fluent writing. Manipulate the key concepts at their curriculum level. Use linguistic features in writing such as: o onomatopoeia o simile 	 Develop linguistic knowledge to create more variation in grammar and vocabulary techniques. Take an intentional approach to building on what has been learnt previously. Manipulate the key concepts at their curriculum level. Use linguistic features in writing such as: metaphor personification 	 Write down their ideas quickly and key concepts are broadly accurate. From this, they can quickly go back and edit work based on learnt knowledge and skills to do so. Manipulate the key concepts at their curriculum level. Use linguistic features in writing such as: pathetic fallacy pun

Year group overviews

		Nursery long-term Writi	ng plan		
and writing) starts fro taught later, involves	m birth. It only develops when adults talk with childre	fe-long love of reading. Reading consists of two dime n about the world around them and the books (stories unfamiliar printed words (decoding) and the speedy re Framework 2021)	and non-fiction) they read with them	, and enjoy rhymes, poems and song	s together. Skilled word reading,
		1 - All About Me		Autumn Term 2 - Celebrations	
Stimuli	Nursery Rhymes (variety)	Happy to be Me	Red Rockets and Rainbow Jelly	Kipper's Birthday	Dear Santa Dear Santa Rod Campbell
Writing objectives	 Engage in mark making activities, showing awareness that they're making marks, e.g. painting fence panel with water Make controlled marks using tools or their finger in sand, glitter etc. 	 Begin to show an awareness that print carries meaning Make marks on paper to stand for own name For example use directional scribble (left to right) begin to use some symbolic shapes, lines and circles / letters 	 Begin to know where to start writing (top to bottom and left to right) 	 Begin to show an awareness of the difference between drawing and writing Begin to mark make for a purpose (including in role play) e.g. lists, cards, labels 	 Begin to attempt to write name e.g. recognisable first letter Assign meaning to their marks, e.g. 'this is a dog'
Fine Motor	 Explore a range of different materials and tools e.g. use paintbrushes and rollers to make marks on paper or a wall outside 	 Use comfortable grip with increasing control when holding a pencil (beginning to hold pencil between thumb and two fingers) Begin to use scissors safely making snips in paper 	 Begin to draw lines and circles using smaller movements on paper 	 Begin to show preference for dominant hand when using a range of one-handed tools and equipment 	 Begin to hold pencil between thumb and two fingers
Oracy Opportunities / Communication & Language	 Begin to join in with and sing nursery rhymes as a group including actions Build up and use a wider range of vocabulary Begin to use longer sentence of 4/6 words Begin to take turns talking with other children when working in a group 	 Begin to use talk to: connect ideas explain what is happening recall and relive past experiences 	 Begin to use some more complex sentences, including 'and' and 'because' 	 Use new vocabulary with some confidence in a range of contexts, including narrative within role play and imaginative play Begin to develop confidence in initiating conversations with friends or adults 	 Begin to use a range of tenses – play, playing, played
Duration (Estimated)	4 weeks	3 Weeks	1-2 weeks	3 weeks	3 weeks

Nursery long-term plan

Literacy Educational Programme: It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). (EYFS Framework 2021)

composition (articulatin	composition (articulating ideas and structuring them in speech, before writing). (EYFS Framework 2021)								
		Spring Term 1 - Traditional tales		S	pring Term 2 - Insects & Minibeas	its			
Stimuli	The Gingerbread Man	Little Red Riding Hood	Goldilocks and the Three Bears Goldilocks Three Bears	The Very Hungry Caterpillar	The Very Busy Spider	Mad About Minibeasts			
Writing objectives	 Show an awareness that print carries meaning 	 Distinguish between picture / illustration and print Understand directionality of print, left to right 	 Develop further confidence mark making for a purpose (including in role play) e.g. lists, cards, labels 	 Begin to write own name, using a name card, with some recognisable letters 	 Begin to break the flow of speech into words – oral rehearsal / dictating to adults what they want to write 	 Know where to start writing: top to bottom □ left to right Use some symbolic shapes and begin to use some print and letter knowledge (from name) in mark marking / early writing and ascribe meaning 			
Fine Motor	 Confidently draw lines and circles using smaller movements on paper 	 Use one-handed tools/equipment e.g. making snips in paper with scissors. 		 Develop correct pencil grip (moving towards modified tripod grasp) 	 Hold a pencil comfortably to begin writing some recognisable from name using name card 				
Oracy Opportunities (Communication & Language)	 Extend and use an increasing range of vocabulary Listen to and remember simple stories with pictures. Join in with repeated refrains and anticipates key events and phrases in rhymes and stories 	 Use new vocabulary with increasing confidence in a range of contexts including narrative within role play and imaginative play Use talk to: connect ideas explain what is happening recall and relive past experiences 	 Use some more complex sentences, including 'and' and 'because' Begin to use and understand vocabulary associated with mark making / writing name, such as:	 Use longer sentences of 4/6 words Begin to understand how to answer simple 'who', 'what' and 'where' questions. 	 Use a range of tenses with some accuracy – beginning to self-correct 	 Begin to use intonation, rhythm and phrasing to make meaning clear to others Sing a large repertoire of songs 			
Duration (Estimated)	2 weeks	2 weeks	2 weeks	3 weeks	2 weeks	1-2 weeks			

Nursery long-term plan

Literacy Educational Programme: It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). (EYFS Framework 2021)

	a subclaning them in speech, before	Summer Term 1 - Under the sea		Summer Term 2 - Journeys/Moving On		
Stimuli	Rainbow Fish	Jolly Olly Octopus	Sharing a Shell	The Gruffalo	We're Going on a Bear Hunt We're Going on a Bear Hunt Michael Reserver Fieler Oxenbery	
Writing objectives	 Knows that print carries meaning 	 Begin to be aware of spaces between words 	 Mark make (or use early writing) for a range of purposes Use some print and letter knowledge in mark marking / early writing and ascribe meaning 	 Begin to understand the difference between word / letter Break the flow of speech into words, developing: oral rehearsal memory, holding a word to attempt write (may only be letters at this point) Dictating to an adult what they want to write 	 Write own name, from memory, with majority of letters correctly formed 	
Fine Motor	 Use a comfortable grip with good control when holding pens and pencils. 	 Show preference for dominant hand when using a range of one-handed tools and equipment 	 Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. 	 Use comfortable pencil grip to write some recognisable letters - may just be from name (many will be using modified tripod grasp) 	 Begin to form additional recognisable letters linked to interest / focus text 	
Oracy Opportunities (Communication & Language)	 Use a range of tenses with increasing accuracy in a range of contexts Use intonation, rhythm and phrasing to make meaning clear to others 	 Use and understand vocabulary associated with mark making / writing name, such as: □ word □ letter Use talk to organise themselves and their play: "Let's go on a bus you sit there I'll be the driver." 	 Begin to extend vocabulary by: grouping and naming exploring the meaning of new words exploring the sounds of new words Develop their communication further but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. 	 Begin to use longer sentences (6+ words) with connectives Use new vocabulary with increasing confidence and accuracy in a range of contexts including narrative within role play and imaginative play Confidently start a conversation with an adult or a friend and continue it for many turns. Sing a large repertoire of songs. 	 Talk confidently to: connect ideas explain what is happening recall and relive past experiences Know many rhymes, be able to talk about familiar books, and be able to tell a long story 	
Duration (Estimated)	2 weeks	2 weeks	2 weeks	3 weeks	3 weeks	

Literacy long-term plan for writing - Reception

Literacy Educational Programme: It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). (EYFS Framework 2021)

Phonics – Read Write Inc

Phonics – Rea		Autumn Term 1		Autumn Term 2			
Stimuli	Hello Friend (Rebecca Cobb)	Three Little Pigs (Susanna Davidson)	Oi Frog (Kes Gray/Jim Field)	Here Be Dragons (Susannah Livod)	Dinctriot Sir Dancealot (Timothy Knapman)	Zog (Julia Donaldson)	
Writing objectives	 Understand directionality of print □ know the left page is before the right page Give meaning to marks they make as they write directional scribble symbolic letters letter strings Write own name 	 Write own name correctly Secure understanding of the difference between:	Use some clearly identifiable letters to communicate meaning, beginning to use some of their phonic knowledge	 Understand where to start writing (top to bottom) which way to continue writing (left to right) concept of a word and a letter Begin to spell words by identifying the sounds and then writing the sound with letter/s, using known GPCs 	Begin to form lower-case letters correctly	 Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs - CVC words 	
Fine Motor	 Show preference to a dominant hand Hold a pencil comfortably 	Begin to form recognisable letters	 Use a pencil and hold it effectively Use a comfortable grip with good control when holding pens and pencils 	 Handle tools, objects, construction and drawing materials safely and with increasing control 	 Use a pencil and hold it effectively to form an increasing number of recognisable letters Continue to develop small motor skills so that they can use a range of tools competently, safely and confidently - pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons 	 Write name using correct letter formation, including capital letter Develop confidence in use of tools (grip, steady, snip, twist, curve, straight – ensure regular engagement) 	
Oracy Opportuniti es (Communic ation & Language)	 Extend vocabulary - grouping and naming objects = exploring the meaning of new words Develop social phrases (e.g. greetings - How are you? Friendship Would you like to?) 	 Use language to imagine and recreate roles and experiences in play situations, linked to - real life experiences Begin to retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words (Focused & linked texts – within small world / role play) 	 Explore the sounds in new words Continue a rhyming string using familiar rhymes Hear and say the initial sounds in words Use new vocabulary throughout the day 	 Use vocabulary in different contexts Oral rehearsal / vocabulary Begin to describe events in some detail 	 Begin to ask questions to find out more and to check they understand what has been said to them (adults to model & encourage questions after instructions) Begin to articulate their ideas and thoughts in well-formed sentence (Express ideas to friends/book talk) 	 Begin to use new vocabulary in sentences in a range of contexts Use intonation, rhythm and phrasing Begin to reread what they have written – Fred Talk sounds (words) 	
Duration (Estimated)	2 weeks	3 weeks	2 weeks	3 weeks	2 weeks	2 weeks	
		7-week term 2024			8-week term 2024		

Literacy long-term plan for writing - Reception

Literacy Educational Programme: It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). (EYFS Framework 2021)

Phonics - Read Write Inc

		Spring Term 1	Spring Term 2			
Stimuli	A Super hero like you (Dr Ranj)	Non-fiction People Who Help Us (Police, Ambulance, Fire fighters)	Wendal's Workshop (Chris Ridell)	Stick Man Julia Donaldson	Percy the Parkkeeper (Nick Butterworth)	Seasons and Weather poems
Writing objectives	 Begin to attempt to write short captions in meaningful contexts 	 Begin to write a variety of fiction and non-fiction captions 		 Begin to re-read their own writing to share it with others (captions) Understand correct orientation of letters and words 	 Develop memory, hold a short sentence in meaningful context Begin to use a full stop at the end of a sentence 	 Attempt to write a short sentence in meaningful context(s) Form most lower-case letters correctly Write captions/phrases and begin to write simple sentences using known GPCs
Fine Motor	 Further develop small motor skills so that they can use a range of tools competently, safely and confidently. 		 Use a pencil and hold it effectively with correct pencil grip 	 Handle tools, objects, construction and drawing materials safely and with competency, 		 Begin to develop the foundations of handwriting style which is fast, accurate and efficient, consolidating: Effective pencil grip Correct letter formation
Oracy Opportuniti es (Communic ation & Language)	 Describe events in some detail Develop and use social phrases with confidence 	 Link statements and stick to a main theme or intention Use new vocabulary in different contexts 	 Use talk to organise, sequence and clarify thinking, ideas, feelings and events 	 Orally rehearse caption of sentence before writing Use talk to help work out problems, organise thinking & activities explain how things work/why things happen Retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words 	 Begin to connect one idea or action to another using a range of connectives 	Perform rhymes and poems with others
Duration (Estimated)	2 weeks	2 weeks	2 weeks	2 weeks	2 weeks	2 weeks
	6-week term 2025			6-week term 2025		

Literacy long-term plan for writing - Reception

Literacy Educational Programme: It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). (EYFS Framework 2021)

Phonics - Read Write Inc

Writing Early Learning Goal:

Children at the expected level of development will:

· Write recognisable letters, most of which are correctly formed;

· Spell words by identifying sounds in them and representing the sounds with a letter or letters;

· Write simple phrases and sentences that can be read by others.

		Summer Term 1			Summer Term 2			
¢,	Stimuli	What The Ladybird Heard (Julia Donaldson)	Non-fiction Farm (range of books)	Squash and a Squeeze (Julia Donaldson)	Handa's Surprise (Eileen Browne)	Clem and Crab (Fiona Lumbers)	Book 3 Poetry – Seaside poems	
	Vriting objectives	 Break the flow of speech into words to compose a sentence Write simple phrases which can be read by themselves and others 	 Re-read what they have written to check that it makes sense 	 Secure sounds to letters, naming and sounding the letters of the alphabet. Write simple sentences which can be read by themselves and others Write recognisable letters (lower case) most of which are formed correctly 	 Write simple phrases and sentences that can be read by others 	 Begin to write common capital letters word spacing Use a full stop at the end of a sentence Re-read what they have written to make sure it makes sense (sentences) 	<u>Writing ELG</u> - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.	
F	ine Motor	 Show more confidence in using a range of small tools, including scissors, paint brushes and cutlery Begin to show accuracy and care when drawing. 		 Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases 	 Consolidate tripod grip Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases 	Show increasing accuracy when drawing	Confidently use a range of small tools, including scissors, paint brushes and cutlery.	
() () ()	Dracy Dpportuniti S Communic tion & anguage)	 Question why things happen and give explanations Begin to use past, present and future forms accurately when talking about events that have happened or are to happen in the future 	 Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; 	Oral rehearsal of sentence before writing		Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;	 Learn rhymes, poems and songs. Be increasingly confident performing rhymes and poems with others Use a range of tenses Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher 	
)uration Estimated)	2 weeks	2 weeks	2 weeks	2 weeks	2 weeks	1 week	

YEAR 1 LONG TERM PLAN (LTP) 2024 - 2025

FICTION/NARRATIVE

NON-FICTION

POETRY

AUTUMN TERM

Punctuation - Begin to punctuate sentences using capital letters, full stops, question marks or exclamation marks. Using capital letters for names of people, places, the days of the week, and the personal pronoun 'l' **Spelling** - Name the letters of the alphabet in order. Spell words containing each of the 40+ phonemes already taught. To be able to spell some/most/many Year 1 key words. Spell the days of the week.

Sentence structure - Joining words and joining sentences using 'and. Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. Composing a sentence orally before writing it Read aloud their writing clearly enough to be heard by their peers and the teacher.

Handwriting – Begin to form lower-case letters in the correct direction, starting and finishing in the right place. Form capital letters. Form digits 0-9. To use spaces between words.

Word – Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs. Using the prefix un-. Using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]

Know the meaning of the following words: letter, capital letter, singular and plural words, sentence, punctuation, full stop, question mark, and exclamation mark

Text cohesion - Sequencing sentences to form short narratives. Re-reading what they have written to check that it makes sense

Stimuli	The Body	The Lion Inside	The Gingerb	oread man	Space Tortoise	Poetry Brown Bear, Brown Bear, What do you see? Eric Carle	Careful Santa
Key writing outcomes	Non fiction – captions. lists and labels	Character descriptions: Of the mouse and the lion	Retell	Instructions	Retell: Sequencing and retell of the story	Performance poetry.	Letter to Santa and Mrs Rudd about the messy classroom.
Key writing features	To write captions to describe pictures Label parts of the body Write in a list	Make predictions about the text. Understand the story. Consider the emotions of the characters. Identify the vocabulary for the mouse character. Descriptive phrases about the mouse character. Identify the vocabulary for the lion character. Descriptive phrases about the lion character. Comparative sentences about the characters.	Make predictions about the text. Descriptive language (adjectives] Sequencing Story Structure using 5 pictures as prompts relating to beginning/ middle/end Writing in Pat tense Writing simple sentences to: Describe the setting Describe the charater, Describe main events in the story.	Title Equipment Ingredients Method Ordered/ numbered instructions. Bossy Verbs [Imperative verbs] Time adverbials	Make predictions about the text. Descriptive language (adjectives] Sequencing Story Structure using 5 pictures as prompts relating to beginning/ middle/end Writing in Pat tense Writing simple sentences to: Describe the setting Describe the setting Describe the charater, Describe main events in the story.	See Oracy Section	Make predictions about the text. Understand the story. Consider the emotions of the characters. Model Sender's address in the top right corner. Model Date underneath the address.[This will be given to the children. Greeting Introduction Paragraphs around one theme.

Curriculum objectives covered [Handwriting objectives covered throughout the year]	Spell words containing each of the 40+ phonemes already taught. Name the letters of the alphabet in order. To be able to spell some/most/many Year 1 key words. Spell the days of the week. Composing a sentence orally before writing it Read aloud their writing clearly enough to be heard by their peers and the teacher.	Begin to punctuate sentences using capital letters, full stops. Spell words containing each of the 40+ phonemes already taught . To be able to spell some/most/many Year 1 key words. Spell the days of the week. Name the letters of the alphabet in order. Spell the days of the week. Composing a sentence orally before writing it Read aloud their writing clearly enough to be heard by their peers and the teacher. Joining words and joining sentences using 'and. Re-reading what they have written to check that it makes sense	Begin to punctuate sentences using capital letters, full stops To be able to spell some/most/many Year 1 key words. Spell the days of the week. Composing a sentence orally before writing it Read aloud their writing clearly enough to be heard by their peers and the teacher. Joining words and joining sentences using 'and. Using the prefix un Using –ing, where no change is needed in	Begin to punctuate sentences using capital letters, full stops To be able to spell some/most/many Year 1 key words. Spell the days of the week. Composing a sentence orally before writing it Read aloud their writing clearly enough to be heard by their peers and the teacher. Joining words and joining	Begin to punctuate sentences using capital letters, full stops To be able to spell some /most/many Year 1 key words. Spell the days of the week. Composing a sentence orally before writing it Read aloud their writing clearly enough to be heard by their peers and the teacher. Joining words and joining sentences using 'and. Sequencing sentences to form short narratives. Re- reading what they have written to check that it makes sense	See Oracy Section	Send off Describe thoughts and feelings Begin to punctuate sentences using capital letters, full stops Using capital letters for names of people, places, the days of the week, and the personal pronoun 'l' To be able to spell some/most/many Year 1 key words. Spell the days of the week. Composing a sentence orally before writing it Read aloud their writing clearly enough to be heard by their peers and the teacher. Joining words and joining sentences using 'and. Using the prefix un
		sense	the spelling of root words [for example, helping, helped, helper, eating,] Sequencing sentences to form short narratives. Re- reading what they have written to check that it makes sense	sentences using 'and. Using the prefix un Using –ing, where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] Re-reading what they have written to check that it makes sense			Using –ing, where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] Sequencing sentences to form short narratives. Re-reading what they have written to check that it makes sense
Oracy opportunities	Select and use appropriate registers for effective communication – Uses a more formal tone with the adults in school. Use relevant strategies to build their vocabulary – Understand that words	Consider and evaluate different viewpoints, attending to and building on the contributions of others – Responds to what they hear with relevant comments.	Participate in discussi presentations, perform play/improvisations and character voices in con Maintain attention and actively in collaborative staying on topic and in responding to comme conversations and join in the	nances, role nd debates – Use text. I participate ve conversations, nitiating and nts – Start	Consider and evaluate different viewpoints, attending to and building on the contributions of others – Responds to what they hear with relevant comments. Use spoken language to develop understanding	Recite the poem with expression and intonation. Perform the poem in front of small groups and/or class. Speak audibly and fluently with increasing command of Standard	Select and use appropriate registers for effective communication – Uses a more formal tone with the adults in school. Gain, maintain and monitor interest of the listener(s) – Will

	can be put in groups and give examples. Understand and use a range of words to describe the ideas of time, shape, texture and size. Select specific words to make the meaning clearer.	Articulate and justify answers, arguments and opinions Use language to express opinion and explain <i>e.g. "I want</i> to go and build a snowman because it's snowing and it's fun." Show that they can use language to reason and persuade.	Behaves appropriately during interactions and will demonstrate the use of some non-verbal gestures – looking, eye gaze, posture- turning towards the speaker when talking to others. Give details that they know are important and will influence the listener. Uses language to ask, negotiate, express opinions and feelings.	through speculating, hypothesising, imagining and exploring ideas – Engages in imaginative play and can act out stories and improvisations from familiar situations verbalising and using words, phrases and sentences appropriate to the situation.	English – Speak in a way that is clear and easy enough to understand (although there may still be some 'immaturities'). Use well-formed sentences, including longer sentences with more detail. Start to join clauses with conjunctions. Select and use appropriate registers for effective communication – Uses a more formal tone with the adults in school.	vary their voice for effect e.g. "I <u>really</u> <u>want</u> a dog for Christmas." Participate in discussion, presentations, performances, role play/improvisations and debates – Use character voices in context.
Duration (estimated)	1 week	2 Weeks	4 weeks	3 weeks	1 week	2 weeks

SPRING TERM

Punctuation - Begin to punctuate sentences using capital letters, full stops, question marks or exclamation marks. Using capital letters for names of people, places, the days of the week, and the personal pronoun 'l'

Spelling - Name the letters of the alphabet in order. Spell words containing each of the 40+ phonemes already taught. To be able to spell some/most/many Year 1 key words. Spell the days of the week.

Sentence structure - Joining words and joining sentences using 'and. Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. Composing a sentence orally before writing it Read aloud their writing clearly enough to be heard by their peers and the teacher.

Handwriting – Begin to form lower-case letters in the correct direction, starting and finishing in the right place. Form capital letters. Form digits 0-9. To use spaces between words.

Word – Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs. Using the prefix un-. Using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]

Know the meaning of the following words: letter, capital letter, singular and plural words, sentence, punctuation, full stop, question mark, and exclamation mark

Text cohesion - Sequencing sentences to form short narratives. Re-reading what they have written to check that it makes sense.

Stimuli	Lost and Found	How to Wash a Woolly Mammoth	Recount trip Weaver Hall	The Three Billy Goats Gruff	The naughty bus
Key writing outcomes	Retell: Sequencing and retell of the story	Instructions: How to wash a woolly mammoth	Recount writing	Retell: Sequencing and retell of the story	Retell: Sequencing and retell of the story
Key writing features	Make predictions about the text. Descriptive language (adjectives]	Make predictions about the text. Understand the story. Title	Title Date Past tense First person (I, me, my)	Make predictions about the text. Descriptive language (adjectives] Sequencing	Make predictions about the text. Descriptive language (adjectives] Sequencing

	Sequencing Story Structure using 5 pictures as prompts relating to beginning/ middle/end Writing in Pat tense Writing simple sentences to: Describe the setting Describe the charater, Describe main events in the story.	Equipment Method Ordered/ numbered instructions. Bossy Verbs [Imperative verbs] Time adverbials Adjectives	Introduction sentence Describe events using pictures as prompts to structure the writing. Use time adverbials to order events. Describe thoughts and feelings. Using Capital Letters for places.	Story Structure using 5 pictures as prompts relating to beginning/ middle/end Writing in Pat tense Writing simple sentences to: Describe the setting Describe the charater, Describe main events in the story.	Story Structure using 5 pictures as prompts relating to beginning/ middle/end Writing in Pat tense Writing simple sentences to: Describe the setting Describe the charater, Describe main events in the story.
Curriculum objectives covered [Handwriting objectives covered throughout the year]	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. Begin to punctuate sentences using capital letters, full stops To be able to spell some/most/many Year 1 key words. Spell the days of the week. Composing a sentence orally before writing it Read aloud their writing clearly enough to be heard by their peers and the teacher. Sequencing sentences to form short narratives. Re-reading what they have written to check that it makes sense	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. Begin to punctuate sentences using capital letters, full stops and Question marks. To be able to spell some/most/many Year 1 key words. Spell the days of the week. Composing a sentence orally before writing it Read aloud their writing clearly enough to be heard by their peers and the teacher. Re-reading what they have written to check that it makes sense	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. To be able to spell some/most/many Year 1 key words. Spell the days of the week. Using capital letters for names of people, places, the days of the week, and the personal pronoun 'l' Composing a sentence orally before writing it Read aloud their writing clearly enough to be heard by their peers and the teacher. Using the prefix un Using–ed, where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] Sequencing sentences to form short narratives. Re-reading what they have written to check that it makes sense	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. Begin to punctuate sentences using capital letters, full stops. To be able to spell some/most/many Year 1 key words. Spell the days of the week. Composing a sentence orally before writing it Read aloud their writing clearly enough to be heard by their peers and the teacher. Using the prefix un Using the prefix un Using the prefix un Using the prefix orally for example, helping, eating Sequencing sentences to form short narratives. Re-reading what they have written to check that it makes sense	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. Begin to punctuate sentences using capital letters, full stops. To be able to spell some/most/many Year 1 key words. Spell the days of the week. Composing a sentence orally before writing it Read aloud their writing clearly enough to be heard by their peers and the teacher. Using –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] Sequencing sentences to form short narratives. Re- reading what they have written to check that it makes sense
Oracy opportunities	Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas – Engages in imaginative play and can act out stories and improvisations from familiar situations verbalising and using words, phrases and sentences appropriate to the situation.	Select and use appropriate registers for effective communication – Uses a more formal tone with the adults in school. Gain, maintain and monitor interest of the listener(s) – Will vary their voice for effect e.g. "I <u>really want</u> a dog for Christmas." Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments – Start	Select and use appropriate registers for effective communication – Uses a more formal tone with the adults in school. Participate in discussion, presentations, performances, role play/improvisations and debates – Contributes appropriately to discussions making comments relevant to the topic. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments – Start conversations and join in with them. Behaves appropriately during interactions and will demonstrate the use of some non-verbal gestures – looking, eye gaze,	Participate in discussion, presentations, performances, role play/improvisations and debates – Use character voices in context. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments – Start conversations and join in with them. Behaves appropriately during interactions and will demonstrate the use of some non-verbal gestures – looking, eye gaze, posture- turning towards the speaker when talking to others. Give details that they know are important and will influence the listener.	 Select and use appropriate registers for effective communication – Uses a more formal tone with the adults in school. Consider and evaluate different viewpoints, attending to and building on the contributions of others – Responds to what they hear with relevant comments. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas – Engages in imaginative play and can act out stories and improvisations from familiar situations verbalising and using words, phrases and sentences appropriate to the situation. Articulate and justify answers, arguments and opinions Use language to express opinion and explain e.g. "I want to go and build a snowman because it's snowing and it's fun." Show that they can use language to reason and persuade.

Duration	2 woolo	conversations and join in with them. Behaves appropriately during interactions and will demonstrate the use of some non-verbal gestures – looking, eye gaze, posture- turning towards the speaker when talking to others. Give details that they know are important and will influence the listener. Uses language to ask, negotiate, express opinions and feelings.	posture- turning towards the speaker when talking to others. Give details that they know are important and will influence the listener. Uses language to ask, negotiate, express opinions and feelings. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings – List events with detail. Describe events. Tell stories and retell incidents from their own experience mainly making appropriate tense choices, using character names and basic sequencing.	Uses language to ask, negotiate, express opinions and feelings.	Queele
(estimated)	3 weeks	2 ½ weeks	1 week	3 weeks	2 weeks

SUMMER TERM

Punctuation - Begin to punctuate sentences using capital letters, full stops, question marks or exclamation marks. Using capital letters for names of people, places, the days of the week, and the personal pronoun 'l'

Spelling - Name the letters of the alphabet in order. Spell words containing each of the 40+ phonemes already taught. To be able to spell some/most/many Year 1 key words. Spell the days of the week.

Sentence structure - Joining words and joining sentences using 'and. Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. Composing a sentence orally before writing it Read aloud their writing clearly enough to be heard by their peers and the teacher.

Handwriting – Begin to form lower-case letters in the correct direction, starting and finishing in the right place. Form capital letters. Form digits 0-9. To use spaces between words.

Word – Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs. Using the prefix un-. Using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]

Know the meaning of the following words: letter, capital letter, singular and plural words, sentence, punctuation, full stop, question mark, and exclamation mark

Text cohesion - Sequencing sentences to form short narratives. Re-reading what they have written to check that it makes sense.

Stimuli	Poetry The seaside Joe Peters	Goldilocks and just the one Bear	Animals Adorable Animals	Bum	bear Shreen	Recount trip Dunham Massey	What is pink? Christian Rossetti
Key writing outcomes	Performance Paired poem writing –	Retell: Sequencing and retell of the story	Fact file	Character description	Retell	Recount writing	Performance Paired poem writing –

Key writing features	Include a title. Each line starts with a capital letter. A comma usually at the end of each line. Adding own ideas about the Seaside. Using the same structure and repeating patterns.[Me,Me,Me] Recite own poem clearly.	Make predictions about the text. Descriptive language (adjectives] Sequencing Story Structure using 5 pictures as prompts relating to beginning/ middle/end Writing in Pat tense Writing simple sentences to: Describe the setting Describe the setting Describe the charater, Describe main events in the story.	Title Introductory sentence Headings Sub-headings Pictures Captions Subject specific vocabulary Facts	Make predictions about the text. Understand the story. Consider the emotions of the characters. Identify the vocabulary for the character. Descriptive phrases about the character.	Make predictions about the text. Descriptive language (adjectives] Sequencing Story Structure using 5 pictures as prompts relating to beginning/ middle/end Writing in Pat tense Writing simple sentences to: Describe the setting Describe the charater, Describe main events in the story.	Title Date Past tense First person (I, me, my) Introduction sentence Describe events using pictures as prompts to structure the writing. Use time adverbials to order events. Describe thoughts and feelings. Using Capital Letters for places.	Include a title. Each line starts with a capital letter. A comma usually at the end of each line. Following the same structure of the poem – using the same colours but their own ideas. 2 line structure for each colour. Recite own poem clearly.
Curriculum objectives covered [Handwriting objectives covered throughout the year]	Begin to punctuate sentences using capital letters, full stops. To be able to spell some/most/many Year 1 key words. Spell the days of the week. Composing a sentence orally before writing it Read aloud their writing clearly enough to be heard by their peers and the teacher. Re-reading what they have written to check that it makes sense	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. To be able to spell some/most/many Year 1 key words. Spell the days of the week. Begin to punctuate sentences using capital letters, full stops Using capital letters for names of people, places, the days of the week, and the personal pronoun 'l' Composing a sentence orally before writing it Read aloud their writing clearly enough to be heard by their peers and the teacher. Using –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] Sequencing sentences to form short narratives. Re-reading what they	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words To be able to spell some/most/many Year 1 key words. Spell the days of the week. Begin to punctuate sentences using capital letters, full stops taught so far. Composing a sentence orally before writing it Read aloud their writing clearly enough to be heard by their peers and the teacher. Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs Singular and plural words Re-reading what they have written to check that it makes sense	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. To be able to spell some/most/many Year 1 key words. Spell the days of the week. Begin to punctuate sentences using capital letters, full stops, question marks. Composing a sentence orally before writing it Read aloud their writing clearly enough to be heard by their peers and the teacher. Using the prefix un Using -ed, -where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. To be able to spell some/most/many Year 1 key words. Spell the days of the week. Begin to punctuate sentences using capital letters, full stops, question marks or exclamation marks. Composing a sentence orally before writing it Read aloud their writing clearly enough to be heard by their peers and the teacher. Sequencing sentences to form short narratives. Re- reading what they have written to check that it makes sense	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. To be able to spell some/most/many Year 1 key words. Spell the days of the week. Using capital letters for names of people, places, the days of the week, and the personal pronoun 'I' Composing a sentence orally before writing it Read aloud their writing clearly enough to be heard by their peers and the teacher. Using the prefix un Using–ed, where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] Sequencing sentences to form short narratives. Re-reading what they have written to check that it makes sense	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. To be able to spell some/most/many Year 1 key words. Spell the days of the week. Begin to punctuate sentences using capital letters, full stops and question marks. Composing a sentence orally before writing it Read aloud their writing clearly enough to be heard by their peers and the teacher. Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs Singular and plural words . Re-reading what they have written to check that it makes sense

Oracy opportunities	Speak audibly and fluently with increasing command of Standard English – Speak in a way that is clear and easy enough to understand (although there may still be some 'immaturities'). Use well-formed sentences, including longer sentences with more detail. Start to join clauses with conjunctions. Use relevant strategies to build their vocabulary – Understand that words can be put in groups and give examples. Understand and use a range of words to describe the ideas of time, shape, texture and size. Select specific words to make the meaning clearer.	have written to check that it makes sense.	Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments – Start conversations and join in with them. Behaves appropriately during interactions and will demonstrate the use of some non-verbal gestures – looking, eye gaze, posture- turning towards the speaker when talking to others. Give details that they know are important and will influence the listener. Uses language to ask, negotiate, express opinions and feelings. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings – List events with detail. Describe events. Tell stories and retell incidents from their own experience mainly making appropriate tense choices, using character names and basic sequencing. Use relevant strategies	Re-reading what they have written to check that it makes sense Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas – Engages in imaginative play and can act out stories and improvisations from familiar situations verbalising and using words, phrases and sentences appropriate to the situation.	Speak audibly and fluently with increasing command of Standard English – Speak in a way that is clear and easy enough to understand (although there may still be some 'immaturities'). Use well-formed sentences, including longer sentences with more detail. Start to join clauses with conjunctions.	Select and use appropriate registers for effective communication – Uses a more formal tone with the adults in school. Participate in discussion, presentations, performances, role play/improvisations and debates –Contributes appropriately to discussions making comments relevant to the topic. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments – Start conversations and join in with them. Behaves appropriately during interactions and will demonstrate the use of some non-verbal gestures – looking, eye gaze, posture- turning towards the speaker when talking to others. Give details that they know are important and will influence the listener. Uses language to ask, negotiate, express opinions and feelings. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings – List events with detail. Describe events.	Speak audibly and fluently with increasing command of Standard English – Speak in a way that is clear and easy enough to understand (although there may still be some 'immaturities'). Use well-formed sentences, including longer sentences with more detail. Start to join clauses with conjunctions. Select and use appropriate registers for effective communication – Uses a more formal tone with the adults in school.
			appropriate tense choices, using character names and basic sequencing.			purposes, including for expressing feelings – List events with detail.	
Ongoing Oracy Objectives	Understands the need Demonstrates attention	ve listening and can expr	h eir peers – g to them and think about ess simple views on a sub t they are doing, whilst do	ject.			

		Consistently understands simple 2 and 3 part spoken instructions <i>e.g.in P.E walk across the bench, get a beanbag and put it in the hoop</i> . Understand 'how' and 'why' questions.						
Duration (estimated)	1 Week	3 weeks	2 weeks	1 weeks	2 weeks	1 week	1 week	

YEAR 2 LONG TERM PLAN (LTP) 2024 - 2025

	i	FICTION/NARRATIVE	NON-FICTION		POETRY				
			Year Group Objecti	ves					
			s, and use exclamation marks and	question marks correctly when	required. Correctly use commas to se	eparate items in a list. Use the			
possessive apostr	possessive apostrophe (singular) [for example, the girl's book]. Use apostrophes to punctuate contractions mostly correctly								
	pelling - Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others. To be able to spell some/most/many Year 2 key ords. Distinguish between homophones and near homophones.								
			command. Expanded noun phrase	s to describe and specify [for ex	ample, the blue butterfly]. Use preser	nt and past tense mostly correctly			
and consistently.		,,,		· · · · · · · · · · · · · · · · · · ·		······································			
				ientation and relationship to one	e another and to lowercase letters. Us	se spaces between words that			
	f the letters. Start using some of the				ludian mant man ful land by Kana	the meaning of the following			
					luding; ment, ness, ful, less, ly. Know na. Use and understand the grammat				
	cussing their writing.	ination, command, compound, sur			na. Ose and understand the gramma				
	Develop positive attitudes towards a	nd stamina for writing by:							
	narratives about personal experienc	es and those of others (real and fict	tional)						
	about real events								
writing Make simple addit	poetry tions, revisions and corrections to th	eir own writing Read aloud what th	hey have written with appropriate in	tonation to make the meaning	clear				
Wate simple addi		Autumn Term 1	ney have whiten with appropriate in		Autumn Term 2				
	Little Red by Bethan Woollvin	The Owl and the Pussy-Cat	There's An Orangutan In My	The Lonely Beast by					
		by Edward Lear	Bedroom	Chris Judge	The Snowman by Jim Erskine and Raymond Briggs	The Crayons' Christmas by Drew Daywalt			
		The state of the second		THE LONELY	and the second se	The second			
	Lille	OWZ -		REAST	Snowman	CENTON'			
		aute W	There's a						
Stimuli		PUSSY-CAT	nang						
	KOA.		Tan						
	and the second		in My Bedroom						
	ACAM SANDA								
	all fillings	- California and a second	James Sellick Frann Preston-Gannon	A					
		IAN BOCK			100 T				
Key Writing	Character comparison between	Destru	Developing letter also it alignets	Narrative Retell/ character					
Outcomes	traditional and modern.	Poetry	Persuasive letter about climate change	change	Diary entry/ recount	Instructions			
Outcomes	Narrative retell		Change						
	Opening		Sender's address in the	Opening	Date	Title			
	Build-up		top right corner	Build-up	Greeting	Introduction			
Key Writing	 Dilemma Resolution 		 Date underneath the address. 	Dilemma Resolution	Past tense First person (I, ma, mu)	Equipment			
Features	Resolution Ending		Greeting	 Resolution Ending 	 First person (I, me, my) Introduction paragraph 	IngredientsMethod			
	 Character descriptions 		Introduction	Character descriptions	 Describe events 	Time adverbials			
	Setting descriptions			 Setting descriptions 		Imperative verbs			

Curriculum Objectives Covered	 Time adverbials Expanded noun phrases Sequencing sentences to form short narratives Demarcate most sentences with full stops and capital letters To begin to use co- ordinating conjunctions (and but) Use spelling rules for plurals s or es and prefix un/ed/er/est To be able to spell all Year 1 key words. To be able to spell some/most/many Year 2 key words. 	 Start to use expanded noun phrases to describe and specify [for example, the blue butterfly]. To be able to spell some/most/many Year 2 key words. To recite the story with expression and intonation. 	 Paragraphs around one theme. Conclusion Send off Persuasive vocabulary Describe thoughts and feelings Apostrophes for contraction (don't, shouldn't, can't) Co- ordination/subordination-because, if, but. Questions. Expanded noun phrases. To be able to spell some/most/many Year 2 key words Focus on smaller handwriting and introduce some joins. 	 Time adverbials Expanded noun phrases Character description- expanded nouns, feelings/emotions. Setting description- expanded nouns. Start introducing exclamation marks and exclamation as a sentence structure. To be able to spell some/most/many Year 2 key words 	 Use time adverbials to order events. Describe thoughts and feelings. Fronted adverbials to order events in chronological order. Past and present tense, with a link to suffix (-ed, -ing) To be able to spell some/most/many Year 2 key words. Statement and exclamation sentences. 	 Adjectives Adverbs Picture/diagram optional Know the meaning of noun, adjective and verb. Link to colourful semantics. Fronted adverbials. To be able to spell some/most/many Year 2 key words. Introduction of commas after the fronted adverbial. Imperative verbs (bossy verbs). Introduce commands Present tense.
Oracy Opportunities	 Listen and respond appropriately to adults and their peers – Listens to others and is beginning to summarise some of the main points. Understands complex 2 to 3 part instructions e.g. With your partner, decide which character from the book you would most like to be friends with and explain why. Use relevant strategies to build their vocabulary ask for the meaning of unknown words. Use newly introduced topic words appropriately in a sentence. Articulate and justify answers, arguments and opinions – Use more complicated grammar to explain or justify opinion e.g. "It was fun and even the grumpy old man was laughing, so I'd like to go again." 	 Listen and respond appropriately to adults and their peers – active listening, responding to the ideas of others, picking out key points and summarising, understanding complex multi- part instructions, and asking each other questions. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments – Can sustain the attention of the listener e.g. will use eye contact and ask questions to involve and engage others. 	 Listen and respond appropriately to adults and their peers – active listening, responding to the ideas of others, picking out key points and summarising, understanding complex multi-part instructions, and asking each other questions. Ask relevant questions to extend their understanding and knowledge – Show interest and ask lots of questions to find out specific information e.g. How do we know? Why did? Use relevant strategies to build their vocabulary ask for the meaning of unknown words. Use newly introduced topic words appropriately in a sentence. 	 Listen and respond appropriately to adults and their peers – Listens to others and is beginning to summarise some of the main points. Understands complex 2 to 3 part instructions e.g. With your partner, decide which character from the book you would most like to be friends with and explain why. Articulate and justify answers, arguments and opinions – Use more complicated grammar to explain or justify opinion e.g. "It was fun and even the grumpy old man was laughing, so I'd like to go again." Give well-structured descriptions, explanations and narratives for different purposes, 	 Listen and respond appropriately to adults and their peers – Listens to others and is beginning to summarise some of the main points. Understands complex 2 to 3 part instructions e.g. With your partner, decide which character from the book you would most like to be friends with and explain why. Speak audibly and fluently with increasing command of Standard English – using speech that is consistently easy to understand, using a range of clauses and sentences to help justify/explain events, increase reading fluency. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings – express personal feelings or recount experiences with clarity, begin to make connections between ideas or thoughts, 	 Listen and respond appropriately to adults and their peers – active listening, responding to the ideas of others, picking out key points and summarising, understanding complex multi-part instructions, and asking each other questions. Ask relevant questions to extend their understanding and knowledge Show interest and ask lots of questions to find out specific information e.g. How do we know? Why did? Use relevant strategies to build their vocabulary – ask for the meaning of unknown words. Use newly introduced topic words appropriately in a sentence.

	Use spoken language to	 Will change their 	Articulate and justify	including for	summarise key points,	Select and use
	develop understanding	voice and use	answers, arguments and	expressing feelings –	and build descriptive	appropriate registers for
	through speculating,	expression to	opinions –	 express personal 	vocabulary.	effective communication -
	hypothesising,	engage the	 Use more complicated 	feelings or recount		 know that they need to
	imagining and exploring	listener and	grammar to explain or	experiences with		use different styles of talk
	ideas –	keep them	justify opinion e.g. "It	clarity, begin to	Participate in discussion,	with different people
		interested.	, , , ,		-	
	 express characters' 	interested.	was fun and even the	make connections	presentations,	(friends/teachers/visitors),
	thoughts and feelings		grumpy old man was	between ideas or	performances, role	
	in imaginative play,	Speak audibly and	laughing, so I'd like to	thoughts,	play/improvisations and	Use imperative verbs to give
	make verbal	fluently with increasing	go again."	summarise key	debates –	a variety of instructions to
	predictions before	command of Standard		points, and build	 Is able to work in role 	each other.
	reading the text, and	English –	Speak audibly and	descriptive	and take on some of the	
	role play.	- Use speech that	fluently with increasing	vocabulary.	characteristics and/or the	
		is consistently	command of Standard		voice of the character	
	- Dorticipato in	· · · · · · · · · · · · · · · · · · ·	English –	• Use spoken language	being played.	
	Participate in	easy to				
	discussion,	understand and	 Use speech that is 	to develop	 Will extend simple roles 	
	presentations,	clear.	consistently easy to	understanding	by expressing emotions.	
	performances, role	 Use a range of 	understand and clear.	through speculating,	 Contributes purposefully 	
	play/improvisations and	conjunctions to	 Use a range of 	hypothesising,	to discussions and is	
	debates –	join clauses and	conjunctions to join	imagining and	able to use some	
	 Is able to work in role 	sentences and	clauses and sentences	exploring ideas –	imaginative and	
	and take on some of	to help explain	and to help explain and	 express characters' 	adventurous vocabulary.	
	the characteristics	and justify	justify events e.g. so,	thoughts and		
	and/or the voice of the	events e.g. so,	because, if, when.	feelings in	• Select and use appropriate	
		. .	because, ii, when.	imaginative play,	registers for effective	
	character being played		• • • • • •	5		
	 Will extend simple 	when.	Consider and evaluate	make verbal	communication -	
	roles by expressing		different viewpoints,	predictions before	 know that they need to 	
	emotions.	Participate in	attending to and	reading the text,	use different styles of talk	
	 Contributes 	discussion,	building on the	and role play.	with different people	
	purposefully to	presentations,	contributions of others -		(friends/teachers/visitors),	
	discussions and is able	performances, role	 Knows that they 	 Consider and 		
	to use some	play/improvisations and	need to use different	evaluate different	Perform diary entry.	
	imaginative and	debates -	styles of talk with	viewpoints, attending		
	adventurous	 Is able to work 	different people e.g.	to and building on		
	vocabulary.	in role and take	friends (yeah, nice	the contributions of		
	voodbuldry.	on some of the	one, na) and	others –		
	Detail the story in	characteristics		- Knows that they		
	Retell the story, in		teachers (yes, I'm			
	pairs/small groups, before	and/or the voice	happy with my	need to use		
	writing the retell.	of the character	writing, no), is able to	different styles of		
		being played.	greet visitors	talk with different		
		- Will extend	appropriately etc.	people e.g.		
		simple roles by		friends (yeah,		
		expressing	 Roleplay – groups of 3 	nice one, na) and		
		emotions.	(judge, reason for, reason	teachers (yes, I'm		
		 Contributes 	against) why should the	happy with my		
		purposefully to	pigeon drive the bus?	writing, no), is		
		discussions and	Conscience alley – the	able to greet		
		is able to use	pigeon walks down the	visitors		
		some	pigeon walks down the middle.	appropriately etc.		
			middle.			
		imaginative and		 Role on the wall for 		
		adventurous		character		
		vocabulary.		feelings/emotions.		
				 Retell the story, in 		
				pairs/small groups,		
		Recite the poem with		before writing the		
		expression and intonation.		retell.		
		Perform the poem in front				
		of small groups and/or				
		class.				
ion	2 1/20/20			2.2 maaka	2 woolco	1 1/
ion	3 weeks	2 week	2 weeks	2-3 weeks	2 weeks	1 ½ weeks

Durat

(Estimated)			

YEAR 2 LONG TERM PLAN (LTP) 2024 - 2025

FICTION/NARRATIVE

NON-FICTION

POETRY

Year Group Objectives

Punctuation - Demarcate most sentences in their writing with capital letters and full stops, and use exclamation marks and question marks correctly when required. Correctly use commas to separate items in a list. Use the possessive apostrophe (singular) [for example, the girl's book]. Use apostrophes to punctuate contractions mostly correctly

Spelling - Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others. To be able to spell some/most/many Year 2 key words. Distinguish between homophones and near homophones.

Sentence structure - Sentences with different forms: statement, question, exclamation, command. Expanded noun phrases to describe and specify [for example, the blue butterfly]. Use present and past tense mostly correctly and consistently.

Handwriting – Forms lower and upper-case letters of the correct size relative to others. Write capitals of the correct size, orientation and relationship to one another and to lowercase letters. Use spaces between words that reflects the size of the letters. Start using some of the diagonal and horizontal strokes needed to join letters.

Word – Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses. Add suffixes to spell longer words, including; ment, ness, ful, less, ly. Know the meaning of the following words: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma. Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

Text cohesion - Develop positive attitudes towards and stamina for writing by:

- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events
- writing poetry

Make simple additions, revisions and corrections to their own writing. Read aloud what they have written with appropriate intonation to make the meaning clear.

	Spring	Spring Term 2			
Stimuli	Don't Let The Pigeon Drive The Bus by Mo Willems Don't Let the Pigeon Drive the Bus!	Daft Jack and the Beanstalk by Lauren Anholt and Arthur Robins	AeroZone Trip	Baker's Boy and the Great Fire of London by Tom Bradman and Tony Bradman THEKER'S BOY Marker's BOY Marker's BOY Marker's BOY	The Dragon Machine by Helen Ward
Key Writing Outcomes	Persuasive letter	Character description, Narrative Retell	Recount (Non Fiction)	Recount: diary	Character Description and Retell
Key Writing Features	 Sender's address in the top right corner. Date underneath the address. Greeting Introduction Paragraphs around one theme Conclusion Sign off Persuasive vocabulary Describe thoughts and feelings 	 Opening Build-up Dilemma Resolution Ending Character descriptions Setting descriptions Time adverbials Expanded noun phrases 	 Title Date Past tense First person (I, me, my) Introduction paragraph Describe events Paragraphs around one theme. Use time adverbials to order events. Describe thoughts and feelings. 	 Date Greeting Past tense First person (I, me, my) Introduction paragraph Describe events Use time adverbials to order events. Describe thoughts and feelings. 	 Opening Build-up Dilemma Resolution Ending Character descriptions Setting descriptions Time adverbials Expanded noun phrases
Curriculum Objectives Covered	 Apostrophes for contraction (don't, shouldn't, can't) Co-ordination/subordination- because, if, but. Questions. Expanded noun phrases. To be able to spell some/most/many Year 2 key words 	 Apostrophes for possession. Apostrophes for contraction (don't, shouldn't, can't) Start to add suffixes to spell longer words. Embed work on exclamation and question sentences. Introduce compound words To be able to spell most Year 2 key words 	 writing about real events Time adverbials and statements sequenced Past Tense Commas for list To be able to spell most Year 2 key words 	 Fronted adverbials to order events in chronological order. Past and present tense, with a link to suffix (-ed, -ing) To be able to spell most Year 2 key words. 	 Character description to describe how they feel and look using adjectives and adverbs (colourful semantics) To be able to spell most Year 2 key words

	Focus on smaller handwriting and introduce some joins.	Focus on smaller handwriting and introduce more joins.		 Apostrophes for contraction (don't, shouldn't, can't, I'm, you're) Statement and exclamation sentences. Expanded noun phrases. Start to introduce homophones and near- homophones 	 Retell - setting description using expanded noun phrases. Use of possessive apostrophe.
Oracy Opportunities	 Listen and respond appropriately to adults and their peers – active listening, responding to the ideas of others, picking out key points and summarising, understanding complex multi-part instructions, and asking each other questions. Articulate and justify answers, arguments and opinions – Use more complicated grammar to explain or justify opinion e.g. "It was fun and even the grumpy old man was laughing, so I'd like to go again." Speak audibly and fluently with increasing command of Standard English – Use speech that is consistently easy to understand and clear. Use a range of conjunctions to join clauses and sentences and to help explain and justify events e.g. so, because, if, when. Consider and evaluate different viewpoints, attending to and building on the contributions of others – recognising that there are other viewpoints, making simple comments in response to others' viewpoints and say whether they agree or disagree why, participate in effective discussions, explain their opinion. Roleplay – groups of 3 (judge, reason for reason against) why should the pigeon walks down the middle. 	 Listen and respond appropriately to adults and their peers – Listens to others and is beginning to summarise some of the main points. Understands complex 2 to 3 part instructions e.g. With your partner, decide which character from the book you would most like to be friends with and explain why. Use relevant strategies to build their vocabulary – ask for the meaning of unknown words. Use newly introduced topic words appropriately in a sentence. Articulate and justify answers, arguments and opinions – Use more complicated grammar to explain or justify opinion e.g. "It was fun and even the grumpy old man was laughing, so i'd like to go again." Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas – Will express characters' thoughts and feelings in imaginative play and uses words and phrases appropriate words, phrases and sentences. Mathe to work in role and take on some of the characteristics and/or the voice of the character being play/e. Will extend simple roles by expressing and use of the character being played. Will extend simple roles by expressing and is able to use some imaginative end adventurous vocabulary. Retell the story in small groups before writing it. 	 Ask relevant questions to extend their understanding and knowledge – showing an interest and asking lots of questions to find out specific information, using question words, understand and use open, closed and rhetorical questions. Use relevant strategies to build their vocabulary – ask for the meaning of unknown words. Use newly introduced topic words appropriately in a sentence. Articulate and justify answers, arguments and opinions – 	 Listen and respond appropriately to adults and their peers Listens to others and is beginning to summarise some of the main points. Understands complex 2 to 3 part instructions e.g. With your partner, decide which character from the book you would most like to be friends with and explain why. Use relevant strategies to build their vocabulary – ask for the meaning of unknown words. Use newly introduced topic words appropriately in a sentence. Articulate and justify answers, arguments and opinions – Use more complicated grammar to explain or justify opinion e.g. "It was fun and even the grumpy old man was laughing, so I'd like to go again." Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings – 	 Listen and respond appropriately to adults and their peers Listens to others and is beginning to summarise some of the main points. Understands complex 2 to 3 part instructions e.g. With your partner, decide which character from the book you would most like to be friends with and explain why. Use relevant strategies to build their vocabulary – ask for the meaning of unknown words. Use newly introduced topic words appropriately in a sentence. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas – Will express characters' thoughts and feelings in imaginative play and uses words and phrases appropriate words, phrases and sentences. Retell the story in small groups before writing it.

				 express personal 	
			Discuss the trip in small	feelings or recount	
			groups in chronological	experiences with	
			order. Remember to say	clarity, begin to	
			what happened in the past	make connections	
			tense.	between ideas or	
			lense.		
				thoughts,	
				summarise key	
				points, and build	
				descriptive	
				vocabulary.	
				Use spoken language	
				to develop	
				understanding	
				through speculating,	
				hypothesising,	
				imagining and	
				imagining and	
				exploring ideas –	
				 Will express 	
				characters' thoughts	
				and feelings in	
				imaginative play and	
				uses words and	
				phrases appropriate	
				words, phrases and	
				sentences.	
				Sentenees.	
				Speak audibly and	
				Speak audibly and	
				fluently with	
				increasing command	
				of Standard English –	
				- Use speech that is	
				consistently easy to	
				understand and clear.	
				 Use a range of 	
				conjunctions to join	
				clauses and sentences	
				and to help explain	
				and justify events e.g.	
				so, because, if, when.	
				so, because, ii, wilen.	
				Hot seat – in small	
				groups, children will	
				ask the "Baker's Boy"	
				questions to support	
				reasons for diary entry.	
Duration	2 weeks	3 weeks	2 weeks	2 weeks	2-3 weeks
(Estimated)	2 weeks	3 weeks	2 weeks	2 weeks	2-3 WEEKS

YEAR 2 LONG TERM PLAN (LTP) 2024 - 2025

FICTION/NARRATIVE

NON-FICTION

POETRY

Year Group Objectives

Punctuation - Demarcate most sentences in their writing with capital letters and full stops, and use exclamation marks and question marks correctly when required. Correctly use commas to separate items in a list. Use the possessive apostrophe (singular) [for example, the girl's book]. Use apostrophes to punctuate contractions mostly correctly

Spelling - Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others. To be able to spell some/most/many Year 2 key words. Distinguish between homophones and near homophones.

Sentence structure - Sentences with different forms: statement, question, exclamation, command. Expanded noun phrases to describe and specify [for example, the blue butterfly]. Use present and past tense mostly correctly and consistently.

Handwriting – Forms lower and upper-case letters of the correct size relative to others. Write capitals of the correct size, orientation and relationship to one another and to lowercase letters. Use spaces between words that reflects the size of the letters. Start using some of the diagonal and horizontal strokes needed to join letters.

Word – Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses. Add suffixes to spell longer words, including; ment, ness, ful, less, ly. Know the meaning of the following words: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma. Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

Text cohesion - Develop positive attitudes towards and stamina for writing by:

- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events

writing poetry

Make simple additions, revisions and corrections to their own writing. Read aloud what they have written with appropriate intonation to make the meaning clear.

•	Summer Term 1			Summer Term 2			
Stimuli	Seed to Plant by National Geographic Kids	My Two Grannies by Foella Benjamin My Two Grannies United States of the	The Secret of Black Rock by Joe Todd-Stanton	Mad Meals by Michael Rosen	The True Story of the Three Little Pigs by Jon Scieszka	Tourist Leaflet on Towns and Villages	
Key Writing Outcomes	Non Fiction- Non- Chronological report	Character comparison and Narrative Retell	Diary- Erin's adventure	Nonsense Poetry	Character change Story retell – twisted traditional tale	Persuasive leaflet	
Key Writing Features	 Title Introductory paragraph Headings Subheadings Text boxes Diagrams/pictures Captions Facts 	 Opening Build-up Dilemma Resolution Ending Character descriptions Character comparison - thoughts, feelings and appearance. Setting descriptions Time adverbials Expanded noun phrases 	 Date Greeting Past tense First person (I, me, my) Introduction paragraph Describe events Use time adverbials to order events. Describe thoughts and feelings. 	 Include a title. Each line starts with a capital letter. A comma usually at the end of each line. Include three verses (starter, main and desert) Use onomatopoeia and alliteration Recite own poem clearly and with volume. 	 Opening Build-up Dilemma Resolution Ending Character descriptions Setting descriptions Time adverbials Expanded noun phrases 	 Title Subheadings Slogans Introduction/opening paragraph Organised into paragraphs/text boxes Reasons to support view stated and points explained/expanded Emotive language Persuasive words and phrases Conclusion 	
Curriculum Objectives Covered	 Commas in a list Present tense Homophones and near- homophones Questions/ exclamation marks 	 Homophones- two, too, to To be able to spell all Year 2 key words Apostrophes for contractions and possession 	 Time adverbials Events in chronological order Tenses: past and present. Adjectives and expanded nouns (colourful semantics). 	 Read poem with intonation and clear voice, including movement and gestures. Expanded nouns. Commands Compound words 	 To use expanded noun phrases Exclamation, commands and statements. 	 Commas in a list Present tense Homophones and near-homophones Questions/ exclamation marks 	

2 key words Conjunctions Various sentences	ment, ness, ful, less, ly
Oracy Opportunities Ask relevant strategies to extend ther understanding complex multi-part instructions, and asking each other questions. Ask relevant questions to extend ther understanding complex multi-part instructions, and asking each other questions. Ask relevant questions to extend ther understanding complex multi-part instructions, and asking each other questions. Ask relevant questions to extend ther understanding complex multi-part instructions e.g. Use relevant strategies to book you would most like to be friends with and explain why. Use relevant strategies to build their vocabulary – - ask for the maning of unknown words, and use newly introduced topic words appropriately in a sentence. Ask relevant questions to explain why. Use relevant strategies to build their vocabulary – - ask for the maning of unknown words, and use newly introduced topic words appropriately in a sentence. Articulate and justify answers, arguments and acting out a scena from naticing out a scen	 ations, staying on d initiating and ing to comments sustain the attention listener e.g. will ye contact and ask ions to involve and ge others. Understands complex. 2 to 3 part instructions e.g. With your partner, decide which character from the book you would most like to be friends with and explain why. Use relevant strategies to build their vocabulary – ask for the meaning of unknown words. Use relevant strategies to build their vocabulary – ask for the meaning of unknown words. Articulate and justify answers, arguments and opinions – Give well-structured descriptions, explanations and narratives for different purposes, including Give well-structured descriptions, explanations and narratives for different purposes, including

	 Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas – Will express characters' thoughts and feelings in imaginative play and uses words and phrases appropriate words, phrases and sentences. Consider and evaluate different viewpoints, attending to and building on the contributions of others – Knows that they need to use different styles of talk with different people e.g. friends (yeah, nice one, na) and teachers (yes, I'm happy with my writing, no), is able to greet visitors appropriately etc. Role on the wall – character description including appearance, feelings and personality. 	 Is able to work in role and take on some of the characteristics and/or the voice of the character being played. Will extend simple roles by expressing emotions. Contributes purposefully to discussions and is able to use some imaginative and adventurous vocabulary. Teacher in role – Erin's adventure. 	 keep them interested. Select and use appropriate registers for effective communication – know that they need to use different styles of talk with different people (friends/teachers/visitors), Recite Mads Meals and their own poem clearly, with intonation and expression. 	 clarity, begin to make connections between ideas or thoughts, summarise key points, and build descriptive vocabulary. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas – Will express characters' thoughts and feelings in imaginative play and uses words and phrases appropriate words, phrases and sentences. Freeze frame – five groups of children act out the five parts of the story using freeze frame to link each part. 	 make connections between ideas or thoughts, summarise key points, and build descriptive vocabulary. Speak audibly and fluently with increasing command of Standard English – Use speech that is consistently easy to understand and clear. Use a range of conjunctions to join clauses and sentences and to help explain and justify events e.g. so, because, if, when. Draw and talk famous monuments and geographical landmarks
Duration (Estimated) 2 weeks	2 weeks	2-3 weeks	1 week	3 weeks	2 weeks

YEAR 3 LONG TERM PLAN (LTP) 2024 - 2025

	F	ICTION/NARRATIVE	E	NON-FICTION	POETR	Y	
			Yea	ar Group Objectives			
FICTION/NARRATIVE NON-FICTION POETRY Vear Group Objectives Vear Group Objectives Punctuation - Introduction to inverted commas to punctuation to indicate direct speech Y3 Vear Group Objectives Use of inverted commas and other punctuation to indicate direct speech: Y4 * a comma after the reporting clause * * and punctuation within inverted commas = example: The conductor shouted, "Sit down!" Apostrophes to mark singular possession and contractions Y3 Vear Group Objectives Use of apostrophes to mark singular possession and contractions Y3 Vear Group Objectives Vear Group Objectives Stentence structure - Expressing time, place and cause using: conjunctions e.g. when, before, after, while, so, because Y3, adverbs e.g. then, next, soon, therefore Y3, prepositions e.g. before, after, during, in, because of Y3 Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Y4 Fronted adverbials (e.g. Lister that day, I heard the bad news) Y4 Handwriting - Forms lower and upper-case letters of the correct size relative to others Begins to increase the legibility, consistency and quality of handwriting Y4 Word - Formation of nouns using a range of perfixes (e.g. super, anit, suto) Y3 More therms on an according to whether the next word begins with a consonant or a vowel (e.g. arock, an open box) Y3							
Use of the present	perfect form of verbs instead of the						
Appropriate choice	e of pronoun or noun within and acro	oss sentences to aid coh utumn Term 1	esion and avoid repetition	Υ4 	Autumn Term	n 2	
	A		T I D 11 44 1		Autumn Tem	1 4	
Stimuli	The BFG- Roald I	Dahl	The Boy, the Mole, the Fox and the horse- Charlie Mackesy	My name is not refugee- Kate Milner	Stone Age Boy- Satoshi Kitamura	Legend of Kevin by Philip Reeve	The Christmas Pine by Julia Donaldson
Key Writing Outcomes	Recipe- Snozzcumber from	rmal letter- Letter n Sophie to warn ds about the giants	Play scripts- Write an additional scene	Campaign speech – protect the rights for all people.	Narrative- Create own version of Stone Age Boy	Formal Letter- Letter to the MP to promote children's rights	Poetry- Create own version of the Christmas pine
Key Writing Features	 Introduction Equipment Ingredients Ingredien	ender's name ender's address ate formal greeting formal/chatty style contractions motive language – oughts and eelings. ronted adverbials	 Character List Prop List Names of the characters are on the left side to show who is speaking New line for each character speaking 	 See oracy opportunities. Introduction Closing paragraph (What next?) Formal language Subject specific vocabulary Emotive language- thoughts and feelings Causal conjunctions Rhetorical Questions 	 Opening Build-up Dilemma Resolution Ending Character descriptions Setting descriptions Paragraphs around one theme 	 Structure of a Letter Sender's address- Right hand side Recipient address- Left hand side Date- under recipient's address Formal Greeting 	 Title Stanza Rhyming couplets 1st Person Verbs Similes

	 First person pronouns Written in paragraphs Introductory paragraph Conclusion paragraph Rhetorical questions Informal Send off Setting d Present t followed (:) Stage dir brackets Scene nu title Speech/I with no ir commas Setting d 	• Adverbials ctions in nber and alogue rerted scription nse	 Punctuation of direct speech Third person Past tense • 	Formal closing- Signature and full name Formal language Impersonal tone Rhetorical questions First person Paragraphs around one theme. Emotive language- thoughts and feelings Causal conjunctions
 Forms lower and upper-case letters of the correct size relative to others To be able to spell some/many/most Year 3 key words Begins to increase the legibility, consistency and quality of handwriting Y3 Use of the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box) Y3 Headings and subheadings to aid presentation Y3 	 Forms lower and upper-case letters of the correct size relative to others To be able to spell some/many/most Year 3 key words Use of apostrophes to mark singular possession and contractions Y3 Expressing time, place and cause using: conjunctions e.g. when, before, after, while, so, because Y3, Begins to increase the legibility, consistency and quality of handwriting Y3 Formation of nouns using a range of prefixes (e.g. super-, anti-, auto-) Y3 Use of the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box) Y3 Introduction to paragraphs as a way to group related material Y3 	e letters ect size others to spell y/most r words ncrease y, yy and g Y3 forms a rding to e next ns with a or a . a rock, oxy Y3 and g S to aid	 To be able to spell some/many/most Year 3 key words Introduction to inverted commas to punctuate direct speech Y3 Expressing time, place and cause using: conjunctions e.g. when, before, after, while, so, because Y3, Forms lower and upper-case letters of the correct size relative to others Begins to increase the legibility, consistency and quality of handwriting Y3 Use of the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box) Y3 Introduction to paragraphs as a way to group related material Y3 Fronted adverbials (e.g. Later that day, I heard the bad news) Y4 Appropriate choice of pronoun or noun within and across 	 To be able to spell some/many/most Year 3 key words Expressing time, place and cause using: conjunctions e.g. when, before, after, while, so, because Y3, Forms lower and upper-case letters of the correct size relative to others Begins to increase the legibility, consistency and quality of handwriting Y3 Use of the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box) Y3 Introduction to paragraphs as a way to group related material Y3 Forms lower and upper-case letters of the correct size relative to others Begins to increase the legibility, consistency and quality of handwriting Y3 Use of the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box) Y3

					contonaco to cid		
					sentences to aid		
					cohesion and avoid		
					repetition Y4		
	 Ask relevant 	 Listen and respond 	 Use relevant 	 Listen and respond 	 Listen and respond 	 Listen and 	Use relevant
	questions to	appropriately to	strategies to build	appropriately to adults and	appropriately to	respond	strategies to build
	extend their	adults and their	their vocabulary –	their peers- listen for	adults and their	appropriately to	their vocabulary –
	understanding	peers- listen for	 Uses a wider 	periods appropriate to their	peers- listen for	adults and their	Uses a wider range
	and knowledge	periods appropriate	range of verbs	age –	periods appropriate	peers- listen for	of verbs and adverbs
	 Will ask relevant 	to their age –	and adverbs	 Listen and respond to 	to their age –	periods	within their everyday
	questions in a	 Listen and 	within their	others making connected	 Listen and 	appropriate to	and more formal
	widening variety of	respond to others	everyday and	comments and is	respond to others	their age –	speech and begins
	situations e.g. 1:1,	making connected	more formal	beginning to extend the	making connected	 Listen and 	to understand the
	of a visitor, during	comments and is	speech and	points made by others.	comments and is	respond to	effect.
	topic work, with a	beginning to	begins to	 Understand the key points 	beginning to	others making	onoot.
	partner or in a	extend the points	understand	they need to focus on in	extend the points	connected	Maintain attention
	group, during a	made by others.	the effect.	order to answer a question	made by others.	comments and	and participate
	visit out of school	 Understand the 		or follow an instruction and	 Understand the 	is beginning to	actively in
	etc.	key points they	Maintain attention	begin to ignore less	key points they	extend the	collaborative
	 Be aware of when 	need to focus on		important information.	need to focus on	points made by	conversations,
	a message is not	in order to answer	and participate		in order to answer	others.	
	clear and ask for		actively in	Ask relevant questions to	a question or	 Understand the 	staying on topic
		a question or	collaborative	extend their understanding			and initiating and
	an explanation.	follow an	conversations,	and knowledge	follow an	key points they	responding to
		instruction and	staying on topic	 Will ask relevant questions in 	instruction and	need to focus	comments –
	Use relevant	begin to ignore	and initiating and	a widening variety of	begin to ignore less important	on in order to	 Able to adapt
	strategies to	less important	responding to	situations e.g. 1:1, of a visitor,	•	answer a	language to
	build their	information.	comments –	during topic work, with a	information.	question or	engage and suit
	vocabulary –		 Able to adapt 	partner or in a group, during a		follow an	their audience e.g.
	 Uses a wider 	 Articulate and justify 	language to	visit out of school etc.	Use relevant	instruction and	vocabulary
	range of	answers, arguments	engage and suit	 Be aware of when a message 	strategies to build	begin to ignore	appropriate to the
	verbs and	and opinions –	their audience	is not clear and ask for an	their vocabulary –	less important	audience,
Oracy	adverbs	 Articulate and 	e.g. vocabulary	explanation.	Uses a wider range	information.	intonation to
Opportunities	within their	justify opinion on	appropriate to	 Articulate and justify 	of verbs and adverbs	 Ask relevant 	engage, eye gaze,
opportunities	everyday and	a character,	the audience,	answers, arguments and	within their everyday	questions to	eye contact, well
	more formal	event or	intonation to	opinions –	and more formal	extend their	used gestures.
	speech and	situation in	engage, eye	 Articulate and justify 	speech and begins to	understanding	
	begins to	response to a	gaze, eye	opinion on a character,	understand the effect.	and knowledge	 Speak audibly and
	understand	question or	contact, well	event or situation in		 Will ask relevant 	fluently with an
	the effect.	prompt.	used gestures.	response to a question or	 Articulate and justify 	questions in a	increasing
				prompt.	answers, arguments	widening variety of	command of
	Give well-	Use spoken			and opinions –	situations e.g. 1:1,	Standard English –
	structured	language to develop		Give well-structured	 Articulate and 	of a visitor, during	 Can speak
	descriptions,	understanding		descriptions, explanations	justify opinion on	topic work, with a	clearly and
	explanations and	through		and narratives for different	a character,	partner or in a	fluently about a
	narratives for	speculating,		purposes, including for	event or	group, during a	range of events.
	different	hypothesising,		expressing feelings-	situation in	visit out of school	 Uses complex
		imagining and		 Presents information or 	response to a	etc.	sentences to
	purposes,	exploring ideas			question or	 Be aware of when 	communicate
	including for	 Will make predictions 		personal feelings in a	prompt.	a message is not	clearly and
	expressing	and speculate on		structured way, with key		clear and ask for	explain further.
	feelings-	possible outcomes		ideas highlighted e.g. can	Use spoken	an explanation.	
	- Presents	based on the		explain a sequence of events	language to develop		Participate in
	information or	information given and		in a scientific observation:	understanding	Articulate and	discussions,
		inferences made		can explain how they feel	through	justify answers,	presentations,
	personal feelings	(within a widening			speculating,	arguments and	performances, role
	in a structured	range of situations -		about an issue and give	hypothesising,	opinions –	play/improvisations
	way, with key	both familiar and		reasons	imagining and	- Articulate	& debate –
	ideas highlighted	unfamiliar).		 Maintain attention and 	exploring ideas	and justify	- Will sustain a
	e.g. can explain a			participate actively in	 Will make predictions 	opinion on a	role/scenario and
	sequence of			collaborative conversations,	and speculate on	character,	is shows an
				staying on topic and	possible outcomes	event or	understanding of
-							

	events in a scientific observation; can explain how they feel about an issue and give reasons • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas			 initiating and responding to comments – Able to adapt language to engage and suit their audience e.g. vocabulary appropriate to the audience, intonation to engage, eye gaze, eye contact, well used gestures. Speak audibly and fluently with an increasing command of Standard English – Can speak clearly and fluently about a range of events. 	 based on the information given and inferences made (within a widening range of situations – both familiar and unfamiliar). Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings– 	situation in response to a question or prompt. • Give well- structured descriptions, explanations and narratives for different purposes, including for expressing feelings-	 the character through speech (content, style, intonation and expression), gesture and movement. Presents information in a structured way and is able to use specific vocabulary. Gain, maintain and monitor interest of the listener(s) –
	 Will make predictions and speculate on possible outcomes based on the information given and inferences made (within a widening range of situations – both familiar and unfamiliar). 			 Uses complex sentences to communicate clearly and explain further. Participate in discussions, presentations, performances, role play/improvisations & debate – Will sustain a role/scenario and is shows an understanding of the character through speech (content, style, intonation and expression), gesture and movement. Presents information in a structured way and is able to use specific vocabulary. Gain, maintain and monitor interest of the listener(s) – Recognises when the listener is losing interest and will use intonation and expression to engage interest. Can explain ideas in a manner appropriate to the listener. Consider and evaluate different viewpoints, attending to and building on the contributions of others – 	 Presents information or personal feelings in a structured way, with key ideas highlighted e.g. can explain a sequence of events in a scientific observation; can explain how they feel about an issue and give reasons 	 Presents information or personal feelings in a structured way, with key ideas highlighted e.g. can explain a sequence of events in a scientific observation; can explain how they feel about an issue and give reasons. Select and use appropriate registers for effective communication – In familiar situations, can recognise for themselves when to use formal language e.g. leading a group of their peers, discussion with a classroom visitor, formal debate etc. 	 Recognises when the listener is losing interest and will use intonation and expression to engage interest. Can explain ideas in a manner appropriate to the listener. Select and use appropriate registers for effective communication – In familiar situations, can recognise for themselves when to use formal language e.g. leading a group of their peers, discussion with a classroom visitor, formal debate etc.
Duration (Estimated)	2 weeks	2 weeks	3 weeks	1 week	3 weeks	2 weeks	1 week

YEAR 3 LONG TERM PLAN (LTP) 2024 - 2025

FICTION/NARRATIVE	NON-FICTION	POETRY
	Year Group Objectives	
Punctuation –	• •	
Introduction to inverted commas to punctuate direct speech Y3		
Use of inverted commas and other punctuation to indicate direct speech: Y4		
≈ a comma after the reporting clause		
≈ end punctuation within inverted commas = example: The conductor shouted, "Sit down!"		
Apostrophes to mark plural possession (e.g. the girl's name; the girls' names) Y4		
Use of apostrophes to mark singular possession and contractions Y3		
Use of commas after fronted adverbials Y4		
Spelling - To be able to spell some/many/most Year 4 key words		
Sentence structure - Expressing time, place and cause using: conjunctions e.g. when, befor	e, after, while, so, because Y3, adverbs e	e.g. then, next, soon, therefore Y3, prepositions e.g. before, after, during, in, because of Y3
Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phras	es (e.g. the teacher expanded to: the stri	ct maths teacher with curly hair) Y4
Fronted adverbials (e.g. Later that day, I heard the bad news) Y4		
Handwriting – Forms lower and upper-case letters of the correct size relative to others		
Begins to increase the legibility, consistency and quality of handwriting Y3		
Continues to increase legibility, consistency and quality of joined handwriting Y4		
Word – Formation of nouns using a range of prefixes (e.g. super-, anti-, auto-) Y3		
Use of the forms a or an according to whether the next word begins with a consonant or a vov	vel (e.g. a rock, an open box) Y3	
Word families based on common words, showing how words are related in form and meaning	(e.g. solve, solution, solver, dissolve, ins	oluble) Y3
The grammatical difference between plural and possessive -s Y4		
Standard English forms for verb inflections instead of local spoken forms (e.g. we were instea	d of we was, or I did instead of I done) Ya	4
Text cohesion - Introduction to paragraphs as a way to group related material Y3		
Use of paragraphs to organise ideas around a theme Y4		
Headings and subheadings to aid presentation Y3		
Use of the present perfect form of verbs instead of the simple past (e.g. He has gone out to pl		′3
Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid		
Punctuation - Demarcate most sentences in their writing with capital letters and full stops, an		narks correctly when required. Correctly use commas to separate items in a list. Use the
possessive apostrophe (singular) [for example, the girl's book]. Use apostrophes to punctuate		
Spelling - Segment spoken words into phonemes and represent these by graphemes, spellin	g many of these words correctly and mak	ing phonically-plausible attempts at others. To be able to spell some/most/many Year 2 key
words. Distinguish between homophones and near homophones.		
Sentence structure - Sentences with different forms: statement, question, exclamation, com	mand. Expanded noun phrases to describ	be and specify [for example, the blue butterfly]. Use present and past tense mostly correctly
and consistently.		
Handwriting – Forms lower and upper-case letters of the correct size relative to others. Write		nd relationship to one another and to lowercase letters. Use spaces between words that
reflects the size of the letters. Start using some of the diagonal and horizontal strokes needed		
Word – Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / b		
words: noun, noun phrase, statement, question, exclamation, command, compound, suffix, ac	djective, adverb, verb, tense (past, preser	it), apostrophe, comma. Use and understand the grammatical terminology in English
Appendix 2 in discussing their writing.		
 Text cohesion - Develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional 	N	
b 1 1 1	1)	
writing about real events writing poetry		
Make simple additions, revisions and corrections to their own writing. Read aloud what they h	ave written with appropriate interaction to	make the meaning clear
make simple additions, revisions and corrections to their own whiting. Read aloud what they r		Spring Torm 2

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	Iron Man b	y Ted Hughes	Journey by Aaron Becker		The Twits by Roald	Dahl
Stimuli	the	ron an	JOURNEY JOURNEY JOURNEY JOURNEY		ROALD DAHL THE VALUE	
Key Writing Outcomes	Explanation Text- Explanation text about their own robot	Descriptive poetry- Poem based around the return of Iron Man	Narrative- Write your own adventure story	Narrative- Design a new prank and write the chapter of the book	Persuasive letter- Letter to persuade Mr or Mrs Twit to stop pranking each other	News report- News report on one of the events from the story
Key Writing Features	 Title Subheadings Introductory paragraph Technical Vocabulary Diagram/illustration with labels Time adverbials Chronological order Causal Conjunctions Conclusion Usually present tense Third person 	 Stanzas Rhythm Repeating patterns Similes Metaphors Alliteration Personification Powerful imagery Repetition Emotive language Rhyme (optional) 	 Opening Build-up Dilemma Resolution Ending Character descriptions Setting descriptions Paragraphs around one theme Punctuation of direct speech Third person Past tense Varied conjunctions- when, before, after, while, so, because Adverbs then, next, soon, therefore Verbs ing/ed verbs Prepositions before, after, during, in 	 Opening Build-up Dilemma Resolution Ending Character descriptions Setting descriptions Paragraphs around one theme Punctuation of direct speech Third person Past tense Varied conjunctions- when, before, after, while, so, because Adverbs then, next, soon, therefore Verbs ing/ed verbs Prepositions before, after, during, in 	 Structure of a Letter Sender's address- Right hand side Recipient address- Left hand side Date- under recipient's address Formal Greeting Formal closing- Signature and full name Formal language Impersonal tone Rhetorical questions First person Paragraphs around one theme. Emotive language- thoughts and feelings Causal conjunctions Persuasive language 	 Headline Introduction including 5w's journalistic Vocabulary Time adverbials Chronological order Causal Conjunctions Past tense Third person Facts Reported Speech Future Statement (What next?)
Curriculum Objectives Covered	 To be able to spell some/many/most Year 3 key words Use of apostrophes to mark singular possession and contractions Y3 Expressing time, place and cause using: conjunctions e.g. when, before, after, while, so, because Y3, Forms lower and upper-case letters of the correct size relative to others Begins to increase the legibility, consistency and 	 Forms lower and upper-case letters of the correct size relative to others To be able to spell some/many/most Year 3 key words Begins to increase the legibility, consistency and quality of handwriting Y3 Use of the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box) Y3 	 To be able to spell some/many/most Year 3 key words Introduction to inverted commas to punctuate direct speech Y3 Use of apostrophes to mark singular possession and contractions Y3 Expressing time, place and cause using: conjunctions e.g. when, before, after, while, so, because Y3, adverbs e.g. then, next, soon, therefore Y3, prepositions e.g. before, after, during, in, because of Y3 Forms lower and upper-case letters of the correct size relative to others 	 To be able to spell some/many/most Year 3 key words Introduction to inverted commas to punctuate direct speech Y3 Use of apostrophes to mark singular possession and contractions Y3 Forms lower and upper-case letters of the correct size relative to others Begins to increase the legibility, consistency and quality of handwriting Y3 Formation of nouns using a range of 	 Forms lower and uppercase letters of the correct size relative to others To be able to spell some/many/most Year 3 key words Begins to increase the legibility, consistency and quality of handwriting Y3 Use of the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box) Y3 Introduction to paragraphs as a way to 	

	quality of		Begins to increase the legibility,	prefixes (e.g. super-,	group related material	
	handwriting Y3		consistency and quality of	anti-, auto-) Y3	Y3	
	 Formation of nouns 		handwriting Y3	 Use of the forms a or 	Appropriate choice of	
	using a range of		Use of the forms a or an	an according to	pronoun or noun within	
	prefixes (e.g. super-		according to whether the next	whether the next word	and across sentences to	
	, anti-, auto-) Y3		word begins with a consonant	begins with a	aid cohesion and avoid	
	Use of the forms a		or a vowel (e.g. a rock, an open	consonant or a vowel	repetition Y4	
	or an according to		box) Y3	(e.g. a rock, an open	•	
	whether the next		 Introduction to paragraphs as a 	box) Y3	-	
	word begins with a		way to group related material	Introduction to		
	consonant or a		Y3	paragraphs as a way		
	vowel (e.g. a rock,					
	an open box) Y3		Fronted adverbials (e.g. Later	to group related material Y3		
	. ,		that day, I heard the bad news)			
	Introduction to		Y4	Use of the present		
	paragraphs as a		Use of commas after fronted	perfect form of verbs		
	way to group		adverbials Y4	instead of the simple		
	related material Y3		Appropriate choice of pronoun	past (e.g. He has gone		
	 Headings and 		or noun within and across	out to play contrasted		
	subheadings to aid		sentences to aid cohesion and	with He went out to		
	presentation Y3		avoid repetition Y4	play) Y3		
	 Fronted adverbials 			 Fronted adverbials 		
	(e.g. Later that day,			(e.g. Later that day, I		
	I heard the bad			heard the bad news)		
	news) Y4			Y4		
	Use of commas			 Use of commas after 		
	after fronted			fronted adverbials Y4		
	adverbials Y4			Appropriate choice of		
	Appropriate choice			pronoun or noun within		
	of pronoun or noun			and across sentences		
	within and across			to aid cohesion and		
	sentences to aid			avoid repetition Y4		
	cohesion and avoid					
	cohesion and avoid repetition Y4					
	cohesion and avoid repetition Y4					
	repetition Y4	Use relevant	Listen and respond	·	Listen and respond	Listen and respond appropriately
	repetition Y4Listen and	Use relevant strategies to build		Listen and respond	Listen and respond appropriately to adults	
	 repetition Y4 Listen and respond 	strategies to build	appropriately to adults and	Listen and respond appropriately to	appropriately to adults	to adults and their peers- listen for
	 repetition Y4 Listen and respond appropriately to 	strategies to build their vocabulary –	appropriately to adults and their peers- listen for periods	Listen and respond appropriately to adults and their	appropriately to adults and their peers- listen	to adults and their peers- listen for periods appropriate to their age –
	 repetition Y4 Listen and respond appropriately to adults and their 	strategies to build their vocabulary – Uses a wider range of	appropriately to adults and their peers- listen for periods appropriate to their age –	Listen and respond appropriately to adults and their peers- listen for	appropriately to adults and their peers- listen for periods	to adults and their peers- listen for periods appropriate to their age – – Listen and respond to others
	 repetition Y4 Listen and respond appropriately to adults and their peers- listen for 	strategies to build their vocabulary – Uses a wider range of verbs and adverbs	appropriately to adults and their peers- listen for periods appropriate to their age – – Listen and respond to others	Listen and respond appropriately to adults and their peers- listen for periods appropriate	appropriately to adults and their peers- listen for periods appropriate to their	to adults and their peers- listen for periods appropriate to their age – – Listen and respond to others making connected comments and
	 repetition Y4 Listen and respond appropriately to adults and their peers- listen for periods 	strategies to build their vocabulary – Uses a wider range of verbs and adverbs within their everyday	 appropriately to adults and their peers- listen for periods appropriate to their age – Listen and respond to others making connected 	Listen and respond appropriately to adults and their peers- listen for periods appropriate to their age –	appropriately to adults and their peers- listen for periods appropriate to their age –	to adults and their peers- listen for periods appropriate to their age – – Listen and respond to others making connected comments and is beginning to extend the points
	 repetition Y4 Listen and respond appropriately to adults and their peers- listen for periods appropriate to 	strategies to build their vocabulary – Uses a wider range of verbs and adverbs within their everyday and more formal	 appropriately to adults and their peers- listen for periods appropriate to their age – Listen and respond to others making connected comments and is beginning 	 Listen and respond appropriately to adults and their peers- listen for periods appropriate to their age – Listen and respond 	appropriately to adults and their peers- listen for periods appropriate to their age – – Listen and respond	to adults and their peers- listen for periods appropriate to their age – – Listen and respond to others making connected comments and is beginning to extend the points made by others.
	 repetition Y4 Listen and respond appropriately to adults and their peers- listen for periods appropriate to their age – 	strategies to build their vocabulary – Uses a wider range of verbs and adverbs within their everyday and more formal speech and begins to	 appropriately to adults and their peers- listen for periods appropriate to their age – Listen and respond to others making connected comments and is beginning to extend the points made 	 Listen and respond appropriately to adults and their peers- listen for periods appropriate to their age – Listen and respond to others making 	appropriately to adults and their peers- listen for periods appropriate to their age – – Listen and respond to others making	 to adults and their peers- listen for periods appropriate to their age – Listen and respond to others making connected comments and is beginning to extend the points made by others. Understand the key points they
	 repetition Y4 Listen and respond appropriately to adults and their peers- listen for periods appropriate to their age – – Listen and 	strategies to build their vocabulary – Uses a wider range of verbs and adverbs within their everyday and more formal	 appropriately to adults and their peers- listen for periods appropriate to their age – Listen and respond to others making connected comments and is beginning to extend the points made by others. 	 Listen and respond appropriately to adults and their peers- listen for periods appropriate to their age – Listen and respond to others making connected 	appropriately to adults and their peers- listen for periods appropriate to their age – – Listen and respond to others making connected comments	 to adults and their peers- listen for periods appropriate to their age – Listen and respond to others making connected comments and is beginning to extend the points made by others. Understand the key points they need to focus on in order to
	 repetition Y4 Listen and respond appropriately to adults and their peers- listen for periods appropriate to their age – - Listen and respond to 	strategies to build their vocabulary – Uses a wider range of verbs and adverbs within their everyday and more formal speech and begins to understand the effect.	 appropriately to adults and their peers- listen for periods appropriate to their age – Listen and respond to others making connected comments and is beginning to extend the points made by others. Understand the key points 	 Listen and respond appropriately to adults and their peers- listen for periods appropriate to their age – Listen and respond to others making connected comments and is 	appropriately to adults and their peers- listen for periods appropriate to their age – – Listen and respond to others making connected comments and is beginning to	 to adults and their peers- listen for periods appropriate to their age – Listen and respond to others making connected comments and is beginning to extend the points made by others. Understand the key points they need to focus on in order to answer a question or follow an
	 repetition Y4 Listen and respond appropriately to adults and their peers- listen for periods appropriate to their age – Listen and respond to others making 	 strategies to build their vocabulary – Uses a wider range of verbs and adverbs within their everyday and more formal speech and begins to understand the effect. Maintain attention 	 appropriately to adults and their peers- listen for periods appropriate to their age – Listen and respond to others making connected comments and is beginning to extend the points made by others. Understand the key points they need to focus on in 	 Listen and respond appropriately to adults and their peers- listen for periods appropriate to their age – Listen and respond to others making connected comments and is beginning to extend 	appropriately to adults and their peers- listen for periods appropriate to their age – - Listen and respond to others making connected comments and is beginning to extend the points	 to adults and their peers- listen for periods appropriate to their age – Listen and respond to others making connected comments and is beginning to extend the points made by others. Understand the key points they need to focus on in order to answer a question or follow an instruction and begin to ignore
Oracy	 repetition Y4 Listen and respond appropriately to adults and their peers- listen for periods appropriate to their age – Listen and respond to others making connected 	 strategies to build their vocabulary – Uses a wider range of verbs and adverbs within their everyday and more formal speech and begins to understand the effect. Maintain attention and participate 	 appropriately to adults and their peers- listen for periods appropriate to their age – Listen and respond to others making connected comments and is beginning to extend the points made by others. Understand the key points they need to focus on in order to answer a question 	 Listen and respond appropriately to adults and their peers- listen for periods appropriate to their age – Listen and respond to others making connected comments and is beginning to extend the points made by 	appropriately to adults and their peers- listen for periods appropriate to their age – - Listen and respond to others making connected comments and is beginning to extend the points made by others.	 to adults and their peers- listen for periods appropriate to their age – Listen and respond to others making connected comments and is beginning to extend the points made by others. Understand the key points they need to focus on in order to answer a question or follow an instruction and begin to ignore less important information.
Oracy	 repetition Y4 Listen and respond appropriately to adults and their peers- listen for periods appropriate to their age – Listen and respond to others making connected comments and is 	 strategies to build their vocabulary – Uses a wider range of verbs and adverbs within their everyday and more formal speech and begins to understand the effect. Maintain attention and participate actively in 	 appropriately to adults and their peers- listen for periods appropriate to their age – Listen and respond to others making connected comments and is beginning to extend the points made by others. Understand the key points they need to focus on in order to answer a question or follow an instruction and 	 Listen and respond appropriately to adults and their peers- listen for periods appropriate to their age – Listen and respond to others making connected comments and is beginning to extend the points made by others. 	 appropriately to adults and their peers- listen for periods appropriate to their age – Listen and respond to others making connected comments and is beginning to extend the points made by others. Understand the key 	 to adults and their peers- listen for periods appropriate to their age – Listen and respond to others making connected comments and is beginning to extend the points made by others. Understand the key points they need to focus on in order to answer a question or follow an instruction and begin to ignore less important information. Ask relevant questions to extend
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	iculate and justify opinion on
information. gaze, eye contact, opinion on a character, verbs and adverbs 1:1, of a visitor, during a character	haracter, event or situation in
well used gestures. event or situation in within their everyday topic work, with a resp	ponse to a question or
Ask relevant response to a question or and more formal partner or in a group, pro	ompt.
guestions to • Speak audibly and prompt. speech and begins to during a visit out of	
	ell-structured descriptions,
	ations and narratives for
Impulation of Standard English develop understanding Autoutstand bestifts massage is not allogr	
Will ask relevant Can speak clearly through speculating answers arguments and ask for an	t purposes, including for
questions in a and fluently about hypothesising, imagining and and opinions – explanation.	sing feelings-
widening variety of a range of events. exploring ideas – Articulate and	nts information or personal
a range of events. exploring ideas - Alticulate and	s in a structured way, with
	eas highlighted e.g. can
	0 0 0
	n a sequence of events in a
partner or in a clearly and explain information given and response to a - Articulate and scientifi	fic observation; can explain
group, during a visit further. inferences made (within a question or justify opinion on a how the	ey feel about an issue and
out of school etc. widening range of situations – prompt. character, event or give real	asons
- Be aware of when a • Participate in both ramiliar and unramiliar).	n attention and participate
• Use spokel language in the cost of a cost of	· · ·
decai and askitor an presentations, • Give weil-structured to develop decation of prompt.	in collaborative sations, staying on topic
descriptions, explanations understanding	
UIAV/IIIUU VISALIVIS and porretives for different	iating and responding to
Use relevant & debate – purposes including for hypothesising, descriptions, descriptions,	
strategies to build - Will sustain a imagining and explanations and	o adapt language to engage
their vocabulary – role/scenario and is explessing reenings– exploring ideas	uit their audience e.g.
- Ilses a wider chows an - Fitstills illuillation - Will make predictions	oulary appropriate to the
	nce, intonation to engage,
and adverbs the character structured way, with key ideas possible outcomes for expressing eye ga	aze, eye contact, well used
within their through speech highlighted e.g. can explain a based on the feelings- gestur	res.
everyday and content, style, consume of events in a information given and - Presents information or	
more formal intonation and inferences made personal feelings in a Speak a	audibly and fluently with an
speech and expression, gesture scientific observation; can (within a widening provide recting on a increasi	ing command of Standard
begins to and movement. explain how they feel about an range of situations -	
understand the - Presents issue and give reasons both familiar and key ideas nightighted - Can	speak clearly and fluently
effect. information in a about the second se	ut a range of events.
structured way and structured wa	s complex sentences to
Give well- is able to use Give well-structured a scientific comi	municate clearly and explain
furth	ner.
descriptions, • Gain, maintain and • Gain, maintain and • Participa	ate in discussions,
	ations, performances, role
	provisations & debate –
different Will a	sustain a role/scenario and is
	s an understanding of the
bulle isterier is toshig	acter through speech
including for a microst and windse a contract of the registerior of th	ent, style, intonation and
expressing of personal regimes of personal regimes expressing expressing	ession), gesture and
feelings-	ement.
- Presents with key ideas familiar situations, can - Prese	ents information in a
explain ideas in a recognise for recognise for	tured way and is able to use
themselves when to use	fic vocabulary.
formal language e g	no vocabulary.
in a structured events in a scientific leading a group of their	aintain and monitor
Way with key 1 • Select and use	aintain and monitor
ideas bigblighted a appropriate registers	gnises when the listener is
classicion visitor, for effective	
debate etc.	interest and will use
fomilior situations con	ation and expression to
engagina for	ge interest. Can explain ideas
themselves when to	anner appropriate to the
ODSERVATION: CAN	er.
use formal language	

	 explain how they feel about an issue and give reasons Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas Will make predictions and speculate on possible outcomes based on the information given and inferences made (within a widening range of situations – both familiar and unfamiliar). 	e.g. leading a group of their peers, discussion with a classroom visitor, formal debate etc.				 Consider and evaluate different viewpoints, attending to and building on the contributions of others – Make expanded comments with supporting detail in response to others' viewpoints and say whether they agree or disagree and why.
Duration (Estimated)	2 weeks	2 weeks	3 weeks	2 weeks	2 weeks	1 week

YEAR 3 LONG TERM PLAN (LTP) 2024 - 2025

	FICTION/NARRATIVE	NON-FICTION	POETRY	
		Year Group Objectives		
Punctuation –				
ntroduction to inverted commas to punct	uate direct speech Y3			
Jse of inverted commas and other punct	uation to indicate direct speech: Y4			
a comma after the reporting clause				
	as = example: The conductor shouted, "Sit	down!"		
postrophes to mark plural possession (e.g. the girl's name; the girls' names) Y4			
se of apostrophes to mark singular pos				
se of commas after fronted adverbials `				
pelling - To be able to spell some/man	//most Year 4 key words			
		hen, before, after, while, so, because Y3, adverbs e.c	g. then, next, soon, therefore Y3, prepositions e.g. before, after, o	during, in, because of Y;
		tion phrases (e.g. the teacher expanded to: the strict		0
ronted adverbials (e.g. Later that day, I	heard the bad news) Y4		, ,	
andwriting - Forms lower and upper-c	ase letters of the correct size relative to oth	ners		
egins to increase the legibility, consiste				
ontinues to increase legibility, consister	cy and quality of joined handwriting Y4			
	e of prefixes (e.g. super-, anti-, auto-) Y3			
se of the forms a or an according to wh	ether the next word begins with a consonar	nt or a vowel (e.g. a rock, an open box) Y3		
/ord families based on common words,	showing how words are related in form and	d meaning (e.g. solve, solution, solver, dissolve, insol	luble) Y3	
he grammatical difference between plur				
andard English forms for verb inflection	is instead of local spoken forms (e.g. we w	ere instead of we was, or I did instead of I done) Y4		
ext cohesion - Introduction to paragrar	hs as a way to group related material Y3			
se of paragraphs to organise ideas arou	und a theme Y4			
leadings and subheadings to aid preser				
Ise of the present perfect form of verbs	nstead of the simple past (e.g. He has gon	e out to play contrasted with He went out to play) Y3		
	ithin and across sentences to aid cohesion			
			rks correctly when required. Correctly use commas to separate	items in a list. Use the
	mple, the girl's book]. Use apostrophes to			
		es, spelling many of these words correctly and makin	ng phonically-plausible attempts at others. To be able to spell sor	me/most/many Year 2 k
ords. Distinguish between homophones				
	ferent forms: statement, question, exclama	ation, command. Expanded noun phrases to describe	and specify [for example, the blue butterfly]. Use present and pa	ast tense mostly correct
nd consistently.				
			d relationship to one another and to lowercase letters. Use space	es between words that
	some of the diagonal and horizontal stroke			
			ell longer words, including; ment, ness, ful, less, ly. Know the me	
	estion, exclamation, command, compound	l, suffix, adjective, adverb, verb, tense (past, present)	, apostrophe, comma. Use and understand the grammatical tern	ninology in English
ppendix 2 in discussing their writing.				
ext cohesion - Develop positive attitud				
5 1	al experiences and those of others (real ar	nd fictional)		
writing about real events				
writing poetry				
	rections to their own writing. Read aloud w	vhat they have written with appropriate intonation to n		
	rections to their own writing. Read aloud w Summer Term 1	vhat they have written with appropriate intonation to n	nake the meaning clear. Summer Term 2	
lake simple additions, revisions and cor	Summer Term 1		Summer Term 2	er Bunzl
Make simple additions, revisions and cor Mirror by Jean	Summer Term 1	vhat they have written with appropriate intonation to n Escape from Pompeii by Ch	Summer Term 2	er Bunzl
Make simple additions, revisions and cor	Summer Term 1 nie Baker	Escape from Pompeii by Chi	Summer Term 2	er Bunzl
Make simple additions, revisions and cor Mirror by Jean	Summer Term 1 nie Baker	Escape from Pompeii by Chr	Summer Term 2	er Bunzl
Make simple additions, revisions and cor	Summer Term 1 nie Baker	Escape from Pompeii by Chr	Summer Term 2	er Bunzl

Wardrobe by CS Lewis

PETER BUNZL

	Informal letters-Write a letter to a	NARNIA THEE LION, WITCH WARDENE Calleste Root		Non-Chronological		
Key Writing Outcomes	character in the book describing their life- Character to then respond to write about theirs	Narrative- What happens when you walk through the 'wardrobe'? Overcoming the Monster	Diary Entry- Diary entry to explain what happened the day of the eruption	report- Report about Pompeii and the eruption?	Persuasive poster - Persuasive poster/advert for the dragon race.	Persuasive advert- create a persuasive advert for the dragon race.
Key Writing Features	 Sender's name Sender's address Date Informal greeting Informal/chatty style – contractions Emotive language – thoughts and feelings. Fronted adverbials First person pronouns Written in paragraphs Introductory paragraph Conclusion paragraph Rhetorical questions Informal Send off 	 Opening Build-up Dilemma Resolution Ending Character descriptions Setting descriptions Paragraphs around one theme Punctuation of direct speech Third person Past tense Varied conjunctions- when, before, after, while, so, because Adverbs then, next, soon, therefore Verbs ing/ed verbs Prepositions before, after, during, in 	 Date First person Informal greeting Informal language Past tense Introductory paragraph Describes events in chronological order Paragraphs around one theme Thoughts and feelings Rhetorical questions Time adverbials Concluding paragraph 	 Title Introductory paragraph Headings Subheadings Text boxes Paragraphs around one theme Diagrams/pictures Captions Causal conjunctions Past Tense Third person Formal and impersonal tone Technical and subject specific vocabulary 	 Title Subheadings Slogans Introduction/opening paragraph Organised into paragraphs/text boxes Reasons to support view stated and points explained/expanded Emotive language Modal verbs Rehetorical questions Causal conjunctions Persuasive words and phrases Conclusion 	See oracy opportunities
Curriculum Objectives Covered	 To be able to spell some/many/most Year 3 key words Use of apostrophes to mark singular possession and contractions Y3 Expressing time, place and cause using: conjunctions e.g. when, before, after, while, so, because Y3, adverbs e.g. then, next, soon, therefore Y3, prepositions e.g. before, after, during, in, because of Y3 Forms lower and upper-case letters of the correct size relative to others Begins to increase the legibility, consistency and quality of handwriting Y3 	 To be able to spell some/many/most Year 3 key words Introduction to inverted commas to punctuate direct speech Y3 Use of apostrophes to mark singular possession and contractions Y3 Expressing time, place and cause using: conjunctions e.g. when, before, after, while, so, because Y3, adverbs e.g. then, next, soon, therefore Y3, prepositions e.g. before, after, during, in, because of Y3 Forms lower and upper-case letters of the correct size relative to others Begins to increase the legibility, consistency and quality of handwriting Y3 	 To be able to spell some/many/most Year 3 key words Introduction to inverted commas to punctuate direct speech Y3 Use of apostrophes to mark singular possession and contractions Y3 Expressing time, place and cause using: conjunctions e.g. when, before, after, while, so, because Y3, adverbs e.g. then, next, soon, therefore Y3, 	 Forms lower and upper-case letters of the correct size relative to others To be able to spell some/many/most Year 3 key words Begins to increase the legibility, consistency and quality of handwriting Y3 Use of the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box) Y3 Introduction to paragraphs as a 	 Formation of nouns using a range of prefixes (e.g. super-, anti-, auto-) Y3 Word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble) Y3 To be able to spell some/many/most Year 3 key words Use of apostrophes to mark singular possession and contractions Y3 Forms lower and upper-case letters of the correct size relative to others Begins to increase the legibility, consistency and quality of handwriting Y3 	See oracy opportunities

	Use of the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box) Y3 Introduction to paragraphs as a way to group related material Y3 Use of the present perfect form of verbs instead of the simple past (e.g. He has gone out to play contrasted with He went out to play) Y3 Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Y4	 Use of the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box) Y3 Introduction to paragraphs as a way to group related material Y3 Use of the present perfect form of verbs instead of the simple past (e.g. He has gone out to play contrasted with He went out to play) Y3 Fronted adverbials (e.g. Later that day, I heard the bad news) Y4 Use of commas after fronted adverbials Y4 Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Y4 	 prepositions e.g. before, after, during, in, because of Y3 Forms lower and upper-case letters of the correct size relative to others Begins to increase the legibility, consistency and quality of handwriting Y3 Use of the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box) Y3 Introduction to paragraphs as a way to group related material Y3 Use of the present perfect form of verbs instead of the simple past (e.g. He has gone out to play) contrasted with He went out to play) Y3 Fronted adverbials (e.g. Later that day, I heard the bad news) Y4 Use of commas after fronted adverbials Y4 Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid 	 way to group related material Y3 Headings and subheadings to aid presentation Y3 Fronted adverbials (e.g. Later that day, I heard the bad news) Y4 Use of commas after fronted adverbials Y4 	 Use of the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box) Y3 Introduction to paragraphs as a way to group related material Y3 Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Y4 Use of precise nouns (e.g. alsatian for dog, people's names, technical/specific vocab) A variety of descriptive and appropriate to the context Correct use of capital letters, full stops, question marks, exclamation marks, exclamation marks, commas in lists The structure of the writing supports the reader's understanding (e.g. chronological order, sequence, organisation as determined by writing genre and form) 	
• Oracy Opportunities	Listen and respond appropriately to adults and their peers- listen for periods appropriate to their age – - Listen and respond to others making connected comments and is beginning to extend the points made by others. - Understand the key points they need to focus on in order to answer a question or follow an instruction and begin to ignore less important information.	 Listen and respond appropriately to adults and their peers- listen for periods appropriate to their age – Listen and respond to others making connected comments and is beginning to extend the points made by others. Understand the key points they need to focus on in order to answer a question or follow an instruction and begin to ignore less important information. Use relevant strategies to build their vocabulary – Uses a wider range of verbs and adverbs 	 repetition Y4 Listen and respond appropriately to adults and their peers- listen for periods appropriate to their age – Listen and respond to others making connected comments and is beginning to extend the points made by others. Understand the key points they need to focus on in order to answer a question or 	 Listen and respond appropriately to adults and their peers- listen for periods appropriate to their age – Listen and respond to others making connected comments and is beginning to extend the points made by others. 	 Listen and respond appropriately to adults and their peers- listen for periods appropriate to their age – Listen and respond to others making connected comments and is beginning to extend the points made by others. Understand the key points they need to focus on in order to answer a question or follow an instruction and begin to ignore less important information. 	 Listen and respond appropriately to adults and their peers- listen for periods appropriate to their age – Listen and respond to others making connected comments and is beginning to extend the points made by others. Understand the key points they need to focus on in order to answer a question or follow an instruction and begin to ignore less important information.

 Articulate and justify 	within their everyday and more	follow an	 Understand the 	 Ask relevant questions to 	 Articulate and justify
answers, arguments and	formal speech and begins to	instruction and	key points they	extend their understanding	answers, arguments and
opinions –	understand the effect.	begin to ignore	need to focus	and knowledge	opinions –
 Articulate and justify 		less important	on in order to	 Will ask relevant questions in 	 Articulate and justify
opinion on a character,	 Articulate and justify answers, 	information.	answer a	a widening variety of	opinion on a character,
event or situation in	arguments and opinions –		question or	situations e.g. 1:1, of a	event or situation in
response to a question	 Articulate and justify opinion 	 Use relevant 	follow an	visitor, during topic work,	response to a question
or prompt.	on a character, event or	strategies to build	instruction and	with a partner or in a group,	or prompt.
	situation in response to a	their vocabulary –	begin to ignore	during a visit out of school	
Use spoken language to	question or prompt.	Uses a wider range of	less important	etc.	Maintain attention and
develop understanding		verbs and adverbs	information.	 Be aware of when a 	participate actively in
through speculating,	Use spoken language to	within their everyday		message is not clear and ask	collaborative
hypothesising, imagining	develop understanding	and more formal	 Ask relevant 	for an explanation.	conversations, staying on
and exploring ideas	through speculating,	speech and begins to	questions to		topic and initiating and
 Will make predictions and 	hypothesising, imagining and	understand the effect.	extend their	 Articulate and justify 	responding to comments
speculate on possible	exploring ideas		understanding	answers, arguments and	-
outcomes based on the	 Will make predictions and 	 Articulate and justify 	and knowledge	opinions –	 Able to adapt language to
information given and	speculate on possible outcomes	answers, arguments	 Will ask relevant 	 Articulate and justify 	engage and suit their
inferences made (within a	based on the information given	and opinions –	questions in a	opinion on a character,	audience e.g. vocabulary
		-	widening variety of	•	• •
widening range of situations	and inferences made (within a	 Articulate and iustify opinion on 	0,1	event or situation in	appropriate to the
– both familiar and	widening range of situations –	justify opinion on	situations e.g. 1:1, of a visitor, during	response to a question	audience, intonation to
unfamiliar).	both familiar and unfamiliar).	a character,	, 0	or prompt.	engage, eye gaze, eye
		event or	topic work, with a		contact, well used
	Give well-structured	situation in	partner or in a group, during a	Give well-structured	gestures.
	descriptions, explanations and	response to a	visit out of school	descriptions, explanations	
	narratives for different	question or		and narratives for different	Speak audibly and fluently
	purposes, including for	prompt.	etc.	purposes, including for	with an increasing
	expressing feelings-		 Be aware of when Be aware of when 	expressing feelings-	command of Standard
	 Presents information or 	Use spoken	a message is not	 Presents information or 	English –
		language to develop	clear and ask for		 Can speak clearly and
	personal feelings in a structured	understanding	an explanation.	personal feelings in a	fluently about a range of
	way, with key ideas highlighted	through		structured way, with key	events.
	e.g. can explain a sequence of	speculating,	Use relevant	ideas highlighted e.g. can	 Uses complex
	events in a scientific	hypothesising,	strategies to	explain a sequence of	sentences to
	observation; can explain how	imagining and	build their	events in a scientific	communicate clearly
	they feel about an issue and	exploring ideas	vocabulary –	observation; can explain	and explain further.
	-	 Will make predictions 	 Uses a wider 	· · ·	
	give reasons	and speculate on	range of	how they feel about an	 Participate in discussions,
		possible outcomes	verbs and	issue and give reasons.	presentations,
		based on the	adverbs		performances, role
		information given and	within their	• Select and use appropriate	play/improvisations &
		inferences made	everyday and	registers for effective	debate –
		(within a widening	more formal	communication – In familiar	 Will sustain a
		range of situations -	speech and		role/scenario and is
		both familiar and	begins to	situations, can recognise for	shows an understanding
		unfamiliar).	understand	themselves when to use	of the character through
			the effect.	formal language e.g. leading	speech (content, style,
		Give well-structured		a group of their peers,	intonation and
		descriptions,	Give well-	discussion with a classroom	expression), gesture and
		explanations and	structured	visitor, formal debate etc.	movement.
		•	descriptions,		 Presents information in a
		narratives for	• •		structured way and is
		different purposes,	explanations and		able to use specific
		including for	narratives for		vocabulary.
		expressing	different		
		feelings-	purposes,		Gain, maintain and
		- Presents	including for		monitor interest of the
			expressing		listener(s) –
		information or			 Recognises when the
		personal feelings in	feelings-		listener is losing interest

Duration			a structured way, with key ideas highlighted e.g. can explain a sequence of events in a scientific observation; can explain how they feel about an issue and give reasons	 Presents information or personal feelings in a structured way, with key ideas highlighted e.g. can explain a sequence of events in a scientific observation; can explain how they feel about an issue and give reasons Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas Will make predictions and speculate on possible outcomes based on the information given and inferences made (within a widening range of situations – both familiar and unfamiliar). 		and will use intonation and expression to engage interest. Can explain ideas in a manner appropriate to the listener. • Consider and evaluate different viewpoints, attending to and building on the contributions of others – • Make expanded comments with supporting detail in response to others' viewpoints and say whether they agree or disagree and why.
(Estimated)	2 weeks	3 weeks	2 weeks	2 weeks	2 weeks	1 week

YEAR 4 LONG TERM PLAN (LTP) 2024 - 2025

		FICTION/NARRATIVE	NON-FICTION	POETRY					
			Year Group Objectiv	/es					
Punctuation –									
	erted commas to punctuate direct s								
	se of inverted commas and other punctuation to indicate direct speech: Y4								
	a comma after the reporting clause end punctuation within inverted commas = example: The conductor shouted, "Sit down!"								
	ostrophes to mark plural possession (e.g. the girl's name; the girls' names) Y4								
	e of apostrophes to mark singular possession and contractions Y3								
	e of commas after fronted adverbials Y4								
	able to spell some/many/most Year	4 kev words							
			before, after, while, so, because Y3,	adverbs e.g. then, next, soon, therefore Y3, preposi	tions e.g. before, after, during, in, because of Y3				
Noun phrases exp	anded by the addition of modifying s (e.g. Later that day, I heard the ba	adjectives, nouns and preposition	phrases (e.g. the teacher expanded	to: the strict maths teacher with curly hair) Y4					
	orms lower and upper-case letters of								
Begins to increase	the legibility, consistency and qual	ity of handwriting Y3							
	ase legibility, consistency and quali								
	of nouns using a range of prefixes								
Use of the forms a	a or an according to whether the new	t word begins with a consonant or	a vowel (e.g. a rock, an open box) Y						
			aning (e.g. solve, solution, solver, dis	ssolve, insoluble) Y3					
	difference between plural and posse								
			nstead of we was, or I did instead of	I done) Y4					
	ntroduction to paragraphs as a way								
	s to organise ideas around a theme	Y4							
	headings to aid presentation Y3	simple past (e.g. He has gone ou	t to play contrasted with He went out	to play) V3					
Appropriate choice	e of pronoun or noun within and acro	oss sentences to aid cohesion and	avoid repetition Y4						
		Autumn Term 1		Autum	n Term 2				
	The Eqv	ptian Cinderella by Shir	lev Climo	A Series of Unfortunate Events: The	e Bad Beginning by Lemony Snicket				
		*******			0 0 0				
	THE ECYPTIAN								
		THE EGYPTIAN			tunite Events				
		CINDERELLA							
		THE EGYPTIAN CINDERELLA							
Stimuli		CINDERELLA							
Stimuli		CINDERELLA							
Stimuli		CINDERELLA							
Stimuli		CINDERELLA							
Stimuli		CINDERELLA							
Stimuli		CINDERELLA							
Stimuli Key Writing	Narrative: Retell the story of	CINDERELLA s dues Care - frame la sur l'un Control de la sur l'anne la sur l'un control de la sur l'anne la sur l sur l'anne la sur l'anne	Diography Fourties Discussion		Regining				
	Narrative: Retell the story of Egyptian Cinderella	CINDERELLA	Biography: Egyptian Pharaoh	Linfor TL 8					
Key Writing	Egyptian Cinderella Opening 	CINDERELLA states Care Hornes to surface The state of the state of t	Title	Persuasive letter: Persuade Mr Poe to move you away from Count Olaf • Structure of a Letter	Image: Second				
Key Writing	Egyptian Cinderella	CINDERELLA state Care Harristy and the Distructions: Mummifying a pharaoh • Title • Introduction		Persuasive letter: Persuade Mr Poe to move you away from Count Olaf	Narrative: write a sequel to the story of 'A Series of Unfortunate Events'.				
Key Writing	Egyptian Cinderella Opening Build-up Dilemma	CINDERELLA where the intervent of any two where the intervent of any two Instructions: Mummifying a pharaoh • Title • Introduction • A list of what you need -	Title	Persuasive letter: Persuade Mr Poe to move you away from Count Olaf • Structure of a Letter • Sender's address- Right hand side • Recipient address- Left hand side	Image: Second				
Key Writing	Egyptian Cinderella Opening Build-up Dilemma Resolution	CINDERELLA state Care Harriet starter Table Care Harriet starter and the starter of starter Instructions: Mummifying a pharaoh Title Introduction A list of what you need - equipment	Title Introductory paragraph	Persuasive letter: Persuade Mr Poe to move you away from Count Olaf Structure of a Letter Sender's address- Right hand side Recipient address- Left hand side Date- under recipient's address	Image: Second Structure Events Narrative: write a sequel to the story of 'A Series of Unfortunate Events'. • Opening • Build-up • Dilemma • Resolution				
Key Writing	Egyptian Cinderella Opening Build-up Dilemma	CINDERELLA where the intervent with the construction is: Mummifying a pharaoh Title Introduction A list of what you need - equipment Method	 Title Introductory paragraph Key events written 	Persuasive letter: Persuade Mr Poe to move you away from Count Olaf Structure of a Letter Sender's address- Right hand side Recipient address- Left hand side Date- under recipient's address Formal Greeting	Image: Second				
Key Writing Outcomes	Egyptian Cinderella Opening Build-up Dilemma Resolution Ending Character descriptions	CINDERELLA where the intervent with the construction is: Mummifying a pharaoh Title Introduction A list of what you need - equipment Method Time adverbials	 Title Introductory paragraph Key events written chronologically Time adverbials 	Persuasive letter: Persuade Mr Poe to move you away from Count Olaf Structure of a Letter Sender's address- Right hand side Recipient address- Left hand side Date- under recipient's address Formal Greeting Formal closing- Signature and full name	Image Freests Narrative: write a sequel to the story of 'A Series of Unfortunate Events'. Opening Build-up Dilemma Resolution Ending Character descriptions				
Key Writing Outcomes Key Writing	Egyptian Cinderella Opening Build-up Dilemma Resolution Ending Character descriptions Setting descriptions	CINDERELLA where the network with the Constructions: Mummifying a pharaoh Title Introduction A list of what you need - equipment Method Time adverbials Imperative verbs	 Title Introductory paragraph Key events written chronologically Time adverbials Written in past tense 	Persuasive letter: Persuade Mr Poe to move you away from Count Olaf Structure of a Letter Sender's address- Right hand side Recipient address- Left hand side Date- under recipient's address Formal Greeting Formal closing- Signature and full name Formal language	Image: Second				
Key Writing Outcomes	Egyptian Cinderella Opening Build-up Dilemma Resolution Ending Character descriptions Setting descriptions Paragraphs around one	CINDERELLA When the second se	 Title Introductory paragraph Key events written chronologically Time adverbials Written in past tense Third person pronouns 	Persuasive letter: Persuade Mr Poe to move you away from Count Olaf Structure of a Letter Sender's address- Right hand side Recipient address- Left hand side Date- under recipient's address Formal Greeting Formal closing- Signature and full name Formal language Impersonal tone	Image Freests Narrative: write a sequel to the story of 'A Series of Unfortunate Events'. Opening Build-up Dilemma Resolution Ending Character descriptions				
Key Writing Outcomes Key Writing	Egyptian Cinderella Opening Build-up Dilemma Resolution Ending Character descriptions Setting descriptions	CINDERELLA Transformed to united Transformed to united Instructions: Mummifying a pharaoh Title Introduction A list of what you need - equipment Method Time adverbials Imperative verbs Prepositions Chronological order	 Title Introductory paragraph Key events written chronologically Time adverbials Written in past tense Third person pronouns Organised into paragraphs 	Persuasive letter: Persuade Mr Poe to move you away from Count Olaf Structure of a Letter Sender's address- Right hand side Recipient address- Left hand side Date- under recipient's address Formal Greeting Formal closing- Signature and full name Formal language	Image: Second				
Key Writing Outcomes Key Writing	Egyptian Cinderella Opening Build-up Dilemma Resolution Ending Character descriptions Setting descriptions Paragraphs around one	CINDERELLA value Currenter variation value Currenter variation value Currenter variation value Currenter variation Instructions: Mummifying a pharaoh Instructions: Mummifying a pharaoh Instructions: Mummifying a pharaoh A list of what you need - equipment A list of what you need - equipment Method Time adverbials Imperative verbs Prepositions Chronological order Conclusion	 Title Introductory paragraph Key events written chronologically Time adverbials Written in past tense Third person pronouns Organised into paragraphs with subheadings. 	Persuasive letter: Persuade Mr Poe to move you away from Count Olaf • Structure of a Letter • Sender's address- Right hand side • Recipient address- Left hand side • Date- under recipient's address • Formal Greeting • Formal closing- Signature and full name • Formal language • Impersonal tone • Rhetorical questions • First person	Image: Second				
Key Writing Outcomes Key Writing	Egyptian Cinderella Opening Build-up Dilemma Resolution Ending Character descriptions Setting descriptions Paragraphs around one theme Punctuation of direct speech	CINDERELLA When the instruction of the instructions: Mummifying a pharaoh Title Instruction A list of what you need - equipment Method Time adverbials Imperative verbs Prepositions Chronological order Conclusion Rhetorical questions	 Title Introductory paragraph Key events written chronologically Time adverbials Written in past tense Third person pronouns Organised into paragraphs with subheadings. Include key facts and 	Persuasive letter: Persuade Mr Poe to move you away from Count Olaf Structure of a Letter Sender's address- Right hand side Recipient address- Left hand side Date- under recipient's address Formal Greeting Formal closing- Signature and full name Formal language Impersonal tone Rhetorical questions First person Paragraphs around one theme.	Narrative: write a sequel to the story of 'A Series of Unfortunate Events'. Opening Build-up Dilemma Resolution Ending Character descriptions Setting descriptions Paragraphs around one theme Punctuation of direct speech				
Key Writing Outcomes Key Writing	Egyptian Cinderella Opening Build-up Dilemma Resolution Ending Character descriptions Setting descriptions Paragraphs around one theme Punctuation of direct	CINDERELLA value Currenter variation value Currenter variation value Currenter variation value Currenter variation Instructions: Mummifying a pharaoh Instructions: Mummifying a pharaoh Instructions: Mummifying a pharaoh A list of what you need - equipment A list of what you need - equipment Method Time adverbials Imperative verbs Prepositions Chronological order Conclusion	 Title Introductory paragraph Key events written chronologically Time adverbials Written in past tense Third person pronouns Organised into paragraphs with subheadings. 	Persuasive letter: Persuade Mr Poe to move you away from Count Olaf • Structure of a Letter • Sender's address- Right hand side • Recipient address- Left hand side • Date- under recipient's address • Formal Greeting • Formal closing- Signature and full name • Formal language • Impersonal tone • Rhetorical questions • First person	Narrative: write a sequel to the story of 'A Series of Unfortunate Events'. Opening Build-up Dilemma Resolution Ending Character descriptions Setting descriptions Paragraphs around one theme Punctuation of direct speech Third person				

			achievements, early life	Persuasive language	
			and familyConclusion paragraph.		
Curriculum Objectives Covered	 Direct speech using inverted commas. Writing for a purpose - Describe a setting, character and plot. Expanded noun phrases Use of paragraphs to organise ideas around a theme. Use a dictionary to check spellings of words. Spell some/most Year 3/4 spellings. Use conjunctions, adverbs and prepositions to express time and cause. Use co-ordination to join clauses. Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. Fronted adverbials Apostrophe for possession. Correctly use commas to separate items in a list. 	 Spell some/most Year 3/4 spellings. Fronted adverbials Expressing time, place and cause using adverbs, prepositions. Sub-headings to organise information. Use co-ordination and some subordination to join clauses. 	 Spell some/most Year 3/4 spellings. using simple organisational devices E.g. Headings and subheadings to aid presentation. Fronted adverbials. Expressing time, place and cause using: conjunctions e.g. when, before, after, while, so, because. Use of paragraphs to organise ideas around a theme Use the correct use of tense 	 Use co-ordination and some subordination to join clauses. use fronted adverbials (followed by a comma) Spell some/most Year 3/4 spellings. Apostrophes for contractions and to show possession. Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. Sentence variations (exclamation, question, command). Emotive language (thoughts and feelings) Coordinating and subordinating conjunctions Fronted adverbials Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done) 	 Spell some/most Year 3/4 spellings. Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses. Use of paragraphs to organise ideas around a theme. Punctuation of direct speech (comma after a reporting clause, end punctuation). Figurative language – similes, personification, metaphor. Use conjunctions, adverbs and prepositions to express time and cause. Use co-ordination to join clauses. Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. Fronted adverbials Apostrophe for possession and contractions. Correctly use commas to separate items in a list.
Oracy Opportunities	 Ask relevant questions to extend their understanding and knowledge Is beginning to recognise the difference between open and closed questions and is starting to demonstrate that they can use/apply these appropriately. Use relevant strategies to build their vocabulary Uses a wider range of verbs and adverbs within their everyday and more formal speech and begins to understand the effect. Articulate and justify answers, arguments and opinions – 	 Listen and respond appropriately to adults and their peers- listen for periods appropriate to their age – Listen to others, work out which information is important and make relevant and related comments e.g. returns to a key point and elaborates. Use relevant strategies to build their vocabulary Uses a wider range of verbs and adverbs within their everyday and more formal speech and begins to understand the effect. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating 	 Listen and respond appropriately to adults and their peers- listen for periods appropriate to their age – Listen to others, work out which information is important and make relevant and related comments e.g. returns to a key point and elaborates. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings– Presents information or personal feelings in a structured way, with key ideas highlighted e.g. can explain a sequence of events in a scientific observation; can 	 Listen and respond appropriately to adults and their peers- listen for periods appropriate to their age – Listen to others, work out which information is important and make relevant and related comments e.g. returns to a key point and elaborates. Ask relevant questions to extend their understanding and knowledge Is beginning to recognise the difference between open and closed questions and is starting to demonstrate that they can use/apply these appropriately. Articulate and justify answers, arguments and opinions – Articulate and justify opinion on a character, event or situation in response to a question or prompt. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings– Presents information or personal feelings in a structured way, with key ideas highlighted e.g. can explain a sequence of 	 Ask relevant questions to extend their understanding and knowledge Is beginning to recognise the difference between open and closed questions and is starting to demonstrate that they can use/apply these appropriately. Use relevant strategies to build their vocabulary – Uses a wider range of verbs and adverbs within their everyday and more formal speech and begins to understand the effect. Articulate and justify answers, arguments and opinions – Articulate and justify opinion on a character, event or situation in response to a question or prompt. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings– Presents information or personal feelings in a structured way, with key ideas highlighted e.g. can explain a sequence of

	 Articulate and justify 	and responding to	explain how they feel	events in a scientific observation; can explain	events in a scientific observation; can
	opinion on a character,	comments –	about an issue and	how they feel about an issue and give reasons	explain how they feel about an issue and
	event or situation in	-Able to adapt language to engage and suit their audience	give reasons	Use spoken language to develop	give reasons
	response to a question or	e.g. vocabulary appropriate to	Speak audibly and	 Ose spoken language to develop understanding through speculating, 	Use spoken language to develop
	prompt.	the audience, intonation to	fluently with an	hypothesising, imagining and exploring	understanding through speculating,
		engage, eye gaze, eye contact,	increasing command of	ideas	hypothesising, imagining and exploring
	Give well-structured	well used gestures.	Standard English –	 Will make predictions and speculate on 	ideas
	descriptions,	3	 Can speak clearly and 	possible outcomes based on the	 Will make predictions and speculate on
	explanations and	Speak audibly and	fluently about a range	information given and inferences made	possible outcomes based on the
	narratives for different	fluently with an	of events.	(within a widening range of situations - both	information given and inferences made
	purposes, including for	increasing command of	 Uses complex 	familiar and unfamiliar).	(within a widening range of situations – both
	expressing feelings-	Standard English –	sentences to		familiar and unfamiliar).
		 Can speak clearly and 	communicate clearly	 Consider and evaluate different 	
	 Presents information or 	fluently about a range	and explain further.	viewpoints, attending to and building on	
	personal feelings in a	of events.		the contributions of others –	Participate in discussions,
	structured way, with key	- Uses complex	Participate in	 Make expanded comments with 	presentations, performances, role
	ideas highlighted e.g. can	sentences to communicate clearly	discussions, presentations,	supporting detail in response to others' viewpoints and say whether they agree	play/improvisations & debate – – Will sustain a role/scenario and is
	explain a sequence of	and explain further.	performances, role	or disagree and why.	shows an understanding of the
	events in a scientific		play/improvisations &	or disagree and wry.	character through speech
	observation; can explain	Gain, maintain and	debate –		(content, style, intonation and
	how they feel about an	monitor interest of the	- Will sustain a		expression), gesture and
	issue and give reasons	listener(s) –	role/scenario and is		movement.
	Maintain attention	 Recognises when the 	shows an		 Presents information in a
	and participate actively in	listener is losing interest	understanding of the		structured way and is able to use
	collaborative conversations,	and will use intonation	character through		specific vocabulary.
	staying on topic and initiating	and expression to	speech (content, style,		
	and responding to comments	engage interest. Can	intonation and		
		explain ideas in a	expression), gesture		
	- Able to adapt	manner appropriate to the listener.	and movement. – Presents information in		
		the insterier.	a structured way and is		
	language to engage and suit		able to use specific		
	their audience e.g. vocabulary		vocabulary.		
	appropriate to the audience,				
	intonation to engage, eye gaze,		Select and use		
	eye contact, well used gestures.		appropriate registers for		
			effective communication		
			_		
			 In familiar situations, 		
			can recognise for		
			themselves when to		
			use formal language		
			e.g. leading a group		
			of their peers,		
			discussion with a		
			classroom visitor, formal debate etc.		
Duration					
(Estimated)	3 weeks	2 weeks	3 weeks (another week was needed in Aut2)	2 weeks	3 weeks
(Estimated)			needed in Adiz)		

YEAR 4 LONG TERM PLAN (LTP) 2024 - 2025

		FICTION/NARRATIVE	NON-FICTION		POETRY		
	Year Group Objectives						
Use of inverted co ≈ a comma after t ≈ end punctuation Apostrophes to ma Use of apostrophe Use of commas af Spelling - To be a Sentence structu Noun phrases exp Fronted adverbials Handwriting – Fo Begins to increase Continues to incre Word – Formation Use of the forms a	Year Group Objectives Punctuation – troduction to inverted commas to punctuate direct speech Y3 se of inverted commas and other punctuation to indicate direct speech: Y4 a comma after the reporting clause end punctuation within inverted commas = example: The conductor shouted, "Sit down!" postrophes to mark plural possession (e.g. the girl's name; the girls' names) Y4 se of apostrophes to mark singular possession and contractions Y3 se of commas after fronted adverbials Y4 pelling - To be able to spell some/many/most Year 4 key words entence structure - Expressing time, place and cause using: conjunctions e.g. when, before, after, while, so, because Y3, adverbs e.g. then, next, soon, therefore Y3, prepositions e.g. before, after, during, in, because of Y3 oun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Y4 ronted adverbials (e.g. Later that day, I heard the bad news) Y4 andwriting – Forms lower and upper-case letters of the correct size relative to others egins to increase the legibility, consistency and quality of joined handwriting Y4 ford - Formation of nous using a range of prefixes (e.g. super-, ant-, auto-) Y3 se of the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. solve, solution, solver, dissolve, insoluble) Y3						
The grammatical of Standard English f Text cohesion - In Use of paragraphs Headings and sub Use of the present	Jse of the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box) Y3 Nord families based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble) Y3 The grammatical difference between plural and possessive -s Y4 Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done) Y4 Fext cohesion - Introduction to paragraphs as a way to group related material Y3 Jse of paragraphs to organise ideas around a theme Y4 Headings and subheadings to aid presentation Y3 Jse of the present perfect form of verbs instead of the simple past (e.g. He has gone out to play contrasted with He went out to play) Y3 Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Y4						
		Spring Term 1			Spring Term 2		
Stimuli		ork Marker's Daughter by Philip P PHILIP ULLMAN FIREWORK-MAKER'S DAUGHTER THE MARKER'S DAUGHTER THE MARKER'S DAUGHTER	ullman	Th	e Great Kapok Tree by Lynne Chr THE GREAT Vitres Char Vitres Char	erry	
Key Writing Outcomes	Informal letter: writing as Lila to her father saying she has run away to find the secret to become a firework maker	Classic poetry: Crocodile	Diary entry:	Non-chronological report	ICT linked newspaper report on escaped tiger	Persuasive speech	
Key Writing Features	 Sender's name Sender's address Date Informal greeting Informal/chatty style – contractions Emotive language – thoughts and feelings. Fronted adverbials First person pronouns Written in paragraphs 	 Stanzas 8 lines Rhyme (ABAB CDCD) Set meter Descriptive vocabulary Capital letter for a new line 	 Date First person Informal greeting Informal language Past tense Introductory paragraph Describes events in chronological order Paragraphs around one theme Thoughts and feelings 	 Title Introductory paragraph Headings Subheadings Text boxes Paragraphs around one theme Diagrams/pictures Captions Causal conjunctions Past Tense 	 Name of the newspaper Headline Reporters name and date Columns. Orientation paragraph including 5 Ws. Paragraphs in chronological order. 	 Alliteration Facts Opinions Rhetorical questions Emotive language Statistics Persuasive language Paragraphs around one theme First person 	

						· · · · · · · · · · · · · · · · · · ·
	Introductory paragraph		Rhetorical questions	Third person	Direct/reported	
	Conclusion paragraph		Time adverbials	 Formal and impersonal tone 	speech.	
	Rhetorical questions		Concluding paragraph		• Formal language.	
	Informal Send off			 Technical and subject specific vocabulary 	• 3 rd person.	
				specific vocabulary	Past tense	
					 Images and captions. 	
					Facts	
					 Direct Speech with 	
					inverted commas	
					Reported Speech	
					Future Statement	
					(What next?)	
	Spell some/most Year 3/4	Spell some/most Year 3/4	Spell some/most Year 3/4	Spell some/most Year 3/4	Spell some/most Year 3/4	• To be able to spell
	spellings.	spellings.	spellings.	spellings.	spellings.	some/many/most Year 3
	Apostrophes for	 composing and rehearsing 	Emotive language	To be able to spell	To be able to spell	and 4 key words
	contractions and to show	sentences orally.	Fronted adverbials (with	some/many/most Year 3	some/many/most Year 3	Use of the forms a or an
	possession	 discussing writing similar 	commas)	and 4 key words	and 4 key words	according to whether the next word begins with a
	Fronted adverbials	to that which they are	To be able to spell	Use of the forms a or an	The correct use of	consonant or a vowel
	followed by a comma	planning to write in order to	some/many/most Year 3	according to whether the next word begins with a	inverted commas to	 Introduction to paragraphs
	Suffixes	understand and learn from	and 4 key words	consonant or a vowel	 punctuate direct speech To correctly use and 	as a way to group related
	Emotive language	its structure, vocabulary	 Use of apostrophes to mark singular possession 	 Use paragraphs as a way 	 To correctly use and understand reported 	material
	 using the present perfect form of verbs in contrast to 	and grammar.	and contractions	to group related material	speech	Fronted adverbials
	the past tense.	 read aloud their own 	 Expressing time, place and 	 Headings and 	Use of apostrophes to	followed by correct use of
	 discussing writing similar 	writing, to a group or the	cause using: conjunctions.	subheadings to aid	mark singular possession	commas after fronted
	to that which they are	whole class, using	 adverbs e.g. then, next, 	presentation Y3	and contractions	adverbials.
	planning to write in order to	appropriate	soon, therefore	 Fronted adverbials 	Expressing time, place	
	understand and learn from	 intonation and controlling 	• prepositions e.g. before,	followed by a comma	and cause using:	
	its structure, vocabulary	the tone and volume so	after, during, in, because		conjunctions e.g. when,	
	and grammar	that the meaning is clear.	of		before, after, while, so,	
.	Standard English forms for		 Use of the forms a or an 		because.	
Curriculum	verb inflections instead of		according to whether the		 adverbs e.g. then, next, 	
Objectives	local spoken forms (e.g.		next word begins with a		soon, therefore	
Covered	we were instead of we		consonant or a vowel.		 prepositions 	
	was, or I did instead of I		Use paragraphs as a way		• Use of the forms a or an	
	done)		to group related material.		according to whether the	
			Use of the present perfect form of works instead of		next word begins with a consonant or a vowel.	
			form of verbs instead of the simple past		 Use paragraphs as a way 	
			 Fronted adverbials 		to group related material	
			 Use of commas after 		Fronted adverbials	
			fronted adverbials		followed by a comma	
			Appropriate choice of		Appropriate choice of	
			pronoun or noun within		pronoun or noun within	
			and across sentences to		and across sentences to	
			aid cohesion and avoid		aid cohesion and avoid	
			repetition.		repetition.	
			 Standard English forms for 			
			verb inflections instead of			
			local spoken forms (e.g.			
			we were instead of we			
			was, or I did instead of I			
	Listen and respond	Use relevant strategies	done) Listen and respond	Listen and respond	Listen and respond	Listen and respond
	appropriately to adults	to build their vocabulary	appropriately to adults	appropriately to adults	appropriately to adults	appropriately to adults
Oracy	and their peers- listen for	–	and their peers- listen for	and their peers- listen	and their peers- listen	and their peers- listen
Opportunities	periods appropriate to	 Uses a wider range of 	periods appropriate to	for periods appropriate	for periods appropriate	for periods appropriate
	their age –	verbs and adverbs	their age –	to their age –	to their age –	to their age –

_						
	 Listen to others, work out 	within their everyday	 Listen to others, work 	 Listen to others, work 	 Listen to others, work 	 Listen to others, work
	which information is	and more formal	out which information	out which information	out which information	out which information
	important and make	speech and begins to	is important and make	is important and	is important and	is important and
	relevant and related		relevant and related	make relevant and	make relevant and	make relevant and
		understand the effect.				
	comments e.g. returns to a		comments e.g.	related comments	related comments	related comments
	key point and elaborates.	Maintain attention and	returns to a key point	e.g. returns to a key	e.g. returns to a key	e.g. returns to a key
			and elaborates.	point and elaborates	point and elaborates.	point and elaborates.
	Ask relevant questions	participate actively in				·
	to extend their	collaborative	 Ask relevant questions 	Ask relevant questions	Ask relevant questions	Ask relevant questions
		conversations, staying	-	-	•	-
	understanding and		to extend their	to extend their	to extend their	to extend their
	knowledge	on topic and initiating	understanding and	understanding and	understanding and	understanding and
	 Is beginning to 	and responding to	knowledge	knowledge	knowledge	knowledge
	recognise the	comments -	 Is beginning to 	 Is beginning to 	 Is beginning to 	 Is beginning to
	difference between		recognise the	recognise the	recognise the	recognise the
	open and closed	- Able to adapt	difference between	8		
	questions and is	language to engage and suit	open and closed	difference between	difference between	difference between
		their audience e.g. vocabulary		open and closed	open and closed	open and closed
	starting to	appropriate to the audience,	questions and is	questions and is	questions and is	questions and is
	demonstrate that they		starting to	starting to	starting to	starting to
	can use/apply these	intonation to engage, eye gaze,	demonstrate that they	demonstrate that	demonstrate that	demonstrate that
	appropriately.	eye contact, well used gestures.	can use/apply these	they can use/apply	they can use/apply	they can use/apply
			appropriately.			
	 Articulate and justify 	Speak audibly and		these appropriately.	these appropriately.	these appropriately.
	answers, arguments and	fluently with an	Use relevant strategies			
			•	 Give well-structured 	 Use relevant strategies 	 Articulate and justify
	opinions –	increasing command of	to build their vocabulary	descriptions,	to build their vocabulary	answers, arguments and
	 Articulate and justify 	Standard English –	-	explanations and	_	opinions –
	opinion on a	 Can speak clearly and 	 Uses a wider range of 	narratives for different	 Uses a wider range of 	 Articulate and justify
	character, event or	fluently about a range	verbs and adverbs		0	
	situation in response	of events.		purposes, including for	verbs and adverbs	opinion on a
	to a question or	- Uses complex	within their everyday	expressing feelings-	within their everyday	character, event or
	prompt.		and more formal	 Presents information 	and more formal	situation in response
	prompti	sentences to	speech and begins to	or personal feelings	speech and begins to	to a question or
		communicate clearly	understand the effect.	in a structured way,	understand the effect.	prompt.
	Give well-structured	and explain further.		with key ideas	understand the effect.	
	descriptions,	Participate in				Give well-structured
	explanations and	discussions,	Articulate and justify	highlighted e.g. can	 Use spoken language to 	
	narratives for different		answers, arguments and	explain a sequence	develop understanding	descriptions,
	purposes, including for	presentations,	opinions –	of events in a	through speculating,	explanations and
		performances, role	 Articulate and justify 	scientific	hypothesising,	narratives for different
	expressing feelings-	play/improvisations &	opinion on a	observation; can		purposes, including for
	 Presents information 	debate –	character, event or	explain how they feel	imagining and exploring	expressing feelings-
	or personal feelings in	 Will sustain a 	situation in response	about an issue and	ideas	
	a structured way, with	role/scenario and is	to a question or	give reasons	 Will make predictions and 	 Presents information
	key ideas highlighted	shows an	•	give reasons	speculate on possible	or personal feelings
	e.g. can explain a	understanding of the	prompt.		outcomes based on the	in a structured way,
	sequence of events in	0		 Maintain attention and 	information given and	with key ideas
	•	character through	 Give well-structured 	participate actively in	•	highlighted e.g. can
	a scientific	speech (content, style,	descriptions,	collaborative	inferences made (within a	explain a sequence
	observation; can	intonation and	explanations and		widening range of	of events in a
	explain how they feel	expression), gesture	narratives for different	conversations, staying	situations – both familiar	scientific
	about an issue and	and movement.		on topic and initiating	and unfamiliar).	
	give reasons	 Presents information in 	purposes, including for	and responding to		observation; can
	-	a structured way and is	expressing feelings-	comments –	. Dertieinets in	explain how they feel
	Use spoken language to	able to use specific	 Presents information 		Participate in	about an issue and
	develop understanding		or personal feelings in	- Able to adapt	discussions,	give reasons
		vocabulary.		language to engage and suit	presentations,	
	through speculating,		a structured way, with	their audience e.g. vocabulary	performances, role	Maintain attention and
	hypothesising, imagining	Gain, maintain and	key ideas highlighted	appropriate to the audience,	play/improvisations &	
	and exploring ideas	monitor interest of the	e.g. can explain a	intonation to engage, eye gaze,	debate –	participate actively in
	 Will make predictions and 	listener(s) –	sequence of events in	eye contact, well used	– Will sustain a	collaborative
	speculate on possible	 Recognises when the 	a scientific	-		conversations, staying
	outcomes based on the	listener is losing interest		gestures.	role/scenario and is	on topic and initiating
		5	observation; can		shows an	
	information given and	and will use intonation	explain how they feel		understanding of the	and responding to
	inferences made (within a	and expression to			character through	comments –
					_	
		engage interest. Can				

widening range of	explain ideas in a	about an issue and	speech (content, style,	- Able to adapt
situations – both familiar	manner appropriate to	give reasons	intonation and	language to engage and suit
and unfamiliar).	the listener.	give reasons	expression), gesture	their audience e.g. vocabulary
and unranniar).		Use spoken language to	and movement.	appropriate to the audience,
Deuticiu etc. in	Select and use	 Ose spoken language to develop understanding 	- Presents information in	intonation to engage, eye gaze,
 Participate in discussions, 	appropriate registers for	through speculating,	a structured way and is	eye contact, well used
presentations,	effective communication	hypothesising, imagining	able to use specific	gestures.
performances, role	encenve communication	and exploring ideas	vocabulary.	3
play/improvisations &	 In familiar situations, 	 Will make predictions and 		Speak audibly and
debate –	can recognise for	speculate on possible		fluently with an
– Will sustain a	themselves when to	outcomes based on the		increasing command of
role/scenario and is	use formal language	information given and		Standard English –
shows an	e.g. leading a group	inferences made (within a		- Can speak clearly and
understanding of the	of their peers,	widening range of		fluently about a range
character through	discussion with a			of events.
speech (content, style,	classroom visitor,	situations – both familiar		- Uses complex
intonation and	formal debate etc.	and unfamiliar).		sentences to
expression), gesture				communicate clearly
and movement.				-
 Presents information in 				and explain further.
a structured way and is				
able to use specific				 Participate in discussions,
vocabulary.				presentations,
				performances, role
				play/improvisations &
				debate –
				– Will sustain a
				role/scenario and is
				shows an
				understanding of the
				character through
				speech (content, style,
				intonation and
				expression), gesture
				and movement.
				 Presents information in
				a structured way and is
				able to use specific
				vocabulary. Gain, maintain and
				Gain, maintain and monitor interest of the
				listener(s) –
				 Recognises when the
				listener is losing interest
				and will use intonation
				and expression to
				engage interest. Can
				explain ideas in a
				manner appropriate to
				the listener.
				Consider and evaluate
				different viewpoints,
				attending to and
				building on the
				contributions of others –
				- Make expanded
				comments with
				supporting detail in

						 response to others' viewpoints and say whether they agree or disagree and why. Select and use appropriate registers for effective communication In familiar situations, can recognise for themselves when to use formal language e.g. leading a group of their peers, discussion with a classroom visitor, formal debate etc.
Duration (Estimated)	2 weeks	1 week	2 weeks	2 weeks	2 weeks	2 weeks

YEAR 4 LONG TERM PLAN (LTP) 2024 - 2025

		FICTION/NARRATIVE	NON-FICTION		POETRY	
			Year Group Objectiv	es		
Punctuation – Introduction to inverted commas to punctuate direct speech Y3 Use of inverted commas and other punctuation to indicate direct speech: Y4 = a comma after the reporting clause = and punctuation within inverted commas = example: The conductor shoulded, "Sit down!" Apostrophes to mark singular possession and contractions Y3 Use of apostrophes to mark singular possession and contractions Y3 Use of commas after fronted adverbials Y4 Spelling - To be able to spell some/many/most Year 4 key words Sentence structure - Expressing time, place and cause using: conjunctions e.g. when, before, after, while, so, because Y3, adverbs e.g. then, next, soon, therefore Y3, prepositions e.g. before, after, during, in, because of Y3 Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Y4 Handwriting - Forms lower and upper-case letters of the correct size relative to others Begins to increase the legibility, consistency and quality of joined handwriting Y3 Continues to increase legibility, consistency and quality of joined handwriting Y4 Word - Forms a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box) Y3 Word familities based on common words, showing how words are related in form and meaning (e.g. solue, solution, solve, insoluble) Y3 The grammatical difference between plural and possessive -						
		oss sentences to aid cohesion and				
		Summer Term 1			Summer Term 2	
Stimuli	Buried Alive by Jacqueline Wilson Jacqueline Wilson	Beowolf by Rob Lloyd Jones	The Magic Box by Kit Wright KIT WRIGHT Magic Box Box POEME FOR CHIEDREN			
Key Writing Outcomes	Diary entry	Narrative: Adventure story (create own)	Modern poem	Explanation Text: Creating own confectionary	Letter of Complaint	Playscripts
Key Writing Features	 Date First person Informal greeting Informal language Past tense Introductory paragraph Describes events in chronological order Paragraphs around one theme Thoughts and feelings Rhetorical questions 	 Opening Build-up Dilemma Resolution Ending Character descriptions Setting descriptions Paragraphs around one theme Punctuation of direct speech Third person 	 Stanzas Rhythm Repeating patterns Similes Metaphors Alliteration Personification Powerful imagery Repetition Emotive language Rhyme (optional) 	 Title Subheadings Introductory paragraph Technical Vocabulary Diagram/illustration with labels Time adverbials Chronological order Causal Conjunctions Conclusion Usually present tense Third person 	 Structure of a Letter Sender's address- Right hand side Recipient address- Left hand side Date- under recipient's address Formal Greeting Formal closing- Signature and full name Formal language Impersonal tone 	 Character List Prop List Names of the characters are on the left side to show who is speaking New line for each character speaking Speaker's name, followed by a colon (:) Stage directions in brackets Scene number and title

	Time adverbials	Past tense			Rhetorical questions	Speech/Dialogue with no
	 Concluding paragraph 	• Fast tense			Rhetorical questions First person	inverted commas
					Paragraphs around one	Setting description
					theme.	Present tense
					Emotive language-	first person
					thoughts and feelings	
					Causal conjunctions	
	Spell some/most Year 3/4	Spell some/most Year 3/4	Spell some/most Year 3/4	To be able to spell	To be able to spell	To be able to spell
	spellings.	spellings.	spellings.	some/many/most Year 3	some/many/most Year 3	some/many/most Year 3
	Emotive language	 Use co-ordination (e.g. or / 	 composing and rehearsing 	and 4 key words	and 4 key words	and 4 key words
	 Fronted adverbials (with 	and / but) and some	sentences orally.	Use of apostrophes to	Use of apostrophes to	Use of the forms a or an
	commas)	subordination (e.g. when /	discussing writing similar	mark singular possession	mark singular possession	according to whether the
	To be able to spell	if / that / because) to join clauses.	to that which they are	and contractions	and contractions	next word begins with a
	some/many/most Year 3 and 4 key words	 Use of paragraphs to 	planning to write in order to understand and learn from	Expressing time, place	Use of the forms a or an	consonant or a vowel (e.g.
	 Use of apostrophes to 	organise ideas around a	its structure, vocabulary	and cause using:	according to whether the	a rock, an open box)
	mark singular possession	theme.	and grammar.	conjunctions e.g. when,	next word begins with a •	Headings and
	and contractions	 Punctuation of direct 	 read aloud their own 	before, after, while, so, because	consonant or a vowel	subheadings to aid presentation Y3.
	• Expressing time, place and	speech (comma after a	writing, to a group or the		Organise information into paragraphs	
	cause using: conjunctions.	reporting clause, end	whole class, using	 Formation of nouns using a range of prefixes and 		Setting description Present tense
	 adverbs e.g. then, next, 	punctuation).	appropriate	suffixes	Appropriate choice of pronoun or noun within	Freseric tense
	soon, therefore	Figurative language –	 intonation and controlling the tone and volume so 	Use of the forms a or an	and across sentences to	
	 prepositions e.g. before, 	similes, personification, metaphor.	that the meaning is clear.	according to whether the	aid cohesion and avoid	
	after, during, in, because of	 Use conjunctions, adverbs 	that the meaning is clear.	next word begins with a	repetition	
	 Use of the forms a or an 	and prepositions to		consonant or a vowel		
Curriculum	according to whether the	express time and cause.		Organise information into		
Objectives	next word begins with a	 Use co-ordination and 		paragraphs		
Covered	consonant or a vowel.	subordination to join		Headings and		
oovered	 Introduction to paragraphs 	clauses.		subheadings to aid		
	as a way to group related	 Appropriate choice of pronoun or noun within 		presentation		
	material.Use of the present perfect	and across sentences to		Fronted adverbials		
	form of verbs instead of	aid cohesion and avoid		followed by a comma.		
	the simple past	repetition.		Appropriate choice of		
	Fronted adverbials	 Fronted adverbials 		pronoun or noun within		
	Use of commas after	followed by a comma		and across sentences to aid cohesion and avoid		
	fronted adverbials	 Apostrophe for possession 		repetition		
	Appropriate choice of	 and contractions. Correctly use commas to 				
	pronoun or noun within and across sentences to	separate items in a list.				
	aid cohesion and avoid					
	repetition.					
	Standard English forms for					
	verb inflections instead of					
	local spoken forms (e.g.					
	we were instead of we was, or I did instead of I					
	done)					
	Listen and respond	Ask relevant questions	Use relevant strategies	Listen and respond	Listen and respond	Use relevant strategies
	appropriately to adults	to extend their	to build their vocabulary	appropriately to adults	appropriately to adults	to build their vocabulary
	and their peers- listen for	understanding and	-	and their peers- listen	and their peers- listen	-
0	periods appropriate to	knowledge	 Uses a wider range of 	for periods appropriate	for periods appropriate	- Uses a wider range of
Oracy	their age – – Listen to others, work	 Is beginning to recognise the 	verbs and adverbs	to their age – – Listen to others, work	to their age – – Listen to others, work	verbs and adverbs
Opportunities	out which information	difference between	within their everyday	out which information	out which information	within their everyday
	is important and	open and closed	and more formal	is important and	is important and	and more formal
	make relevant and	questions and is	speech and begins to	make relevant and	make relevant and	speech and begins to
	related comments	starting to	understand the effect.	related comments	related comments	understand the effect.

e.g. returns to a key	demonstrate that they		e.g. returns to a key	e.g. returns to a key	
point and elaborates.	can use/apply these	 Maintain attention and 	point and elaborates.	point and elaborates.	 Maintain attention and
	appropriately.	participate actively in			participate actively in
 		collaborative	 Ask relevant questions 	 Ask relevant questions 	collaborative
to extend their	Use relevant strategies	conversations, staying	to extend their	to extend their	conversations, staying
understanding and	to build their vocabulary	on topic and initiating	understanding and	understanding and	on topic and initiating
knowledge		and responding to	knowledge	knowledge	and responding to
 Is beginning to 	- Uses a wider range of		 Is beginning to 	 Is beginning to recognise 	
recognise the	verbs and adverbs within their	comments –	recognise the	the difference between	comments –
difference between	everyday and more formal	 Able to adapt 	difference between	open and closed	 Able to adapt
open and closed	speech and begins to	language to engage and suit	open and closed	questions and is starting	language to engage and suit
questions and is	understand the effect.	their audience e.g. vocabulary	questions and is	to demonstrate that they	their audience e.g. vocabulary
starting to		appropriate to the audience,	starting to	can use/apply these	appropriate to the audience,
demonstrate that they	Articulate and justify	intonation to engage, eye gaze,	demonstrate that	appropriately.	intonation to engage, eye gaze,
can use/apply these	answers, arguments and	eye contact, well used gestures.	they can use/apply		eve contact, well used
appropriately.	opinions –	, , , , , , , , , , , , , , , , , , , ,	these appropriately.	Articulate and justify	gestures.
	 Articulate and justify 	Speak audibly and		answers, arguments and	gootalool
	opinion on a	fluently with an	 Use relevant strategies 	opinions –	Speak audibly and
to build their vocabulary	character, event or	increasing command of	to build their vocabulary	 Articulate and justify 	fluently with an
-	situation in response	Standard English –	-	opinion on a	increasing command of
 Uses a wider range of 	to a question or	 Can speak clearly and 	 Uses a wider range of 	character, event or	Standard English –
verbs and adverbs	prompt.	fluently about a range	verbs and adverbs	situation in response	 Can speak clearly and
within their everyday		of events.	within their everyday	to a question or	fluently about a range
and more formal	Give well-structured	- Uses complex	and more formal	prompt.	of events.
speech and begins to	descriptions, explanations and	sentences to	speech and begins to	Give well-	- Uses complex
understand the effect.	narratives for different	communicate clearly	understand the effect.	structured descriptions,	sentences to
	purposes, including for	and explain further.		explanations and narratives	communicate clearly
 Articulate and justify 	expressing feelings-	•	Use spoken language to	for different purposes,	5
answers, arguments and	 Presents information or 	 Participate in discussions, 	develop understanding	including for expressing	and explain further.
opinions –	personal feelings in a	,	through speculating,	feelings-	Participate in
 Articulate and justify 	structured way, with key	presentations,	hypothesising,	- Presents information	discussions,
opinion on a	ideas highlighted e.g. can	performances, role play/improvisations &	imagining and exploring	or personal feelings in a	presentations,
character, event or	explain a sequence of	debate –	ideas	structured way, with key ideas	performances, role play/improvisations &
situation in response	events in a scientific	– Will sustain a	 Will make predictions and 	highlighted e.g. can explain a	debate –
to a question or	observation; can explain	role/scenario and is	speculate on possible	sequence of events in a	– Will sustain a
prompt.	how they feel about an	shows an understanding	outcomes based on the	scientific observation; can	role/scenario and is
	issue and give reasons	of the character through	information given and	explain how they feel about an	shows an
 Give well-structured 		speech (content, style,	inferences made (within a	issue and give reasons	understanding of the
descriptions,	Use spoken language to	intonation and	widening range of		character through
explanations and	develop understanding	expression), gesture	situations – both familiar	 Use spoken language to 	speech (content, style,
narratives for different	through speculating,	and movement.		develop understanding	intonation and
purposes, including for	hypothesising, imagining	 Presents information in 	and unfamiliar).	through speculating,	expression), gesture
expressing feelings-	and exploring ideas	a structured way and is	Dentialmeter in	hypothesising,	and movement.
 Presents information 	 Will make predictions and 	able to use specific	Participate in	imagining and exploring	 Presents information in
or personal feelings in	speculate on possible	vocabulary.	discussions,	ideas	a structured way and is
a structured way, with	outcomes based on the		presentations,	 Will make predictions and 	able to use specific
key ideas highlighted	information given and	 Gain, maintain and 	performances, role	speculate on possible	vocabulary.
e.g. can explain a	inferences made (within a	monitor interest of the	play/improvisations & debate –	outcomes based on the	
sequence of events in	widening range of	listener(s) –	– Will sustain a	information given and	 Gain, maintain and
a scientific	situations – both familiar	 Recognises when the 	role/scenario and is	inferences made (within a widening range of	monitor interest of the
observation; can	and unfamiliar).	listener is losing interest	shows an	5 5	listener(s) –
explain how they feel		and will use intonation	understanding of the	situations – both familiar and unfamiliar).	 Recognises when the
about an issue and	a Participato in	and expression to	character through	anu unramilar).	listener is losing interest
	Participate in	engage interest. Can	speech (content, style,	Consider and evaluate	and will use intonation
give reasons	discussions,	explain ideas in a	intonation and	 Consider and evaluate different viewpoints, 	and expression to
	presentations, performances, role	manner appropriate to	expression), gesture	attending to and	engage interest. Can
eee epenen miguage te	play/improvisations &	the listener.	and movement.	building on the	explain ideas in a
develop understanding	debate –			Surving of the	manner appropriate to
through speculating,					the listener.

	 hypothesising, imagining and exploring ideas Will make predictions and speculate on possible outcomes based on the information given and inferences made (within a widening range of situations – both familiar and unfamiliar). 	 Will sustain a role/scenario and is shows an understanding of the character through speech (content, style, intonation and expression), gesture and movement. Presents information in a structured way and is able to use specific vocabulary. 	Select and use appropriate registers for effective communication - In familiar situations, can recognise for themselves when to use formal language e.g. leading a group of their peers, discussion with a classroom visitor, formal debate etc.	 Presents information in a structured way and is able to use specific vocabulary. 	 contributions of others Make expanded comments with supporting detail in response to others' viewpoints and say whether they agree or disagree and why. 	 Select and use appropriate registers for effective communication In familiar situations, can recognise for themselves when to use formal language e.g. leading a group of their peers, discussion with a classroom visitor, formal debate etc.
Duration (Estimated)	2 weeks	3 weeks	1 week	2 weeks	2 weeks	2 weeks

YEAR 5 LONG TERM PLAN (LTP) 2024 - 2025

FICTION/NARRATIVE

NON-FICTION

POETRY

Year Group Objectives

Punctuation – Use of inverted commas and other punctuation to indicate direct speech (a comma after the reporting clause, end punctuation within inverted commas, example: The conductor shouted, "Sit down!"), uses commas after fronted adverbials, uses commas to clarify meaning or avoid ambiguity in writing, uses brackets, dashes, or commas to indicate parenthesis, correctly uses full stops, capital letters, exclamation marks, question marks, commas for a list and apostrophes for contracted forms and possessive singular and plural

Spelling - Uses further prefixes and suffixes and understands how to add them, spells words with silent letters, continues to distinguish between homophones and other words which are often confused, be able to spell many year 5/6 spellings, use dictionaries to check the spelling and meaning of words

Sentence structure - Selects appropriate grammar and vocabulary, extends a range of sentences with more than one clause by using a wider range of conjunctions, uses relative clauses beginning with who, which, where, when, whose and that, uses consistent and correct use of tense, sentences are varied to avoid repetition e.g. simple, compound & complex sentences, noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)

Handwriting – Writes legibly, fluently and with increasing speed, chooses which shape of a letter to use when given choices and deciding whether or not to join specific lettersContinues to increase legibility, consistency and quality of joined handwriting Y4

Word – Describes settings, characters and atmosphere, integrates dialogues to convey characters and advance the action in narratives, chooses nouns and pronouns appropriately, uses conjunctions, adverbs and prepositions to express time cause, uses modal verbs or adverbs to indicate degrees of possibility, formation of new verbs using prefixes (e.g. re-, dis-, over-, un-, mis-, out-)Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done) Y4

Text cohesion - Begins to use a wide range of devices to build cohesion within and across paragraphs (adverbials (including fronted), pronouns, prepositional phrases), linking 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], uses further organisational and presentational devices to structure text and to guide the reader in non-narratives; e.g. headings, bullet points and underlining, independently proofreads for spelling and punctuation errors, proposes changes to vocabulary, grammar and punctuation, assesses the effectiveness of their own and other's writing

		Autumn Term 1		Autumn Term 2			
Stimuli	Holes by Louis Sachar			In Flanders Field by John McRae	Treason by B		
Key Writing Outcomes	Persuasive leaflet - Persuade parents to send their children to Camp Green Lake.	Formal letter - Persuade the Warden to let Stanley be released from Camp Green Lake.	Newspaper report - Report the closure of Camp Green Lake.	Poetry – R emembrance day performance poetry.	Recount – diary entry in role as main character.	Narrative - To write their own adventure story set in Tudor times based on Treason.	
Key Writing Features	 Title Subheadings Slogans Introduction/opening paragraph Organised into paragraphs/text boxes Reasons to support view stated and points explained/expanded Emotive language Modal verbs Rehetorical questions Causal conjunctions Persuasive words and phrases Conclusion 	 Structure of a Letter Sender's address- Right hand side Recipient address- Left hand side Date- under recipient's address Formal Greeting Formal closing- Signature and full name Formal language Impersonal tone Rhetorical questions First person Paragraphs around one theme. Emotive language- thoughts and feelings Causal conjunctions 	 Name of the newspaper Headline Reporters name and date Columns. Orientation paragraph including 5 Ws. Paragraphs in chronological order. Direct/reported speech. Formal language. 3rd person. Past tense Images and captions. Facts Direct Speech with inverted commas Reported Speech 	 Stanzas Rhythm Repeating patterns Similes Metaphors Alliteration Personification Powerful imagery Repetition Emotive language Rhyme (optional) 	 Date First person Informal greeting Informal language Past tense Introductory paragraph Describes events in chronological order Paragraphs around one theme Thoughts and feelings Rhetorical questions Time adverbials Concluding paragraph 	 Opening Build-up Dilemma Resolution Ending Character descriptions Setting descriptions Paragraphs around one theme Dialogue with punctuation of direct speech Past tense 	

			Future Statement (What			
			next?)			
Curriculum Objectives Covered	 Identifying the audience and purpose of the writing. Using organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]. Ensuring the consistent and correct use of tense throughout a piece of writing. Select from a wide range of known imaginative and ambitious vocabulary. Vary sentence length and word order confidently to sustain interest. Use dictionaries to check the spelling and meaning of words. Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. Uses commas after fronted adverbials. Correctly uses full stops, capital letters, exclamation marks, question marks and commas for a list. 	 Chooses nouns and pronouns appropriately. Selects appropriate grammar and vocabulary. Sentences are varied to avoid repetition e.g. simple, compound & complex sentences. Uses commas after fronted adverbials. Correctly uses full stops, capital letters, exclamation marks and question marks. Begins to use a wide range of devices to build cohesion within and across paragraphs. Independently proofreads for spelling and punctuation errors. Assesses the effectiveness of their own and other's writing. Continues to distinguish between homophones and other words which are often confused. Writes legibly, fluently and with increasing speed. 	 Chooses nouns and pronouns appropriately. Uses conjunctions, adverbs and prepositions to express time cause. Selects appropriate grammar and vocabulary. Uses consistent and correct use of tense. Use of inverted commas and other punctuation to indicate direct speech. Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, he had seen her before]. 	 Uses conjunctions, adverbs and prepositions. Formation of new verbs using prefixes. Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. Correctly uses full stops, capital letters, exclamation marks, question marks, commas and apostrophes. Independently proofreads for spelling and punctuation errors. Proposes changes to vocabulary, grammar and punctuation. Assesses the effectiveness of their own and other's writing. Uses further prefixes and suffixes and understands how to add them. Spells words with silent letters. Continues to distinguish between homophones and other words which are often confused. Be able to spell many years 5/6 spellings. 	 Describes settings, characters and atmosphere Chooses nouns and pronouns appropriately Uses consistent and correct use of tense. Uses conjunctions, adverbs and prepositions to express time cause Extends a range of sentences with more than one clause by using a wider range of conjunctions Relative clauses Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. Correctly uses; full stops, capital letters, exclamation marks, question marks, commas for a list and <u>apostrophes for</u> contracted forms and <u>polural</u> Cohesion Conjunctions Time and place adverbials Fronted adverbials Prepositional phrases Pronouns 	 Describes settings, characters and atmosphere. Integrates dialogues to convey characters and advance the action in narratives. Chooses nouns and pronouns appropriately Uses conjunctions, adverbs and prepositions to express time cause Extends a range of sentences with more than one clause by using a wider range of conjunctions. Uses consistent and correct use of tense. Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. Use of inverted commas and other punctuation to indicate direct speech. Uses brackets, dashes, or commas to indicate parenthesis. Begins to use a wide range of devices to build cohesion within and across paragraphs. Proposes changes to vocabulary, grammar and punctuation.
Oracy Opportunities	 Listen and respond appropriately to adults and their peers- listen for periods appropriate to their age Listen and respond to others and make contributions which are relevant and may add challenge to ideas e.g. poses thoughtful alternatives that extend peers' thinking. Ask relevant questions to extend their 	 Listen and respond appropriately to adults and their peers- listen for periods appropriate to their age Listen and respond to others and make contributions which are relevant and may add challenge to ideas e.g. poses thoughful alternatives that extend peers' thinking. Ask relevant questions to extend their 	 Use relevant strategies to build their vocabulary Use a range of words related to time and measure. Use a wide range of verbs to express their thoughts and explain cause/effect. Evaluate the effectiveness and impact of their own and others' word choices. e.g. adverbs, use of imperative and modal verbs during 	 Listen and respond appropriately to adults and their peers- listen for periods appropriate to their age Listen and respond to others and make contributions which are relevant and may add challenge to ideas e.g. poses thoughtful alternatives that extend peers' thinking. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings 	 Synonyms Ask relevant questions to extend their understanding and knowledge Is able to pose increasingly thoughtful questions to both their peers and to adults. Identify clearly when they haven't understood and be specific about what additional information they need. 	 Articulate and justify answers, arguments and opinions Articulate clearly and justify more complex opinions and answers about a character, event or situation. Give well-structured descriptions, explanations and narratives for different purposes,

understanding and	understanding and	persuasive speeches,	 Presents information or 		including for
knowledge	knowledge	arguments and	personal feelings coherently	Use relevant	expressing feelings
 Is able to pose 	 Is able to pose 	debates.	selecting memorable details	strategies to build	 Presents
increasingly thoughtful	increasingly thoughtful		including specific vocabulary.	their vocabulary	information or
questions to both their	questions to both their	Maintain attention and		 Use a range of 	personal feelings
peers and to adults.	peers and to adults.	participate actively in	Maintain attention and	words related to	coherently selecting
 Identify clearly when 	 Identify clearly when 	collaborative	participate actively in	time and measure.	memorable details
they haven't	they haven't	conversations, staying	collaborative conversations,	 Use a wide range of 	including specific
understood and be	understood and be	on topic and initiating	staying on topic and initiating	verbs to express	vocabulary.
specific about what	specific about what				vocabulary.
•	•	and responding to	and responding to comments	their thoughts and	Dentisians to in
additional information	additional information	comments	 Will stay on topic and is 	explain cause/effect.	Participate in
they need.	they need.	 Will stay on topic and 	beginning to be more a	 Evaluate the 	discussions,
		is beginning to be	selective about how much	effectiveness and	presentations,
 Use relevant strategies 	 Articulate and justify 	more a selective about	and which details to include in	impact of their own	performances, role
to build their vocabulary	answers, arguments and	how much and which	order to keep the listener	and others' word	play/improvisations &
 Use a range of words 	opinions	details to include in	interested.	choices. e.g.	debates
related to time and	 Articulate clearly and 	order to keep the	 Keep conversations going 	adverbs, use of	 Is able to develop a
measure.	justify more complex	listener interested.	with a range of people in	imperative and	role and
 Use a wide range of 	opinions and answers	 Keep conversations 	different situations.	modal verbs during	understands that
verbs to express their	about a character,	going with a range of		persuasive	the character will
thoughts and explain	event or situation.	people in different	Gain, maintain and monitor	speeches,	respond differently
cause/effect.		situations.	interest of the listener(s)	arguments and	and display different
 Evaluate the 	Participate in		 Understands the importance 	debates.	'sides' to them
effectiveness and	discussions,	Participate in	of intonation and expression	4004100.	depending on the
impact of their own	presentations,	discussions,	in their own and others' talk	Antioulote and justify	situation.
and others' word				Articulate and justify	Situation.
	performances, role	presentations,	and how a change of volume	answers, arguments	
choices. e.g. adverbs,	play/improvisations &	performances, role	or tone can re-focus or grab	and opinions	
use of imperative and	debates	play/improvisations &	the listener's attention.	 Articulate clearly 	
modal verbs during	 Is able to develop a 	debates	 Add/remove detail depending 	and justify more	 Listen and respond to
persuasive speeches,	role and understands	 Is able to present 	on information known about	complex opinions	others and make
arguments and	that the character will	information clearly	the listener.	and answers about	contributions which are
debates.	respond differently and	using an introduction,	 Understand the interests of 	a character, event	relevant and may add
	display different 'sides'	relevant ideas and a	the listener.	or situation.	challenge to ideas e.g.
 Give well-structured 	to them depending on	conclusion. Vocabulary			poses thoughtful
descriptions,	the situation.	is well-chosen and	Select and use appropriate	 Give well-structured 	alternatives that extend
explanations and	 Is able to present 	specific.	registers for effective	descriptions,	peers' thinking.
narratives for different	information clearly		communication	explanations and	Is able to pose
purposes, including for	using an introduction,		 Selects the appropriate 	narratives for	increasingly thoughtful
expressing feelings	relevant ideas and a		register in familiar situations	different purposes,	questions to both their
 Presents information 	conclusion. Vocabulary		e.g. when collaborating with	including for	peers and to adults.
or personal feelings	is well-chosen and		their peers in a lesson,	expressing feelings	Evaluate the
coherently selecting	specific.		without direct adult	- Presents	effectiveness and
memorable details	cp comor		supervision, they can	information or	impact of their own and
including specific	Consider and evaluate		organise a group game and	personal feelings	others' word choices.
vocabulary.	different viewpoints,		keep the tone friendly yet	coherently selecting	
vocabulary.	attending to and		efficient and explain the rules	memorable details	e.g. adverbs, use of imperative and modal
Maintain attention and			•		
Maintain attention and	building on the		clearly.	including specific	verbs during persuasive
participate actively in	contributions of others			vocabulary.	speeches, arguments
collaborative	 Interprets and 			Destining 1	and debates.
conversations, staying	responds to different			Participate in	 Presents information or
on topic and initiating	viewpoints by making			discussions,	personal feelings
and responding to	relevant comments			presentations,	coherently selecting
comments	that build on the			performances, role	memorable details
 Will stay on topic and 	contributions of others.			play/improvisations &	including specific
is beginning to be				debates	vocabulary.
more a selective about				 Is able to develop a 	• Is able to develop a role
how much and which				role and	and understands that
details to include in				understands that the	the character will
order to keep the				character will	respond differently and
listener interested.				respond differently	display different 'sides'

	 Keep conversations going with a range of people in different situations. 				 and display different 'sides' to them depending on the situation. Consider and evaluate different viewpoints, attending to and building on the contributions of others Interprets and responds to different viewpoints by making relevant comments that build on the contributions of others. 	to them depending on the situation.
Duration (Estimated)	2 weeks	2 weeks	3 weeks	1 week	2 weeks	3 weeks

YEAR 5 LONG TERM PLAN (LTP) 2024 - 2025

FICTION/NARRATIVE

NON-FICTION

POETRY

Year Group Objectives

Punctuation – Use of inverted commas and other punctuation to indicate direct speech (a comma after the reporting clause, end punctuation within inverted commas, example: The conductor shouted, "Sit down!"), uses commas after fronted adverbials, uses commas to clarify meaning or avoid ambiguity in writing, uses brackets, dashes, or commas to indicate parenthesis, correctly uses full stops, capital letters, exclamation marks, question marks, commas for a list and apostrophes for contracted forms and possessive singular and plural

Spelling - Uses further prefixes and suffixes and understands how to add them, spells words with silent letters, continues to distinguish between homophones and other words which are often confused, be able to spell many year 5/6 spellings, use dictionaries to check the spelling and meaning of words

Sentence structure - Selects appropriate grammar and vocabulary, extends a range of sentences with more than one clause by using a wider range of conjunctions, uses relative clauses beginning with who, which, where, when, whose and that, uses consistent and correct use of tense, sentences are varied to avoid repetition e.g. simple, compound & complex sentences, noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)

Handwriting – Writes legibly, fluently and with increasing speed, chooses which shape of a letter to use when given choices and deciding whether or not to join specific lettersContinues to increase legibility, consistency and quality of joined handwriting Y4

Word – Describes settings, characters and atmosphere, integrates dialogues to convey characters and advance the action in narratives, chooses nouns and pronouns appropriately, uses conjunctions, adverbs and prepositions to express time cause, uses modal verbs or adverbs to indicate degrees of possibility, formation of new verbs using prefixes (e.g. re-, dis-, over-, un-, mis-, out-)Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done) Y4

Text cohesion - Begins to use a wide range of devices to build cohesion within and across paragraphs (adverbials (including fronted), pronouns, prepositional phrases), linking 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], uses further organisational and presentational devices to structure text and to guide the reader in non-narratives; e.g. headings, bullet points and underlining, independently proofreads for spelling and punctuation errors, proposes changes to vocabulary, grammar and punctuation, assesses the effectiveness of their own and other's writing

	Spring	Spring Term 2			
Stimuli	I survived a Japanese Tsunami	The Flood	Stories from Shakespeare		
Key Writing Outcomes	Explanation text - To create an explanation text about tsunamis.	Narrative - To write a full narrative based on a flood using the stimulus of the picture book.	Poetry – To write an imagery poem inspired by Macbeth.	Recount – to write a diary entry in role as a character from Macbeth.	Play script – To write a play script inspired by William Shakespeare.
Key Writing Features	 Title Subheadings Introductory paragraph Technical Vocabulary Diagram/illustration with labels Time adverbials Chronological order Causal Conjunctions Conclusion Usually present tense Third person 	 Opening Build-up Dilemma Resolution Ending Character descriptions Setting descriptions Paragraphs around one theme Punctuation of direct speech Third person Past tense 	 Rhyming couplets Stanzas Alliteration Metaphors Similes Personification 14 Lines 	 Date First person Informal greeting Informal language Past tense Introductory paragraph Describes events in chronological order Paragraphs around one theme Thoughts and feelings Rhetorical questions Time adverbials Concluding paragraph 	 Character List Prop List Names of the characters are on the left side to show who is speaking New line for each character speaking Speaker's name, followed by a colon (:) Stage directions in brackets Scene number and title

Curriculum Objectives Covered	 Chooses nouns and pronouns appropriately Uses conjunctions, adverbs and prepositions to express time. Uses modal verbs or adverbs to indicate degrees of possibility Formation of new verbs using prefixes. Selects appropriate grammar and vocabulary. Extends a range of sentences with more than one clause by using a wider range of conjunctions. Uses relative clauses beginning with who, which, where, when, whose and that. Uses consistent and correct use of tense. Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. Uses commas to clarify meaning or avoid ambiguity in writing. Uses brackets, dashes, or commas to indicate parenthesis Correctly uses full stops, capital letters, exclamation marks, question marks, commas for a list and apostrophes for contracted forms and possessive singular and plural. Begins to use a wide range of devices to build cohesion within and across paragraphs. Linking ideas across paragraphs using adverbials of time, place and number. Uses further organisational and presentational devices to structure text and to guide the reader; e.g. headings. Spells words with silent letters. 	 Describes settings, characters and atmosphere Integrates dialogues to convey characters and advance the action. Uses conjunctions, adverbs and prepositions to express time. Uses modal verbs or adverbs to indicate degrees of possibility Formation of new verbs using prefixes. Extends a range of sentences with more than one clause by using a wider range of conjunctions. Uses relative clauses beginning with who, which, where, when, whose and that. Uses consistent and correct use of tense. Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. Use of inverted commas and other punctuation to indicate speech. Uses brackets, dashes, or commas to indicate parenthesis Correctly uses full stops, capital letters, exclamation marks, question marks, commas and possessive singular and plural. Begins to use a wide range of devices to build cohesion within and across paragraphs using: adverbials, pronouns and prepositional phrases. Independently proofreads for spelling and punctuation errors. Proposes changes to vocabulary, grammar and punctuation. Assesses the effectiveness of their own and other's writing. 	 Uses conjunctions, adverbs and prepositions. Formation of new verbs using prefixes. Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. Correctly uses full stops, capital letters, exclamation marks, question marks, commas and apostrophes. Independently proofreads for spelling and punctuation errors. Proposes changes to vocabulary, grammar and punctuation. Assesses the effectiveness of their own and other's writing. Uses further prefixes and suffixes and understands how to add them. Spells words with silent letters. Continues to distinguish between homophones and other words which are often confused. Be able to spell many years 5/6 spellings. 	 Describes settings, characters and atmosphere Chooses nouns and pronouns appropriately Uses consistent and correct use of tense. Uses conjunctions, adverbs and prepositions to express time cause Extends a range of sentences with more than one clause by using a wider range of conjunctions Relative clauses Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. Correctly uses;full stops, capital letters, exclamation marks, question marks, commas for a list and <u>apostrophes</u> for contracted forms and <u>possessive singular and</u> <u>plural</u> Cohesion Conjunctions Time and place adverbials Fronted adverbials Prepositional phrases Pronouns Synonyms 	 first person Chooses nouns and pronouns appropriately. Uses conjunctions, adverbs and prepositions to express time cause. Uses modal verbs or adverbs to indicate degrees of possibility Uses brackets, dashes, or commas. Correctly uses full stops, capital letters, exclamation marks, question marks, commas for a list and apostrophes for contracted forms and possession. Uses further organisational and presentational devices to structure text and to guide the reader in non- narratives; e.g. headings and bullet points. Uses further prefixes and suffixes.
Oracy Opportunities	 Listen and respond appropriately to adults and their peers- listen for periods appropriate to their age Listen and respond to others and make contributions which are relevant and may add challenge to ideas e.g. poses thoughtful alternatives that extend peers' thinking. Ask relevant questions to extend their understanding and knowledge Is able to pose increasingly thoughtful 	 Use relevant strategies to build their vocabulary Use a range of words related to time and measure. Use a wide range of verbs to express their thoughts and explain cause/effect. Evaluate the effectiveness and impact of their own and others' word choices. e.g. adverbs, use of imperative and modal verbs during persuasive speeches, arguments and debates. Articulate and justify answers, arguments 	 Articulate and justify answers, arguments and opinions Articulate clearly and justify more complex opinions and answers about a character, event or situation. Give well-structured descriptions, explanations and 	Ask relevant questions to extend their understanding and knowledge Is able to pose increasingly thoughtful questions to both their peers and to adults. Identify clearly when they haven't understood and be	 Articulate and justify answers, arguments and opinions Articulate clearly and justify more complex opinions and answers about a character, event or situation. Give well-structured descriptions, explanations and narratives for different

-	Identify clearly when they haven't
	understood and be specific about what
	additional information they need.

- Use relevant strategies to build their vocabularv
- Use a range of words related to time and measure.
- Use a wide range of verbs to express their thoughts and explain cause/effect.
- Evaluate the effectiveness and impact of their own and others' word choices, e.g. adverbs, use of imperative and modal verbs during persuasive speeches, arguments and debates.
- Maintain attention and participate actively • in collaborative conversations, staying on topic and initiating and responding to comments
 - Will stay on topic and is beginning to be _ more a selective about how much and which details to include in order to keep the listener interested.
 - Keep conversations going with a range of people in different situations.
- Use spoken language to develop • understanding through speculating, hypothesising, imagining and exploring ideas
 - Is able to use a growing range of vocabulary to speculate and hypothesise e.g. presume, suppose, conclude, guess, infer, estimate, suspect, consider, deduce, expect
- Participate in discussions, presentations, performances, role play/improvisations & debates
- Is able to present information clearly using an introduction, relevant ideas and a conclusion. Vocabulary is well-chosen and specific.

- Articulate clearly and justify more complex opinions and answers about a character. event or situation.
- Give well-structured descriptions. explanations and narratives for different purposes, including for expressing feelinas
- _ Presents information or personal feelings coherently selecting memorable details including specific vocabulary.
- Participate in discussions, presentations, performances, role play/improvisations & debates
 - Is able to develop a role and understands _ that the character will respond differently and display different 'sides' to them depending on the situation.

purposes, including for expressing feelings Presents information

including specific

- or personal feelings coherently selecting memorable details
- vocabulary. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating
- and responding to comments
 - Will stay on topic and is beginning to be more a selective about how much and which details to include in order to keep the listener interested.
- Keep conversations going with a range of people in different situations.
- Participate in discussions, presentations. performances, role play/improvisations & debates
- Is able to develop a _ role and understands that the character will respond differently and display different 'sides' to them depending on the situation.
- Gain. maintain and monitor interest of the listener(s)
- Understands the _ importance of intonation and expression in their own and others' talk and how a change of volume or tone can re-focus or grab the listener's attention Add/remove detail depending on information known about the listener.

additional information they need.

- Use relevant strategies to build their vocabularv
- Use a range of words related to time and measure.
- _ Use a wide range of verbs to express their thoughts and explain cause/effect. _ Evaluate the effectiveness and impact of their own and others' word choices. e.a. adverbs, use of imperative and modal

verbs durina persuasive speeches, arguments and debates.

Articulate and justify answers, arguments and opinions _

- Articulate clearly and justify more complex opinions and answers about a character. event or situation.
- Give well-structured descriptions. explanations and narratives for different purposes, including for expressing feelings
- Presents information _ or personal feelings coherently selecting memorable details including specific vocabulary.
- Participate in discussions. presentations. performances, role play/improvisations & debates
- Is able to develop a _ role and understands that the character will respond differently and display different 'sides' to them

purposes, including for expressing feelings

- Presents information _ or personal feelings coherently selecting memorable details including specific vocabulary.
- Participate in discussions. presentations. performances, role play/improvisations & debates Is able to develop a
- role and understands that the character will respond differently and display different 'sides' to them depending on the situation.
- Consider and evaluate different viewpoints. attending to and building on the
 - contributions of others Interprets and responds to different viewpoints by making relevant comments that build on the contributions of others.
- Select and use appropriate registers for effective
 - communication Selects the
 - appropriate register in familiar situations e.g. when collaborating with their peers in a lesson, without direct adult supervision. they can organise a group game and keep the tone friendly yet efficient and explain the rules clearly.

Duration			 Understand the interests of the listener. Select and use appropriate registers for effective communication Selects the appropriate register in familiar situations e.g. when collaborating with their peers in a lesson, without direct adult supervision, they can organise a group game and keep the tone friendly yet efficient and explain the rules clearly. 	
(Estimated)	2 weeks	3 weeks	2 weeks	3 weeks

YEAR 5 LONG TERM PLAN (LTP) 2024 - 2025

FICTION/NARRATIVE	NON-FICTION	POETRY					
Year Group Objectives							
Lies of inverted common and other nunctuation to indicate direct another (a c	amma ofter the reporting aloung, and pupatur	stion within inverted commas, example: The conductor should "Sit down!") uses					

Punctuation – Use of inverted commas and other punctuation to indicate direct speech (a comma after the reporting clause, end punctuation within inverted commas, example: The conductor shouted, "Sit down!"), uses commas after fronted adverbials, uses commas to clarify meaning or avoid ambiguity in writing, uses brackets, dashes, or commas to indicate parenthesis, correctly uses full stops, capital letters, exclamation marks, question marks, commas for a list and apostrophes for contracted forms and possessive singular and plural

Spelling - Uses further prefixes and suffixes and understands how to add them, spells words with silent letters, continues to distinguish between homophones and other words which are often confused, be able to spell many year 5/6 spellings, use dictionaries to check the spelling and meaning of words

Sentence structure - Selects appropriate grammar and vocabulary, extends a range of sentences with more than one clause by using a wider range of conjunctions, uses relative clauses beginning with who, which, where, when, whose and that, uses consistent and correct use of tense, sentences are varied to avoid repetition e.g. simple, compound & complex sentences, noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)

Handwriting – Writes legibly, fluently and with increasing speed, chooses which shape of a letter to use when given choices and deciding whether or not to join specific lettersContinues to increase legibility, consistency and quality of joined handwriting Y4

Word – Describes settings, characters and atmosphere, integrates dialogues to convey characters and advance the action in narratives, chooses nouns and pronouns appropriately, uses conjunctions, adverbs and prepositions to express time cause, uses modal verbs or adverbs to indicate degrees of possibility, formation of new verbs using prefixes (e.g. re-, dis-, over-, un-, mis-, out-)Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done) Y4

Text cohesion - Begins to use a wide range of devices to build cohesion within and across paragraphs (adverbials (including fronted), pronouns, prepositional phrases), linking 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], uses further organisational and presentational devices to structure text and to guide the reader in non-narratives; e.g. headings, bullet points and underlining, independently proofreads for spelling and punctuation errors, proposes changes to vocabulary, grammar and punctuation, assesses the effectiveness of their own and other's writing

	5	Summer Term 1		Summer Term 2				
Stimuli		Black Powder by Ally Sherrick		The last bear by Hannah Gold				
Key Writing Outcomes	Biography of Guy Fawkes - To write a diary from Tom's perspective.	Informal letter – To write an informal letter from Tom to Grandma.	Debate – should Tom follow through with Falcon's plan? Linked to RR.	Non-chronological report – on an endangered animal of their choice.	Narrative – To write a narrative based around their endangered animal.	Persuasive campaign poster – raise awareness of the impact on climate change.		
Key Writing Features	 Title Introductory paragraph Key events written chronologically Time adverbials Written in past tense Third person pronouns Organised into paragraphs with subheadings. Include key facts and information about main achievements, early life and family Conclusion paragraph. 	 Sender's address Date Personal/friendly greeting Informal language Contractions Points explained in detail Paragraphs around one theme Rhetorical questions Personal/friendly sign off First Person 		 Title Introductory paragraph Headings Subheadings Text boxes Paragraphs around one theme Diagrams/pictures Captions Causal conjunctions Present Tense Third person Formal and impersonal tone Technical and subject specific vocabulary Glossary 	 Opening Build-up Dilemma Resolution Ending Character descriptions Setting descriptions Paragraphs around one theme Punctuation of direct speech Third person Past tense 	 Title Introduction/opening paragraph Organised into paragraphs Reasons to support view stated and points explained/expanded Emotive language Modal verbs Rehetorical questions Causal conjunctions Persuasive words and phrases Conclusion 		

Curriculum Objectives Covered	 and presentational devices to structure text and to guide the reader in non-narratives; e.g. headings, bullet points and underlining. Linking ideas across paragraphs using adverbials of time [for example, nearby] and number [for example, nearby] and number [for example, he had seen her before] Chooses nouns and pronouns appropriately. Uses conjunctions, adverbs and prepositions to express time cause. Uses modal verbs or adverbs to indicate degrees of possibility Uses brackets, dashes, or commas. Correctly uses; full stops, capital letters, exclamation marks, question marks, commas for a list and apostrophes for contracted forms and plural Cohesion Conjunctions Time and place adverbials Prepositional phrases Pronouns Synonyms 	 and prepositions to express time cause. Uses modal verbs or adverbs to indicate degrees of possibility Uses brackets, dashes, or commas. Correctly uses; full stops, capital letters, exclamation marks, question marks, commas for a list and apostrophes for contracted forms and possessive singular and plural Cohesion Conjunctions Time and place adverbials Prepositional phrases Pronouns Synonyms 	77	 e.g. headings, bullet points and underlining. Commas for a list Apostrophes for contraction Apostrophes for possessive singular & plural Commas for clarity (after fronted adverbials, to clarify meaning or avoid ambiguity in writing) Parenthesis Relative clauses Direct speech punctuated correctly with comma after the reporting clause. Expanded noun phrases Cohesion Conjunctions Time and place adverbials Prepositional phrases Pronouns Synonyms 	 characters and atmosphere Integrates dialogues to convey characters and advance the action. Uses conjunctions, adverbs and prepositions to express time. Uses modal verbs or adverbs to indicate degrees of possibility Formation of new verbs using prefixes. Extends a range of sentences with more than one clause by using a wider range of conjunctions. Uses relative clauses beginning with who, which, where, when, whose and that. Uses consistent and correct use of tense. Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. Use of inverted commas and other punctuation to indicate speech. Uses commas after fronted adverbials. Uses brackets, dashes, or commas to indicate parenthesis Correctly uses full stops, capital letters, exclamation marks, commas for a list and apostrophes for contracted forms and possessive singular and plural. Begins to use a wide range of devices to build cohesion within and across paragraphs using: adverbials, pronouns and prepositional phrases. Independently proofreads for spelling and punctuation. Assesses the effectiveness of their own and other's writing. 	 organisational and presentational devices to structure text and to guide the reader in non- narratives; e.g. headings, bullet points and underlining Correctly uses;full stops, capital letters, exclamation marks, question marks, commas for a list and <u>apostrophes</u> for contracted forms and <u>possessive singular and</u> <u>plural</u> Expanded noun phrases Cohesion Conjunctions Time and place adverbials Fronted adverbials Prepositional phrases Pronouns Synonyms Commas for clarity (after fronted adverbials, to clarify meaning or avoid ambiguity in writing) Commas for a list Apostrophes for possessive singular & plural Sentences are varied to avoid repetition e.g. simple, compound & complex sentences. Extends a range of sentences with more than one clause by using a wider range of conjunctions
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	 Listen and respond 	 Use relevant strategies to 	Listen and respond	Listen and respond	 Articulate and justify 	Listen and respond
	appropriately to adults	build their vocabulary	appropriately to adults	appropriately to adults	answers, arguments	appropriately to adults
	and their peers- listen for	 Use a range of words 	and their peers- listen for	and their peers- listen	and opinions	and their peers- listen
	periods appropriate to	related to time and	periods appropriate to	for periods appropriate	 Articulate clearly and 	for periods appropriate
	their age	measure.	their age	to their age	justify more complex	to their age
	 Listen and respond to 	 Use a wide range of 	 Listen and respond to 	 Listen and respond to 	opinions and answers	 Listen and respond
	others and make	verbs to express their	others and make	others and make	about a character,	•
	contributions which are	thoughts and explain			event or situation.	to others and make
	relevant and may add	cause/effect.	contributions which are	contributions which		contributions which
	challenge to ideas e.g.	 Evaluate the 	relevant and may add	are relevant and may	Give well-structured	are relevant and may
	poses thoughtful	effectiveness and impact	challenge to ideas e.g.	add challenge to	descriptions,	add challenge to
	alternatives that extend	of their own and others'	poses thoughtful	ideas e.g. poses	explanations and	ideas e.g. poses
	peers' thinking	word choices. e.g.	alternatives that extend	thoughtful alternatives	narratives for different	thoughtful
	poore unitality	adverbs, use of	peers' thinking	that extend peers'	purposes, including for	alternatives that
	Use relevant strategies to	imperative and modal		thinking	expressing feelings	extend peers'
	build their vocabulary	verbs during persuasive	 Ask relevant questions to 		 Presents information 	thinking
		speeches, arguments	extend their	Ask relevant questions		
	 Use a range of words 		understanding and	to extend their	or personal feelings	Ask relevant questions
	related to time and	and debates.	knowledge	understanding and	coherently selecting	to extend their
	measure.		- Is able to pose	knowledge	memorable details	understanding and
	 Use a wide range of 	Articulate and justify	increasingly thoughtful	- Is able to pose	including specific	knowledge
	verbs to express their	answers, arguments and	questions to both their	increasingly	vocabulary.	- Is able to pose
	thoughts and explain	opinions	peers and to adults.	thoughtful questions		increasingly
	cause/effect.	 Articulate clearly and 	 Identify clearly when 	to both their peers	Participate in	thoughtful questions
	 Evaluate the 	justify more complex	they haven't understood	and to adults.	discussions,	to both their peers
	effectiveness and impact	opinions and answers	,		presentations,	and to adults.
	of their own and others'	about a character, event	and be specific about what additional	 Identify clearly when they haven't 	performances, role	
	word choices. e.g.	or situation.		they haven't	play/improvisations &	 Identify clearly when they haven't
	adverbs, use of		information they need.	understood and be	debates	they haven't
	imperative and modal	Give well-structured	the end of the test of the test	specific about what	 Is able to develop a 	understood and be
Oracy	verbs during persuasive	descriptions,	Use relevant strategies to	additional information	role and understands	specific about what
Opportunities	speeches, arguments	explanations and	build their vocabulary	they need.	that the character will	additional information
	and debates.	narratives for different	 Use a range of words 		respond differently	they need.
		purposes, including for	related to time and	Give well-structured	and display different	
	 Articulate and justify 	expressing feelings	measure.	descriptions,	'sides' to them	Use relevant strategies
	answers, arguments and	 Presents information or 	 Use a wide range of 	explanations and	depending on the	to build their
	opinions	personal feelings	verbs to express their	narratives for different	situation.	vocabulary
	 Articulate clearly and 	coherently selecting	thoughts and explain	purposes, including for		 Use a range of words
	justify more complex	memorable details	cause/effect.	expressing feelings		related to time and
	opinions and answers	including specific	 Evaluate the 	 Presents information 		measure.
	about a character, event	vocabulary.	effectiveness and impact	or personal feelings		 Use a wide range of
	or situation.		of their own and others'	coherently selecting		verbs to express their
		Participate in	word choices. e.g.	memorable details		thoughts and explain
	Use spoken language to	discussions,	adverbs, use of	including specific		cause/effect.
	develop understanding	presentations,	imperative and modal	vocabulary.		 Evaluate the
	through speculating,	performances, role	verbs during persuasive			effectiveness and
	hypothesising, imagining	play/improvisations &	speeches, arguments	Maintain attention and		impact of their own
	and exploring ideas	debates	and debates.	participate actively in		and others' word
	 Is able to use a growing 	 Is able to develop a role 		collaborative		choices. e.g.
	range of vocabulary to	and understands that	Articulate and justify	conversations, staying		adverbs, use of
	speculate and	the character will	answers, arguments and	on topic and initiating		imperative and modal
	hypothesise e.g.	respond differently and	opinions	and responding to		verbs during
	presume, suppose,	display different 'sides'	 Articulate clearly and 	comments		persuasive speeches,
	conclude, guess, infer,	to them depending on	justify more complex	 Will stay on topic and 		arguments and
	estimate, suspect,	the situation.	opinions and answers	is beginning to be		debates.
	consider, deduce,	 Is able to present 	about a character, event	more a selective		
	expect	information clearly using	or situation.	about how much and		Maintain attention and
	on poor	an introduction, relevant		which details to		participate actively in
	Participate in	ideas and a conclusion.	Maintain attention and	include in order to		collaborative
	discussions,	Vocabulary is well-	participate actively in	keep the listener		conversations, staying
	presentations,	chosen and specific.	collaborative	interested.		on topic and initiating
	presentations,	onocen and specific.				

performances, role		conversations, staying on	 Keep conversations 	and responding to
play/improvisations &		topic and initiating and	going with a range of	comments
debates		responding to comments	people in different	 Will stay on topic and
 Is able to present 		 Will stay on topic and is 	situations.	is beginning to be
information clearly using		beginning to be more a		more a selective
an introduction, relevant		selective about how	 Use spoken language 	about how much and
ideas and a conclusion.		much and which details	to develop	which details to
Vocabulary is well-		to include in order to	understanding through	include in order to
chosen and specific.		keep the listener	speculating,	keep the listener
		interested.	hypothesising,	interested.
		 Keep conversations 	imagining and	 Keep conversations
		going with a range of	exploring ideas	going with a range of
		people in different	 Is able to use a 	people in different
		situations.	growing range of	situations.
			vocabulary to	
		 Use spoken language to 	speculate and	 Use spoken language
		develop understanding	hypothesise e.g.	to develop
		through speculating,	presume, suppose,	understanding through
		hypothesising, imagining	conclude, guess,	speculating,
		and exploring ideas	infer, estimate,	hypothesising,
		 Is able to use a growing 	suspect, consider,	imagining and
		range of vocabulary to	deduce, expect	exploring ideas
		speculate and		 Is able to use a
		hypothesise e.g.	Participate in	growing range of
		presume, suppose,	discussions,	vocabulary to
		conclude, guess, infer,	presentations,	speculate and
		estimate, suspect,	performances, role	hypothesise e.g.
		consider, deduce,	play/improvisations &	presume, suppose,
		expect	debates	conclude, guess, infer, estimate,
		Participate in	 Is able to present information clearly 	suspect, consider,
		discussions,	using an introduction,	deduce, expect
		presentations,	relevant ideas and a	
		performances, role	conclusion.	Participate in
		play/improvisations &	Vocabulary is well-	discussions,
		debates	chosen and specific.	presentations,
		 Is able to develop a role 		performances, role
		and understands that	Consider and evaluate	play/improvisations &
		the character will	different viewpoints,	debates
		respond differently and	attending to and	 Is able to present
		display different 'sides'	building on the	information clearly
		to them depending on	contributions of others	using an introduction,
		the situation.		relevant ideas and a
		 Is able to present 	 Interprets and responds to different 	conclusion.
		information clearly using	responds to different	Vocabulary is well-
		an introduction, relevant	viewpoints by making	chosen and specific.
		ideas and a conclusion.	relevant comments	
		Vocabulary is well-	that build on the	 Gain, maintain and
		chosen and specific.	contributions of	monitor interest of the
			others.	listener(s)
	· · · · · · · · · · · · · · · · · · ·	 Gain, maintain and 	Select and use	 Understands the
		monitor interest of the	appropriate registers	importance of
		listener(s)	for effective	intonation and
		 Understands the 	communication	expression in their
		importance of intonation	 Selects the 	own and others' talk
		and expression in their	appropriate register in	and how a change of
		own and others' talk and	familiar situations e.g.	volume or tone can
		how a change of volume	when collaborating	re-focus or grab the
		or tone can re-focus or	with their peers in a	listener's attention.
			lesson, without direct	

Duration (Estimated)	2 weeks	2 weeks	grab the listener's attention. - Add/remove detail depending on information known about the listener. - Understand the interests of the listener. - Consider and evaluate different viewpoints, attending to and building on the contributions of others - Interprets and responds to different viewpoints by making relevant comments that build on the contributions of others. - Select and use appropriate registers for effective communication - Selects the appropriate register in familiar situations e.g. when collaborating with their peers in a lesson, without direct adult supervision, they can organise a group game and keep the tone friendly yet efficient and explain the rules clearly. <i>1 week</i>	adult supervision, they can organise a group game and keep the tone friendly yet efficient and explain the rules clearly.	2 weeks	 Add/remove detail depending on information known about the listener. Understand the interests of the listener. Consider and evaluate different viewpoints, attending to and building on the contributions of others Interprets and responds to different viewpoints by making relevant comments that build on the contributions of others. Select and use appropriate registers for effective communication Selects the appropriate register in familiar situations e.g. when collaborating with their peers in a lesson, without direct adult supervision, they can organise a group game and keep the tone friendly yet efficient and explain the rules clearly.
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YEAR 6 LONG TERM PLAN (LTP) 2024 - 2025

FICTION/NARRATIVE

NON-FICTION

POETRY

Year Group Objectives

Punctuation - Use the range of KS2 punctuation mostly correctly: full stops, capital letters, question marks, commas for a list, apostrophes for contraction, apostrophes for possessive singular & plural, exclamation marks, inverted commas, commas for clarity (after fronted adverbials, to clarify meaning or avoid ambiguity in writing), parenthesis (brackets, commas, dashes), semi-colons, colons, dashes, hyphens, and ellipsis.

Spelling - Uses prefixes and suffixes and understands how to add them, spells words with silent letters, distinguish between homophones and other words which are often confused, spells most year 3/4 spellings, and spells most year 5/6 spellings.

Sentence Structure – Selects appropriate grammar and vocabulary to write for a range of purposes and audiences, describes settings, characters and atmosphere in narratives

Handwriting - Maintains legibility in joined handwriting when writing at speed.

Word - Integrates dialogues to convey characters and advance the action in narratives, uses hyphens to clarify meanings in words, and distinguishes between the language of speech and writing and chooses the appropriate register,

Text cohesion - Uses a wide range of devices to build cohesion within and across paragraphs (conjunctions, time and place adverbials & fronted adverbials, pronouns, relative clauses, prepositional phrases), select vocabulary and grammatical structures which suit the piece of writing (contractions in dialogue in narrative, passive verbs, modal verbs), uses verb tenses consistently and correctly, correct level of formality (e.g in narrative, informal for dialogue), and maintains level of formality and precise language throughout writing.

	Autumn Term 1						Autumn Term 2			
Stimuli	Broken: Rock, Paper Scissors	Marcus Sedgwick FLOODLAND		Stephen Lawrence THE ATIMES 'You can't trust police				Christmas Advertisements		
Key Writing Outcomes	Narrative – Retell of the video short	Narrative – Setting description of Norwich	Fiction – Persuasive speech in role as Zoe to explain why she should become the leader	Newspaper Report – recount of the ending of Floodland	Poetry – Anti- racism modern performance poetry	Recount – Diary entry in the role of Jim	Recount – Informal letter in the role of Jim	Narrative – predict and write a story ending	Narrative – write a play script and record a Christmas advertisement	
Key Writing Features	 Opening Build-up Dilemma Resolution Ending Character descriptions Setting descriptions Paragraphs around one theme Punctuation of direct speech Dialogue Third person Past tense 	 Five senses to describe the setting Figurative language Describe the atmosphere Paragraphs around one theme Adverbs Adjectives Third person 	 Alliteration Facts Opinions Rhetorical questions Emotive language Statistics Persuasive language Paragraphs around one theme First person 	 Headline Date By-line Introduction (5 W's) Direct/reporte d speech Picture Caption Formal, impersonal tone Chronological order Conclusion Third person 	 Stanzas Rhythm Repeating patterns Similes Metaphors Alliteration Personification Powerful imagery Repetition Emotive language Rhyme (optional) 	 Date First person Informal greeting Informal language Past tense Introductory paragraph Describes events in chronological order Paragraphs around one theme Thoughts and feelings Rhetorical questions 	 Sender's address Date Personal/frie ndly greeting Informal language Contractions Points explained in detail Paragraphs around one theme Rhetorical questions Personal/frie ndly sign off First Person 	 Resolution Ending Paragraphs around one theme Punctuation of direct speech Dialogue Third person Past tense 	 Scene number and title Character list Setting description New speaker, new line Character name on the left followed by a colon Present tense Narrator Dialogue (no inverted commas) Stage directions in brackets or written in italics. 	

Curriculum Objectives Covered	 Use a dictionary to check spellings and meanings Use a thesaurus to find synonyms and antonyms Compound sentences Complex sentences Fronted adverbials Punctuation of direct speech Dialogue to show character and advance the action Describe setting, character and 	 Relative clauses Parenthesis Fronted adverbials Figurative Figurative Repetition language Cohesion Metaphor Metaphor Metaphor Metaphor Metaphor Metaphor Metaphor Simile Cohesion Cohesion Cohesion Cohesion Cohesion Cohesion Cohesion Conjuncti ons Conjuncti adverbials Fronted adverbials Fronted adverbials Prepositio Metaphor Metaphor Complexity Co	speech Indirect speech Level of formality Cohesion Conjuncti ons Time and place adverbial s r a ons - Fronted adverbial s - Prepositi onal phrases	 Emotive language Figurative language Alliteratio Alliteratio Hyperbol Hyperbol Holiom Hetaphor Onomato poeia Personific ation Simile Cohesion Pronouns Synonym Apostrophes for contractions Apostrophes for possession 	 clauses Parenthesis Semicolons to extend sentences Dashes to extend sentences Level of formality Cohesion Cohesion Conjunc tions Time and place adverbia ls Fronted adverbia ls Prepositi 	 Relative clauses Parenthesis Semicolons to extend sentences Dashes to extend sentences Level of formality Cohesion Conjunc tions Conjunc tions Time and place adverbia ls Fronted adverbia ls Prepositi 	 Semicolons to extend sentences Dashes to extend sentences Relative clauses Parenthesis Punctuation of direct speech Cohesion Cohesion Conjunctio ns Time and place adverbials Fronted adverbials Preposition al phrases Pronouns Synonyms 	 Organisational structures Colons Commas for lists Describe setting, character and atmosphere Apostrophes for contractions Apostrophes for possession Distinguish between the language of speech
Objectives	 sentences Complex sentences Fronted adverbials Punctuation of direct speech Dialogue to show character and advance the action Describe setting, character and atmosphere Identifying and correctly demarcating sentences Adverbs 	 Personific ation - Advecting and atmosphere Cohesion - Conjuncti ons - Conjuncti ons - Conjuncti ons - Conjuncti adverbials Time and place adverbials Fronted adverbials Prepositio nal phrases - Pronouns - Synonym s - Adverbs Synonym - Adverbs Adverbs Adverbs Use relevant strategies to build their vocabulary - 	 Level of formality Cohesion Cohesion Conjunctions Time and place adverbial s Fronted adverbial s Prepositional phrases Pronouns Synonym s Apostrophes for contractions Apostrophes for possession Adverbs In s, ons, ces, appropriatel y to adults 	 Metaphor Onomato poeia Personific ation Simile Cohesion Pronouns Synonym Apostrophes for contractions Apostrophes for possession Commas for lists Modal verbs Modal verbs Listen and respond appropriately to adults and 	 Level of formality Cohesion Conjunc tions Conjunc tions Time and place adverbia ls Fronted adverbia ls Fronted adverbia ls Prepositi onal phrases Prepositi onal phrases Pronoun s Synony ms Describe setting, character and atmosphere Apostrophes for possession Listen and respond appropriatel y to adults 	 Level of formality Cohesion Conjunc tions Time and place adverbia ls Fronted adverbia ls Prepositi onal phrases Prepositi onal s Synony ms Ellipsis Describe setting, character and atmosphere Apostrophes for contractions Apostrophes for Apostrophes for Listen and respond appropriatel y to adults 	 Punctuation of direct speech Cohesion Conjunctio ns Time and place adverbials Fronted adverbials Preposition al phrases Pronouns Synonyms Describe setting, character and atmosphere Apostrophes for contractions Apostrophes for possession 	 Can use a wide range respond appropriately to adults and their
Oracy Opportunit ies	their peers- listen for periods appropriate to their age – - Listens attentively to ideas and responds appropriatel	 Evaluate the play/impr effectivene ss and - impact of their own and others' to adal word choices and scenario 	a a attentively to ideas and	their peers- listen for periods appropriate to their age – – Listens attentively to ideas and	and their peers- listen for periods appropriate to their age - Listens attentivel y to ideas	and their peers- listen for periods appropriate to their age - Listens attentivel y to ideas	their peers- listen for periods appropriate to their age - Listens attentively to ideas and responds appropriatel	peers- listen for periods appropriate to their age – - Listens attentively to ideas and responds appropriately with: positive
	y with:	consider and is	ole appropriat	responds		and	y with:	comments,

positive	alternative	to sustain a	ely with:	appropriatel	and	responds	positive	observant
comments,	s for effect	role	positive	y with:	responds	appropria	comments,	suggestions
observant	e.g.	effectively.	comments	positive		tely with:	observant	and challenges.
suggestions	e.g. explains	- Can	comments	comments,	appropria	positive	suggestions	 Notice and
and	how and	confidently	, observant	observant	tely with:	comment	and	comment not
challenges.	why words		suggestio	suggestions	positive	S,	challenges.	only on what is
 Notice and 	and	vary	ns and	and	comment	observant	 Notice and 	said but how it
comment	phrases	grammar	challenges	challenges.	S,	suggestio	comment	is said e.g.
not only on	have been	and	onanengeo	 Notice and 	observant	ns and	not only on	beginning to
what is said	adapted	vocabulary	- Notice and	comment	suggestio	challenge	what is said	understand
but how it is	for an	to suit the	comment		ns and	S.	but how it is	sarcasm when it
said e.g.	argument.	audience,	not only	not only on	challenge	- Notice	said e.g.	is obvious.
beginning to	 Know that 	purpose	on what is	what is said	S.	and	beginning to	15 65 116 45.
understand	words can	and/or	said but	but how it is	- Notice	comment	understand	Use relevant
sarcasm	have more	context.	how it is	said e.g.	and		sarcasm	strategies to build
when it is	than one		said e.g.	beginning	comment	not only	when it is	their vocabulary –
obvious.	meaning.	Use spoken	beginning	to	not only	on what	obvious.	 Evaluate the
00110401	meaning	language to	to	understand		is said	0.0.1100.001	effectiveness
Use relevant	Give well-	develop	understan	sarcasm	on what	but how it	Use relevant	and impact of
strategies to	structured	understanding	d sarcasm	when it is	is said	is said	strategies to	their own and
build their	descriptions,	through	when it is	obvious.	but how it	e.g.	build their	others' word
vocabulary –	explanations	speculating,	obvious.		is said	beginning	vocabulary –	choices and
 Evaluate the 	and			 Ask relevant 	e.g.	to	 Evaluate the 	consider
effectivenes		hypothesising,	Ask relevant	questions to	beginning	understa	effectivenes	alternatives for
s and impact	narratives for	imagining and	questions to	extend their	to	nd	s and impact	effect e.g.
of their own	different	exploring	extend their	understandin	understa	sarcasm	of their own	explains how
and others'	purposes,	ideas –	understandi	g and	nd	when it is	and others'	and why words
word	including for	 Can use a 	ng and	knowledge –	sarcasm	obvious.	word	and phrases
choices and	expressing	wide range	knowledge –	 Is able to 	when it is		choices and	have been
consider	feelings-	of	 Is able to 	understand	obvious.	Ask relevant	consider	adapted for an
alternatives	– Tell	vocabulary	understan	and use		questions to	alternatives	argument.
for effect	elaborate	(cause/effec	d and use	different		extend their	for effect	 Know that
e.g. explains	and	t, possibility,	different	types of	 Ask relevant 	understandi	e.g. explains	words can have
how and	entertainin	predict,	types of	questions to	questions to	ng and	how and	more than one
why words	g stories.	presume,	questions	suit	extend their	knowledge	why words	meaning.
and phrases		suppose,	to suit	different	understandi	_	and phrases	
have been	Maintain	conclude,	different	situations	ng and	 Is able to 	have been	 Use spoken
adapted for	attention and	guess, infer,	situations	e.g. open,	knowledge	understan	adapted for	language to
an	participate	estimate, suspect,	e.g. open,	closed and	-	d and use	an	develop
argument.	actively in	consider,	closed and	rhetorical.	 Is able to 	different	argument.	understanding
 Know that 	collaborative	deduce,	rhetorical.		understan	types of	 Know that 	through
words can	conversation	expect) to		Use relevant	d and use	questions	words can	speculating,
have more	s, staying on	speculate	Use relevant	strategies to	different	to suit	have more	hypothesising,
than one	topic and	about	strategies to	build their	types of	different	than one	imagining and
meaning.	initiating and	possible	build their	vocabulary –	questions	situations	meaning.	exploring ideas –
Oliver well	responding	outcomes in	vocabulary –	 Evaluate 	to suit	e.g. open,	0.000	 Can use a wide
Give well-	to comments	narrative	 Evaluate 	the	different	closed	Give well-	range of
structured	-	and real life	the	effectivenes s and	situations	and	structured	vocabulary
descriptions,	 Is able to 	situations.	effectiven	impact of	e.g. open,	rhetorical.	descriptions,	(cause/effect,
explanations	structure		ess and	their own	closed		explanations	possibility,
and narratives	their talk to		impact of their own	and others'	and	Use relevant	and narratives	predict,
for different	meet the	 Speak audibly 	and	word	rhetorical.	strategies to	for different	presume,
purposes,	needs of	and fluently	others'	choices and		build their	purposes,	suppose,
including for	their	with an	word	consider		vocabulary	including for	conclude,
expressing	listeners	increasing	choices	alternatives	 Use relevant strategies to 	-	expressing	guess, infer,
feelings-	e.g. well-	command of	and	for effect	strategies to build their	 Evaluate 	feelings-	estimate,
– Tell	chosen/rele	Standard	consider	e.g.	vocabulary	the	– Tell	suspect,
elaborate	vant details,	English –	alternative	explains		effectiven	elaborate	consider,
and	appropriate	Linglish -	s for effect	how and		ess and	and	deduce, expect)
	language					impact of		to speculate
				00				

entertaining	choices,	- Uses	e.g.	why words	- Evaluate	their own	entertaining	about possible
stories.	clear and	complex	explains	and	the	and	stories.	outcomes in
0101100.	succinct	sentence	how and	phrases	effectiven	others'	otorioo.	narrative and
Participate in	information	structures	why words	have been	ess and	word	Participate in	real life
discussions,	and a range	with	and	adapted for	impact of	choices	discussions,	situations.
presentations,	of non-	confidence	phrases	an	their own	and	presentations,	Situations.
performances,	verbal	and is fluent	have been	argument.	and	consider	performances,	 Consider and
role	gestures	and is intern and clear in	adapted	- Know that	others'	alternativ	role	 evaluate different
play/improvisa	(such as	a wide range	for an	words can	word	es for		
tions & debate	deliberate	of situations.	argument.	have more	choices	effect e.g.	play/improvisa tions & debate	viewpoints, attending to and
tions & debate	pause/delay	or situations.	- Know that	than one	and	explains	tions & debate	building on the
-	for effect).			meaning.	consider	how and	 Demonstrate 	•
 Demonstrat 	tor effect).		words can	meaning.	alternativ			contributions of
es the ability			have more than one		es for	why words	s the ability	others –
to adapt a	Speak		meaning.	Articulate and	effect e.g.	and	to adapt a	 Interpret and
character to different	opean		meaning.	justify	explains	phrases	character to different	respond to different
scenarios	audibly and		Give well-	answers, arguments	how and	have	scenarios	viewpoints by
and is able	fluently with			•	why	been	and is able	building on
	an increasing		structured	and opinions	words	adapted		contributions of
to sustain a role	command of		descriptions,	 Articulate 	and	for an	to sustain a role	others' and
effectively.	Standard		explanations	- Aniculate clearly and	phrases	argument	effectively.	formulating
- Can	English –		and	justify more	have	argument	- Can	questions to
	– Uses		narratives	complex	been	- Know		•
confidently	complex		for different	opinions	adapted	that	confidently	deepen understanding.
vary	sentence		purposes,	with some	for an	words	vary	understanding.
grammar	structures		including for	elaboration,	argument	can have	grammar	
and	with		expressing	taking	argument	more	and	
vocabulary	confidence		feelings-	notice of	- Know	than one	vocabulary	
to suit the	and is		 Adapt the 	the opinion	that	meaning.	to suit the	
audience,	fluent and		structure	of others.	words	meaning.	audience,	
purpose	clear in a		of talk in	or others.	can have	Use spoken	purpose	
and/or	wide range		ways	Maintain	more	language to	and/or	
context.	of		which	attention and	than one	develop	context.	
	situations.		support	participate	meaning.	-		
Gain, maintain			meaning	actively in	mouning.	understandi	Gain, maintain	
and monitor			and show	collaborative	Use spoken	ng through	and monitor	
interest of the			attention	conversations	language to	speculating,	interest of the	
listener(s) -			to the	, staying on	develop	hypothesisi	listener(s) -	
 Shows an 			listener	topic and	understandi	ng,	- Shows an	
ability to			e.g.	initiating and		imagining	ability to	
vary delivery			clearly	responding to	ng through	and	vary delivery	
and tone to			summari	comments –	speculating,	exploring	and tone to	
convey			ses and	 Is able to 	hypothesisi	ideas –	convey	
meaning			reports	structure	ng,	 Can use 	meaning	
and to			back	their talk to	imagining	a wide	and to	
match to the			findings	meet the	and	range of	match to the	
needs of the			in a	needs of	exploring	vocabular	needs of the	
audience.			logical	their	ideas –	у	audience.	
			order,	listeners e.g.	 Can use 	(cause/ef		
Select and use			supporte	well-	a wide	fect,	Select and use	
appropriate			d by well-	chosen/relev	range of	possibility	appropriate	
registers for			chosen	ant details,	vocabular	, predict,	registers for	
effective			relevant	appropriate	у	presume,	effective	
communicatio			details.	language	(cause/ef	suppose,	communicatio	
n –				choices,	fect,	conclude,	n –	
 In a range of 			 Maintain 	clear and	possibility	guess,	 In a range of 	
situations is			attention and	succinct	, predict,	infer,	situations is	
able to			participate	information	presume,	estimate,	able to adapt	
adapt			actively in	and a range	suppose,	suspect,	language style	
language			collaborative	of non-	conclude,	consider,	and register to	
							-	

style and		conversation	verbal	guess,	deduce,	suit the purpose	
register to		s, staying on	gestures	infer,	expect)	e.g. can	
suit the			(such as	estimate,	to	effectively	
		topic and	deliberate		speculate	argue their point	
purpose e.g.		initiating and		suspect,			
can		responding	pause/delay	consider,	about	in a discussion	
effectively		to comments	for effect).	deduce,	possible	without	
argue their		_		expect)	outcomes	becoming	
point in a		 Is able to 		to	in	'emotional' and	
discussion				speculate	narrative	maintains	
without		structure	Speak audibly	about	and real	control of their	
becoming		their talk to	and fluently	possible	life	tone, language	
'emotional'		meet the		outcomes	situations	and responses;	
and		needs of	with an	in	Situations	adapts speech	
		their	increasing				
maintains		listeners	command of	narrative		depending on	
control of		e.g. well-	Standard	and real		the audience	
their tone,		chosen/rel	English –	life		(formal/informal	
language		evant		situations).	
and			 Uses complex 				
responses;		details,	sentence				
adapts		appropriate	structures				
speech		language	with				
depending		choices,	confidence				
on the		clear and	and is fluent				
		succinct					
audience		information	and clear in a				
(formal/infor		and a	wide range of				
mal)		range of	situations.				
		non-verbal					
			Gain,				
		gestures	maintain and				
		(such as					
		deliberate	monitor				
		pause/dela	interest of the				
		y for	listener(s) –				
		effect).	 Shows an 				
			ability to				
		Consider	vary				
		and evaluate	delivery				
		different	and tone to				
		viewpoints,	convey				
		attending to					
		and building	meaning				
		on the	and to				
		contribution	match to				
		s of others –	the needs				
			of the				
		 Interpret 	audience.				
		and					
		respond to	Consider and				
		different	Consider and				
		viewpoints	evaluate				
		by building	different				
		on	viewpoints,				
		contributio	attending to				
		ns of	and building				
		others'	on the				
		and	contributions				
		formulatin	of others –				
		g	 Interpret 				
		questions	and				
		to deepen	respond to				
		understan	different				
			viewpoints				
		ding.	viewpoints				

				by building on contribution s of others' and formulating questions to deepen understandi ng.				
Duration (Estimated)	2 weeks	2 weeks	1 week	1 week	2 weeks	2 weeks	2 weeks	1 week

YEAR 6 LONG TERM PLAN (LTP) 2024 - 2025

	FICTIO	WNARRATIVE	NON-FICTION		POETRY				
		Ye	ear Group Objectives						
inverted commas, Spelling - Uses most year 5/6 spel Sentence Stru Handwriting -	Punctuation - Use the range of KS2 punctuation mostly correctly: full stops, capital letters, question marks, commas for a list, apostrophes for contraction, apostrophes for possessive singular & plural, exclamation marks, neverted commas, commas for clarity (after fronted adverbials, to clarify meaning or avoid ambiguity in writing), parenthesis (brackets, commas, dashes), semi-colons, colons, dashes, hyphens, and ellipsis. Spelling - Uses prefixes and suffixes and understands how to add them, spells words with silent letters, distinguish between homophones and other words which are often confused, spells most year 3/4 spellings, and spells nost year 5/6 spellings. Sentence Structure – Selects appropriate grammar and vocabulary to write for a range of purposes and audiences, describes settings, characters and atmosphere in narratives Handwriting - Maintains legibility in joined handwriting when writing at speed. Vord - Integrates dialogues to convey characters and advance the action in narratives, uses hyphens to clarify meanings in words, and distinguishes between the language of speech and writing and chooses the appropriate egister,								
vocabulary and gra	Text cohesion - Uses a wide range of devices to build cohesion within and across paragraphs (conjunctions, time and place adverbials & fronted adverbials, pronouns, relative clauses, prepositional phrases), select vocabulary and grammatical structures which suit the piece of writing (contractions in dialogue in narrative, passive verbs, modal verbs), uses verb tenses consistently and correctly, correct level of formality (e.g in narrative, narrative, passive verbs, modal verbs), uses verb tenses consistently and correctly, correct level of formality (e.g in narrative, normal for dialogue), and maintains level of formality and precise language throughout writing.								
		Spring Term 1			Spring Term 2				
Stimuli Kensuke's Kingdom by Michael Morpurgo The					the Crayons Quit by Drev	w Daywalt			
Key Writing Outcomes	Balanced Argument – Non-Chrono Should Michael and his Report – H family travel around the world? survive on a	ow to description of desert Michael/Kensuke (to be	Narrative – First person recount in role as Michael/Kensuke/Stella	Fiction – Informal letter in role as Duncan to a crayon of their choosing	Fiction – Informal letter of complaint in role as a classroom object addressed to the Year 6 children	Fiction – Formal letter in role as our head teacher in response to their informal letter			
Key Writing Features	 Title Introductory paragraph Arguments for Arguments for Arguments for Arguments against Text boxe Points explained using evidence Conclusion (including own opinion) Present tense conjunctions Formal tone Modal verbs Texthoxe Thitle Introductory paragraph Headings Subheadin against Text boxe Paragraph around on Diagrams, (causal conjunctions Formal tone Technical vocabulary Glossary 	 phrases Prepositional phrases Use of the five senses Describe character using dialogue and actions 	 Character descriptions Setting descriptions Paragraphs around one theme Punctuation of direct speech Dialogue Past tense First person Thoughts and feelings 	 Sender's address Date Friendly greeting Sign off Informal language Personal/chatty tone Contractions First person Paragraphs around one theme 	 Sender's address Date Friendly greeting Sign off Informal language Personal/chatty tone Contractions First person Paragraphs around one theme 	 Sender's address Date Recipients address Formal greeting Formal sign off Formal language Impersonal tone Rhetorical questions First person Paragraphs around one theme 			

	Commas for a list	 Organisational 	 Apostrophes for 	 Semicolons to 	 Apostrophes for 	Apostrophes for	 Apostrophes for
	 Apostrophes for 	structures	contraction	extend sentences	contraction	contraction	possessive singular &
	contraction	Colons	 Apostrophes for 	 Dashes to extend 	 Apostrophes for 	 Apostrophes for 	plural
	 Apostrophes for 	 Bullet Points 	possessive singular &	sentences	possessive singular &	possessive singular &	 Commas for clarity
	possessive	 Commas for a list 	plural	 Relative clauses 	plural	plural	(after fronted adverbials,
	singular & plural	Apostrophes for	 Commas for clarity 	 Parenthesis 	Commas for clarity	 Commas for clarity 	to clarify meaning or
	 Commas for clarity 	contraction	(after fronted	 Commas for clarity 	(after fronted adverbials,	(after fronted adverbials,	avoid ambiguity in
	(after fronted	 Apostrophes for 	adverbials, to clarify	(after fronted	to clarify meaning or	to clarify meaning or	writing)
	adverbials, to	possessive	meaning or avoid	adverbials, to	avoid ambiguity in	avoid ambiguity in	Commas for lists
	clarify meaning or	singular & plural	ambiguity in writing)	clarify meaning or	writing)	writing)	 Parenthesis
	avoid ambiguity in	Commas for clarity	Parenthesis	avoid ambiguity in	Cohesion	Cohesion	Relative clauses
	writing)	(after fronted	Relative clauses	writing)	- Conjunctions	- Conjunctions	 Semicolons to extend
	Parenthesis	adverbials, to	Semicolons to extend	 Dialogue to show 	- Time and place	- Time and place	sentences
	Relative clauses		sentences	 Dialogue to show character and 	adverbials	adverbials	
		clarify meaning or avoid ambiguity in		advance the	 Fronted adverbials 	 Fronted adverbials 	Dashes to extend
	Semicolons to	0,	Dashes to extend		- Prepositional	- Prepositional	sentences
	extend sentences	writing)	sentences	action	phrases	phrases	Hyphenated words
	Dashes to extend	Parenthesis	Hyphenated words	 Punctuation of 	– Pronouns	– Pronouns	 Question marks
Curriculum	sentences	Relative clauses	Cohesion	direct speech	– Synonyms	– Synonyms	Colons
	Level of formality	 Semicolons to 	 Conjunctions 	Cohesion			Cohesion
Objectives	 Hyphenated 	extend sentences	 Time and place 	 Conjunctions 	Dashes to extend	Dashes to extend	 Conjunctions
Covered	words	 Dashes to extend 	adverbials	 Time and 	sentences	sentences	 Time and
	Cohesion	sentences	 Fronted adverbials 	place	• Expanded noun phrases	Expanded noun phrases	place
	 Conjunctions 	 Level of formality 	 Prepositional 	adverbials	 Level of formality 	Level of formality	adverbials
	 Time and 	Hyphenated	phrases	 Fronted 	 Hyphenated words 	Hyphenated words	 Fronted
	place	words	 Pronouns 	adverbials	Modal verbs	 Modal verbs 	adverbials
	adverbials	Cohesion	 Synonyms 	 Prepositional 	 Active and passive 	Active and passive	 Prepositional
	 Fronted 	- Conjunctions	 Punctuation of direct 	phrases	Ellipses	Ellipses	phrases
	adverbials	- Time and	speech	 Pronouns 			 Pronouns
	 Prepositional 	place	 Dialogue to show 	 Synonyms 			 Synonyms
	phrases	adverbials	character and advance	 Describe setting, 			 Level of formality
	– Pronouns	- Fronted	the action	character and			Hyphenated words
	 Synonyms 	adverbials	 Describes character 	atmosphere			Modal verbs
		 Prepositional 	Expanded noun	 Apostrophes for 			Active and passive
		phrases	phrases	contractions			
		– Pronouns		 Apostrophes for 			
		– Synonyms		possession			
		Cynonyme		Hyphenated words			
				 Expanded noun 			
				phrases			
	Can use a wide	Ask relevant	Use relevant	Can use a wide	Can use a wide range	Can use a wide range	Can use a wide range
	range respond	questions to	strategies to build	range respond	respond appropriately	respond appropriately	respond appropriately
	appropriately to	extend their	their vocabulary -	appropriately to	to adults and their	to adults and their	to adults and their
	adults and their	understanding	 Evaluate the 	adults and their	peers- listen for	peers- listen for	peers- listen for
	peers- listen for	and knowledge –	effectiveness	peers- listen for	•	periods appropriate to	periods appropriate to
	periods	 Is able to 	and impact	periods	periods appropriate to		
	appropriate to	understand	of their own	appropriate to	their age –	their age –	their age –
	their age –	and use	and others'	their age –	 Listens attentively to 	 Listens attentively to 	 Listens attentively to
	– Listens	different types	word choices	– Listens	ideas and responds	ideas and responds	ideas and responds
0	attentively to	of questions to	and consider	attentively to	appropriately with:	appropriately with:	appropriately with:
Oracy	ideas and	suit different	alternatives	ideas and	positive comments,	positive comments,	positive comments,
Opportunities	responds	situations e.g.	for effect e.g.	responds	observant	observant	observant
	appropriately	open, closed	explains how	appropriately	suggestions and	suggestions and	suggestions and
	with: positive	and rhetorical.	and why	with: positive	challenges.	challenges.	challenges.
	comments,	and motorioal.	words and	comments,	 Notice and comment 	 Notice and comment 	 Notice and comment
	observant	Use relevant	phrases	observant	not only on what is	not only on what is	not only on what is
	suggestions	strategies to	have been	suggestions	said but how it is	said but how it is	said but how it is
	Juggestions			and	said e.g. beginning	said e.g. beginning	said e.g. beginning
	and	huild thoir					
	and	build their	adapted for			to understand	
	challenges.	vocabulary –	an	challenges.	to understand	to understand sarcasm when it is	to understand
			•			to understand sarcasm when it is obvious.	

 and impact of the relation of the							
 Je sad a da, bave more the automation of the constant of the cons	2			2			
 beginning to sarcarn view is boroact. choise and sarcarn vie	said but how it	their own and	words can	said but how it	 Ask relevant 	 Ask relevant 	 Ask relevant
 beginning to ard scalarshing ard scalars	is said e.g.	others' word	have more	is said e.g.	questions to extend	questions to extend	questions to extend
 understanding sectores mythen it is obvious. Ask retream then it is obvious. Ask retream the it is obvious. Ask retream the it is obvious. Bable to understanding of the is able to inderstanding of add sectores and my work and add sectores and my work and add sectores and my work and add sectores and my work add free it works can understanding of add sectores and my works and add sectores and add sectore	beainnina to	choices and	than one	beginning to	their understanding	their understanding	their understanding
 sarcam when is obvious. advances advances	understand	consider	meaning		-		•
 His obvios. Ask relevant or extend their understanding and knowledge- or is able to satisficent or kake relevant or dowlog and knowledge- or is able to satisficent or dowlog and knowledge- or dowlog and k							
 Ask retevant questions to questions to and wity words and graded or any service any service and graded or any service any service and graded or any service any s							
 A ker relevant questions to extend ther understanding modphilds or do growth and ophilds or do growth and op	It is obvious.			It is obvious.			
 questions to extend their understanding and knowlega- o understanding and knowlega- nowlega and and knowlega- o understanding and knowlega- o u		•				, , , , , , , , , , , , , , , , , , ,	
 extend their understanding and knowledge- o luster types different types differen	 Ask relevant 		to develop	 Ask relevant 	suit different	suit different	suit different
 extend their understanding and is able to intrough speculating, and sabeto intrough speculating, and sabeto intrough speculating, and sabeto intrough speculating, and sabeto	questions to	and phrases	understanding	questions to	situations e.g. open,	situations e.g. open,	situations e.g. open,
 and knowledge- dependence depe	extend their	have been		extend their	closed and	closed and	closed and
 and knowledge - or is sab to use and the works can have have been a dynamic strategies to build their vocabulary - could reactions of a distribution s. p. open, closed and theorical and theorical and theorical and theorical and theorical strategies to build their vocabulary - could reactions of their vocabulary - could re	understanding	adapted for an		understanding	rhetorical	rhetorical	rhetorical
 b is able to brain and use words can have more than one granters in a factor of the constructured descriptions, open, closed and hinduring and a use more than one meaning. Use relevant strategies to build their vocabulary - Evaluate the effectiveness and indications e.g. open, closed and hinduring and and their vocabulary - Evaluate the effectiveness and and there words and hinduring and and there words and inpact of explanations and narratives for different press, and inpact of their vocabulary - Evaluate the effectiveness and and there words and inpact of explanations and narratives for different press, and inpact of explanations and narratives for different press, and inpact of explanations for different press, including for explanations for different press, and inpact of different press, including for explanations for different press, including for explanations for different press, and inpact of the invess for different press, including for explanations and narratives for different press, including for expressing feelings. Articulate and pushy words and how more subortify an explanation and different press, including for expressing feelings. Articulate and pushy words and how more subortify an exercing and phrases for different press, including for e							
 - understand and use different types suit different suit different s	•		0 0	•	 Use relevant 	 Use relevant 	 Use relevant
 and use in their vocabulary - iter vocabulary - iter			exploring ideas –				
 different types of quastions to suit different situations e.g. open, dasad and rheorizal and reports arguments and ophinons –			 Can use a wide 			-	
 United in types of a structured of graves of a structured of the struct			range of				-
 drights how and speed draft of an argument. Use relevant strategies to build their vocabulary - coplans how and theories. Use relevant strategies to build their vocabulary - coplans how and my words and dy words and theories and maratives and			0		 Evaluate the 		 Evaluate the
 Subtranted and Medicinal seg. open, closed and Me	of questions to	meaning.	2		effectiveness and		effectiveness and
 situations e.g., obset and fheters' word endings of the situations e.g., obset and fheters' word endings of the situations e.g., obset and fheters' word endings of the situations e.g., obset and fheters' word endings of the situations e.g., obset and finance in the situation e.g., obset and the si	suit different			suit different	impact of their own	impact of their own	impact of their own
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taking notice of	responding to	the opinion of	well-chosen	well-chosen	well-chosen
the opinion of	comments –	others.	relevant details.	relevant details.	relevant details.
others.	 Is able to 				
	structure their				
Give well-	talk to meet the				
structured	needs of their				
descriptions,	listeners e.g.				
explanations and	well-				
narratives for					
different	chosen/relevant				
	details,				
purposes,	appropriate				
including for	language				
expressing	choices, clear				
feelings-	and succinct				
 Adapt the 	information and				
structure of	a range of non-				
talk in ways					
which support	verbal gestures				
meaning and	(such as				
show	deliberate				
attention to	pause/delay for				
the listener	effect).				
e.g. clearly	Use spoken				
summarises	language to				
and reports	develop				
back findings					
in a logical	understanding				
order,	through				
supported by	speculating,				
well-chosen	hypothesising,				
	imagining and				
relevant	exploring ideas –				
details.	– Can use a				
	wide range of				
Maintain	vocabulary				
attention and	(cause/effect,				
participate	possibility,				
actively in	predict,				
collaborative	presume,				
conversations,	suppose,				
staying on topic	conclude,				
and initiating and	guess, infer,				
responding to	estimate,				
comments –	suspect,				
- Is able to	consider,				
	deduce,				
structure their	expect) to				
talk to meet the	speculate				
needs of their	about possible				
listeners e.g.	outcomes in				
well-	narrative and				
chosen/relevant	real life				
details,	situations.				
appropriate	Situations.				
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and succinct					
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(such as			
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outcomes in			
narrative and			
real life			
situations.			
Speak audibly			
and fluently with			
an increasing			
command of			
Standard English			
_			
 Uses complex 			
sentence			
structures with			
confidence			
and is fluent			
and clear in a			
wide range of			
situations			
Consider and			
Consider and			
evaluate different			
viewpoints,			
attending to and			
building on the			
contributions of			
others –			

	 Interpret and respond to different viewpoints by building on contributions of others' and formulating questions to deepen understanding. 						
Duration (Estimated)	1.5 weeks	1.5 weeks	1.5 weeks	1.5 weeks	2 weeks	2 weeks	2 weeks

YEAR 6 LONG TERM PLAN (LTP) 2024 - 2025

	FICTIC	DN/NARRATIVE	NON-FICTION		POETRY	
			Year Group Objectives			
inverted commas, Spelling - Uses most year 5/6 spe Sentence Stru Handwriting - Word - Integrate register, Text cohesion vocabulary and gr	 Use the range of KS2 punctuation mostly of commas for clarity (after fronted adverbial is prefixes and suffixes and understands horallings. ucture – Selects appropriate grammar and Maintains legibility in joined handwriting was dialogues to convey characters and advators and advators and advators and maintains level of devices to build commatical structures which suit the piece of the second s	s, to clarify meaning or avoid ambig w to add them, spells words with sile d vocabulary to write for a range of hen writing at speed. ance the action in narratives, uses h ohesion within and across paragrap of writing (contractions in dialogue ir	question marks, commas for a list, a guity in writing), parenthesis (bracket ent letters, distinguish between hom purposes and audiences, describer hyphens to clarify meanings in words obs (conjunctions, time and place ac	ts, commas, dashes), semi-color hophones and other words which s settings, characters and atmos s, and distinguishes between the dverbials & fronted adverbials, pr	ns, colons, dashes, hyphens, and are often confused, spells most phere in narratives language of speech and writing ronouns, relative clauses, preposi	ellipsis. year 3/4 spellings, and spells and chooses the appropriate itional phrases), select
Key Writing Outcomes	Explanation Text – recount in role of a red blood cell travelling through the human body	Narrative – retell of the video short	Non-Chronological Report - explain a new-found planet and the animals and insects that live there.	Narrative – retell of the video short	Explanation Text – information for the current Year 5 children to read, advising them on how to do well in Year 6	Poetry – Create a narrative poem
Key Writing Features	 Introductory paragraph First person Past tense Informal chatty tone Chronological order Adverbials of time to sequence Thoughts and feelings Describe events in detail Rhetorical questions Concluding paragraph 	 Opening Build up Dilemma Resolution Ending Character descriptions Setting descriptions Paragraphs around one theme Punctuation of direct speech 	 Title Introductory paragraph Headings Subheadings Text boxes Paragraphs around one theme Diagrams/pictures Captions Causal conjunctions Present Tense 	 Opening Build up Dilemma Resolution Ending Character descriptions Setting descriptions Paragraphs around one theme Punctuation of direct speech 	 Introductory paragraph First person Past tense Informal chatty tone Chronological order Adverbials of time to sequence Thoughts and feelings Describe events in detail Rhetorical questions 	 Stanzas Rhythm Repeating patterns Similes Metaphors Alliteration Personification Powerful imagery Repetition Emotive language Rhyme (optional)

	 Commas for a list Apostrophes for contraction Apostrophes for possessive singular & plural Commas for clarity (after fronted adverbials, to clarify meaning or avoid ambiguity in writing) Parenthesis Relative clauses Dashes to extend sentences Level of formality Hyphenated words Cohesion Conjunctions Time and place adverbials Fronted adverbials Prepositional phrases 	 Dialogue Third person Present tense Apostrophes for contraction Apostrophes for possessive singular & plural Commas for clarity (after fronted adverbials, to clarify meaning or avoid ambiguity in writing) Paragraphs around one theme Relative clauses Parenthesis Fronted adverbials Figurative language Metaphor Personification 	 Third person Formal and impersonal tone Technical and subject specific vocabulary Glossary Organisational structures Colons Bullet Points Commas for a list Apostrophes for contraction Apostrophes for possessive singular & plural Commas for clarity (after fronted adverbials, to clarify meaning or avoid ambiguity in writing) Parenthesis Relative clauses Semicolons to extend sentences 	 Dialogue Third person Present tense Apostrophes for contraction Apostrophes for possessive singular & plural Commas for clarity (after fronted adverbials, to clarify meaning or avoid ambiguity in writing) Paragraphs around one theme Relative clauses Parenthesis Fronted adverbials Figurative language Metaphor 	 Concluding paragraph Commas for a list Apostrophes for contraction Apostrophes for possessive singular & plural Commas for clarity (after fronted adverbials, to clarify meaning or avoid ambiguity in writing) Parenthesis Relative clauses Dashes to extend sentences Level of formality Hyphenated words 	 Emotive language Figurative language Alliteration Hyperbole Idiom Metaphor Onomatopoeia Personification Simile Cohesion Pronouns Synonyms Apostrophes for contractions Apostrophes for possession Commas for lists
Curriculum Objectives Covered	 Propositional phrases Pronouns Synonyms Modal verbs Expanded noun phrases Active and passive Subjunctive form Adverbs 	 Personnication Simile Describes setting, character and atmosphere Cohesion Conjunctions Time and place adverbials Fronted adverbials Prepositional phrases Pronouns Synonyms Adverbs Punctuation of direct speech Dialogue to show character and advance the action Ellipses Active and passive Subjunctive form Adverbs 	 Dashes to extend sentences Level of formality Hyphenated words Cohesion Conjunctions Time and place adverbials Fronted adverbials Prepositional phrases Pronouns Synonyms Adverbs Active and passive Subjunctive form 	 Metaphol Personification Simile Describes setting, character and atmosphere Cohesion Conjunctions Time and place adverbials Fronted adverbials Prepositional phrases Pronouns Synonyms Adverbs Punctuation of direct speech Dialogue to show character and advance the action Ellipses Active and passive Subjunctive form Adverbs 	 Hypheriated words Cohesion Conjunctions Time and place adverbials Fronted adverbials Prepositional phrases Pronouns Synonyms Modal verbs Expanded noun phrases Active and passive Subjunctive form Adverbs 	Modal verbs
Oracy Opportunities	 Can use a wide range respond appropriately to adults and their peers- listen for periods appropriate to their age – Listens attentively to ideas and responds appropriately with: positive comments, observant suggestions and challenges. Notice and comment not only on what is said but how it is 	 Listen and respond appropriately to adults and their peers- listen for periods appropriate to their age – Listens attentively to ideas and responds appropriately with: positive comments, observant suggestions and challenges. 	 Ask relevant questions to extend their understanding and knowledge – Is able to understand and use different types of questions to suit different situations e.g. open, closed and rhetorical. 	 Listen and respond appropriately to adults and their peers- listen for periods appropriate to their age – Listens attentively to ideas and responds appropriately with: positive comments, observant 	 Ask relevant questions to extend their understanding and knowledge Is able to understand and use different types of questions to suit different situations e.g. open, closed and rhetorical. 	 Can use a wide range respond appropriately to adults and their peers- listen for periods appropriate to their age – Listens attentively to ideas and responds appropriately with: positive comments, observant

	anid a g haginging to	Notice and comment	Antioxiate and institu	ourgoostions and	Antiovalote and loss of	ourgeostions and
	said e.g. beginning to	 Notice and comment 	Articulate and justify	suggestions and	Articulate and justify	suggestions and
	understand sarcasm when it is	not only on what is said	answers, arguments and	challenges.	answers, arguments	challenges.
	obvious.	but how it is said e.g.	opinions –	 Notice and comment 	and opinions –	 Notice and comment
		beginning to	 Articulate clearly and 	not only on what is	 Articulate clearly and 	not only on what is
•	Articulate and justify answers,	understand sarcasm	justify more complex	said but how it is	justify more complex	said but how it is
	arguments and opinions –	when it is obvious.	opinions with some	said e.g. beginning	opinions with some	said e.g. beginning
-	 Articulate clearly and justify 		elaboration, taking	to understand	elaboration, taking	to understand
	more complex opinions with	Use relevant strategies	notice of the opinion of	sarcasm when it is	notice of the opinion	sarcasm when it is
	some elaboration, taking	to build their vocabulary	others.	obvious.	of others.	obvious.
	notice of the opinion of others.	-			.	
		 Evaluate the 	Give well-structured	Use relevant	Give well-structured	Maintain attention and
•	Give well-structured	effectiveness and	descriptions,	strategies to build	descriptions,	participate actively in
	descriptions, explanations and	impact of their own and	explanations and	their vocabulary –	explanations and	collaborative
	narratives for different	others' word choices	narratives for different	 Evaluate the 	narratives for different	conversations,
	purposes, including for	and consider	purposes, including for	effectiveness and	purposes, including	staying on topic and
	expressing feelings-	alternatives for effect	expressing feelings-	impact of their own	for expressing	initiating and
_	- Adapt the structure of talk in	e.g. explains how and		and others' word	feelings-	responding to
	ways which support meaning	why words and phrases	 Adapt the structure of talk in ways which 	choices and	 Adapt the structure 	comments –
	and show attention to the	have been adapted for	talk in ways which	consider alternatives	of talk in ways	 Is able to structure
	listener e.g. clearly	an argument.	support meaning and	for effect e.g.	which support	their talk to meet the
	summarises and reports	 Know that words can 	show attention to the	explains how and	meaning and show	needs of their
	back findings in a logical	have more than one	listener e.g. clearly	why words and	attention to the	listeners e.g. well-
	order, supported by well-	meaning.	summarises and reports back findings	phrases have been	listener e.g. clearly	chosen/relevant
	chosen relevant details.		in a logical order,	adapted for an	summarises and	details, appropriate
		Give well-structured	supported by well-	argument.	reports back	language choices,
•	Maintain attention and	descriptions,	,	 Know that words can 	findings in a logical	clear and succinct
•	participate actively in	explanations and	chosen relevant	have more than one	order, supported by	information and a
	collaborative conversations,	narratives for different	details.	meaning.	well-chosen	range of non-verbal
	staying on topic and initiating	purposes, including for	Maintain attention and	meaning.	relevant details.	gestures (such as
		expressing feelings-	Maintain attention and			deliberate
	and responding to comments -	 Tell elaborate and 	participate actively in	Give well-structured	Maintain attention and	pause/delay for
-	Is able to structure their talk to	entertaining stories.	collaborative	descriptions,	participate actively in	effect).
	meet the needs of their		conversations, staying	explanations and	collaborative	
	listeners e.g. well-	Participate in	on topic and initiating	narratives for different	conversations, staying	
	chosen/relevant details,	discussions,	and responding to	purposes, including	on topic and initiating	Speak audibly and
	appropriate language choices,	presentations,	comments –	for expressing		fluently with an
	clear and succinct information	performances, role	 Is able to structure their 	feelings-	and responding to	increasing command
	and a range of non-verbal	play/improvisations &	talk to meet the needs	 Tell elaborate and 	comments –	of Standard English –
	gestures (such as deliberate	debate –	of their listeners e.g.	entertaining stories.	 Is able to structure 	- Uses complex
	pause/delay for effect).	 Demonstrates the 	well-chosen/relevant		their talk to meet the	sentence structures
	. ,	ability to adapt a	details, appropriate	Participate in	needs of their listeners e.g. well-	with confidence and
•	Use spoken language to	character to different	language choices, clear	discussions,	chosen/relevant	is fluent and clear in
	develop understanding	scenarios and is able to	and succinct information	presentations,	details, appropriate	a wide range of
	through speculating,	sustain a role	and a range of non-	performances, role	language choices,	situations
	hypothesising, imagining and	effectively.	verbal gestures (such	play/improvisations &	clear and succinct	Situations
	exploring ideas –	 Can confidently vary 	as deliberate	debate –	information and a	Coin maintain and
	Can use a wide range of	grammar and	pause/delay for effect).	 Demonstrates the 	range of non-verbal	Gain, maintain and manitar interact of the
		vocabulary to suit the		ability to adapt a	gestures (such as	monitor interest of the
	vocabulary (cause/effect,	audience, purpose	Use spoken language to	character to different	deliberate	listener(s) –
	possibility, predict, presume,	and/or context.	develop understanding	scenarios and is	pause/delay for	- Shows an ability to
	suppose, conclude, guess,		through speculating,	able to sustain a role	effect).	vary delivery and
	infer, estimate, suspect,	Gain, maintain and	hypothesising,	effectively.	0001,1	tone to convey
	consider, deduce, expect) to	monitor interest of the	imagining and exploring	 Can confidently vary 	Use spoken language	meaning and to
	speculate about possible	listener(s) –	ideas –	grammar and	to develop	match to the needs
	outcomes in narrative and real	 Shows an ability to vary 	 Can use a wide range 	vocabulary to suit	understanding	of the audience.
	life situations.	delivery and tone to	of vocabulary	the audience,	•	
		convey meaning and to	(cause/effect,	purpose and/or	through speculating,	
•	Participate in discussions,	match to the needs of	possibility, predict,	context.	hypothesising,	
	presentations, performances,	the audience.			imagining and	
			presume, suppose,		exploring ideas –	
			95			

	role play/improvisations & debate – - Can confidently vary grammar and vocabulary to suit the audience, purpose and/or context.	 Select and use appropriate registers for effective communication In a range of situations is able to adapt language style and register to suit the purpose e.g. can effectively argue their point in a discussion without becoming 'emotional' and maintains control of their tone, language and responses; adapts speech depending on the audience (formal/informal) 	conclude, guess, infer, estimate, suspect, consider, deduce, expect) to speculate about possible outcomes in narrative and real life situations.	 Gain, maintain and monitor interest of the listener(s) – Shows an ability to vary delivery and tone to convey meaning and to match to the needs of the audience. Select and use appropriate registers for effective communication – In a range of situations is able to adapt language style and register to suit the purpose e.g. can effectively argue their point in a discussion without becoming 'emotional' and maintains control of their tone, language and responses; adapts speech depending on the audience (formal/informal) 	 Can use a wide range of vocabulary (cause/effect, possibility, predict, presume, suppose, conclude, guess, infer, estimate, suspect, consider, deduce, expect) to speculate about possible outcomes in narrative and real life situations. 	
Duration (Estimated)	2 weeks	2 weeks	2 weeks	2 weeks	2 weeks	2 weeks

	R Write recognisable letters, most of which are correctly formed						
	Spell words by identifying sounds in them and representing the sounds with a letter or letters						
	Write simple phrases and sentence	es that can be read by others					
Writing in	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Phonic &	spell:	segmenting spoken words	spell further homophones	spell further homophones	spell some words with 'silent'	 spell some words with 'silent' 	
Whole Word	• words containing each of the	into phonemes and	 spell words that are often 	• spell words that are often	letters [for example, knight,	letters [for example, knight,	
Spelling	40+ phonemes already taught	representing these by	misspelt – see English	misspelt – see English	psalm, solemn]	psalm, solemn]	
	common exception words	graphemes, spelling many	appendix 1	appendix 1	continue to distinguish	continue to distinguish	
	 the days of the week 	correctly			between homophones and	between homophones and	
	name the letters of the	 learning new ways of spelling 			other words which are often	other words which are often	
	alphabet:	phonemes for which 1 or			confused	confused	
	 naming the letters of the 	more spellings are already			 use knowledge of 	 use knowledge of 	
	alphabet in order	known, and learn some words			morphology and etymology in	morphology and etymology in	
	 using letter names to 	with each spelling, including a			spelling and understand that	spelling and understand that	
	distinguish between alternative	few common homophones			the spelling of some words	the spelling of some words	
	spellings of the same sound	 learning to spell common 			needs to be learnt	needs to be learnt	
		exception words			specifically, as listed in	specifically, as listed in	
		 distinguishing between 			Appendix 1	Appendix 1	
		homophones and near-					
		homophones					
Other Word	using the spelling rule for	learning the possessive	• use further prefixes and	• use further prefixes and	 use further prefixes and 	 use further prefixes and 	
Building -	adding -s or -es as the plural	apostrophe (singular)	suffixes and understand how	suffixes and understand how	suffixes and understand the	suffixes and understand the	
Spelling	marker for nouns and the third	 learning to spell more words 	to add them	to add them	guidance for adding them	guidance for adding them	
	person singular marker for	with contracted forms	 place the possessive 	• place the possessive	 use dictionaries to check the 	 use dictionaries to check the 	
	verbs	 add suffixes to spell longer 	apostrophe accurately in	apostrophe accurately in	spelling and meaning of	spelling and meaning of	
	 using the prefix un– 	words including -ment, -ness,	words with regular plurals	words with regular plurals	words	words	
	• using –ing, –ed, –er and –est	–ful, –less, –ly	[for example, girls', boys']	[for example, girls', boys']	• use the first 3 or 4 letters of a	• use the first 3 or 4 letters of a	
	where no change is needed in	 apply spelling rules and 	and in words with irregular	and in words with irregular	word to check spelling,	word to check spelling,	
	the spelling of root words [for	guidance, as listed in	plurals [for example,	plurals [for example,	meaning or both of these in a	meaning or both of these in a	
	example, helping, helped,	appendix 1	children's]	children's]	dictionary	dictionary	

	helper, eating, quicker,		• use the first 2 or 3 letters of a	• use the first 2 or 3 letters of a		
	quickest]		word to check its spelling in a	word to check its spelling in a		
	 apply simple spelling rules and 		dictionary	dictionary		
	guidance, as listed in appendix					
	1					
Transcription	write from memory simple	write from memory simple	write from memory simple	write from memory simple		
	sentences dictated by the	sentences dictated by the	sentences, dictated by the	sentences, dictated by the		
	teacher that include words	teacher that include words	teacher, that include words	teacher, that include words		
	using the GPCs and common	using the GPCs, common	and punctuation taught so far	and punctuation taught so far		
	exception words taught so far	exception words and				
		punctuation taught so far				
Handwriting	 sit correctly at a table, holding 	form lower-case letters of the	• use the diagonal and	• use the diagonal and	choosing which shape of a	choosing which shape of a
	a pencil comfortably and	correct size relative to one	horizontal strokes that are	horizontal strokes that are	letter to use when given	letter to use when given
	correctly	another	needed to join letters and	needed to join letters and	choices and deciding whether	choices and deciding whether
	 begin to form lower-case 	 start using some of the 	understand which letters,	understand which letters,	or not to join specific letters	or not to join specific letters
	letters in the correct direction,	diagonal and horizontal	when adjacent to one	when adjacent to one	choosing the writing	choosing the writing
	starting and finishing in the	strokes needed to join letters	another, are best left	another, are best left	implement that is best suited	implement that is best suited
	right place	and understand which letters,	unjoined	unjoined	for a task	for a task
	 form capital letters 	when adjacent to one another,	 increase the legibility, 	 increase the legibility, 		
	form digits 0-9	are best left unjoined	consistency and quality of	consistency and quality of		
	 understand which letters 	 write capital letters and digits 	their handwriting, [for	their handwriting, [for		
	belong to which handwriting	of the correct size, orientation	example, by ensuring that	example, by ensuring that		
	'families' (ie letters that are	and relationship to one	the downstrokes of letters	the downstrokes of letters		
	formed in similar ways) and to	another and to lower-case	are parallel and equidistant,	are parallel and equidistant,		
	practise these	letters	and that lines of writing are	and that lines of writing are		
		 use spacing between words 	spaced sufficiently so that	spaced sufficiently so that		
		that reflects the size of the	the ascenders and	the ascenders and		
		letters	descenders of letters do not	descenders of letters do not		
			touch]	touch]		

Contexts for		writing narratives about	• discussing writing similar to	discussing writing similar to	 identifying the audience for 	 identifying the audience for
Writing		personal experiences and	that which they are planning	that which they are planning	and purpose of the writing,	and purpose of the writing,
		those of others (real and	to write in order to	to write in order to	selecting the appropriate	selecting the appropriate
		fictional)	understand and learn from its	understand and learn from its	form and using other similar	form and using other similar
		writing about real events	structure, vocabulary and	structure, vocabulary and	writing as models for their	writing as models for their
		writing poetry	grammar	grammar	own	own
		writing for different purposes			 in writing narratives, 	• in writing narratives,
					considering how authors	considering how authors
					have developed characters	have developed characters
					and settings in what pupils	and settings in what pupils
					have read, listened to or seen	have read, listened to or seen
					performed	performed
Planning	saying out loud what they are	planning or saying out loud	discussing and recording	discussing and recording	noting and developing initial	noting and developing initial
Writing	going to write about	what they are going to write	ideas	ideas	ideas, drawing on reading	ideas, drawing on reading
	composing a sentence orally	about	 composing and rehearsing 	• composing and rehearsing	and research where	and research where
	before writing it		sentences orally (including	sentences orally (including	necessary	necessary
			dialogue), progressively	dialogue), progressively building		
			building a varied and rich	a varied and rich vocabulary		
			vocabulary and an increasing	and an increasing range of		
			range of sentence structure	sentence structure		
Drafting	sequencing sentences to form	• writing down ideas and/or key	• organising paragraphs	organising paragraphs	selecting appropriate	selecting appropriate
Writing	short narratives	words, including new	around a theme	around a theme	grammar and vocabulary,	grammar and vocabulary,
	 re-reading what they have 	vocabulary	• in narratives, creating	• in narratives, creating	understanding how such	understanding how such
	written to check that it makes	 encapsulating what they want 	settings, characters and plot	settings, characters and plot	choices can change and	choices can change and
	sense	to say, sentence by sentence	• in non-narrative material,	• in non-narrative material,	• enhance meaning	enhance meaning
			using simple organisational	using simple organisational	in narratives, describing	in narratives, describing
			devices [for example,	devices [for example,	settings, characters and	settings, characters and
			headings and sub-headings]	headings and sub-headings]	atmosphere and integrating	atmosphere and integrating
					dialogue to convey character	dialogue to convey character
					and advance the action	and advance the action
					précising longer passages	 précising longer passages
					• using a wide range of devices	• using a wide range of devices
I						

1					to build cohesion within and	to build cohesion within and
					across paragraphs	across paragraphs
					• using further organisational	• using further organisational
					and presentational devices to	and presentational devices to
					structure text and to guide	structure text and to guide
					the reader [for example,	the reader [for example,
					headings, bullet points,	headings, bullet points,
					underlining]	underlining]
Editing	discuss what they have written	evaluating their writing with	assessing the effectiveness	assessing the effectiveness	assessing the effectiveness	assessing the effectiveness
Writing	with the teacher or other pupils	the teacher and other pupils	of their own and others'	of their own and others'	of their own and others'	of their own and others'
		 rereading to check that their 	writing and suggesting	writing and suggesting	writing	writing
		writing makes sense and that	improvements	improvements	 proposing changes to 	 proposing changes to
		verbs to indicate time are	 proposing changes to 	• proposing changes to	vocabulary, grammar and	vocabulary, grammar and
		used correctly and	grammar and vocabulary to	grammar and vocabulary to	punctuation to enhance	punctuation to enhance
		consistently, including verbs	improve consistency,	improve consistency,	effects and clarify meaning	effects and clarify meaning
		in the continuous form	including the accurate use of	including the accurate use of	 ensuring the consistent and 	• ensuring the consistent and
		 proofreading to check for 	pronouns in sentences	pronouns in sentences	correct use of tense	correct use of tense
		errors in spelling, grammar	 proofread for spelling and 	• proofread for spelling and	throughout a piece of writing	throughout a piece of writing
		and punctuation (for example,	punctuation errors	punctuation errors	 ensuring correct subject and 	 ensuring correct subject and
		ends of sentences punctuated			verb agreement when using	verb agreement when using
		correctly)			singular and plural,	singular and plural,
					distinguishing between the	distinguishing between the
					language of speech and	language of speech and

Performing	 read their writing aloud, clearly 	• read aloud what they have	• read their own writing aloud	 read their own writing aloud 	writing and choosing the appropriate register • proofread for spelling and punctuation errors • perform their own	writing and choosing the appropriate register • proofread for spelling and punctuation errors • perform their own
Writing	enough to be heard by their peers and the teacher	written with appropriate intonation to make the meaning clear	to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	compositions, using appropriate intonation, volume, and movement so that meaning is clear	compositions, using appropriate intonation, volume, and movement so that meaning is clear
Vocabulary	 leaving spaces between words joining words and joining clauses using 'and' 	 expanded noun phrases to describe and specify [for example, the blue butterfly] 	 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 	 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 	 use a thesaurus using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility 	 use a thesaurus using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility
Grammar (edited)	 regular plural suffices (-s, -es) verb suffices where root word is unchanged (-ing, -ed, -er) un- prefix to change meaning of adjectives/adverbs 	 sentences with different forms: statement, question, exclamation, command the present and past tenses 	 using the present perfect form, of verbs in contrast to the past tense form nouns using prefixes 	 using the present perfect form, of verbs in contrast to the past tense form nouns using prefixes 	 using the perfect form of verbs to mark relationships of time and cause using relative clauses 	 recognizing vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms

	• to combine words to make	correctly and consistently	(super-, anti-)	(super-, anti-)	beginning with who, which,	 using passive verbs to affect
	sentences, including using and	including the progressive form	 use the correct form of 'a' or 	• use the correct form of 'a' or	where, when, whose, that or	the presentation of
	sequencing sentences to form	• subordination (when, if) and	'an'	'an'	with an implied (i.e omitted)	information in a sentence
	short narratives	co-ordination (but, and)	 word families based on 	• word families based on	relative pronoun	 using the perfect form of
	• separation of words with	some features of written	common words (solve,	common words (solve,	converting nouns or	verbs to mark relationships of
	spaces	standard English	solution, dissolve, insoluble	solution, dissolve, insoluble	adjectives into verbs	time and cause
	• sentence demarcation (.? !)	• suffixes to form new words (-			verb prefixes	 differences in informal and
	· capital letters for names and	ful, -er, -ness)			devices to build cohesion,	formal language
	pronoun l	sentence demarcation			including adverbials of time,	synonyms & antonyms
		• commas in lists			place and number	further cohesive devices
		apostrophes for omission &				such as grammatical
		singular possessions				connections and adverbials
						 use of ellipses
Punctuation	Beginning to punctuate	 learning how to use both 	 using punctuated directly 	 using punctuated directly 	• using commas to clarify	 using hyphens to avoid
(edited)	sentences using a capital	familiar and new punctuation	speech (inverted commas)	speech (inverted commas)	meaning or avoid ambiguity	ambiguity
	letter and a full stop, question	correctly, including: full stops,			in writing	 using semicolons, colons or
	mark or exclamation mark	capital letters, exclamation			 using brackets, dashes or 	dashes to mark boundaries
	• Using a capital letter for	marks, question marks,			commas to indicate	between independent
	names of people, places, the	commas for lists and			parenthesis	clauses
	days of the week, and the	apostrophes for contracted				 using a colon to introduce a
	pronoun 'l'	forms and the possessive				list punctuation bullets points
		(singular)				consistently
Grammatical	Letter, capital letter, word,	Noun, noun phrase, statement,	Adverb, preposition,	Adverb, preposition,	Model verb, relative pronoun,	Subject, object, active, passive,
Terminology	singular, plural, sentence	question, exclamation,	conjunction, word family,	conjunction, word family,	relative clause, parenthesis,	synonym, antonym, ellipsis,
	punctuation, full stop, question	command, compound,	prefix, clause, subordinate	prefix, clause, subordinate	bracket, dash, cohesion,	hyphen, colon, semicolon, bullet
	mark, exclamation mark	adjective, verb, suffix, adverb	clause, direct speech,	clause, direct speech,	ambiguity	points
		tense (past, present),	consonant, consonant letter	consonant, consonant letter		
		apostrophe, comma	vowel, vowel letter, inverted	vowel, vowel letter, inverted		
			commas, (or 'speech marks')	commas, (or 'speech marks')		

Year 6	Term: Spring 1
Text typ	e: Fiction
SKET ELE	ukes gdom MORPUELO
Writing	purpose:
Balanced argument for and ag	gainst sailing around the world.
Writing op	portunities:
WALT 1: Explore the features of a balar	nced argument
WALT 2: Use causal conjunctions	
WALT 3: Explore reasons for and agains	st sailing around the world
WALT 4: Plan a balanced argument	
WALT 5: Write a balanced argument	
Key fe	atures:
Title – clearly explains what the argum	ent is about and may be a
question.	
Opening paragraph to introduce the ar	gument.
Written in paragraphs.	
Clear arguments for and against.	
Concluding paragraph that includes the	e writer's own opinion.
Points are made and backed up with su	apporting evidence.
Written in formal and technical langua	ge.
Uses causal conjunctions and adverbia	s to support argument.
My writir	ng targets:

Year 2 Term: Sum	nmer 2 Unit 1					
Text type: F	Fiction					
Three Little Pigs						
Writing purpose:	Target:					
Character description Story retell – twisted traditional tale						
Writing oppor	rtunities:					
WALT 1: Make sensible predictions.						
WALT 2: Use apostrophes for possession.						
WALT 3: Identify the features of a character desc	cription.					
WALT 4: Identify key vocabulary to describe a ch	haracter.					
WALT 5: Write a character description.						
WALT 6: Use commas in a list.						
WALT 7: Use a range of sentence types.						
WALT 8: Plan a twisted traditional tale.						
WALT 9: Identify key vocabulary to plan a twister	ed traditional tale.					
WALT 10: Orally tell a story.						
WALT 11: Write a twisted traditional tale.						
Key featu	ires:					
To use a range of sentence types.						
To use apostrophe for possession.						
To use commas in a list						
To use expanded noun phrases	To use expanded noun phrases					
To describe the characters thoughts, feelings and	id appearance.					
To plan a retell.						
To retell the story as a twisted traditional tale						

Date: 11.9.23 Focus: Writing a story ending

Work to praise and share	Focus group	Spellings	Areas for development
 AK - imagination and creation of atmosphere NB - Punctuation and use of fronted adverbials and speech 	 Handwriting (KT, HF, FS, FS, FB, LR, TW) Basic sentence work (FSm, AH) 	 Climbed Something Which Stepped 	 Handwriting Formation of specific letters (j and q) Use of capital letters (random capitals <u>mid sentence</u>) Identifying where a sentence ends Varying sentence openers Varying sentence length for effect Using a dictionary to check spellings
Things we did really well	Grammar	Punctuation	Incomplete
 Most children attempting to use fronted adverbials (forgetting commas) Most children attempting to punctuate direct speech (forgetting punctuation at end/start) 	 Some children still struggling to understand where a sentence should end 	 Basic punctuation at the end of sentences (e.g. question marks for questions) Apostrophes for contractions Commas for expanded noun phrases Commas for fronted adverbials 	• KT - absent

Child's name:

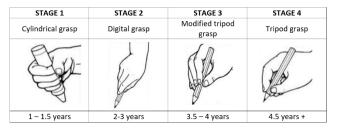
Class:

	Nursery Writing assessment sheet (Feb 2025)	Baseli ne	Aut 2	Spr 2	Sum 2
	N1+ (Emerging within the N curriculum)				
W	Engage in mark making activities, showing awareness that they're making marks, e.g. painting fence panel with water				
W	Make controlled marks using tools or their finger in sand, glitter etc				
FM	Explore a range of different materials and tools e.g. use paintbrushes and rollers to make				
	marks on paper or a wall outside				
	N2- (Emerging within the N curriculum)				
W	Begin to show an awareness of the difference between drawing and writing				
W	Engage in purposeful mark making and assign meaning to their marks e.g. 'this is a dog'				
W	Begin to choose a dominant hand for mark making				
FM	Begin to use scissors safely making snips in paper				
FM	Begin to draw lines and circles using smaller movements on paper				
FM	Use comfortable grip with increasing control when holding a pencil (beginning to hold				
	pencil between thumb and two fingers)				
	N2= (Developing within the N curriculum)				
W	Begin to write own name using a name card (with some recognisable letters)				
W	Use some symbolic shapes and begin to use some print and letter knowledge (from				
	name) in mark marking / early writing and ascribe meaning				ļ
W	Mark make (or write) for a purpose (including in role play) e.g. lists, cards, labels				
W	Begin to break the flow of speech into words – oral rehearsal / dictating to adults what they want to write				
FM	Use one-handed tools/equipment e.g. making snips in paper with scissors.				
FM	Developing correct pencil grip e.g. modified tripod grasp				
FM	Confidently draw lines and circles using smaller movements on paper				
	N2+ (Secure within the N curriculum)				
W	Use some of their print and letter knowledge in their early writing e.g. writing a pretend				
	shopping list starting at the top of the page; writing 'm' for mummy				
W	Write some or all of their first name (without name card)				
	Nursery teacher to indicate what child can do at the end of the year:				
	One letter on Some of first me All of firm name Som f surname ⊓				
	All of surname				
W	Write some letters accurately				
FM	Use a comfortable grip with good control when holding pens and pencils				
FM	Show preference for dominant hand when using a range of one-handed tools and equipment				
FM	Be increasingly independent as they get dressed and undressed, for example, putting				
	coats on and doing up zips				

As per the EYFS framework, teachers should draw on their knowledge of the child and their own expert professional judgement. Children do not necessarily need to have met every objective to be awarded the N2+/R-/R= level. Moderation should take place regularly with fellow EYFS practitioners and Year 1 teachers. Please see guidance below taken from EYFS framework.

EYFS framework Oct 2024 – Early Learning Goal judgements

When forming a judgement about whether an individual child is at the expected level of development, teachers should draw on their knowledge of the child and their own expert professional judgement. This is enough evidence to assess a child's individual level of development in relation to each of the ELGs. Teachers should only make judgements based on the criteria that are set out in the ELGs themselves and should not add any additional criteria. The best-fit model requires teachers to consider the whole of each ELG description when making these judgements. Best-fit does not mean that the child has equal mastery of all aspects of the ELG. Each ELG descriptor is written in bullet point form, but this is for presentational purposes only to aid clarity; teachers should not 'tick off' these bullet points one by one but should use their professional judgement to determine whether each ELG in its totality best-fits the child's learning and development. The most accurate picture of the child's overall embedded learning will come from a holistic view of the descriptor. Any internal or peer-to-peer moderation conversations should, as far as possible, be based on the teacher's own knowledge of their children.

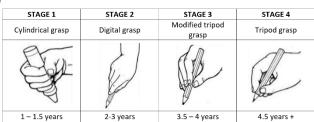


	Reception Writing assessment sheet (Feb 2025)	Baseli	Aut 2	Spr 2	Sum
	N2+ (R baseline)	110			2
W	Use some of their print and letter knowledge in their early writing e.g. writing a pretend shopping list starting at the top of the page; writing 'm' for mummy				
W	Write some or all of their first name (without name card) Nursery teacher to indicate what child can do at the end of the year: One letter on Some of first me All of fin name Some of first me All of surname				
W	Write some letters accurately				<u> </u>
FM	Use one-handed tools/equipment e.g. making snips in paper with scissors				<u> </u>
FM	Use a comfortable grip with good control when holding pens and pencils				
FM	Show a preference for a dominant hand				
FM	Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips				
-	R – (Emerging within the R curriculum)				
W	Use some clearly identifiable letters to communicate meaning, beginning to use some of their phonic knowledge				
W	Write initial sounds with correct grapheme				
W	Spell CVC words correctly (using known sounds)				
W	Understand directionality of print (writing left to right)				
FM	Be increasingly confident using a pencil effectively with correct grip (may not be consistent)				
	R = (Developing within the R curriculum)				
W	Write labels and captions that are phonetically plausible (may be attempting to write a short sentence)				
W	Begin to re-read what they have written (with support, start to check it makes sense)				
W	Continue using phonic knowledge to spell words				
W	Begin to spell some 'red' words correctly e.g. the, no, my, of, I*(not ELG req)				
W	Break the flow of speech into words & develop oral rehearsal (think it, say it, write it, read it)				
FM	Handle tools, objects, construction and drawing materials safely and with competency, developing fine motor strength				
FM	Hold a pencil effectively to form an increasing number of recognisable letters				
	R+ Early Learning Goal				
W	Write recognisable letters, most of which are correctly formed				
W	Spell words by identifying sounds in them and representing the sounds with a letter or letters				
W	Write simple phrases and sentences that can be read by others				
FM	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases				
FM	Use a range of small tools, including scissors, paint brushes and cutlery				
FM	Begin to show accuracy and care when drawing				

As per the EYFS framework, teachers should draw on their knowledge of the child and their own expert professional judgement. Children do not necessarily need to have met every objective to be awarded the N2+/R-/R= level. Moderation should take place regularly with fellow EYFS practitioners and Year 1 teachers. Please see guidance below taken from EYFS framework.

EYFS framework Oct 2024 – Early Learning Goal judgements

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Writing Assessment Grid KS1 – Year 1 CLASS: KEY: X = known / = partial	ly kno	wn i	no ticl	k = no	t kno	wn
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
WORD						
Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs						
Using the prefix un-						
Using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]						
Know the meaning of the following words: letter, capital letter, singular and plural words, sentence, punctuation, full stop, question mark, and exclamation mark						
SENTENCE STRUCTURE						
Joining words and joining sentences using 'and'						
Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.						
Composing a sentence orally before writing it						
Read aloud their writing clearly enough to be heard by their peers and the teacher.						
PUNCTUATION						
Begin to punctuate sentences using capital letters, full stops, question marks or exclamation marks.						
Using capital letters for names of people, places, the days of the week, and the personal pronoun 'I'						
TEXT COHESION						
Sequencing sentences to form short narratives.						
Re-reading what they have written to check that it makes sense						
SPELLING	Γ					
Name the letters of the alphabet in order.						
Spell words containing each of the 40+ phonemes already taught.						
To be able to spell some/most/many Year 1 key words.						
Spell the days of the week.						
HANDWRITNG		[[
Begin to form lower-case letters in the correct direction, starting and finishing in the right place.						
Form capital letters						
Form digits 0-9						
To use spaces between words.						

Writing Assessment Grid KS1 – Year 2 CLASS: KEY: X = known / = partially k	nown		tick =		nown	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
WORD						
Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses						
Know the meaning of the following words: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma						
Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.						
SENTENCE STRUCTURE						
Sentences with different forms: statement, question, exclamation, command						
Expanded noun phrases to describe and specify [for example, the blue butterfly]						
Use present and past tense mostly correctly and consistently						
PUNCTUATION						
Demarcate most sentences in their writing with capital letters and full stops, and use exclamation marks and question marks correctly when required						
Correctly use commas to separate items in a list						
Use the possessive apostrophe (singular) [for example, the girl's book]						
Use apostrophes to punctuate contractions mostly correctly						
TEXT COHESION						
Develop positive attitudes towards and stamina for writing by:						
o writing narratives about personal experiences and those of others (real and fictional)						
o writing about real events						
o writing poetry						
Make simple additions, revisions and corrections to their own writing						
Read aloud what they have written with appropriate intonation to make the meaning clear						
SPELLING						
Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.						
To be able to spell some/most/many Year 2 key words.						
Distinguish between homophones and near homophones.						
HANDWRITNG						
Forms lower and upper case letters of the correct size relative to others						
Write capitals of the correct size, orientation and relationship to one another and to lowercase letters.						
Use spaces between words that reflects the size of the letters.						
Start using some of the diagonal and horizontal strokes needed to join letters.						

Writing Assessment Grid LKS2 CLASS: KEY: X = known / = partially known n			-		-1	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
WORD	I		[
Formation of nouns using a range of prefixes (e.g. super-, anti-, auto-) Y3						
Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel (e.g. <i>a rock, an open box)</i> Y3						
Word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble) Y3						
The grammatical difference between plural and possessive -s Y4						
Standard English forms for verb inflections instead of local spoken forms (e.g. <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i>) Y4						
 Use of precise nouns (e.g. alsatian for dog, people's names, technical/specific vocab) 						
A variety of descriptive and appropriate verbs						
 Adjectives add detail and are appropriate to the context 						
SENTENCE STRUCTURE						
Expressing time, place and cause using:						
≈ conjunctions e.g. when, before, after, while, so, because Y3						
≈ adverbs e.g. <i>then, next, soon, therefore</i> Y3						
≈ prepositions e.g. <i>before, after, during, in, because of</i> Y3						
Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>) Y4						
Fronted adverbials (e.g. Later that day, I heard the bad news) Y4						
Sentences are varied to avoid repetition e.g. simple, compound & complex sentences						
Other sentence variations (statements, questions, exclamation, sentence openings)						
Past and present tense used appropriately and consistently						L
PUNCTUATION	T	r				
Introduction to inverted commas to punctuate direct speech Y3						
• Use of inverted commas and other punctuation to indicate direct speech: Y4						<u> </u>
≈ a comma after the reporting clause						
≈ end punctuation within inverted commas						
= example: The conductor shouted, "Sit down!"						
Apostrophes to mark plural possession (e.g. the girl's name; the girls' names) Y4						
Use of apostrophes to mark singular possession and contractions Y3						
Use of commas after fronted adverbials Y4						
Correct use of capital letters, full stops, question marks, exclamation marks, commas in lists						
TEXT COHESION Introduction to paragraphs as a way to group related material Y3						
Use of paragraphs to organise ideas around a theme Y4						
Headings and subheadings to aid presentation Y3						
Use of the present perfect form of verbs instead of the simple past (e.g. <i>He has gone out to play</i> contrasted with <i>He went out to play</i>) Y3						
Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Y4						
The structure of the writing supports the reader's understanding (e.g. chronological order, sequence, organisation as determined by writing genre and form)						

SPELLING				
To be able to spell some/many/most Year 3 key words				
To be able to spell some/many/most Year 4 key words				
HANDWRITING				
Forms lower and upper case letters of the correct size relative to others				
Begins to increase the legibility, consistency and quality of handwriting Y3				
Continues to increase legibility, consistency and quality of joined handwriting Y4				

Writing Assessment Grid KS2 – Year 5 CLASS: KEY: X = known / = partially	lly known no tick = not known								
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2			
WORD	-								
 Describes settings, characters and atmosphere 									
 Integrates dialogues to convey characters and advance the action in narratives 									
 Chooses nouns and pronouns appropriately 									
 Uses conjunctions, adverbs and prepositions to express time cause 									
 Uses modal verbs or adverbs to indicate degrees of possibility 									
 Formation of new verbs using prefixes (e.g. re-, dis-, over-, un-, mis-, out-) 									
SENTENCE STRUCTURE									
 Selects appropriate grammar and vocabulary 									
 Extends a range of sentences with more than one clause by using a wider range of conjunctions 									
 Uses relative clauses beginning with who, which, where, when, whose and that 									
 Uses consistent and correct use of tense 									
 Sentences are varied to avoid repetition e.g. simple, compound & complex sentences 									
 Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) 									
PUNCTUATION									
 Use of inverted commas and other punctuation to indicate direct speech: Y4 									
≈ a comma after the reporting clause									
≈ end punctuation within inverted commas									
= example: The conductor shouted, "Sit down!"									
 Uses commas after fronted adverbials 									
 Uses commas to clarify meaning or avoid ambiguity in writing 									
 Uses brackets, dashes, or commas to indicate parenthesis 									
 Correctly uses full stops, capital letters, exclamation marks, question marks, commas for a list and apostrophes for contracted forms and possessive singular and plural 									
TEXT COHESION	T								
 Begins to use a wide range of devices to build cohesion within and across paragraphs using: 									
≈ adverbials (including fronted)									
≈ pronouns									
≈ prepositional phrases									
 Linking 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] 									
 Uses further organisational and presentational devices to structure text and to guide the reader in non-narratives; e.g. headings, bullet points and underlining 									

 Independently proofreads for spelling and punctuation errors 				
 Proposes changes to vocabulary, grammar and punctuation 				
 Assesses the effectiveness of their own and other's writing 				
SPELLING			-	
 Uses further prefixes and suffixes and understands how to add them (RWI Spelling Stage 5) 				
 Spells words with silent letters 				
 Continues to distinguish between homophones and other words which are often confused 				
 Be able to spell many year 5/6 spellings 				
 Use dictionaries to check the spelling and meaning of words 				
HANDWRITNG				
 Writes legibly, fluently and with increasing speed 				
 Chooses which shape of a letter to use when given choices and deciding whether or not to join specific letters 				

Writing Assessment Grid KS2 – Year 6 CLASS: KEY: X = known / = partially known no tick = not known								
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Features of writing				<u> </u>				
Write for a range of purposes								
Use paragraphs to organise ideas								
Uses further organisational and presentational device reader in non-narratives (e.g. headings, bullet points a	•							
In narrative, describe settings and characters								
Write effectively for a range of purposes and audienc good awareness of the reader	es – select language that shows							
Describes settings, characters and atmosphere in nar	ratives							
Selects appropriate grammar and vocabulary to write	for a range of purposes							
Integrate dialogue to convey characters and advance Uses a wide range of devices to build cohesion within time and place adverbials & fronted adverbials, prono phrases)	and across paragraphs (conjunctions							
Select vocabulary and grammatical structures which s in dialogue in narrative, passive verbs, modal verbs)	suit the piece of writing (contractions							
Uses verb tenses consistently and correctly								
Write effectively for a range of purposes and audience and drawing independently on what they have read a Distinguishes between the language of speech and we register	s models for their own writing							
Correct level of formality (e.g in narrative, informal for	or dialogue)							
Maintain level of formality and precise language through	ughout writing							
	Punctuation			•				
	Full stops							
	Capital letters							
	Question Marks							
	Commas for a list							
	Apostrophes for contraction							
	Apostrophes for possessive singular & plural							
	Exclamation marks							
Use the range of KS2 punctuation mostly correctly:	Inverted commas Commas for clarity (after fronted adverbials, to clarify meaning or avoid ambiguity in							
	writing) Parenthesis (brackets, commas, dashes)							
	Semi-colons							
	Colons							
	Dashes							
	Hyphens							
	Ellipsis							

Use the range of nunctuation taught at low stage 2 correctly and when persons use					1
Use the range of punctuation taught at key stage 2 correctly and, when necessary, use					
such punctuation precisely to enhance meaning and avoid ambiguity					
Spelling					
Uses prefixes and suffixes and understands how to add them					
Spells words with silent letters					
Distinguish between homophones and other words which are often confused					
Be able to spell most year 3/4 spellings					
Be able to spell some year 5/6 spellings					
Be able to spell most year 5/6 spellings					
Handwriting					
Write legibly					
Maintains legibility in joined handwriting when writing at speed					
Editing					
Proofreads for spelling and punctuation errors accurately and independently					
Proposes changes to vocabulary, grammar and punctuation to enhance effect and clarify meaning					