

# 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
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# **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

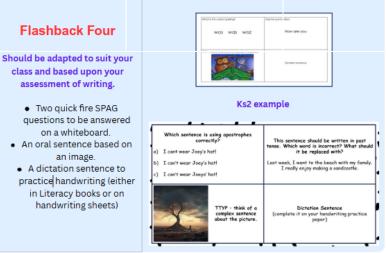
# Structure of a Literacy Lesson

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.
	their writing although this should not be copied by the children.	Flashback Four	KS1 examp	le ma



## 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.

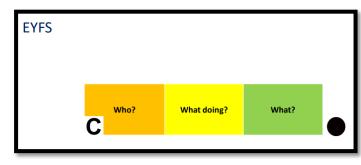
Teacher's divide their time between guided group work and general supervision of work by others. The more focused and structured nature of this kind of writing gives children more control and success in writing and enables the teacher to monitor and support more effectively. The plenary session at the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



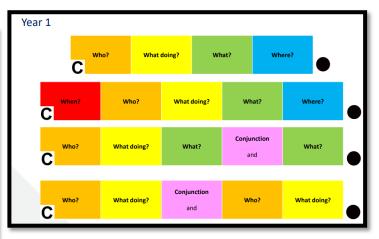
Colourful semantics uses colour-coding to help a young person learn the important elements of a sentence and how to join them in the correct order. Colourful Semantics is a system for colour coding sentences according to the role of different words. It can help children to break down sentences and understand 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.

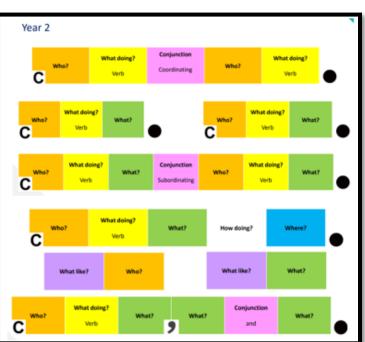
Children are introduced to colourful semantics during the nursery year and this continues through the rest of school. It aims to develop and consolidate the understanding of 'wh-' questions, e.g. 'who?', 'what?', 'where?'. Colourful semantics uses specific colours and shapes that must be followed:

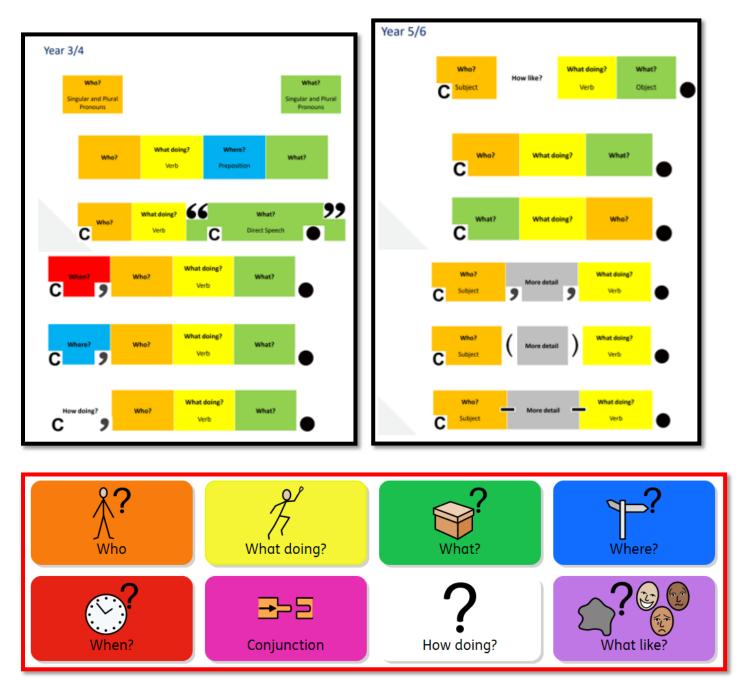
- who? = orange
- doing what? = yellow
- what? = green
- where? = blue
- when? = brown
- to whom? = pink
- what like? = cloud shape
- whose? = star shape



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 and should be 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 and 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				
<ul> <li>Something you have done well</li> </ul>				
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			
ТА	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				
	Misspelt word underlined				
$\sim$	Sentence or word doesn't make sense or missing word in sentence.				
CL	Capital letter				
Р	Punctuation				
GW	Guided write with a teacher				
S	Support given by an adult (explain what support given)				
1	Work completed independently				
VF	Verbal feedback				
ST	Lesson taught by a student teacher				
Supply	Lesson taught by a supply teacher				
TA lesson	Lesson taught by a teaching assistant				
Use your 'purple polish' or 'redit' pen to edit and improve your work					

KS1 marking symbols			
○→●	Left to right orientation		
abc	Letter formation		
	Pencil grip		
Jul	Finger spaces		
N	Listen for sounds		
•	Full stops		
Aa	Capital letters		
bdfj	Ascenders and descenders		
<u>کې</u>	Conjunctions		
٢	Time conjunctions		
join	Joining		
.!?,	Punctuation		
↓	Write on the line		
Zwow Z	Wow words/adjectives		

# Whole class feedback sheet (example)

#### Date: 11.9.23 Focus: Writing a story ending

Work to praise and share	Focus group	Spellings	Areas for development
<ul> <li>AK - imagination and creation of atmosphere</li> <li>NB - Punctuation and use of fronted adverbials and speech</li> </ul>	Handwriting (KT, HF, FS, FS, FB, LR, TW)     Basic sentence work (FSm, AH)	<ul> <li>Climbed</li> <li>Something</li> <li>Which</li> <li>Stepped</li> </ul>	Handwriting     Formation of specific letters ( 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
<ul> <li>Most children attempting to use fronted adverbials (forgetting commas)</li> <li>Most children attempting to punctuate direct speech (forgetting punctuation at end/start)</li> </ul>	<ul> <li>Some children still struggling to understand where a sentence should end</li> </ul>	<ul> <li>Basic punctuation at the end of sentences (e.g. question marks for questions)</li> <li>Apostrophes for contractions</li> <li>Commas for expanded noun phrases</li> <li>Commas for fronted adverbials</li> </ul>	• 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 spelling. 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 markmaking 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

#### Assessment

- 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	<ul> <li>Pupils should be shown how to segment spoken words into individual phonemes and then how to represent the phonemes by the appropriate grapheme(s).</li> <li>At this stage pupils will be spelling some words in a phonically plausible way, even if sometimes incorrectly.</li> <li>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.</li> </ul>	<ul> <li>Pupils move towards more word-specific knowledge of spelling, including homophones.</li> <li>Children should be taught that spelling involves segmenting spoken words into phonemes and then representing all the phonemes by graphemes in the right order.</li> <li>Spelling should be phonically plausible, even if not always correct.</li> <li>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.</li> <li>Pupils should be encouraged to apply their knowledge of suffixes from their word reading to their spelling.</li> <li>They should draw from and apply their growing knowledge of word and spelling structure, as well as their knowledge of root words.</li> </ul>	<ul> <li>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.</li> <li>Pupils also need to understand the role of morphology and etymology. spell further homophones</li> <li>spell words that are often misspelt</li> <li>use further prefixes and suffixes and understand how to add them</li> <li>place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</li> <li>use the first 2 or 3 letters of a word to check its spelling in a dictionary</li> </ul>	<ul> <li>spell some words with 'silent' letters</li> <li>continue to distinguish between homophones and other words which are often confused</li> <li>use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically</li> <li>use further prefixes and suffixes and understand the guidance for adding them</li> <li>use dictionaries to check the spelling and meaning of words</li> <li>use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</li> </ul>
Handwriting	<ul> <li>sit correctly at a table, holding a pencil comfortably and correctly</li> <li>begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>form capital letters</li> <li>form digits 0-9</li> <li>understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these</li> </ul>	<ul> <li>Children should be able to form individual letters correctly, establishing good handwriting habits from the beginning.</li> <li>Pupils' motor skills also need to be sufficiently advanced for them to write down ideas that they may be able to compose orally.</li> <li>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.</li> </ul>	<ul> <li>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</li> <li>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]</li> <li>Pupils should be using joined handwriting throughout their independent writing.</li> <li>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.</li> </ul>	<ul> <li>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.</li> <li>They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version.</li> <li>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.</li> </ul>
Grammar	<ul> <li>Pupils should be taught to recognise sentence boundaries in spoken sentences and to use the appropriate vocabulary when their writing is discussed.</li> <li>Pupils should begin to use some of the distinctive features of Standard English in their writing. 'Standard English' is defined in the glossary.</li> </ul>	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.	<ul> <li>Grammar should be taught explicitly: pupils should be taught the terminology and concepts for Y3&amp;4 and be able to apply them correctly to examples of real language, such as their own writing or books that they have read.</li> <li>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.</li> </ul>	<ul> <li>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.</li> </ul>

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

## 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	<ul> <li>Engage in mark making activities, showing awareness that they're making marks, e.g. painting fence panel with water</li> <li>Make controlled marks using tools or their finger in sand, glitter etc.</li> </ul>	<ul> <li>Begin to show an awareness that print carries meaning</li> <li>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</li> </ul>	<ul> <li>Begin to know where to start writing (top to bottom and left to right)</li> </ul>	<ul> <li>Begin to show an awareness of the difference between drawing and writing</li> <li>Begin to mark make for a purpose (including in role play) e.g. lists, cards, labels</li> </ul>	<ul> <li>Begin to attempt to write name e.g. recognisable first letter</li> <li>Assign meaning to their marks, e.g. 'this is a dog'</li> </ul>
Fine Motor	<ul> <li>Explore a range of different materials and tools e.g. use paintbrushes and rollers to make marks on paper or a wall outside</li> </ul>	<ul> <li>Use comfortable grip with increasing control when holding a pencil (beginning to hold pencil between thumb and two fingers)</li> <li>Begin to use scissors safely making snips in paper</li> </ul>	<ul> <li>Begin to draw lines and circles using smaller movements on paper</li> </ul>	Begin to show preference for dominant hand when using a range of one-handed tools and equipment	<ul> <li>Begin to hold pencil between thumb and two fingers</li> </ul>
Oracy Opportunities / Communication & Language	<ul> <li>Begin to join in with and sing nursery rhymes as a group including actions</li> <li>Build up and use a wider range of vocabulary</li> <li>Begin to use longer sentence of 4/6 words</li> <li>Begin to take turns talking with other children when working in a group</li> </ul>	<ul> <li>Begin to use talk to:         <ul> <li>connect ideas</li> <li>explain what is happening</li> <li>recall and relive past experiences</li> </ul> </li> </ul>	<ul> <li>Begin to use some more complex sentences, including 'and' and 'because'</li> </ul>	<ul> <li>Use new vocabulary with some confidence in a range of contexts, including narrative within role play and imaginative play</li> <li>Begin to develop confidence in initiating conversations with friends or adults</li> </ul>	<ul> <li>Begin to use a range of tenses – play, playing, played</li> </ul>
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	<ul> <li>Show an awareness that print carries meaning</li> </ul>	<ul> <li>Distinguish between picture / illustration and print</li> <li>Understand directionality of print, left to right</li> </ul>	<ul> <li>Develop further confidence mark making for a purpose (including in role play) e.g. lists, cards, labels</li> </ul>	<ul> <li>Begin to write own name, using a name card, with some recognisable letters</li> </ul>	<ul> <li>Begin to break the flow of speech into words – oral rehearsal / dictating to adults what they want to write</li> </ul>	<ul> <li>Know where to start writing:         <ul> <li>top to bottom □ left to right</li> </ul> </li> <li>Use some symbolic shapes and begin to use some print and letter knowledge (from name) in mark marking / early writing and ascribe meaning</li> </ul>			
Fine Motor	<ul> <li>Confidently draw lines and circles using smaller movements on paper</li> </ul>	<ul> <li>Use one-handed tools/equipment e.g. making snips in paper with scissors.</li> </ul>		<ul> <li>Develop correct pencil grip (moving towards modified tripod grasp)</li> </ul>	<ul> <li>Hold a pencil comfortably to begin writing some recognisable from name using name card</li> </ul>				
Oracy Opportunities (Communication & Language)	<ul> <li>Extend and use an increasing range of vocabulary</li> <li>Listen to and remember simple stories with pictures.</li> <li>Join in with repeated refrains and anticipates key events and phrases in rhymes and stories</li> </ul>	<ul> <li>Use new vocabulary with increasing confidence in a range of contexts including narrative within role play and imaginative play</li> <li>Use talk to:         <ul> <li>connect ideas</li> <li>explain what is happening</li> <li>recall and relive past experiences</li> </ul> </li> </ul>	<ul> <li>Use some more complex sentences, including 'and' and 'because'</li> <li>Begin to use and understand vocabulary associated with mark making / writing name, such as:</li></ul>	<ul> <li>Use longer sentences of 4/6 words</li> <li>Begin to understand how to answer simple 'who', 'what' and 'where' questions.</li> </ul>	<ul> <li>Use a range of tenses with some accuracy – beginning to self-correct</li> </ul>	<ul> <li>Begin to use intonation, rhythm and phrasing to make meaning clear to others</li> <li>Sing a large repertoire of songs</li> </ul>			
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	<ul> <li>Knows that print carries meaning</li> </ul>	<ul> <li>Begin to be aware of spaces between words</li> </ul>	<ul> <li>Mark make (or use early writing) for a range of purposes</li> <li>Use some print and letter knowledge in mark marking / early writing and ascribe meaning</li> </ul>	<ul> <li>Begin to understand the difference between word / letter</li> <li>Break the flow of speech into words, developing:         <ul> <li>oral rehearsal</li> <li>memory, holding a word to attempt write (may only be letters at this point)</li> <li>Dictating to an adult what they want to write</li> </ul> </li> </ul>	<ul> <li>Write own name, from memory, with majority of letters correctly formed</li> </ul>	
Fine Motor	<ul> <li>Use a comfortable grip with good control when holding pens and pencils.</li> </ul>	<ul> <li>Show preference for dominant hand when using a range of one-handed tools and equipment</li> </ul>	<ul> <li>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</li> </ul>	<ul> <li>Use comfortable pencil grip to write some recognisable letters - may just be from name (many will be using modified tripod grasp)</li> </ul>	<ul> <li>Begin to form additional recognisable letters linked to interest / focus text</li> </ul>	
Oracy Opportunities (Communication & Language)	<ul> <li>Use a range of tenses with increasing accuracy in a range of contexts</li> <li>Use intonation, rhythm and phrasing to make meaning clear to others</li> </ul>	<ul> <li>Use and understand vocabulary associated with mark making / writing name, such as: □ word □ letter</li> <li>Use talk to organise themselves and their play: "Let's go on a bus you sit there I'll be the driver."</li> </ul>	<ul> <li>Begin to extend vocabulary by:         <ul> <li>grouping and naming</li> <li>exploring the meaning of new words</li> <li>exploring the sounds of new words</li> </ul> </li> <li>Develop their communication further but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</li> </ul>	<ul> <li>Begin to use longer sentences (6+ words) with connectives</li> <li>Use new vocabulary with increasing confidence and accuracy in a range of contexts including narrative within role play and imaginative play</li> <li>Confidently start a conversation with an adult or a friend and continue it for many turns.</li> <li>Sing a large repertoire of songs.</li> </ul>	<ul> <li>Talk confidently to: <ul> <li>connect ideas</li> <li>explain what is happening</li> <li>recall and relive past experiences</li> </ul> </li> <li>Know many rhymes, be able to talk about familiar books, and be able to tell a long story</li> </ul>	
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	<ul> <li>Understand directionality of print □ know the left page is before the right page</li> <li>Give meaning to marks they make as they write         <ul> <li>directional scribble</li> <li>symbolic letters</li> <li>letter strings</li> </ul> </li> <li>Write own name</li> </ul>	<ul> <li>Write own name correctly</li> <li>Secure understanding of the difference between:</li></ul>	Use some clearly identifiable letters to communicate meaning, beginning to use some of their phonic knowledge	<ul> <li>Understand         <ul> <li>where to start writing (top to bottom)</li> <li>which way to continue writing (left to right)</li> <li>concept of a word and a letter</li> </ul> </li> <li>Begin to spell words by identifying the sounds and then writing the sound with letter/s, using known GPCs</li> </ul>	Begin to form lower-case letters correctly	<ul> <li>Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs - CVC words</li> </ul>	
Fine Motor	<ul> <li>Show preference to a dominant hand</li> <li>Hold a pencil comfortably</li> </ul>	Begin to form recognisable letters	<ul> <li>Use a pencil and hold it effectively</li> <li>Use a comfortable grip with good control when holding pens and pencils</li> </ul>	<ul> <li>Handle tools, objects, construction and drawing materials safely and with increasing control</li> </ul>	<ul> <li>Use a pencil and hold it effectively to form an increasing number of recognisable letters</li> <li>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</li> </ul>	<ul> <li>Write name using correct letter formation, including capital letter</li> <li>Develop confidence in use of tools (grip, steady, snip, twist, curve, straight – ensure regular engagement)</li> </ul>	
Oracy Opportuniti es (Communic ation & Language)	<ul> <li>Extend vocabulary - grouping and naming objects = exploring the meaning of new words</li> <li>Develop social phrases (e.g. greetings - How are you? Friendship Would you like to?)</li> </ul>	<ul> <li>Use language to imagine and recreate roles and experiences in play situations, linked to - real life experiences</li> <li>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 &amp; linked texts – within small world / role play)</li> </ul>	<ul> <li>Explore the sounds in new words</li> <li>Continue a rhyming string using familiar rhymes</li> <li>Hear and say the initial sounds in words</li> <li>Use new vocabulary throughout the day</li> </ul>	<ul> <li>Use vocabulary in different contexts</li> <li>Oral rehearsal / vocabulary</li> <li>Begin to describe events in some detail</li> </ul>	<ul> <li>Begin to ask questions to find out more and to check they understand what has been said to them (adults to model &amp; encourage questions after instructions)</li> <li>Begin to articulate their ideas and thoughts in well-formed sentence (Express ideas to friends/book talk)</li> </ul>	<ul> <li>Begin to use new vocabulary in sentences in a range of contexts</li> <li>Use intonation, rhythm and phrasing</li> <li>Begin to reread what they have written – Fred Talk sounds (words)</li> </ul>	
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	<ul> <li>Begin to attempt to write short captions in meaningful contexts</li> </ul>	<ul> <li>Begin to write a variety of fiction and non-fiction captions</li> </ul>		<ul> <li>Begin to re-read their own writing to share it with others (captions)</li> <li>Understand correct orientation of letters and words</li> </ul>	<ul> <li>Develop memory, hold a short sentence in meaningful context</li> <li>Begin to use a full stop at the end of a sentence</li> </ul>	<ul> <li>Attempt to write a short sentence in meaningful context(s)</li> <li>Form most lower-case letters correctly</li> <li>Write captions/phrases and begin to write simple sentences using known GPCs</li> </ul>
Fine Motor	<ul> <li>Further develop small motor skills so that they can use a range of tools competently, safely and confidently.</li> </ul>		<ul> <li>Use a pencil and hold it effectively with correct pencil grip</li> </ul>	<ul> <li>Handle tools, objects, construction and drawing materials safely and with competency,</li> </ul>		<ul> <li>Begin to develop the foundations of handwriting style which is fast, accurate and efficient, consolidating:         <ul> <li>Effective pencil grip</li> <li>Correct letter formation</li> </ul> </li> </ul>
Oracy Opportuniti es (Communic ation & Language)	<ul> <li>Describe events in some detail</li> <li>Develop and use social phrases with confidence</li> </ul>	<ul> <li>Link statements and stick to a main theme or intention</li> <li>Use new vocabulary in different contexts</li> </ul>	<ul> <li>Use talk to organise, sequence and clarify thinking, ideas, feelings and events</li> </ul>	<ul> <li>Orally rehearse caption of sentence before writing</li> <li>Use talk to help work out problems, organise thinking &amp; activities explain how things work/why things happen</li> <li>Retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words</li> </ul>	<ul> <li>Begin to connect one idea or action to another using a range of connectives</li> </ul>	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	<ul> <li>Break the flow of speech into words to compose a sentence</li> <li>Write simple phrases which can be read by themselves and others</li> </ul>	<ul> <li>Re-read what they have written to check that it makes sense</li> </ul>	<ul> <li>Secure sounds to letters, naming and sounding the letters of the alphabet.</li> <li>Write simple sentences which can be read by themselves and others</li> <li>Write recognisable letters (lower case) most of which are formed correctly</li> </ul>	<ul> <li>Write simple phrases and sentences that can be read by others</li> </ul>	<ul> <li>Begin to write common capital letters word spacing</li> <li>Use a full stop at the end of a sentence</li> <li>Re-read what they have written to make sure it makes sense (sentences)</li> </ul>	<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	<ul> <li>Show more confidence in using a range of small tools, including scissors, paint brushes and cutlery</li> <li>Begin to show accuracy and care when drawing.</li> </ul>		<ul> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</li> </ul>	<ul> <li>Consolidate tripod grip</li> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</li> </ul>	Show increasing accuracy when drawing	Confidently use a range of small tools, including scissors, paint brushes and cutlery.	
() () ()	Dracy Dpportuniti S Communic tion & anguage)	<ul> <li>Question why things happen and give explanations</li> <li>Begin to use past, present and future forms accurately when talking about events that have happened or are to happen in the future</li> </ul>	<ul> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</li> </ul>	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;	<ul> <li>Learn rhymes, poems and songs.</li> <li>Be increasingly confident performing rhymes and poems with others</li> <li>Use a range of tenses</li> <li>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</li> </ul>	
	)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	<b>Retell:</b> 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 <b>some</b> /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	<b>Retell:</b> Sequencing and retell of the story	Instructions: How to wash a woolly mammoth	Recount writing	<b>Retell:</b> Sequencing and retell of the story	<b>Retell:</b> 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.	<ul> <li>Select and use appropriate registers for effective communication – Uses a more formal tone with the adults in school.</li> <li>Consider and evaluate different viewpoints, attending to and building on the contributions of others – Responds to what they hear with relevant comments.</li> <li>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.</li> <li>Articulate and justify answers, arguments and opinions</li> <li>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."</li> <li>Show that they can use language to reason and persuade.</li> </ul>

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. <b>Give well-structured descriptions,</b> <b>explanations and narratives for different purposes, including for expressing feelings –</b> 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 or ally 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 <b>eir peers</b> – g to them and think about ess simple views on a sub t they are doing, whilst do	ject.			

		Consistently understands <b>simple</b> 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 Objectives								
			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 vords. 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	<ul> <li>Dilemma</li> <li>Resolution</li> </ul>		<ul> <li>Date underneath the address.</li> </ul>	Dilemma     Resolution	Past tense     First person (I, ma, mu)	Equipment			
Features	Resolution     Ending		Greeting	<ul> <li>Resolution</li> <li>Ending</li> </ul>	<ul> <li>First person (I, me, my)</li> <li>Introduction paragraph</li> </ul>	<ul><li>Ingredients</li><li>Method</li></ul>			
	<ul> <li>Character descriptions</li> </ul>		Introduction	Character descriptions	<ul> <li>Describe events</li> </ul>	Time adverbials			
	Setting descriptions			<ul> <li>Setting descriptions</li> </ul>		Imperative verbs			

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

	<ul> <li>Use spoken language to</li> </ul>	<ul> <li>Will change their</li> </ul>	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 –	<ul> <li>express personal</li> </ul>	vocabulary.	effective communication –
	hypothesising,	engage the	<ul> <li>Use more complicated</li> </ul>	feelings or recount		<ul> <li>know that they need to</li> </ul>
	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
	<ul> <li>express characters'</li> </ul>	interested.	was fun and even the	make connections	presentations,	(friends/teachers/visitors),
	thoughts and feelings	interested.	grumpy old man was	between ideas or	performances, role	
		- Check and his and				
	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	<ul> <li>Is able to work in role</li> </ul>	each other.
	reading the text, and	English –	<ul> <li>Speak audibly and</li> </ul>	descriptive	and take on some of the	
	role play.	<ul> <li>Use speech that</li> </ul>	fluently with increasing	vocabulary.	characteristics and/or the	
		is consistently	command of Standard		voice of the character	
	<ul> <li>Participate in</li> </ul>	easy to	English –	Use spoken language	being played.	
	discussion,	understand and	<ul> <li>Use speech that is</li> </ul>	to develop	<ul> <li>Will extend simple roles</li> </ul>	
	presentations,	clear.	consistently easy to	understanding	by expressing emotions.	
	performances, role	<ul> <li>Use a range of</li> </ul>	understand and clear.	through speculating,	<ul> <li>Contributes purposefully</li> </ul>	
	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	
	<ul> <li>Is able to work in role</li> </ul>	sentences and	clauses and sentences	exploring ideas –	imaginative and	
	and take on some of	to help explain		<ul> <li>exploring ideas –</li> <li>express characters'</li> </ul>	adventurous vocabulary.	
			and to help explain and	thoughts and	auventurous vocabulary.	
	the characteristics	and justify	justify events e.g. so,	5		
	and/or the voice of the	events e.g. so,	because, if, when.	feelings in	Select and use appropriate	
	character being played.	because, if,		imaginative play,	registers for effective	
	<ul> <li>Will extend simple</li> </ul>	when.	<ul> <li>Consider and evaluate</li> </ul>	make verbal	communication –	
	roles by expressing		different viewpoints,	predictions before	<ul> <li>know that they need to</li> </ul>	
	emotions.	Participate in	attending to and	reading the text,	use different styles of talk	
	<ul> <li>Contributes</li> </ul>	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	<ul> <li>Knows that they</li> </ul>	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	<ul> <li>Is able to work</li> </ul>	different people e.g.	to and building on		
	vocabulary.	in role and take	friends (yeah, nice	the contributions of		
	vooubului y.	on some of the	one, na) and	others –		
	• Retell the story, in	characteristics	teachers (yes, I'm	- Knows that they		
	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		
		<ul> <li>Will extend</li> </ul>	appropriately etc.	people e.g.		
		simple roles by		friends (yeah,		
		expressing	<ul> <li>Roleplay – groups of 3</li> </ul>	nice one, na) and		
		emotions.	(judge, reason for, reason	teachers (yes, I'm		
		<ul> <li>Contributes</li> </ul>	against) why should the	happy with my		
		purposefully to	pigeon drive the bus?	writing, no), is		
		discussions and	Conscience allow the	able to greet		
		is able to use	pigeon walks down the middle.	visitors		
		some	middle	appropriately etc.		
		imaginative and		Role on the wall for		
		adventurous		character		
		vocabulary.		feelings/emotions.		
				Retell the story, in		
				pairs/small groups,		
		<ul> <li>Recite the poem with</li> </ul>		before writing the		
		expression and intonation.		retell.		
		Perform the poem in front				
		of small groups and/or				
		class.				
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	Term 1	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 THE BAKER'S BOY ME GREAT FIRE OF LONDOO	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	<ul> <li>Sender's address in the top right corner.</li> <li>Date underneath the address.</li> <li>Greeting</li> <li>Introduction</li> <li>Paragraphs around one theme</li> <li>Conclusion</li> <li>Sign off</li> <li>Persuasive vocabulary</li> <li>Describe thoughts and feelings</li> </ul>	<ul> <li>Opening</li> <li>Build-up</li> <li>Dilemma</li> <li>Resolution</li> <li>Ending</li> <li>Character descriptions</li> <li>Setting descriptions</li> <li>Time adverbials</li> <li>Expanded noun phrases</li> </ul>	<ul> <li>Title</li> <li>Date</li> <li>Past tense</li> <li>First person (I, me, my)</li> <li>Introduction paragraph</li> <li>Describe events</li> <li>Paragraphs around one theme.</li> <li>Use time adverbials to order events.</li> <li>Describe thoughts and feelings.</li> </ul>	<ul> <li>Date</li> <li>Greeting</li> <li>Past tense</li> <li>First person (I, me, my)</li> <li>Introduction paragraph</li> <li>Describe events</li> <li>Use time adverbials to order events.</li> <li>Describe thoughts and feelings.</li> </ul>	<ul> <li>Opening</li> <li>Build-up</li> <li>Dilemma</li> <li>Resolution</li> <li>Ending</li> <li>Character descriptions</li> <li>Setting descriptions</li> <li>Time adverbials</li> <li>Expanded noun phrases</li> </ul>	
Curriculum Objectives Covered	<ul> <li>Apostrophes for contraction (don't, shouldn't, can't)</li> <li>Co-ordination/subordination- because, if, but.</li> <li>Questions.</li> <li>Expanded noun phrases.</li> <li>To be able to spell some/most/many Year 2 key words</li> </ul>	<ul> <li>Apostrophes for possession.</li> <li>Apostrophes for contraction (don't, shouldn't, can't)</li> <li>Start to add suffixes to spell longer words.</li> <li>Embed work on exclamation and question sentences.</li> <li>Introduce compound words</li> <li>To be able to spell most Year 2 key words</li> </ul>	<ul> <li>writing about real events</li> <li>Time adverbials and statements sequenced</li> <li>Past Tense</li> <li>Commas for list</li> <li>To be able to spell most Year 2 key words</li> </ul>	<ul> <li>Fronted adverbials to order events in chronological order.</li> <li>Past and present tense, with a link to suffix (-ed, -ing)</li> <li>To be able to spell most Year 2 key words.</li> </ul>	<ul> <li>Character description to describe how they feel and look using adjectives and adverbs (colourful semantics)</li> <li>To be able to spell most Year 2 key words</li> </ul>	

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

				<ul> <li>express personal</li> </ul>	
			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 –	
				<ul> <li>Will express</li> </ul>	
				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.	
				<ul> <li>Use a range of</li> </ul>	
				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	<ul> <li>Title</li> <li>Introductory paragraph</li> <li>Headings</li> <li>Subheadings</li> <li>Text boxes</li> <li>Diagrams/pictures</li> <li>Captions</li> <li>Facts</li> </ul>	<ul> <li>Opening</li> <li>Build-up</li> <li>Dilemma</li> <li>Resolution</li> <li>Ending</li> <li>Character descriptions</li> <li>Character comparison - thoughts, feelings and appearance.</li> <li>Setting descriptions</li> <li>Time adverbials</li> <li>Expanded noun phrases</li> </ul>	<ul> <li>Date</li> <li>Greeting</li> <li>Past tense</li> <li>First person (I, me, my)</li> <li>Introduction paragraph</li> <li>Describe events</li> <li>Use time adverbials to order events.</li> <li>Describe thoughts and feelings.</li> </ul>	<ul> <li>Include a title.</li> <li>Each line starts with a capital letter.</li> <li>A comma usually at the end of each line.</li> <li>Include three verses (starter, main and desert)</li> <li>Use onomatopoeia and alliteration</li> <li>Recite own poem clearly and with volume.</li> </ul>	<ul> <li>Opening</li> <li>Build-up</li> <li>Dilemma</li> <li>Resolution</li> <li>Ending</li> <li>Character descriptions</li> <li>Setting descriptions</li> <li>Time adverbials</li> <li>Expanded noun phrases</li> </ul>	<ul> <li>Title</li> <li>Subheadings</li> <li>Slogans</li> <li>Introduction/opening paragraph</li> <li>Organised into paragraphs/text boxes</li> <li>Reasons to support view stated and points explained/expanded</li> <li>Emotive language</li> <li>Persuasive words and phrases</li> <li>Conclusion</li> </ul>	
Curriculum Objectives Covered	<ul> <li>Commas in a list</li> <li>Present tense</li> <li>Homophones and near- homophones</li> <li>Questions/ exclamation marks</li> </ul>	<ul> <li>Homophones- two, too, to</li> <li>To be able to spell all Year 2 key words</li> <li>Apostrophes for contractions and possession</li> </ul>	<ul> <li>Time adverbials</li> <li>Events in chronological order</li> <li>Tenses: past and present.</li> <li>Adjectives and expanded nouns (colourful semantics).</li> </ul>	<ul> <li>Read poem with intonation and clear voice, including movement and gestures.</li> <li>Expanded nouns.</li> <li>Commands</li> <li>Compound words</li> </ul>	<ul> <li>To use expanded noun phrases</li> <li>Exclamation, commands and statements.</li> </ul>	<ul> <li>Commas in a list</li> <li>Present tense</li> <li>Homophones and near-homophones</li> <li>Questions/ exclamation marks</li> </ul>	

<ul> <li>Some of the main points, understanding complex, and each other questions to and keying each other questions.</li> <li>Ask relevant questions to involve and explain with.</li> <li>Some of the main points, and each other questions to involve and explain with.</li> <li>Ask relevant questions to involve and explain with.</li> <li>Some of the main points, and each other questions to involve and explain with.</li> <li>Some of the main points, and each other questions to involve and explain with.</li> <li>Some of the main points, and each other questions to involve and explain with.</li> <li>Some of the main points, and explain with.</li> <li>Some of the m</li></ul>		<ul> <li>Subordinating conjunctions</li> <li>To be able to spell all Year 2 key words and add suffixes</li> <li>Joined handwriting</li> </ul>	<ul> <li>Sentences as questions</li> <li>Subordination and coordination</li> <li>Focus on smaller handwriting and introduce all joins.</li> </ul>	<ul> <li>Commas for lists.</li> <li>Apostrophes for contraction (don't, shouldn't, can't, l'm), and apostrophes for possession.</li> <li>To be able to spell all Year 2 key words</li> <li>Conjunctions</li> <li>Various sentences</li> </ul>	<ul> <li>Rhyme.</li> <li>To be able to spell all Year 2 key words</li> <li>Adjectives, nouns and verbs (colourful semantics).</li> </ul>	<ul> <li>Possessive apostrophes and contractions.</li> <li>Commas in a list.</li> <li>Conjunctions</li> <li>To be able to spell all Year 2 key words</li> <li>Add suffixes to spell longer words, including; ment, ness, ful, less, ly</li> </ul>	<ul> <li>Subordinating conjunctions</li> <li>To be able to spell all Year 2 key words and add suffixes</li> <li>Joined handwriting</li> </ul>
and build descriptive presentations, - Will change their voice feelings express personal	-	<ul> <li>appropriately to adults and their peers –         <ul> <li>active listening, responding to the ideas of others, picking out key points and summarising, understanding complex multi-part instructions, and asking each other questions.</li> </ul> </li> <li>Ask relevant questions to extend their understanding and knowledge –         <ul> <li>Show interest and ask lots of questions to find out specific information e.g. How do we know? Why did?</li> </ul> </li> <li>Use relevant strategies to build their vocabulary –         <ul> <li>ask for the meaning of unknown words, and use newly introduced topic words appropriately in a sentence</li> </ul> </li> <li>Select and use appropriate registers for effective communication –         <ul> <li>know that they need to use different styles of talk with different people (friends/teachers/visitors),</li> </ul> </li> <li>Spontaneous improvisation – acting out a scene from nature. Can we guess which plant or tree they are from their actions and through</li> </ul>	<ul> <li>appropriately to adults and their peers –         <ul> <li>Listens to others and is beginning to summarise some of the main points.</li> <li>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.</li> </ul> </li> <li>Use relevant strategies to build their vocabulary –         <ul> <li>ask for the meaning of unknown words.</li> <li>Use newly introduced topic words appropriately in a sentence.</li> </ul> </li> <li>Articulate and justify answers, arguments and opinions –         <ul> <li>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."</li> </ul> </li> <li>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings –         <ul> <li>express personal feelings or recount experiences with clarity, begin to make connections between ideas or thoughts, summarise key points, and build descriptive</li> </ul></li></ul>	<ul> <li>appropriately to adults and their peers –         <ul> <li>Listens to others and is beginning to summarise some of the main points.</li> <li>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.</li> </ul> </li> <li>Ask relevant questions to extend their understanding and knowledge –         <ul> <li>showing an interest and asking lots of questions to find out specific information, using question words, understand and use open, closed and rhetorical questions.</li> </ul> </li> <li>Use relevant strategies to build their vocabulary –         <ul> <li>ask for the meaning of unknown words, and use newly introduced topic words appropriately in a sentence</li> <li>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas –             <ul> <li>Will express characters' thoughts and feelings in imaginative play and uses words and phrases appropriate words, phrases and sentences.</li> </ul> </li> <li>Participate in discussion, presentations, performances, role play/improvisations and debates –</li> </ul></li></ul>	<ul> <li>participate actively in collaborative conversations, staying on topic and initiating and responding to comments         <ul> <li>Can sustain the attention of the listener e.g. will use eye contact and ask questions to involve and engage others.</li> </ul> </li> <li>Speak audibly and fluently with increasing command of Standard English –         <ul> <li>Use speech that is consistently easy to understand and clear.</li> <li>Use a range of conjunctions to join clauses and sentences and to help explain and justify events e.g. so, because, if, when.</li> </ul> </li> <li>Participate in discussion, presentations, performances, role play/improvisations and debates –         <ul> <li>Is able to work in role and take on some of the characteristics and/or the voice of the character being played.</li> <li>Will extend simple roles by expressing emotions.</li> <li>Contributes purposefully to discussions and is able to use some imaginative and adventurous vocabulary.</li> </ul> </li> <li>Gain, maintain and monitor interest of the listener(s) –         <ul> <li>Will change their voice and use expression to</li> </ul> </li> </ul>	<ul> <li>appropriately to adults and their peers –         <ul> <li>Listens to others and is beginning to summarise some of the main points.</li> <li>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.</li> </ul> </li> <li>Use relevant strategies to build their vocabulary –         <ul> <li>ask for the meaning of unknown words.</li> <li>Use newly introduced topic words appropriately in a sentence.</li> </ul> </li> <li>Articulate and justify answers, arguments and opinions –         <ul> <li>Articulate and justify answers, arguments and opinions –</li> <li>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."</li> <li>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings –             <ul> <li>express personal feelings or recount</li> </ul> </li> </ul></li></ul>	<ul> <li>appropriately to adults and their peers –</li> <li>Listens to others and is beginning to summarise some of the main points.</li> <li>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.</li> <li>Ask relevant questions to extend their understanding and knowledge</li> <li>Show interest and ask lots of questions to find out specific information e.g. How do we know? Why did?</li> <li>Use relevant strategies to build their vocabulary –</li> <li>ask for the meaning of unknown words.</li> <li>Use newly introduced topic words appropriately in a sentence.</li> <li>Give well-structured descriptions, explanations and narratives for different purposes, including for express personal feelings or recount experiences with</li> </ul>

	<ul> <li>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas –</li> <li>Will express characters' thoughts and feelings in imaginative play and uses words and phrases appropriate words, phrases and sentences.</li> <li>Consider and evaluate different viewpoints, attending to and building on the contributions of others –</li> <li>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.</li> <li>Role on the wall – character description including appearance, feelings and personality.</li> </ul>	<ul> <li>Is able to work in role and take on some of the characteristics and/or the voice of the character being played.</li> <li>Will extend simple roles by expressing emotions.</li> <li>Contributes purposefully to discussions and is able to use some imaginative and adventurous vocabulary.</li> <li>Teacher in role – Erin's adventure.</li> </ul>	<ul> <li>keep them interested.</li> <li>Select and use appropriate registers for effective communication –         <ul> <li>know that they need to use different styles of talk with different people (friends/teachers/visitors),</li> </ul> </li> <li>Recite Mads Meals and their own poem clearly, with intonation and expression.</li> </ul>	<ul> <li>clarity, begin to make connections between ideas or thoughts, summarise key points, and build descriptive vocabulary.</li> <li>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas –         <ul> <li>Will express characters' thoughts and feelings in imaginative play and uses words and phrases appropriate words, phrases and sentences.</li> </ul> </li> <li>Freeze frame – five groups of children act out the five parts of the story using freeze frame to link each part.</li> </ul>	<ul> <li>make connections between ideas or thoughts, summarise key points, and build descriptive vocabulary.</li> <li>Speak audibly and fluently with increasing command of Standard English –         <ul> <li>Use speech that is consistently easy to understand and clear.</li> <li>Use a range of conjunctions to join clauses and sentences and to help explain and justify events e.g. so, because, if, when.</li> </ul> </li> <li>Draw and talk famous monuments and geographical landmarks</li> </ul>
Duration (Estimated) 2 weeks	2 weeks	2-3 weeks	1 week	3 weeks	2 weeks

### YEAR 3 LONG TERM PLAN (LTP) 2024 - 2025

		FICTION/NARRATI		NON-FICTION	POETR	Y		
			Yea	ar Group Objectives				
Year Group Objectives           Introduction           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           a domma after the reporting clause           a domma after the reporting clause           a domma after from adverbials Y4           Use of omark plural possession (e.g. the girfs names) Y4           Use of opstrophes to mark singular possession and contractions Y3           Use of opstrophes to mark singular possessing ine, 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         Formation of nours using a range of prefixes (e.g. super, anti, auto) Y3           Word Formation of nours using a range of prefixes (e.g. super, anti, auto) Y4         Super official difference between plural and possessive -s 94           Standard English forms for verb inflections instead of local spoken forms (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, insoluble) Y3           The grammatical difference between plural and possessesive -s 94         Solution, solver, dissolve,								
			haa gana ayit ta alay aaatiraa	ted with the went out to play) V2				
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								
		Autumn Term 1			Autumn Tern	n 2		
Stimuli	The BFG-	Roald 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 recipe	Informal letter- Letter from Sophie to warn friends 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	<ul> <li>Title</li> <li>Introduction</li> <li>Equipment</li> <li>Ingredients</li> <li>Method</li> <li>Time adverbials</li> <li>Imperative verbs</li> <li>Adjectives</li> <li>Adverbs</li> <li>Picture/diagram</li> </ul>	<ul> <li>Sender's name</li> <li>Sender's address</li> <li>Date</li> <li>Informal greeting</li> <li>Informal/chatty style         <ul> <li>contractions</li> </ul> </li> <li>Emotive language –             thoughts and             feelings.</li> <li>Fronted adverbials</li> </ul>	See oracy objectives	<ul> <li>See oracy opportunities.</li> <li>Introduction</li> <li>Closing paragraph (What next?)</li> <li>Formal language</li> <li>Subject specific vocabulary</li> <li>Emotive language- thoughts and feelings</li> <li>Causal conjunctions</li> <li>Rhetorical Questions</li> </ul>	<ul> <li>Opening</li> <li>Build-up</li> <li>Dilemma</li> <li>Resolution</li> <li>Ending</li> <li>Character descriptions</li> <li>Setting descriptions</li> <li>Paragraphs around one theme</li> </ul>	<ul> <li>Structure of a Letter</li> <li>Sender's address- Right hand side</li> <li>Recipient address- Left hand side</li> <li>Date- under recipient's address</li> <li>Formal Greeting</li> </ul>	<ul> <li>Title</li> <li>Stanza</li> <li>Rhyming couplets</li> <li>1<sup>st</sup> Person</li> <li>Verbs</li> <li>Similes</li> </ul>	

		<ul> <li>First person pronouns</li> <li>Written in paragraphs</li> <li>Introductory paragraph</li> <li>Conclusion paragraph</li> <li>Rhetorical questions</li> <li>Informal Send off</li> </ul>		<ul> <li>Paragraphs</li> <li>Adverbials</li> </ul>	<ul> <li>Punctuation of direct speech</li> <li>Third person</li> <li>Past tense</li> </ul>	<ul> <li>Formal closing- Signature and full name</li> <li>Formal language</li> <li>Impersonal tone</li> <li>Rhetorical questions</li> <li>First person</li> <li>Paragraphs around one theme.</li> <li>Emotive language- thoughts and feelings</li> <li>Causal conjunctions</li> </ul>	
Curriculum Objectives Covered	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	<ul> <li>Forms lower and upper-case letters of the correct size relative to others</li> <li>To be able to spell some/many/most Year 3 key words</li> <li>Use of apostrophes to mark singular possession and contractions Y3</li> <li>Expressing time, place and cause using: conjunctions e.g. when, before, after, while, so, because Y3,</li> <li>Begins to increase the legibility, consistency and quality of handwriting Y3</li> <li>Formation of nouns using a range of prefixes (e.g. super-, anti-, auto-) Y3</li> <li>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</li> <li>Introduction to paragraphs as a way to group related material Y3</li> </ul>	<ul> <li>Forms lower and upper-case letters of the correct size relative to others</li> <li>To be able to spell some/many/most Year 3 key words</li> <li>Begins to increase the legibility, consistency and quality of handwriting Y3</li> <li>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</li> <li>Headings and subheadings to aid presentation Y3</li> </ul>	See oracy opportunities.	<ul> <li>To be able to spell some/many/most Year 3 key words</li> <li>Introduction to inverted commas to punctuate direct speech Y3</li> <li>Expressing time, place and cause using: conjunctions e.g. when, before, after, while, so, because Y3,</li> <li>Forms lower and upper-case letters of the correct size relative to others</li> <li>Begins to increase the legibility, consistency and quality of handwriting Y3</li> <li>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</li> <li>Introduction to paragraphs as a way to group related material Y3</li> <li>Fronted adverbials (e.g. Later that day, I heard the bad news) Y4</li> <li>Use of commas after fronted adverbials Y4</li> <li>Appropriate choice of pronoun or noun within and across</li> </ul>	<ul> <li>To be able to spell some/many/most Year 3 key words</li> <li>Expressing time, place and cause using: conjunctions e.g. when, before, after, while, so, because Y3,</li> <li>Forms lower and upper-case letters of the correct size relative to others</li> <li>Begins to increase the legibility, consistency and quality of handwriting Y3</li> <li>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</li> <li>Introduction to paragraphs as a way to group related material Y3</li> </ul>	<ul> <li>Forms lower and upper-case letters of the correct size relative to others</li> <li>To be able to spell some/many/most Year 3 key words</li> <li>Begins to increase the legibility, consistency and quality of handwriting Y3</li> <li>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</li> </ul>

					a contana cana ta a i d		
					sentences to aid		
					cohesion and avoid		
					repetition Y4		
	<ul> <li>Ask relevant</li> </ul>	<ul> <li>Listen and respond</li> </ul>	<ul> <li>Use relevant</li> </ul>	<ul> <li>Listen and respond</li> </ul>	<ul> <li>Listen and respond</li> </ul>	<ul> <li>Listen and</li> </ul>	<ul> <li>Use relevant</li> </ul>
	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	<ul> <li>Uses a wider</li> </ul>	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
	<ul> <li>Will ask relevant</li> </ul>	to their age –	and adverbs	<ul> <li>Listen and respond to</li> </ul>	to their age –	periods	within their everyday
	questions in a	<ul> <li>Listen and</li> </ul>	within their	others making connected	<ul> <li>Listen and</li> </ul>	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	<ul> <li>Listen and</li> </ul>	to understand the
	of a visitor, during	comments and is		0 0	comments and is	respond to	effect.
			speech and	<ul><li>points made by others.</li><li>Understand the key points</li></ul>		•	enect.
	topic work, with a	beginning to	begins to		beginning to	others making	
	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	<ul> <li>Understand the</li> </ul>		or follow an instruction and	<ul> <li>Understand the</li> </ul>	is beginning to	actively in
	etc.	key points they	Maintain attention	begin to ignore less	key points they	extend the	collaborative
	<ul> <li>Be aware of when</li> </ul>	need to focus on	and participate	important information.	need to focus on	points made by	conversations,
	a message is not	in order to answer	actively in	<ul> <li>Ask relevant questions to</li> </ul>	in order to answer	others.	staying on topic
	clear and ask for	a question or	collaborative	extend their understanding	a question or	<ul> <li>Understand the</li> </ul>	and initiating and
	an explanation.	follow an	conversations,	and knowledge	follow an	key points they	responding to
		instruction and	staying on topic	<ul> <li>Will ask relevant questions in</li> </ul>	instruction and	need to focus	comments –
	<ul> <li>Use relevant</li> </ul>	begin to ignore	and initiating and	a widening variety of	begin to ignore	on in order to	<ul> <li>Able to adapt</li> </ul>
	strategies to	less important	responding to	situations e.g. 1:1, of a visitor,	less important	answer a	language to
	build their	information.	comments –	during topic work, with a	information.	question or	engage and suit
	vocabulary –		<ul> <li>Able to adapt</li> </ul>	partner or in a group, during a		follow an	their audience e.g.
	- Uses a wider	<ul> <li>Articulate and justify</li> </ul>	language to	visit out of school etc.	Use relevant	instruction and	vocabulary
	range of	answers, arguments	engage and suit	<ul> <li>Be aware of when a message</li> </ul>	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,
0	adverbs	<ul> <li>Articulate and</li> </ul>	e.g. vocabulary	explanation.	Uses a wider range	information.	intonation to
Oracy	within their	justify opinion on	appropriate to	<ul> <li>Articulate and justify</li> </ul>	of verbs and adverbs	<ul> <li>Ask relevant</li> </ul>	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	<ul> <li>Articulate and justify</li> </ul>	speech and begins to	understanding	5
	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		<ul> <li>Will ask relevant</li> </ul>	fluently with an
	the effect.	prompt.	used gestures.	response to a question or	<ul> <li>Articulate and justify</li> </ul>	questions in a	increasing
			5.5.5	prompt.	answers, arguments	widening variety of	command of
	Give well-	Use spoken		p.ep.	and opinions –	situations e.g. 1:1,	Standard English –
	structured	language to develop		Give well-structured	<ul> <li>Articulate and</li> </ul>	of a visitor, during	- Can speak
		understanding		descriptions, explanations	justify opinion on	topic work, with a	clearly and
	descriptions,	through		• • •	a character,	partner or in a	fluently about a
	explanations and	speculating,		and narratives for different	event or	group, during a	range of events.
	narratives for	hypothesising,		purposes, including for	situation in	visit out of school	- Uses complex
	different	imagining and		expressing feelings-	response to a	etc.	sentences to
	purposes,	exploring ideas		<ul> <li>Presents information or</li> </ul>	question or	<ul> <li>Be aware of when</li> </ul>	communicate
	including for	<ul> <li>Will make predictions</li> </ul>		personal feelings in a	prompt.	a message is not	clearly and
	U	and speculate on		structured way, with key	prompti	clear and ask for	explain further.
	expressing	possible outcomes			Use spoken	an explanation.	on plain full for
	feelings-	based on the		ideas highlighted e.g. can	language to develop		Participate in
	<ul> <li>Presents</li> </ul>	information given and		explain a sequence of events	understanding	<ul> <li>Articulate and</li> </ul>	discussions.
	information or	inferences made		in a scientific observation;	through	justify answers,	presentations,
	personal feelings	(within a widening		can explain how they feel	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 –
		unfamiliar).			exploring ideas	and justify	– Will sustain a
	ideas highlighted	amanına).		Maintain attention and     matrixing a setimate and	<ul> <li>Will make predictions</li> </ul>	opinion on a	role/scenario and
	e.g. can explain a			participate actively in	and speculate on	character,	is shows an
	sequence of			collaborative conversations,	possible outcomes	event or	understanding of
				staying on topic and	possible outcomes	CVEIIL OI	understanding Of

		1			1		
	events in a scientific observation; can explain how they			initiating and responding to comments – – Able to adapt language to engage and suit their audience e.g. vocabulary	based on the information given and inferences made (within a widening range of situations –	situation in response to a question or prompt.	the character through speech (content, style, intonation and expression),
	feel about an issue and give reasons • Use spoken			audience e.g. vocabulary appropriate to the audience, intonation to engage, eye gaze, eye contact, well used gestures.	<ul> <li>both familiar and unfamiliar).</li> <li>Give well-structured</li> </ul>	Give well-     structured     descriptions,     explanations and	expression), gesture and movement. – Presents information in a
	language to develop understanding through speculating,			<ul> <li>Speak audibly and fluently with an increasing command of Standard English –</li> </ul>	descriptions, explanations and narratives for different purposes,	explanations and narratives for different purposes, including for	structured way and is able to use specific vocabulary.
	hypothesising, imagining and exploring ideas - Will make predictions and			<ul> <li>Can speak clearly and fluently about a range of events.</li> <li>Uses complex sentences to communicate clearly</li> </ul>	including for expressing feelings– – Presents information or	expressing feelings- - Presents information or	<ul> <li>Gain, maintain and monitor interest of the listener(s) –</li> <li>Recognises when the listener is</li> </ul>
	speculate on possible outcomes based on the information given and inferences			<ul> <li>and explain further.</li> <li>Participate in discussions, presentations, performances, role play/improvisations &amp;</li> </ul>	personal feelings in a structured way, with key ideas highlighted e.g. can	personal feelings in a structured way, with key ideas highlighted e.g. can explain	losing interest and will use intonation and expression to engage interest. Can explain ideas
	made (within a widening range of situations – both familiar and			debate – – Will sustain a role/scenario and is shows an understanding of the character through speech	explain a sequence of events in a scientific observation; can	a sequence of events in a scientific observation; can	in a manner appropriate to the listener. • Select and use
	unfamiliar).			(content, style, intonation and expression), gesture and movement. - Presents information in a structured way and is able	explain how they feel about an issue and give reasons	explain how they feel about an issue and give reasons.	appropriate registers for effective communication – In familiar situations,
				<ul> <li>to use specific vocabulary.</li> <li>Gain, maintain and monitor interest of the listener(s) –</li> <li>Recognises when the listener is losing interest and</li> </ul>		<ul> <li>Select and use appropriate registers for effective</li> </ul>	can recognise for themselves when to use formal language e.g. leading a group
				<ul> <li>will use intonation and expression to engage interest. Can explain ideas in a manner appropriate to the listener.</li> <li>Consider and evaluate</li> </ul>		<b>communication</b> – In familiar situations, can recognise for themselves when	of their peers, discussion with a classroom visitor, formal debate etc.
				different viewpoints, attending to and building on the contributions of others – – Make expanded comments with supporting detail in		to use formal language e.g. leading a group of their peers, discussion with a	
				response to others' viewpoints and say whether they agree or disagree and why.		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			POETRY		
			Year Group Ob	jectives			
Year Group Objectives         Punctuation							
Use of the present	t perfect form of verbs instea	r Y3 d of the simple past (e.g. He ha and across sentences to aid coh <b>Spring Term 1</b>		ent out to play) Y3	Spring Term 2		
Stimuli	Iron Man by Ted Hughes		JOURNEY JOURNEY	The Twits by Roald Dahl			
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	<ul> <li>Title</li> <li>Subheadings</li> <li>Introductory paragraph</li> <li>Technical Vocabulary</li> <li>Diagram/illustration with labels</li> <li>Time adverbials</li> <li>Chronological order</li> </ul>	<ul> <li>Stanzas</li> <li>Rhythm</li> <li>Repeating patterns</li> <li>Similes</li> <li>Metaphors</li> <li>Alliteration</li> <li>Personification</li> <li>Powerful imagery</li> <li>Repetition</li> <li>Emotive language</li> <li>Rhyme (optional)</li> </ul>	<ul> <li>Opening</li> <li>Build-up</li> <li>Dilemma</li> <li>Resolution</li> <li>Ending</li> <li>Character descriptions</li> <li>Setting descriptions</li> <li>Paragraphs around one theme</li> <li>Punctuation of direct speech</li> <li>Third person</li> <li>Past tense</li> </ul>	<ul> <li>Opening</li> <li>Build-up</li> <li>Dilemma</li> <li>Resolution</li> <li>Ending</li> <li>Character descriptions</li> <li>Setting descriptions</li> <li>Paragraphs around one theme</li> <li>Punctuation of direct speech</li> </ul>	<ul> <li>Structure of a Letter</li> <li>Sender's address- Right hand side</li> <li>Recipient address- Left hand side</li> <li>Date- under recipient's address</li> <li>Formal Greeting</li> <li>Formal closing- Signature and full name</li> <li>Formal language</li> </ul>	See oracy objectives	

	Causal		<ul> <li>Varied conjunctions- when,</li> </ul>	Third person	Impersonal tone	
	Conjunctions		before, after, while, so, because	<ul> <li>Past tense</li> </ul>	Rhetorical questions	
	Conclusion		• Adverbs then, next, soon,	<ul> <li>Varied conjunctions-</li> </ul>	First person	
	<ul> <li>Usually present</li> </ul>		therefore	when, before, after,	Paragraphs around one	
	tense		Verbs ing/ed verbs	while, so, because	theme.	
	Third person		<ul> <li>Prepositions before, after, during in</li> </ul>	<ul> <li>Adverbs then, next,</li> </ul>	Emotive language-     the webter and feelings	
			during, in	soon, therefore	thoughts and feelings	
				<ul> <li>Verbs ing/ed verbs</li> </ul>	Causal conjunctions	
				<ul> <li>Prepositions before,</li> </ul>	Persuasive language	
				<mark>after, during, in</mark>		
			<b></b>	•		O
	To be able to spell	Forms lower and	To be able to spell	To be able to spell	Forms lower and upper-	See oracy objectives
	some/many/most	upper-case letters of	some/many/most Year 3 key	some/many/most Year	case letters of the	
	Year 3 key words	the correct size relative to others	words     Introduction to inverted	<ul> <li>3 key words</li> <li>Introduction to inverted</li> </ul>	correct size relative to others	
	Use of apostrophes     to mark singular	<ul> <li>To be able to spell</li> </ul>		<ul> <li>Introduction to inverted commas to punctuate</li> </ul>	<ul> <li>To be able to spell</li> </ul>	
	possession and	<ul> <li>To be able to spell some/many/most Year</li> </ul>	commas to punctuate direct speech Y3	direct speech Y3	<ul> <li>To be able to spell some/many/most Year 3</li> </ul>	
	contractions Y3	3 key words	<ul> <li>Use of apostrophes to mark</li> </ul>	<ul> <li>Use of apostrophes to</li> </ul>	key words	
	<ul> <li>Expressing time,</li> </ul>	<ul> <li>Begins to increase the</li> </ul>	singular possession and	mark singular	Begins to increase the	
	place and cause	legibility, consistency	contractions Y3	possession and	legibility, consistency	
	using: conjunctions	and quality of	<ul> <li>Expressing time, place and</li> </ul>	contractions Y3	and quality of	
	e.g. when, before,	handwriting Y3	cause using: conjunctions e.g.	Forms lower and	handwriting Y3	
	after, while, so,	Use of the forms a or	when, before, after, while, so,	upper-case letters of	• Use of the forms a or an	
	because Y3,	an according to	because Y3,	the correct size relative	according to whether the	
	<ul> <li>Forms lower and</li> </ul>	whether the next word	<ul> <li>adverbs e.g. then, next, soon,</li> </ul>	to others	next word begins with a	
	upper-case letters	begins with a	therefore Y3,	Begins to increase the	consonant or a vowel	
	of the correct size	consonant or a vowel	<ul> <li>prepositions e.g. before, after,</li> </ul>	legibility, consistency	(e.g. a rock, an open	
	relative to others	(e.g. a rock, an open	during, in, because of Y3	and quality of	box) Y3	
	<ul> <li>Begins to increase the legibility,</li> </ul>	box) Y3	Forms lower and upper-case	<ul> <li>handwriting Y3</li> <li>Formation of nouns</li> </ul>	Introduction to     paragrapha as a way to	
	consistency and		letters of the correct size	<ul> <li>Formation of nouns using a range of</li> </ul>	paragraphs as a way to group related material	
	quality of		<ul><li>relative to others</li><li>Begins to increase the legibility,</li></ul>	prefixes (e.g. super-,	Y3	
	handwriting Y3		<ul> <li>Begins to increase the regionity, consistency and quality of</li> </ul>	anti-, auto-) Y3	Appropriate choice of	
0	Formation of nouns		handwriting Y3	<ul> <li>Use of the forms a or</li> </ul>	pronoun or noun within	
Curriculum	using a range of		<ul> <li>Use of the forms a or an</li> </ul>	an according to	and across sentences to	
Objectives	prefixes (e.g. super-		according to whether the next	whether the next word	aid cohesion and avoid	
Covered	, anti-, auto-) Y3		word begins with a consonant	begins with a	repetition Y4	
	Use of the forms a		or a vowel (e.g. a rock, an open	consonant or a vowel	•	
	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		
	<ul> <li>Introduction to</li> </ul>		that day, I heard the bad news)	<ul><li>material Y3</li><li>Use of the present</li></ul>		
	paragraphs as a		<ul> <li>Y4</li> <li>Use of commas after fronted</li> </ul>	<ul> <li>Ose of the present perfect form of verbs</li> </ul>		
	way to group		Use of commas after fronted     adverbials Y4	instead of the simple		
	related material Y3		<ul> <li>Appropriate choice of pronoun</li> </ul>	past (e.g. He has gone		
	<ul> <li>Headings and</li> </ul>		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			<ul> <li>Fronted adverbials</li> </ul>		
	(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     after fronted			<ul> <li>Use of commas after fronted adverbials X4</li> </ul>		
	after fronted adverbials Y4			<ul> <li>fronted adverbials Y4</li> <li>Appropriate choice of</li> </ul>		
				<ul> <li>Appropriate choice of pronoun or noun within</li> </ul>		
			47			

	<ul> <li>Appropriate choice</li> </ul>			and across sentences		
	of pronoun or noun			to aid cohesion and		
	within and across			avoid repetition Y4		
	sentences to aid					
	cohesion and avoid					
	repetition Y4					
	Listen and	Use relevant	Listen and respond	Listen and respond	Listen and respond	Listen and respond appropriately
	respond	strategies to build	appropriately to adults and	appropriately to	appropriately to adults	to adults and their peers- listen for
	appropriately to	their vocabulary –	their peers- listen for periods	adults and their	and their peers- listen	periods appropriate to their age –
	adults and their	Uses a wider range of	appropriate to their age -	peers- listen for	for periods	<ul> <li>Listen and respond to others</li> </ul>
	peers- listen for	verbs and adverbs	<ul> <li>Listen and respond to others</li> </ul>	periods appropriate	appropriate to their	making connected comments and
	periods	within their everyday	making connected	to their age –	age –	is beginning to extend the points
	appropriate to	and more formal	comments and is beginning	<ul> <li>Listen and respond</li> </ul>	<ul> <li>Listen and respond</li> </ul>	made by others.
	their age –	speech and begins to	to extend the points made	to others making	to others making	<ul> <li>Understand the key points they</li> </ul>
	<ul> <li>Listen and</li> </ul>	understand the effect.	by others.	connected	connected comments	need to focus on in order to
	respond to		<ul> <li>Understand the key points</li> </ul>	comments and is	and is beginning to	answer a question or follow an
	others making	Maintain attention	they need to focus on in	beginning to extend	extend the points	instruction and begin to ignore
	connected	and participate	order to answer a question	the points made by	made by others.	less important information.
	comments and is	actively in	or follow an instruction and	others.	<ul> <li>Understand the key</li> </ul>	<ul> <li>Ask relevant questions to extend</li> </ul>
	beginning to	collaborative	begin to ignore less	<ul> <li>Understand the key</li> </ul>	points they need to	their understanding and
	extend the	conversations,	important information.	points they need to	focus on in order to	knowledge
	points made by	staying on topic and	·	focus on in order to	answer a question or	<ul> <li>Will ask relevant questions in a</li> </ul>
	others.	initiating and	Use relevant strategies to	answer a question	follow an instruction	widening variety of situations e.g. 1:1,
	<ul> <li>Understand the</li> </ul>	responding to	build their vocabulary – Uses	or follow an	and begin to ignore	of a visitor, during topic work, with a
	key points they	comments –	a wider range of verbs and	instruction and	less important	partner or in a group, during a visit
	need to focus on	<ul> <li>Able to adapt</li> </ul>	adverbs within their everyday	begin to ignore less	information.	out of school etc.
	in order to	language to engage	and more formal speech and	important	<ul> <li>Ask relevant guestions</li> </ul>	<ul> <li>Be aware of when a message is not</li> </ul>
	answer a	and suit their	begins to understand the effect.	information.	to extend their	clear and ask for an explanation.
	question or	audience e.g.			understanding and	
	follow an	vocabulary	<ul> <li>Articulate and justify answers,</li> </ul>	Use relevant	knowledge	<ul> <li>Articulate and justify answers,</li> </ul>
	instruction and	appropriate to the	arguments and opinions –	strategies to build	<ul> <li>Will ask relevant</li> </ul>	arguments and opinions –
	begin to ignore	audience, intonation	<ul> <li>Articulate and justify</li> </ul>	their vocabulary –	questions in a widening	<ul> <li>Articulate and justify opinion on</li> </ul>
Oracy	less important	to engage, eye	opinion on a character,	Uses a wider range of	variety of situations e.g.	a character, event or situation in
Opportunities	information.	gaze, eye contact,	event or situation in	verbs and adverbs	1:1, of a visitor, during	response to a question or
		well used gestures.	response to a question or	within their everyday	topic work, with a	prompt.
	<ul> <li>Ask relevant</li> </ul>	3	prompt.	and more formal	partner or in a group,	F F.
	questions to	Speak audibly and	p	speech and begins to	during a visit out of	• Give well-structured descriptions,
	extend their	fluently with an	Use spoken language to	understand the effect.	school etc.	explanations and narratives for
	understanding and	increasing command	develop understanding		<ul> <li>Be aware of when a</li> </ul>	•
	knowledge	of Standard English –	through speculating,	<ul> <li>Articulate and justify</li> </ul>	message is not clear	different purposes, including for
	<ul> <li>Will ask relevant</li> </ul>	<ul> <li>Can speak clearly</li> </ul>	hypothesising, imagining and	answers, arguments	and ask for an	expressing feelings-
	questions in a	and fluently about	exploring ideas	and opinions –	explanation.	<ul> <li>Presents information or personal</li> </ul>
	widening variety of	a range of events.	<ul> <li>Will make predictions and</li> </ul>	<ul> <li>Articulate and</li> </ul>		feelings in a structured way, with
	situations e.g. 1:1,	<ul> <li>Uses complex</li> </ul>	speculate on possible	justify opinion on	<ul> <li>Articulate and justify</li> </ul>	key ideas highlighted e.g. can
	of a visitor, during	sentences to	outcomes based on the	a character, event	answers, arguments and	explain a sequence of events in a
	topic work, with a	communicate	information given and	or situation in	opinions –	scientific observation; can explain
	partner or in a	clearly and explain	inferences made (within a	response to a	<ul> <li>Articulate and</li> </ul>	how they feel about an issue and
	group, during a visit	further.	widening range of situations -	question or	justify opinion on a	
	out of school etc.		both familiar and unfamiliar).	prompt.	character, event or	give reasons
	<ul> <li>Be aware of when a</li> </ul>	Participate in			situation in	Maintain attention and participate
	message is not	discussions,	Give well-structured	Use spoken language	response to a	actively in collaborative
	clear and ask for an	presentations,	descriptions, explanations	to develop	question or prompt.	conversations, staying on topic
	explanation.	performances, role	and narratives for different	understanding		and initiating and responding to
		play/improvisations	purposes, including for	through speculating,	Give well-structured	comments –
	Use relevant	& debate –		hypothesising,	descriptions,	<ul> <li>Able to adapt language to engage</li> </ul>
	strategies to build	- Will sustain a	expressing feelings-	imagining and	explanations and	and suit their audience e.g.
	their vocabulary –	role/scenario and is	<ul> <li>Presents information or</li> </ul>	exploring ideas	narratives for different	vocabulary appropriate to the
	<ul> <li>Uses a wider</li> </ul>	shows an	personal feelings in a	<ul> <li>Will make predictions</li> </ul>	purposes, including	audience, intonation to engage,
	range of verbs	understanding of	structured way, with key ideas	and speculate on	purposes, including	
			48			

<ul> <li>and adverbs within their everyday and more formal speech and begins to understand the effect.</li> <li>Give well- structured descriptions, explanations and narratives for different purposes, including for expressing feelings-         <ul> <li>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</li> </ul> </li> <li>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>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).</li> </ul>	<ul> <li>the character through speech (content, style, intonation and expression), gesture and movement.</li> <li>Presents information in a structured way and is able to use specific vocabulary.</li> <li>Gain, maintain and monitor interest of the listener(s) –</li> <li>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.</li> <li>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.</li> </ul>	highlighted e.g. can explain a sequence of events in a scientific observation; can explain how they feel about an issue and give reasons	<ul> <li>possible outcomes based on the information given and inferences made (within a widening range of situations – both familiar and unfamiliar).</li> <li>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings–</li> <li>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</li> </ul>	<ul> <li>for expressing feelings-</li> <li>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.</li> <li>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.</li> </ul>	<ul> <li>eye gaze, eye contact, well used gestures.</li> <li>Speak audibly and fluently with an increasing command of Standard English – <ul> <li>Can speak clearly and fluently about a range of events.</li> <li>Uses complex sentences to communicate clearly and explain further.</li> </ul> </li> <li>Participate in discussions, presentations, performances, role play/improvisations &amp; debate – <ul> <li>Will sustain a role/scenario and is shows an understanding of the character through speech (content, style, intonation and expression), gesture and movement.</li> <li>Presents information in a structured way and is able to use specific vocabulary.</li> </ul> </li> <li>Gain, maintain and monitor interest of the listener(s) – <ul> <li>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.</li> </ul> </li> <li>Consider and evaluate different viewpoints, attending to and building on the contributions of others – <ul> <li>Make expanded comments with supporting detail in response to others' viewpoints and say whether they agree or disagree and why.</li> </ul> </li> </ul>

Duration (Estimated)	2 weeks	2 weeks	3 weeks	2 weeks	2 weeks	1 week		
			YEAR 3 LONG TERM I	PLAN (LTP) 2024 - 2025				
		FICTION/NARRATIVE	NON-FI	CTION	POETRY			
			Year Group	o 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 singular possession (e.g. the girl's name; the girls name; the girl's name); Y4         Use of commas after 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 joined handwriting Y4         Word – Forms a or an according to whether the next words are related in form and meaning (e.g. aver, and, and)         Word – Forms a or an according to whether the next words are related of we was, or I did instead of I done) Y4         Text cohesion - Introduction to paragraphs as a way to group related material Y3         Use of the present perfect form of verbs instead of the single past (e.g. He has gone out to play contrasted with He went out to play) Y3         Appropriate choice of pronuon or on subwing have sentences to aid cohesion and avoid repetition Y4								
Stimuli       Mirror by Jeannie Baker         Stimuli       Stimuli         Stimuli       Stimuli			CS Lewis	Escape from Pompeii by Christina Balit       Dragonracers by Peter Bunz         FOMPEI       FOMPEI         FOMPEI				
Key Writing Outcomes	Informal letters-Write a letter character in the book descri- their life- Character to the respond to write about the	ibing en Overcoming the	• 'wardrobe'? explain what h	eruption report Report ab Pompeii and the eruption?	but Persuasive poster- Pers poster/advert for the drage	on race. persuasive advert for the dragon race.		
Key Writing Features	<ul> <li>Sender's name</li> <li>Sender's address</li> <li>Date</li> <li>Informal greeting</li> <li>Informal/chatty style – contractions</li> </ul>	<ul> <li>Opening</li> <li>Build-up</li> <li>Dilemma</li> <li>Resolution</li> <li>Ending</li> <li>Character descr</li> <li>Setting descripti</li> </ul>	ons paragrap	greeting language se ory paragraph • Headings • Subheadings • Text boxes	<ul> <li>Title</li> <li>Subheadings</li> <li>Slogans</li> <li>Introduction/opening paragraph</li> <li>Organised into paragraphs/text boxe</li> </ul>			

	<ul> <li>Emotive language – thoughts and feelings.</li> <li>Fronted adverbials</li> <li>First person pronouns</li> <li>Written in paragraphs</li> <li>Introductory paragraph</li> <li>Conclusion paragraph</li> <li>Rhetorical questions</li> <li>Informal Send off</li> </ul>	<ul> <li>Paragraphs around one theme</li> <li>Punctuation of direct speech</li> <li>Third person</li> <li>Past tense</li> <li>Varied conjunctions- when, before, after, while, so, because</li> <li>Adverbs then, next, soon, therefore</li> <li>Verbs ing/ed verbs</li> <li>Prepositions before, after, during, in</li> </ul>	<ul> <li>Describes events in chronological order</li> <li>Paragraphs around one theme</li> <li>Thoughts and feelings</li> <li>Rhetorical questions</li> <li>Time adverbials</li> <li>Concluding paragraph</li> </ul>	<ul> <li>Paragraphs around one theme</li> <li>Diagrams/pictures</li> <li>Captions</li> <li>Causal conjunctions</li> <li>Past Tense</li> <li>Third person</li> <li>Formal and impersonal tone</li> <li>Technical and subject specific vocabulary</li> </ul>	<ul> <li>Reasons to support view stated and points explained/expanded</li> <li>Emotive language</li> <li>Modal verbs</li> <li>Rehetorical questions</li> <li>Causal conjunctions</li> <li>Persuasive words and phrases</li> <li>Conclusion</li> </ul>	
Curriculum Objectives Covered	<ul> <li>To be able to spell some/many/most Year 3 key words</li> <li>Use of apostrophes to mark singular possession and contractions Y3</li> <li>Expressing time, place and cause using: conjunctions e.g. when, before, after, while, so, because Y3,</li> <li>adverbs e.g. then, next, soon, therefore Y3,</li> <li>prepositions e.g. before, after, during, in, because of Y3</li> <li>Forms lower and upper-case letters of the correct size relative to others</li> <li>Begins to increase the legibility, consistency and quality of handwriting Y3</li> <li>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</li> <li>Introduction to paragraphs as a way to group related material Y3</li> <li>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</li> <li>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Y4</li> </ul>	<ul> <li>To be able to spell some/many/most Year 3 key words</li> <li>Introduction to inverted commas to punctuate direct speech Y3</li> <li>Use of apostrophes to mark singular possession and contractions Y3</li> <li>Expressing time, place and cause using: conjunctions e.g. when, before, after, while, so, because Y3,</li> <li>adverbs e.g. then, next, soon, therefore Y3,</li> <li>prepositions e.g. before, after, during, in, because of Y3</li> <li>Forms lower and upper-case letters of the correct size relative to others</li> <li>Begins to increase the legibility, consistency and quality of handwriting Y3</li> <li>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</li> <li>Introduction to paragraphs as a way to group related material Y3</li> <li>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</li> <li>Fronted adverbials (e.g. Later that day, I heard the bad news) Y4</li> <li>Use of commas after fronted adverbials Y4</li> <li>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Y4</li> </ul>	<ul> <li>To be able to spell some/many/most Year 3 key words</li> <li>Introduction to inverted commas to punctuate direct speech Y3</li> <li>Use of apostrophes to mark singular possession and contractions Y3</li> <li>Expressing time, place and cause using: conjunctions e.g. when, before, after, while, so, because Y3,</li> <li>adverbs e.g. then, next, soon, therefore Y3,</li> <li>prepositions e.g. before, after, during, in, because of Y3</li> <li>Forms lower and upper-case letters of the correct size relative to others</li> <li>Begins to increase the legibility, consistency and quality of handwriting Y3</li> <li>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</li> <li>Introduction to paragraphs as a way to group related material Y3</li> <li>Use of the present perfect form of verbs instead of the simple</li> </ul>	<ul> <li>Forms lower and upper-case letters of the correct size relative to others</li> <li>To be able to spell some/many/most Year 3 key words</li> <li>Begins to increase the legibility, consistency and quality of handwriting Y3</li> <li>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</li> <li>Introduction to paragraphs as a way to group related material Y3</li> <li>Headings and subheadings to aid presentation Y3</li> <li>Fronted adverbials (e.g. Later that day, I heard the bad news) Y4</li> <li>Use of commas after fronted adverbials Y4</li> </ul>	<ul> <li>Formation of nouns using a range of prefixes (e.g. super, anti-, auto-) Y3</li> <li>Word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble) Y3</li> <li>To be able to spell some/many/most Year 3 key words</li> <li>Use of apostrophes to mark singular possession and contractions Y3</li> <li>Forms lower and upper-case letters of the correct size relative to others</li> <li>Begins to increase the legibility, consistency and quality of handwriting Y3</li> <li>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</li> <li>Introduction to paragraphs as a way to group related material Y3</li> <li>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Y4</li> <li>Use of precise nouns (e.g. alsatian for dog, people's names, technical/specific vocab)</li> <li>A variety of descriptive and appropriate to the context</li> <li>Correct use of capital letters, full stops, question marks, exclamation marks, commas in lists</li> </ul>	See oracy objectives

Oracy Opportunities         • Listen and respond within parts (in 14 has performed abwrdias (in 1.0e minimum display) Y2 event out beighty Y2 event out beight Y2							
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Oracy Oportunities              - Listen and respond appropriately to adults and perposite from adults of the periods appropriately to adults and september from adults appropriately to adults and perposite from adults appropriate adults adults and adults appropriate adults appropriote adults adults appropriate adults approprint adults adut				heard the bad news)		and form)	
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<ul> <li>hypothesising, imagining and exploring ideas</li> <li>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).</li> <li>Give well-structured descriptions, explanations and speculations and speculate on possible outcomes based on the information given and inferences made (within a widening range of situations both familiar and unfamiliar).</li> <li>Articulate and justify answers, arguments and opinions –</li> <li>Articulate and justify opinion on a character, event or</li> <li>Give well-structured descriptions, explanations and</li> <li>Give well-structured</li> <li>Situation in response to a</li> <li>Give well-structured</li> <li>Situation in response to a</li> <li>Situation in response to a</li> <li>Situation in response to a</li> <li>Situation for group, during a visit out of school</li> <li>Give well-structured descriptions, explanations and narratives for different</li> </ul>		through speculating.	Use spoken language to	within their everyday	<ul> <li>Ask relevant</li> </ul>	for an explanation.	participate actively in
<ul> <li>and exploring ideas</li> <li>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).</li> <li>Give well-structured descriptions, explanations and descriptions a</li></ul>				and more formal	questions to		collaborative
<ul> <li>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).</li> <li>Will make predictions and exploring ideas</li> <li>Will make predictions and exploring ideas</li> <li>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).</li> <li>Will make predictions, explanations and exploring ideas</li> <li>Will make predictions and exploring ideas</li> <li>Articulate and justify answers, arguments and opinions –</li> <li>Articulate and justify answers, arguments and opinions –</li> <li>Articulate and justify answers, arguments and opinions –</li> <li>Articulate and justify opinion on a character, and opinions –</li> <li>Articulate and justify opinion on a character, and opinions –</li> <li>Articulate and justify opinion on a character, and opinions –</li> <li>Articulate and justify opinion on a character, and opinions –</li> <li>Articulate and justify opinion on a character, and opinions –</li> <li>Articulate and justify opinion on a character, and opinions –</li> <li>Articulate and justify opinion on a character, and opinions –</li> <li>Articulate and justify opinion on a character, and opinions –</li> <li>Articulate and justify opinion on a character, and opinions –</li> <li>Articulate and justify opinion on a character, and opinions –</li> <li>Articulate and justify opinion on a character, and opinions –</li> <li>Articulate and justify opinion on a character, and opinions –</li> <li>Articulate and justify opinion on a character, and opinions –</li> <li>Articulate and justify opinion on a character, and opinions –</li> <li></li></ul>					-	Articulate and justify	
<ul> <li>speculate on possible outcomes based on the information given and inferences made (within a widening range of situations – both familiar and unfamiliar).</li> <li>Give well-structured descriptions, explanations and</li> </ul>							
<ul> <li>Will make predictions and inferences made (within a widening range of situations – both familiar and unfamiliar).</li> <li>Give well-structured descriptions, explanations and descriptions and descriptions and descriptions and descriptions and description and description and description and de</li></ul>		•		and orotand the oneot.		· —	
<ul> <li>information given and inferences made (within a widening range of situations – both familiar and unfamiliar).</li> <li>Speculate on possible outcomes based on the information given and inferences made (within a widening range of situations – both familiar and unfamiliar).</li> <li>Give well-structured descriptions, explanations and</li> </ul>						-	responding to comments
<ul> <li>inferences made (within a widening range of situations – both familiar and unfamiliar).</li> <li>both familiar and unfamiliar).</li> <li>and opinions – Articulate and justify opinion on a character, event or situation in response to a</li> <li>both familiar and unfamiliar).</li> <li>and opinions – Articulate and justify opinion on a character, event or situation in response to a</li> <li>both familiar, and unfamiliar).</li> <li>both familiar and unfamiliar).</li></ul>							-
<ul> <li>widening range of situations - both familiar and unfamiliar).</li> <li>and inferences made (within a widening range of situations – both familiar and unfamiliar).</li> <li>Give well-structured descriptions, explanations and</li> <li>Articulate and justify opinion on a character, event or response to a</li> <li>Articulate and justify opinion on a character, event or response to a</li> <li>Situations e.g. 1:1, of a visitor, during topic work, with a partner or in a group, during a visit out of school</li> <li>Give well-structured descriptions, explanations and</li> </ul>							
<ul> <li>both familiar and unfamiliar).</li> <li>both familiar and unfamiliar).</li> <li>Give well-structured descriptions, explanations and</li> <li>gray and a character, event or situation in response to a</li> <li>group, during a visit out of school</li> <li>group, during a visit out of school</li> <li>Give well-structured descriptions, explanations and</li> </ul>		inferences made (within a	based on the information given	and opinions –		event or situation in	engage and suit their
<ul> <li>both familiar and unfamiliar).</li> <li>widening range of situations – both familiar and unfamiliar).</li> <li>Give well-structured descriptions, explanations and</li> <li>grup, during a visit out of school</li> <li>grup, during a visit out of school</li> <li>Give well-structured descriptions, explanations</li> </ul>		widening range of situations	and inferences made (within a	<ul> <li>Articulate and</li> </ul>	situations e.g. 1:1,	response to a question	audience e.g. vocabulary
unfamiliar).       both familiar and unfamiliar).       a character, event or of the well-structured descriptions, explanations and       topic work, with a partner or in a situation in response to a       topic work, with a partner or in a group, during a visit out of school       • Give well-structured descriptions, explanations and narratives for different       audience, intonation to engage, eye contact, well used gestures.		0 0			_		
Give well-structured     descriptions, explanations and     descriptions, explanations     descrip			5 5				
Give well-structured     descriptions, explanations and     descriptions, explanations     descripting explanations     descriptions, explanations     descripting ex		annannia).	both familiar and unfamiliar).	-		Give well-structured	
descriptions, explanations and response to a visit out of school and narratives for different gestures.							
and narratives for different						• • •	
etc.			descriptions, explanations and	response to a		and narratives for different	gestures.
					etc.		

	narratives for different purposes, including for	question or prompt.	<ul> <li>Be aware of when a message is not</li> </ul>	purposes, including for expressing feelings–	<ul> <li>Speak audibly and fluently with an increasing</li> </ul>
			clear and ask for	<ul> <li>Presents information or</li> </ul>	command of Standard
	expressing feelings-	Use spoken	an explanation.		English –
	<ul> <li>Presents information or</li> </ul>	language to develop	·	personal feelings in a	<ul> <li>Can speak clearly and</li> </ul>
	personal feelings in a structured	understanding	Use relevant	structured way, with key	fluently about a range of
	way, with key ideas highlighted	through	strategies to	ideas highlighted e.g. can	events.
	e.g. can explain a sequence of	speculating,	build their	explain a sequence of	<ul> <li>Uses complex</li> </ul>
	events in a scientific	hypothesising,	vocabulary –	events in a scientific	sentences to
	observation; can explain how	imagining and	<ul> <li>Uses a wider</li> </ul>	observation; can explain	communicate clearly
	they feel about an issue and	exploring ideas	range of	how they feel about an	and explain further.
	give reasons	<ul> <li>Will make predictions</li> </ul>	verbs and	issue and give reasons.	
	, i i i i i i i i i i i i i i i i i i i	and speculate on	adverbs	Ŭ	Participate in
		possible outcomes based on the	within their everyday and	• Select and use appropriate	discussions, presentations,
		information given and	more formal	registers for effective	performances, role
		inferences made	speech and	<b>communication</b> – In familiar	play/improvisations &
		(within a widening	begins to	situations, can recognise for	debate –
		range of situations -	understand	themselves when to use	- Will sustain a
		both familiar and	the effect.	formal language e.g. leading	role/scenario and is
		unfamiliar).		a group of their peers,	shows an understanding
			Give well-	discussion with a classroom	of the character through
		Give well-structured	structured	visitor, formal debate etc.	speech (content, style,
		descriptions,	descriptions,		intonation and
		explanations and	explanations and		expression), gesture and
		narratives for	narratives for		movement. – Presents information in a
		different purposes,	different		structured way and is
		including for	purposes,		able to use specific
		expressing	including for		vocabulary.
		feelings-	expressing		
		- Presents	feelings-		Gain, maintain and
		information or	- Presents		monitor interest of the
		personal feelings in	information or		listener(s) –
		a structured way,	personal feelings		<ul> <li>Recognises when the</li> </ul>
		with key ideas	in a structured		listener is losing interest and will use intonation
		highlighted e.g. can	way, with key		and expression to engage
		explain a sequence			interest. Can explain
		of events in a	ideas highlighted		ideas in a manner
		scientific	e.g. can explain		appropriate to the listener.
		observation; can	a sequence of		
			events in a		<ul> <li>Consider and evaluate</li> </ul>
		explain how they	scientific		different viewpoints,
		feel about an issue	observation; can		attending to and building
		and give reasons	explain how they		on the contributions of
			feel about an		others – Make expanded
			issue and give		<ul> <li>Make expanded comments with</li> </ul>
			reasons		supporting detail in
			Use spoken		response to others'
			language to		viewpoints and say
			develop		whether they agree or
			understanding		disagree and why.
			through speculating,		
			hypothesising,		
			imagining and		
			exploring ideas		

				<ul> <li>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).</li> </ul>		
Duration (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 Objecti	ves		
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 and contractions Y3 Use of operation within inverted commas = texample: The conductor shouted, "Sit down!" Apostrophes to mark plural possession and contractions Y3 Use of operation within inverted commas and contractions Y3 Use of operation within inverted commas after fronted adverbials Y4 Poelling - 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 Y4 Word – Formation of nours using a range of prefixes (e.g. super-, ant:, supc) 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 Word Hamilies 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 Text cohesion - Introduction to paragraphs to organise ideas around a thereinf 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 Appropria						
Appropriate choice				Διιτιμα	n Term 2	
Stimuli	The Egyptian Cinderella by Shirley Climo THE EGYPTIAN CINDERELLA Water Clare Clared With the			A.S.	e Bad Beginning by Lemony Snicket	
Key Writing Outcomes	Narrative: Retell the story of Egyptian Cinderella	Instructions: Mummifying a pharaoh	Non-Chronological Report: Egyptian Pharaoh	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 Features	<ul> <li>Opening</li> <li>Build-up</li> <li>Dilemma</li> <li>Resolution</li> <li>Ending</li> <li>Character descriptions</li> <li>Setting descriptions</li> <li>Paragraphs around one theme</li> <li>Punctuation of direct speech</li> </ul>	<ul> <li>Title</li> <li>Introduction</li> <li>A list of what you need - equipment</li> <li>Method</li> <li>Time adverbials</li> <li>Imperative verbs</li> <li>Prepositions</li> <li>Chronological order</li> <li>Conclusion</li> <li>Rhetorical questions</li> </ul>	<ul> <li>Title</li> <li>Introductory paragraph</li> <li>Headings</li> <li>Subheadings</li> <li>Text boxes</li> <li>Paragraphs around one theme</li> <li>Diagrams/pictures</li> <li>Captions</li> <li>Causal conjunctions</li> <li>Past Tense</li> </ul>	<ul> <li>Structure of a Letter</li> <li>Sender's address- Right hand side</li> <li>Recipient address- Left hand side</li> <li>Date- under recipient's address</li> <li>Formal Greeting</li> <li>Formal closing- Signature and full name</li> <li>Formal language</li> <li>Impersonal tone</li> <li>Rhetorical questions</li> <li>First person</li> <li>Paragraphs around one theme.</li> </ul>	<ul> <li>Opening</li> <li>Build-up</li> <li>Dilemma</li> <li>Resolution</li> <li>Ending</li> <li>Character descriptions</li> <li>Setting descriptions</li> <li>Paragraphs around one theme</li> <li>Punctuation of direct speech</li> <li>Third person</li> <li>Past tense</li> </ul>	

	Third person	Pictures/diagrams	Third person	Emotive language- thoughts and feelings	
	Past tense	(optional)	Formal and impersonal	Causal conjunctions	
			tone	Persuasive language	
			<ul> <li>Technical and subject specific vocabulary</li> </ul>		
Curriculum Objectives Covered	<ul> <li>Direct speech using inverted commas.</li> <li>Writing for a purpose - Describe a setting, character and plot.</li> <li>Expanded noun phrases</li> <li>Use of paragraphs to organise ideas around a theme.</li> <li>Use a dictionary to check spellings of words.</li> <li>Spell some/most Year 3/4 spellings.</li> <li>Use conjunctions, adverbs and prepositions to express time and cause.</li> <li>Use co-ordination to join clauses.</li> <li>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</li> <li>Fronted adverbials</li> <li>Apostrophe for possession.</li> <li>Correctly use commas to</li> </ul>	<ul> <li>Spell some/most Year 3/4 spellings.</li> <li>Fronted adverbials</li> <li>Expressing time, place and cause using adverbs, prepositions.</li> <li>Sub-headings to organise information.</li> <li>Use co-ordination and some subordination to join clauses.</li> </ul>	<ul> <li>Spell some/most Year 3/4 spellings.</li> <li>To be able to spell some/many/most Year 3 and 4 key words</li> <li>Use of the forms a or an according to whether the next word begins with a consonant or a vowel</li> <li>Use paragraphs as a way to group related material</li> <li>Headings and subheadings to aid presentation Y3</li> <li>Fronted adverbials followed by a comma</li> </ul>	<ul> <li>Use co-ordination and some subordination to join clauses.</li> <li>use fronted adverbials (followed by a comma)</li> <li>Spell some/most Year 3/4 spellings.</li> <li>Apostrophes for contractions and to show possession.</li> <li>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</li> <li>Use of paragraphs to organise ideas around a theme</li> <li>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</li> <li>Sentence variations (exclamation, question, command).</li> <li>Emotive language (thoughts and feelings)</li> <li>Coordinating and subordinating conjunctions</li> <li>Fronted adverbials</li> <li>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)</li> </ul>	<ul> <li>Spell some/most Year 3/4 spellings.</li> <li>Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses.</li> <li>Use of paragraphs to organise ideas around a theme.</li> <li>Punctuation of direct speech (comma after a reporting clause, end punctuation).</li> <li>Figurative language – similes, personification, metaphor.</li> <li>Use conjunctions, adverbs and prepositions to express time and cause.</li> <li>Use co-ordination to join clauses.</li> <li>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</li> <li>Fronted adverbials</li> <li>Apostrophe for possession and contractions.</li> <li>Correctly use commas to separate items in a list.</li> </ul>
Oracy Opportunities	<ul> <li>separate items in a list.</li> <li>Ask relevant questions to extend their understanding and knowledge         <ul> <li>Is beginning to recognise the difference between open and closed questions and is starting to demonstrate that they can use/apply these appropriately.</li> <li>Use relevant strategies to build their vocabulary                 <ul> <li>Uses a wider range of verbs and adverbs within their everyday and more formal speech and begins to understand the effect.</li> <li>Articulate and justify answers, arguments and opinions –</li> </ul> </li> </ul> </li> </ul>	<ul> <li>Listen and respond appropriately to adults and their peers- listen for periods appropriate to their age –         <ul> <li>Listen to others, work out which information is important and make relevant and related comments e.g. returns to a key point and elaborates.</li> </ul> </li> <li>Use relevant strategies to build their vocabulary         <ul> <li>Uses a wider range of verbs and adverbs within their everyday and more formal speech and begins to understand the effect.</li> </ul> </li> <li>Maintain attention and participate actively in collaborative conversations, staying</li> </ul>	<ul> <li>Listen and respond appropriately to adults and their peers- listen for periods appropriate to their age –         <ul> <li>Listen to others, work out which information is important and make relevant and related comments e.g. returns to a key point and elaborates.</li> </ul> </li> <li>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings–         <ul> <li>Presents information or personal feelings in a structured way, with key ideas highlighted e.g. can explain a sequence of events in a scientific</li> </ul> </li> </ul>	<ul> <li>Listen and respond appropriately to adults and their peers- listen for periods appropriate to their age –         <ul> <li>Listen to others, work out which information is important and make relevant and related comments e.g. returns to a key point and elaborates.</li> </ul> </li> <li>Ask relevant questions to extend their understanding and knowledge         <ul> <li>Is beginning to recognise the difference between open and closed questions and is starting to demonstrate that they can use/apply these appropriately.</li> </ul> </li> <li>Articulate and justify answers, arguments and opinions –         <ul> <li>Articulate and justify opinion on a character, event or situation in response to a question or prompt.</li> <li>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings–             <ul> <li>Presents information or personal feelings in a structured way, with key ideas</li> </ul> </li> </ul></li></ul>	<ul> <li>Ask relevant questions to extend their understanding and knowledge         <ul> <li>Is beginning to recognise the difference between open and closed questions and is starting to demonstrate that they can use/apply these appropriately.</li> </ul> </li> <li>Use relevant strategies to build their vocabulary –         <ul> <li>Uses a wider range of verbs and adverbs within their everyday and more formal speech and begins to understand the effect.</li> </ul> </li> <li>Articulate and justify answers, arguments and opinions –         <ul> <li>Articulate and justify opinion on a character, event or situation in response to a question or prompt.</li> </ul> </li> <li>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings–         <ul> <li>Presents information or personal feelings in a structured way, with key ideas</li> </ul> </li> </ul>

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

# YEAR 4 LONG TERM PLAN (LTP) 2024 - 2025

	I	FICTION/NARRATIVE	NON-FICTION		POETRY	
			Year Group Objectiv	/es		
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 Word families basc The grammatical of Standard English f Text cohesion - In Use of paragraphs	erted commas to punctuate direct sports and other punctuation to indi- the reporting clause in within inverted commas = example ark plural possession (e.g. the girl's es to mark singular possession and of the fronted adverbials Y4 able to spell some/many/most Year 4 are - Expressing time, place and cau banded by the addition of modifying as s (e.g. Later that day, I heard the bar orms lower and upper-case letters of e the legibility, consistency and quali- tase legibility, consistency and quali- tase legibility, consistency and quali- as a or an according to whether the nex- ed on common words, showing how difference between plural and posse forms for verb inflections instead of introduction to paragraphs as a way is to organise ideas around a theme	beech Y3 cate direct speech: Y4 :: The conductor shouted, "Sit down name; the girls' names) Y4 contractions Y3 4 key words se using: conjunctions e.g. when, b adjectives, nouns and preposition p d news) Y4 the correct size relative to others ty of handwriting Y3 cy of joined handwriting Y4 (e.g. super-, anti-, auto-) Y3 t word begins with a consonant or a words are related in form and mea ssive -s Y4 local spoken forms (e.g. we were in to group related material Y3	Year Group Objectiv !" before, after, while, so, because Y3, hrases (e.g. the teacher expanded a vowel (e.g. a rock, an open box) Y ning (e.g. solve, solution, solver, dis	adverbs e.g. then, next, soon, ther to: the strict maths teacher with cur 3 ssolve, insoluble) Y3	efore Y3, prepositions e.g. before, a	after, during, in, because of Y3
Headings and sub	headings to aid presentation Y3					
Use of the present	t 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	e of pronoun or noun within and acro		avoid repetition Y4		Spring Torm 2	
		Spring Term 1			Spring Term 2	
Stimuli	Firework Marker's Daughter by Philip Pullman			The	e Great Kapok Tree by Lynne Che The GREAT by Second	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 curriculum - newspaper report on escaped tiger	Persuasive speech
Key Writing Features	<ul> <li>Sender's name</li> <li>Sender's address</li> <li>Date</li> <li>Informal greeting</li> <li>Informal/chatty style – contractions</li> <li>Emotive language – thoughts and feelings.</li> <li>Fronted adverbials</li> <li>First person pronouns</li> <li>Written in paragraphs</li> </ul>	<ul> <li>Stanzas</li> <li>8 lines</li> <li>Rhyme (ABAB CDCD)</li> <li>Set meter</li> <li>Descriptive vocabulary</li> <li>Capital letter for a new line</li> </ul>	<ul> <li>Date</li> <li>First person</li> <li>Informal greeting</li> <li>Informal language</li> <li>Past tense</li> <li>Introductory paragraph</li> <li>Describes events in chronological order</li> <li>Paragraphs around one theme</li> <li>Thoughts and feelings</li> </ul>	<ul> <li>Title</li> <li>Introductory paragraph</li> <li>Headings</li> <li>Subheadings</li> <li>Text boxes</li> <li>Paragraphs around one theme</li> <li>Diagrams/pictures</li> <li>Captions</li> <li>Causal conjunctions</li> <li>Past Tense</li> </ul>	<ul> <li>Name of the newspaper</li> <li>Headline</li> <li>Reporters name and date</li> <li>Columns.</li> <li>Orientation paragraph including 5 Ws.</li> <li>Paragraphs in chronological order.</li> </ul>	See oracy objectives

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

<ul> <li>Listen to others, work out</li> </ul>	within their everyday	<ul> <li>Listen to others, work</li> </ul>	<ul> <li>Listen to others, work</li> </ul>	<ul> <li>Listen to others, work</li> </ul>	<ul> <li>Listen to others, work</li> </ul>
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	Ack relevant quactions	• Ack relevant quactions	• Ack relevant quastions
	conversations, staying	-	Ask relevant questions	Ask relevant questions	Ask relevant questions
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
<ul> <li>Is beginning to</li> </ul>	and responding to	knowledge	knowledge	knowledge	knowledge
recognise the	comments –	<ul> <li>Is beginning to</li> </ul>	<ul> <li>Is beginning to</li> </ul>	<ul> <li>Is beginning to</li> </ul>	<ul> <li>Is beginning to</li> </ul>
difference between		recognise the	<b>0</b> 0	<b>0</b> 0	• •
open and closed	<ul> <li>Able to adapt</li> </ul>	difference between	recognise the	recognise the	recognise the
•	language to engage and suit		difference between	difference between	difference between
questions and is	their audience e.g. vocabulary	open and closed	open and closed	open and closed	open and closed
starting to		questions and is	questions and is	questions and is	questions and is
demonstrate that they	appropriate to the audience,	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			
		appropriately.	they can use/apply	they can use/apply	they can use/apply
Articulate and justify	<ul> <li>Spoak audibly and</li> </ul>	appropriatory.	these appropriately.	these appropriately.	these appropriately.
Articulate and justify	Speak audibly and				
answers, arguments and	fluently with an	<ul> <li>Use relevant strategies</li> </ul>	Give well-structured	<ul> <li>Use relevant strategies</li> </ul>	<ul> <li>Articulate and justify</li> </ul>
opinions –	increasing command of	to build their vocabulary	descriptions,	to build their vocabulary	answers, arguments and
<ul> <li>Articulate and justify</li> </ul>	Standard English –	-	explanations and	_	opinions –
opinion on a	<ul> <li>Can speak clearly and</li> </ul>	<ul> <li>Uses a wider range of</li> </ul>	•		-
character, event or	fluently about a range	5	narratives for different	<ul> <li>Uses a wider range of</li> </ul>	<ul> <li>Articulate and justify</li> </ul>
situation in response	, , ,	verbs and adverbs	purposes, including for	verbs and adverbs	opinion on a
to a question or	of events.	within their everyday	expressing feelings-	within their everyday	character, event or
	<ul> <li>Uses complex</li> </ul>	and more formal	<ul> <li>Presents information</li> </ul>	and more formal	situation in response
prompt.	sentences to	speech and begins to			to a question or
	communicate clearly	understand the effect.	or personal feelings	speech and begins to	prompt.
<ul> <li>Give well-structured</li> </ul>	and explain further.	understand the effect.	in a structured way,	understand the effect.	prompt.
descriptions,	•		with key ideas		
explanations and	<ul> <li>Participate in</li> </ul>	<ul> <li>Articulate and justify</li> </ul>	highlighted e.g. can	Use spoken language to	Give well-structured
•	discussions,	answers, arguments and	explain a sequence	develop understanding	descriptions,
narratives for different	presentations,	opinions –	of events in a		explanations and
purposes, including for	performances, role	<ul> <li>Articulate and justify</li> </ul>	scientific	through speculating,	narratives for different
expressing feelings-	play/improvisations &	opinion on a	observation; can	hypothesising,	
<ul> <li>Presents information</li> </ul>	debate -	•	explain how they feel	imagining and exploring	purposes, including for
or personal feelings in	- Will sustain a	character, event or		ideas	expressing feelings-
a structured way, with		situation in response	about an issue and	<ul> <li>Will make predictions and</li> </ul>	<ul> <li>Presents information</li> </ul>
	role/scenario and is	to a question or	give reasons	speculate on possible	or personal feelings
key ideas highlighted	shows an	prompt.		outcomes based on the	in a structured way,
e.g. can explain a	understanding of the		<ul> <li>Maintain attention and</li> </ul>		with key ideas
sequence of events in	character through	Give well-structured	participate actively in	information given and	highlighted e.g. <i>can</i>
a scientific	speech (content, style,	descriptions,		inferences made (within a	
observation; can	intonation and		collaborative	widening range of	explain a sequence
explain how they feel	expression), gesture	explanations and	conversations, staying	situations – both familiar	of events in a
about an issue and	and movement.	narratives for different	on topic and initiating		scientific
		purposes, including for		and unfamiliar).	observation; can
give reasons	<ul> <li>Presents information in</li> </ul>	expressing feelings-	and responding to		explain how they feel
	a structured way and is		comments –	<ul> <li>Participate in</li> </ul>	about an issue and
<ul> <li>Use spoken language to</li> </ul>	able to use specific	<ul> <li>Presents information</li> </ul>	- Able to adapt	discussions,	give reasons
develop understanding	vocabulary.	or personal feelings in	language to engage and suit	presentations,	9101000010
through speculating,		a structured way, with	their audience e.g. vocabulary	performances, role	
hypothesising, imagining	Gain, maintain and	key ideas highlighted	8 ,	•	<ul> <li>Maintain attention and</li> </ul>
and exploring ideas	monitor interest of the	e.g. <i>can explain a</i>	appropriate to the audience,	play/improvisations &	participate actively in
<ul> <li>Will make predictions and</li> </ul>		- ·	intonation to engage, eye gaze,	debate –	collaborative
•	listener(s) –	sequence of events in	eye contact, well used	– Will sustain a	
speculate on possible	<ul> <li>Recognises when the</li> </ul>	a scientific	gestures.	role/scenario and is	conversations, staying
outcomes based on the	listener is losing interest	observation; can		shows an	on topic and initiating
	listener is losing interest and will use intonation				
outcomes based on the information given and	0	observation; can explain how they feel		understanding of the	and responding to
outcomes based on the	and will use intonation				

widening range of	explain ideas in a	about an issue and	anaach (aantant atula	- Able to adapt
situations – both familiar	manner appropriate to	give reasons	speech (content, style, 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	<ul> <li>Ose spoken language to develop understanding</li> </ul>	- Presents information in	intonation to engage, eye gaze,
<ul> <li>Participate in discussions,</li> </ul>	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 &	<ul> <li>In familiar situations,</li> </ul>	<ul> <li>Will make predictions and</li> </ul>		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.				and explain further.
<ul> <li>Presents information in</li> </ul>				and explain futurer.
a structured way and is				Deutletin et al lu
able to use specific				<ul> <li>Participate in discussions.</li> </ul>
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.
				<ul> <li>Presents information in</li> </ul>
				a structured way and is
				able to use specific
				vocabulary.  Gain, maintain and
				Gain, maintain and monitor interest of the
				listener(s) –
				<ul> <li>Recognises when the</li> </ul>
				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

						<ul> <li>response to others' viewpoints and say whether they agree or disagree and why.</li> <li>Select and use appropriate registers for effective communication         <ul> <li>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.</li> </ul> </li> </ul>
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         ≈ not punctuation within inverted commas = example: The conductor should, "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 apostrophes 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 legibility, consistency and quality of handwriting Y4         Word - Formation of nours using a range of prefixes (e.g. super-, ant-, auto-) Y3         Use of the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. arock, an open box) Y3         Word I 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 - Introduction to paragraphs as a way to group related material Y3						
Use of paragraphs Headings and sub Use of the present	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 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					
Stimuli	Buried Alive by Jacqueline Wilson Jacqueline Wilson	Beowolf by Rob Lloyd Jones	The Magic Box by Kit Wright KIT WRIGHT WGGCC BOCK BOCK POEMS FOR CHILDREN	t Charlie and the Chocolate Factory by Roald Dahl		
Key Writing Outcomes	Diary entry	Narrative: Adventure story (create own)	Modern poem	Explanation Text: Creating own confectionary	Letter of Complaint	Playscripts
Key Writing Features	<ul> <li>Date</li> <li>First person</li> <li>Informal greeting</li> <li>Informal language</li> <li>Past tense</li> <li>Introductory paragraph</li> <li>Describes events in chronological order</li> <li>Paragraphs around one theme</li> <li>Thoughts and feelings</li> <li>Rhetorical questions</li> </ul>	<ul> <li>Opening</li> <li>Build-up</li> <li>Dilemma</li> <li>Resolution</li> <li>Ending</li> <li>Character descriptions</li> <li>Setting descriptions</li> <li>Paragraphs around one theme</li> <li>Punctuation of direct speech</li> <li>Third person</li> </ul>	<ul> <li>Stanzas</li> <li>Rhythm</li> <li>Repeating patterns</li> <li>Similes</li> <li>Metaphors</li> <li>Alliteration</li> <li>Personification</li> <li>Powerful imagery</li> <li>Repetition</li> <li>Emotive language</li> <li>Rhyme (optional)</li> </ul>	<ul> <li>Title</li> <li>Subheadings</li> <li>Introductory paragraph</li> <li>Technical Vocabulary</li> <li>Diagram/illustration with labels</li> <li>Time adverbials</li> <li>Chronological order</li> <li>Causal Conjunctions</li> <li>Conclusion</li> <li>Usually present tense</li> <li>Third person</li> </ul>	<ul> <li>Structure of a Letter</li> <li>Sender's address- Right hand side</li> <li>Recipient address- Left hand side</li> <li>Date- under recipient's address</li> <li>Formal Greeting</li> <li>Formal closing- Signature and full name</li> <li>Formal language</li> <li>Impersonal tone</li> </ul>	See oracy objectives

	Time adverbials	Past tense			Rhetorical questions	
	Concluding paragraph				First person	
					Paragraphs around one     theme	
					<ul><li>theme.</li><li>Emotive language-</li></ul>	
					thoughts and feelings	
					Causal conjunctions	
	Spell some/most Year 3/4	<ul> <li>Spell some/most Year 3/4</li> </ul>	Spell some/most Year 3/4	To be able to spell	To be able to spell	See oracy objectives
	spellings.	spellings.	spellings.	some/many/most Year 3	some/many/most Year 3	
	<ul><li>Emotive language</li><li>Fronted adverbials (with</li></ul>	<ul> <li>Use co-ordination (e.g. or / and / but) and some</li> </ul>	<ul> <li>composing and rehearsing sentences orally.</li> </ul>	<ul><li>and 4 key words</li><li>Use of apostrophes to</li></ul>	<ul><li>and 4 key words</li><li>Use of apostrophes to</li></ul>	
	commas)	subordination (e.g. when /	<ul> <li>discussing writing similar</li> </ul>	mark singular possession	mark singular possession	
	To be able to spell	if / that / because) to join	to that which they are	and contractions	and contractions	
	some/many/most Year 3	clauses.	planning to write in order to	Expressing time, place	• Use of the forms a or an	
	and 4 key words	<ul> <li>Use of paragraphs to organise ideas around a</li> </ul>	understand and learn from its structure, vocabulary	and cause using:	according to whether the	
	<ul> <li>Use of apostrophes to mark singular possession</li> </ul>	theme.	and grammar.	conjunctions e.g. when,	next word begins with a	
	and contractions	<ul> <li>Punctuation of direct</li> </ul>	read aloud their own	before, after, while, so, because	<ul><li>consonant or a vowel</li><li>Organise information into</li></ul>	
	Expressing time, place and	speech (comma after a	writing, to a group or the	<ul> <li>Formation of nouns using</li> </ul>	Organise information into paragraphs	
	cause using: conjunctions.	reporting clause, end punctuation).	whole class, using appropriate	a range of prefixes and	Appropriate choice of	
	<ul> <li>adverbs e.g. then, next, soon, therefore</li> </ul>	<ul> <li>Figurative language –</li> </ul>	<ul> <li>intonation and controlling</li> </ul>	suffixes	pronoun or noun within	
	<ul> <li>prepositions e.g. before,</li> </ul>	similes, personification,	the tone and volume so	Use of the forms a or an	and across sentences to	
	after, during, in, because	metaphor.	that the meaning is clear.	according to whether the	aid cohesion and avoid	
	of	<ul> <li>Use conjunctions, adverbs and prepositions to</li> </ul>		next word begins with a consonant or a vowel	repetition	
Curriculum	<ul> <li>Use of the forms a or an according to whether the</li> </ul>	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		
	<ul> <li>Introduction to paragraphs</li> </ul>	<ul><li>clauses.</li><li>Appropriate choice of</li></ul>		subheadings to aid		
	as a way to group related material.	pronoun or noun within		<ul> <li>presentation</li> <li>Fronted adverbials</li> </ul>		
	Use of the present perfect	and across sentences to		<ul> <li>Fronted adverbials followed by a comma.</li> </ul>		
	form of verbs instead of	aid cohesion and avoid		Appropriate choice of		
	<ul><li>the simple past</li><li>Fronted adverbials</li></ul>	<ul><li>repetition.</li><li>Fronted adverbials</li></ul>		pronoun or noun within		
	Use of commas after	followed by a comma		and across sentences to		
	fronted adverbials	Apostrophe for possession		aid cohesion and avoid		
	Appropriate choice of	and contractions.		repetition		
	pronoun or noun within	<ul> <li>Correctly use commas to separate items in a list.</li> </ul>				
	and across sentences to 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)					
	<ul> <li>Listen and respond appropriately to adults</li> </ul>	<ul> <li>Ask relevant questions to extend their</li> </ul>	Use relevant strategies     to build their vocabulary	Listen and respond     appropriately to adults	Listen and respond     appropriately to adults	<ul> <li>Use relevant strategies to build their vocabulary</li> </ul>
	and their peers- listen for	understanding and	–	and their peers- listen	and their peers- listen	–
	periods appropriate to	knowledge	<ul> <li>Uses a wider range of</li> </ul>	for periods appropriate	for periods appropriate	<ul> <li>Uses a wider range of</li> </ul>
Oracy	their age –	<ul> <li>Is beginning to</li> </ul>	verbs and adverbs	to their age -	to their age -	verbs and adverbs
Opportunities	<ul> <li>Listen to others, work out which information</li> </ul>	recognise the difference between	within their everyday	<ul> <li>Listen to others, work out which information</li> </ul>	<ul> <li>Listen to others, work out which information</li> </ul>	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 understand the effect.	make relevant and	make relevant and	speech and begins to understand the effect.
	related comments	starting to	understand the enect.	related comments	related comments	understand the enect.

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	<ul> <li>Maintain attention and</li> </ul>		point and elaborates.	point and elaborates.	<ul> <li>Maintain attention and</li> </ul>
A - 1 1	appropriately.	participate actively in				participate actively in
Ask relevant questions	Here and second educate where	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
<pre>knowledge – Is beginning to</pre>	- Uses a wider range of	and responding to		knowledge	knowledge – Is beginning to recognise	and responding to
recognise the	verbs and adverbs within their	comments –		<ul> <li>Is beginning to</li> </ul>	the difference between	comments –
difference between	everyday and more formal	- Able to adapt		recognise the	open and closed	
open and closed	speech and begins to	language to engage and suit		difference between	questions and is starting	<ul> <li>Able to adapt language to engage and suit</li> </ul>
questions and is	understand the effect.	their audience e.g. vocabulary		open and closed	to demonstrate that they	their audience e.g. vocabulary
starting to		appropriate to the audience,		questions and is starting to	can use/apply these	appropriate to the audience,
demonstrate that they	Articulate and justify			demonstrate that	appropriately.	
can use/apply these	answers, arguments and	intonation to engage, eye gaze,		they can use/apply		intonation to engage, eye gaze, eye contact, well used
appropriately.	opinions –	eye contact, well used gestures.		these appropriately.	<ul> <li>Articulate and justify</li> </ul>	
	<ul> <li>Articulate and justify</li> </ul>				answers, arguments and	gestures.
<ul> <li>Use relevant strategies</li> </ul>	opinion on a	Speak audibly and	•	Use relevant strategies	opinions –	
to build their vocabulary	character, event or	fluently with an increasing command of		to build their vocabulary	<ul> <li>Articulate and justify</li> </ul>	<ul> <li>Speak audibly and fluently with an</li> </ul>
-	situation in response	Standard English –		-	opinion on a	increasing command of
<ul> <li>Uses a wider range of</li> </ul>	to a question or	<ul> <li>Can speak clearly and</li> </ul>		<ul> <li>Uses a wider range of</li> </ul>	character, event or	Standard English –
verbs and adverbs	prompt.	fluently about a range		verbs and adverbs	situation in response to a question or	<ul> <li>Can speak clearly and</li> </ul>
within their everyday	Give well-structured	of events.		within their everyday	prompt.	fluently about a range
and more formal	descriptions,	<ul> <li>Uses complex</li> </ul>		and more formal	p	of events.
speech and begins to	explanations and	sentences to		speech and begins to	Give well-	<ul> <li>Uses complex</li> </ul>
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-	Participate in	•	Use spoken language to	for different purposes,	and explain further.
answers, arguments and	<ul> <li>Presents information or</li> </ul>	discussions,		develop understanding	including for expressing	Participate in
<ul> <li>opinions –</li> <li>Articulate and justify</li> </ul>	personal feelings in a	presentations,		through speculating,	feelings-	discussions,
opinion on a	structured way, with key	performances, role		hypothesising,	<ul> <li>Presents information or personal feelings in a</li> </ul>	presentations,
character, event or	ideas highlighted e.g. can explain a sequence of	play/improvisations &		imagining and exploring	structured way, with key ideas	performances, role
situation in response	events in a scientific	debate –		ideas Will make predictions and	highlighted e.g. can explain a	play/improvisations &
to a question or	observation; can explain	- Will sustain a	-	speculate on possible	sequence of events in a	debate –
prompt.	how they feel about an	role/scenario and is shows an understanding		outcomes based on the	scientific observation; can	- Will sustain a
	issue and give reasons	of the character through		information given and	explain how they feel about an	role/scenario and is shows an
<ul> <li>Give well-structured</li> </ul>	_	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	<ul> <li>Use spoken language to</li> </ul>	speech (content, style,
narratives for different	through speculating,	and movement.		and unfamiliar).	develop understanding	intonation and
purposes, including for	hypothesising, imagining	<ul> <li>Presents information in</li> </ul>		aa dinarinarj.	through speculating,	expression), gesture
expressing feelings-	<ul> <li>and exploring ideas</li> <li>Will make predictions and</li> </ul>	a structured way and is		Participate in	hypothesising, imagining and exploring	and movement.
<ul> <li>Presents information</li> </ul>	speculate on possible	able to use specific		discussions,	ideas	<ul> <li>Presents information in</li> </ul>
or personal feelings in	outcomes based on the	vocabulary.		presentations,	<ul> <li>Will make predictions and</li> </ul>	a structured way and is
a structured way, with	information given and	Gain, maintain and		performances, role	speculate on possible	able to use specific vocabulary.
key ideas highlighted	inferences made (within a	• Gain, maintain and monitor interest of the		play/improvisations &	outcomes based on the	vocabulary.
e.g. can explain a	widening range of	listener(s) –		debate –	information given and	Gain, maintain and
sequence of events in	situations – both familiar	<ul> <li>Recognises when the</li> </ul>		- Will sustain a	inferences made (within a	monitor interest of the
a scientific	and unfamiliar).	listener is losing interest		role/scenario and is	widening range of	listener(s) –
observation; can		and will use intonation		shows an	situations – both familiar	<ul> <li>Recognises when the</li> </ul>
explain how they feel	. Participato in	and expression to		understanding of the character through	and unfamiliar).	listener is losing interest
about an issue and	Participate in     discussions	engage interest. Can		speech (content, style,	Consider and evaluate	and will use intonation
give reasons	discussions, presentations,	explain ideas in a		intonation and	<ul> <li>Consider and evaluate different viewpoints,</li> </ul>	and expression to
Use spoken language to	performances, role	manner appropriate to		expression), gesture	attending to and	engage interest. Can
<ul> <li>Use spoken language to develop understanding</li> </ul>	play/improvisations &	the listener.		and movement.	building on the	explain ideas in a
through speculating,	debate –				<b>U</b>	manner appropriate to the listener.
in ough opcoulding,						
		65				

	<ul> <li>hypothesising, imagining and exploring ideas</li> <li>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).</li> </ul>	<ul> <li>Will sustain a role/scenario and is shows an understanding of the character through speech (content, style, intonation and expression), gesture and movement.</li> <li>Presents information in a structured way and is able to use specific vocabulary.</li> </ul>	<ul> <li>Select and use appropriate registers for effective communication         <ul> <li>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.</li> </ul> </li> </ul>	<ul> <li>Presents information in a structured way and is able to use specific vocabulary.</li> </ul>	<ul> <li>contributions of others         <ul> <li>Make expanded comments with supporting detail in response to others' viewpoints and say whether they agree or disagree and why.</li> </ul> </li> </ul>	<ul> <li>Select and use appropriate registers for effective communication         <ul> <li>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.</li> </ul> </li> </ul>
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 Louis Sachar Duis Sachar Distriction		In Flanders Field by John McRae Remembrance Day Lest we forget*	Treason by Berlie Doherty			
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.	Non-Chronological report – provide information about yellow-spotted lizards.	<b>Poetry – R</b> 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	<ul> <li>Title</li> <li>Subheadings</li> <li>Slogans</li> <li>Introduction/opening paragraph</li> <li>Organised into paragraphs/text boxes</li> <li>Reasons to support view stated and points explained/expanded</li> <li>Emotive language</li> <li>Modal verbs</li> <li>Rehetorical questions</li> <li>Causal conjunctions</li> <li>Persuasive words and phrases</li> <li>Conclusion</li> </ul>	<ul> <li>Structure of a Letter</li> <li>Sender's address- Right hand side</li> <li>Recipient address- Left hand side</li> <li>Date- under recipient's address</li> <li>Formal Greeting</li> <li>Formal closing- Signature and full name</li> <li>Formal language</li> <li>Impersonal tone</li> <li>Rhetorical questions</li> <li>First person</li> <li>Paragraphs around one theme.</li> <li>Emotive language- thoughts and feelings</li> <li>Causal conjunctions</li> </ul>	<ul> <li>Title</li> <li>Introductory paragraph</li> <li>Headings</li> <li>Subheadings</li> <li>Text boxes</li> <li>Paragraphs around one theme</li> <li>Diagrams/pictures</li> <li>Captions</li> <li>Causal conjunctions</li> <li>Present Tense</li> <li>Third person</li> <li>Formal and impersonal tone</li> <li>Technical and subject specific vocabulary</li> <li>Glossary</li> </ul>	<ul> <li>Stanzas</li> <li>Rhythm</li> <li>Repeating patterns</li> <li>Similes</li> <li>Metaphors</li> <li>Alliteration</li> <li>Personification</li> <li>Powerful imagery</li> <li>Repetition</li> <li>Emotive language</li> <li>Rhyme (optional)</li> </ul>	<ul> <li>Date</li> <li>First person</li> <li>Informal greeting</li> <li>Informal language</li> <li>Past tense</li> <li>Introductory paragraph</li> <li>Describes events in chronological order</li> <li>Paragraphs around one theme</li> <li>Thoughts and feelings</li> <li>Rhetorical questions</li> <li>Time adverbials</li> <li>Concluding paragraph</li> </ul>	<ul> <li>Opening</li> <li>Build-up</li> <li>Dilemma</li> <li>Resolution</li> <li>Ending</li> <li>Character descriptions</li> <li>Setting descriptions</li> <li>Paragraphs around one theme</li> <li>Dialogue with punctuation of direct speech</li> <li>Past tense</li> </ul>	

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

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

	people in different situations. -				<ul> <li>'sides' to them depending on the situation.</li> <li>Consider and evaluate different viewpoints, attending to and building on the contributions of others         <ul> <li>Interprets and responds to different viewpoints by making relevant comments that build on the contributions of others.</li> </ul> </li> </ul>	
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

		Term 1	Spring Term 2			
Stimuli	I survived a Japanese Tsunami	The Flood	Stories from Shakespeare			
Key Writing Outcomes	<b>Explanation text</b> - To create an explanation text about tsunamis.	<b>Narrative</b> - To write a full narrative based on a flood using the stimulus of the picture book.	<b>Poetry</b> – To write an imagery poem inspired by Macbeth.	<b>Recount</b> – 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	<ul> <li>Title</li> <li>Subheadings</li> <li>Introductory paragraph</li> <li>Technical Vocabulary</li> <li>Diagram/illustration with labels</li> <li>Time adverbials</li> <li>Chronological order</li> <li>Causal Conjunctions</li> <li>Conclusion</li> <li>Usually present tense</li> <li>Third person</li> </ul>	<ul> <li>Opening</li> <li>Build-up</li> <li>Dilemma</li> <li>Resolution</li> <li>Ending</li> <li>Character descriptions</li> <li>Setting descriptions</li> <li>Paragraphs around one theme</li> <li>Punctuation of direct speech</li> <li>Third person</li> <li>Past tense</li> </ul>	<ul> <li>Rhyming couplets</li> <li>Stanzas</li> <li>Alliteration</li> <li>Metaphors</li> <li>Similes</li> <li>Personification</li> <li>14 Lines</li> </ul>	<ul> <li>Date</li> <li>First person</li> <li>Informal greeting</li> <li>Informal language</li> <li>Past tense</li> <li>Introductory paragraph</li> <li>Describes events in chronological order</li> <li>Paragraphs around one theme</li> <li>Thoughts and feelings</li> <li>Rhetorical questions</li> <li>Time adverbials</li> <li>Concluding paragraph</li> </ul>	See oracy objectives	

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

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<ul> <li>Maintain attention and participate actively in collaborative conversations, staying on collaborative conversations, staying on collaborative conversations, staying on collaborative conversations, staying on collaborative conversations, staying on the listence in include in order to keep me listence indication and participate actively which details to include in order to keep me listence indications of an expension me listence in an expension me listence</li></ul>				effectiveness and	
<ul> <li>Maintain attention and participate activity in collaborative conversations, starying on the situation.</li> <li>Walk also on topic and initiating and responding to comments</li> <li>more a selective about how much and which deals to include in order to keep the listener interested.</li> <li>Keep conversations going with a range of people in different situations.</li> <li>We specific addition could be about how much and which deals to include a devoltaging and responding in the situation.</li> <li>We specific addition could be about how much and which deals to include a devoltaging and responding to conversations going with a range of woodbulk to a specific additions.</li> <li>We specific addition could be about how much and which deals to include a devoltaging in specific addition.</li> <li>Is able to use a growing range of woodbulk with a dampe of additions.</li> <li>Participate in discussions, presentations, performances, role payling/intervistations deals addition.</li> <li>Is able to use a growing range of woodbulk with a dampe of additions.</li> <li>Participate in discussions, presentations, a debates</li> <li>Is able to use a growing range of woodbulk with a dampe of addition.</li> <li>Participate in discussions, presentations, a debates</li> <li>Is able to use a growing range of woodbulk with a dampe of addition.</li> <li>Farticipate in discussions, presentations, a debates</li> <li>Is able to use a growing range of woodbulk with a dampe of addition.</li> <li>Sign, maintain adminicipate of addition.</li> <li>Sign, maintain adminicipate of different y addition.</li> <li>Sign, maintain adminicipate of different y addition.</li> <li>Sign, maintain adminicipate of different y addition.</li> <li>Sign, maintain adminicipate of addition.</li> <li>Sign, maintain adminicipate of addition.</li> <li>Sign, maintain adminicipate of addition of the other addition.</li> <li>Sign maintain adminicipate of addition of</li></ul>					
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<ul> <li>Is able to use a growing range of vocabular, to specify and display different solution, relevant information clearly using an introduction, relevant indexs and a specific.</li> <li>Is able to present information clearly using an introduction, relevant indexs and a specific.</li> <li>Is able to present information clearly using an introduction, relevant indexs and a specific.</li> <li>Gain, maintain and monitor interest of the interes</li></ul>	, , , , , , , ,				<ul> <li>Interprets and</li> </ul>
<ul> <li>Is able to develop a conclude, gues, infer, estimate, subject, conclude, gues, inter, estimate, subject, conclude, gues, inter, estimate, subject, conclude, gues, inter, estimate, subject, conclude, gues, intervent develop a conclusion. Vocabulary is well-chosen and specific.</li> <li>Participate in discussions, presentations, performances, role play/improvisations &amp; debates</li> <li>Is able to develop a conclude, gues, intervent develop a conclusion. Vocabulary is well-chosen and specific.</li> <li>Gain, maintain and monitor interest of the listener(s)</li> <li>Understands the intervent develop a conclusion. Vocabulary is well-chosen and specific.</li> <li>Gain, maintain and monitor interest of the listener(s)</li> <li>Understands the intervent as attention.</li> <li>Select and use</li> <li>Select and use</li> <li>Select and use</li> </ul>					responds to different
<ul> <li>Voladuary to speculate and hypotheses</li> <li>even ds statistics, presume, support, consider, deduce, expect</li> <li>Participate in discussions, presentations, performances, role play/improvisations &amp; debates</li> <li>Is able to present information clearly using an introduction, relevant ideas and a conclusion. Vocabulary is well-chosen and specific.</li> <li>Gain, maintain and monitor interest of the listener(s) and others tak and how a change of volume or tone can reformance of volume or tone can reformed statistic.</li> <li>Select and use</li> <li>Select and use</li> </ul>					
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<ul> <li>Participate in discussions, presentations, performances, role play/improvisations &amp; debates</li> <li>Is able to present information clearly using an introduction. Vocabulary is well-chosen and specific.</li> <li>Baile to develop a role and understands the character will and th</li></ul>	e.g. presume, suppose, conclude, guess,				
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<ul> <li>Participate in discussions, presentations, performances, role play/improvisations &amp; debates</li> <li>Is able to present information clearly using an introduction, relevant ideas and a conclusion. Vocabulary is well-chosen and specific.</li> <li>Gain, maintain and monitor interest of the listener(s)</li> <li>Understands the importance of intonation and expression in their own and others' talk and how a dhange of volume or tone can re-focus or grab the listener.</li> <li>Understand the character will respond to the solution.</li> <li>Select and use</li> <li>Select and use</li> </ul>	expect		•		
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specific.       Gain, maintain and monitor interest of the listener(s)       memorable details including specific vicuolalary.       fmiliar situations e.g. including specific vicuolalary.         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.       Participate in discussions, performances, role play/improvisations & debates       memorable details including specific vicuolalary.       when collaborating with bei 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.         -       Maintain and monitor interest of the listener's attention.       -       Nealer is able to develop a role and understands that the character will respond differently and display different situation.       -         -       Nadd/remove detail depending on information known about the listener.       -       Is able to develop a role and understands that the character will respond differently and display different vicuorion, relevant ideas and a			depending on the		
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Image: second	specific.				familiar situations e.g.
Image: second			Gain, maintain and	including specific	when collaborating
<ul> <li>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.</li> <li>Add/remove detail depending on information known about the listener.</li> <li>Add/remove detail information known about the listener.</li> <li>Select and use</li> <li>Participate in discussions, presentations, performances, role play/improvisations &amp; debates</li> <li>Is able to develop a role and understands that the character will respond different depending on information known about the listener.</li> <li>Select and use</li> </ul>				vocabulary.	with their peers in a
<ul> <li>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.</li> <li>Add/remove detail depending on information known about the listener.</li> <li>Add/remove detail information known about the listener.</li> <li>Select and use</li> <li>Participate in discussions, presentations, performances, role play/improvisations &amp; debates</li> <li>Is able to develop a role and understands that the character will respond different depending on information known about the listener.</li> <li>Select and use</li> </ul>					lesson, without direct
<ul> <li>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.</li> <li>Add/remove detail depending on about the listener.</li> <li>Understand the situation.</li> <li>Understand the listener.</li> <li>Understand the listener.</li> <li>Select and use</li> <li>Select and use</li> </ul>			.,	Participate in	
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<ul> <li>Antibility of the second second</li></ul>			•	presentations,	
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<ul> <li>A change of volume or tone can re-focus or grab the listener's attention.</li> <li>Add/remove detail depending on information known about the listener.</li> <li>Understand the interests of the listener.</li> <li>Understand the listener.</li> <li>Select and use</li> <li>the rules clearly.</li> </ul>			•		
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<ul> <li>re-focus or grab the listener's attention.</li> <li>Add/remove detail depending on information known about the listener.</li> <li>Understand the interests of the listener.</li> <li>Understand the interests of the listener.</li> <li>Select and use</li> <li>role and understands that the character will respond different will respond to them will respond to the respond to the will respond to the respondence of the r</li></ul>			. 3		
<ul> <li>Istener's attention.</li> <li>Add/remove detail depending on information known about the listener.</li> <li>Understand the interests of the listener.</li> <li>Select and use</li> <li>that the character will respond differently and display different 'sides' to them</li> <li>depending on the situation.</li> <li>Is able to present information clearly using an introduction, relevant ideas and a</li> </ul>					
<ul> <li>Add/remove detail depending on addisplay different via depending on visides' to them about the listener.</li> <li>Understand the visituation.</li> <li>Understand the visituation.</li> <li>Is able to present visituation clearly vising an introduction, relevant ideas and a</li> </ul>			8		
<ul> <li>Adventing on information known about the listener.</li> <li>Understand the interests of the listener.</li> <li>Understand the interests of the listener.</li> <li>Select and use</li> </ul>					
<ul> <li>Select and use</li> <li>Select and use</li> <li>Select and use</li> <li>Select and use</li> <li>Sides' to them depending on the situation.</li> <li>Select and use</li> <li>Sides' to them depending on the situation.</li> <li>Select and use</li> </ul>					
A bout the listener.     A bout the listener.     Understand the     interests of the     listener.     Select and use     Select and use     depending on the     situation.     Is able to present     information clearly     using an introduction,     relevant ideas and a					
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Select and use					
Select and use     information clearly     using an introduction,     relevant ideas and a					
Select and use     using an introduction,     relevant ideas and a					
Select and use     relevant ideas and a			listener.		
				<b>3</b>	
appropriate registers conclusion.					
			appropriate registers	CONCIUSION.	

Duration			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.	Vocabulary is well- chosen and specific.	
Duration (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						
- Use of inverted commas and other punctuation to indicate direct speech (a co	mma after the reporting clause, and punctu	ation 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

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

Curriculum Objectives Covered	<ul> <li>and presentational devices to structure text and to guide the reader in non-narratives; e.g. headings, bullet points and underlining.</li> <li>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.</li> <li>Uses conjunctions, adverbs and prepositions to express time cause.</li> <li>Uses modal verbs or adverbs to indicate degrees of possibility</li> <li>Uses brackets, dashes, or commas.</li> <li>Correctly uses; full stops, capital letters, exclamation marks, question marks, commas for a list and apostrophes for contracted forms and possessive singular and plural</li> <li>Cohesion <ul> <li>Conjunctions</li> <li>Time and place adverbials</li> <li>Prepositional phrases</li> <li>Pronouns</li> <li>Synonyms</li> </ul> </li> </ul>	<ul> <li>and prepositions to express time cause.</li> <li>Uses modal verbs or adverbs to indicate degrees of possibility</li> <li>Uses brackets, dashes, or commas.</li> <li>Correctly uses; full stops, capital letters, exclamation marks, question marks, commas for a list and apostrophes for contracted forms and possessive singular and plural</li> <li>Cohesion <ul> <li>Conjunctions</li> <li>Time and place adverbials</li> <li>Fronted adverbials</li> <li>Prepositional phrases</li> <li>Pronouns</li> <li>Synonyms</li> </ul> </li> </ul>	76	<ul> <li>e.g. headings, bullet points and underlining.</li> <li>Commas for a list</li> <li>Apostrophes for contraction</li> <li>Apostrophes for possessive singular &amp; plural</li> <li>Commas for clarity (after fronted adverbials, to clarify meaning or avoid ambiguity in writing)</li> <li>Parenthesis</li> <li>Relative clauses</li> <li>Direct speech punctuated correctly with comma after the reporting clause.</li> <li>Expanded noun phrases</li> <li>Cohesion <ul> <li>Conjunctions</li> <li>Time and place adverbials</li> <li>Prepositional phrases</li> <li>Pronouns</li> <li>Synonyms</li> </ul> </li> </ul>	<ul> <li>characters and atmosphere</li> <li>Integrates dialogues to convey characters and advance the action.</li> <li>Uses conjunctions, adverbs and prepositions to express time.</li> <li>Uses modal verbs or adverbs to indicate degrees of possibility</li> <li>Formation of new verbs using prefixes.</li> <li>Extends a range of sentences with more than one clause by using a wider range of conjunctions.</li> <li>Uses relative clauses beginning with who, which, where, when, whose and that.</li> <li>Uses consistent and correct use of tense.</li> <li>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.</li> <li>Uses to inverted commas and other punctuation to indicate speech.</li> <li>Uses brackets, dashes, or commas to indicate parenthesis</li> <li>Correctly uses full stops, capital letters, exclamation marks, commas for a list and apostrophes for contracted forms and possessive singular and plural.</li> <li>Begins to use a wide range of devices to build cohesion within and across paragraphs using: adverbials, pronouns and prepositional phrases.</li> <li>Independently proofreads for spelling and punctuation.</li> <li>Assesses the effectiveness of their own and other's writing.</li> </ul>	<ul> <li>organisational and presentational devices to structure text and to guide the reader in non- narratives; e.g. headings, bullet points and underlining</li> <li>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></li> <li>Expanded noun phrases</li> <li>Cohesion <ul> <li>Conjunctions</li> <li>Time and place adverbials</li> <li>Fronted adverbials</li> <li>Prepositional phrases</li> <li>Pronouns</li> <li>Synonyms</li> </ul> </li> <li>Commas for clarity (after fronted adverbials, to clarify meaning or avoid ambiguity in writing)</li> <li>Commas for a list</li> <li>Apostrophes for contraction</li> <li>Apostrophes for possessive singular &amp; plural</li> <li>Sentences are varied to avoid repetition e.g. simple, compound &amp; complex sentences.</li> <li>Extends a range of sentences with more than one clause by using a wider range of conjunctions</li> </ul>
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	<ul> <li>Listen and respond</li> </ul>	<ul> <li>Use relevant strategies to</li> </ul>	Listen and respond	Listen and respond	<ul> <li>Articulate and justify</li> </ul>	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	<ul> <li>Use a range of words</li> </ul>	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	<ul> <li>Articulate clearly and</li> </ul>	for periods appropriate
	their age	measure.	their age	to their age	justify more complex	to their age
	<ul> <li>Listen and respond to</li> </ul>	<ul> <li>Use a wide range of</li> </ul>	<ul> <li>Listen and respond to</li> </ul>	<ul> <li>Listen and respond to</li> </ul>	opinions and answers	<ul> <li>Listen and respond</li> </ul>
	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.	<ul> <li>Evaluate the</li> </ul>	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	<ul> <li>Ask relevant questions to</li> </ul>		<ul> <li>Presents information</li> </ul>	thinking
		speeches, arguments	extend their	Ask relevant questions		
	<ul> <li>Use a range of words</li> </ul>		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
	<ul> <li>Use a wide range of</li> </ul>	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.	<ul> <li>Articulate clearly and</li> </ul>	<ul> <li>Identify clearly when</li> </ul>	to both their peers	Participate in	thoughtful questions
	<ul> <li>Evaluate the</li> </ul>	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	<ul> <li>Identify clearly when they haven't</li> </ul>	performances, role	
	word choices. e.g.	or situation.		they haven't	play/improvisations &	<ul> <li>Identify clearly when they haven't</li> </ul>
	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	<ul> <li>Is able to develop a</li> </ul>	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	<ul> <li>Use a range of words</li> </ul>		respond differently	they need.
		purposes, including for	related to time and	Give well-structured	and display different	
	<ul> <li>Articulate and justify</li> </ul>	expressing feelings	measure.	descriptions,	'sides' to them	Use relevant strategies
	answers, arguments and	<ul> <li>Presents information or</li> </ul>	<ul> <li>Use a wide range of</li> </ul>	explanations and	depending on the	to build their
	opinions	personal feelings	verbs to express their	narratives for different	situation.	vocabulary
	<ul> <li>Articulate clearly and</li> </ul>	coherently selecting	thoughts and explain	purposes, including for		<ul> <li>Use a range of words</li> </ul>
	justify more complex	memorable details	cause/effect.	expressing feelings		related to time and
	opinions and answers	including specific	<ul> <li>Evaluate the</li> </ul>	<ul> <li>Presents information</li> </ul>		measure.
	about a character, event	vocabulary.	effectiveness and impact	or personal feelings		<ul> <li>Use a wide range of</li> </ul>
	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.		<ul> <li>Evaluate the</li> </ul>
	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
	<ul> <li>Is able to use a growing</li> </ul>	<ul> <li>Is able to develop a role</li> </ul>		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'	<ul> <li>Articulate clearly and</li> </ul>	comments		persuasive speeches,
	conclude, guess, infer,	to them depending on	justify more complex	<ul> <li>Will stay on topic and</li> </ul>		arguments and
	estimate, suspect,	the situation.	opinions and answers	is beginning to be		debates.
	consider, deduce,	<ul> <li>Is able to present</li> </ul>	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	<ul> <li>Keep conversations</li> </ul>	and responding to
play/improvisations &		topic and initiating and	going with a range of	comments
debates		responding to comments	people in different	<ul> <li>Will stay on topic and</li> </ul>
<ul> <li>Is able to present</li> </ul>		<ul> <li>Will stay on topic and is</li> </ul>	situations.	is beginning to be
information clearly using		beginning to be more a		more a selective
an introduction, relevant		selective about how	<ul> <li>Use spoken language</li> </ul>	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.
		<ul> <li>Keep conversations</li> </ul>	imagining and	<ul> <li>Keep conversations</li> </ul>
		going with a range of	exploring ideas	going with a range of
		people in different	<ul> <li>Is able to use a</li> </ul>	people in different
		situations.	growing range of	situations.
			vocabulary to	
		<ul> <li>Use spoken language to</li> </ul>	speculate and	<ul> <li>Use spoken language</li> </ul>
		develop understanding	hypothesise e.g.	to develop
		through speculating,	presume, suppose,	understanding through
		hypothesising, imagining	conclude, guess,	speculating,
		and exploring ideas	infer, estimate,	hypothesising,
		<ul> <li>Is able to use a growing</li> </ul>	suspect, consider,	imagining and
		range of vocabulary to	deduce, expect	exploring ideas
		speculate and		<ul> <li>Is able to use a</li> </ul>
		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	<ul> <li>Is able to present information clearly</li> </ul>	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,
		<ul> <li>Is able to develop a role</li> </ul>		performances, role
		and understands that	Consider and evaluate	play/improvisations &
		the character will	different viewpoints,	debates
		respond differently and	attending to and	<ul> <li>Is able to present</li> </ul>
		display different 'sides'	building on the	information clearly
		to them depending on	contributions of others	using an introduction,
		the situation.		relevant ideas and a
		<ul> <li>Is able to present</li> </ul>	<ul> <li>Interprets and responds to different</li> </ul>	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	<ul> <li>Gain, maintain and</li> </ul>
		chosen and specific.	contributions of	monitor interest of the
			others.	listener(s)
	· · · · · · · · · · · · · · · · · · ·	<ul> <li>Gain, maintain and</li> </ul>	Select and use	<ul> <li>Understands the</li> </ul>
		monitor interest of the	appropriate registers	importance of
		listener(s)	for effective	intonation and
		<ul> <li>Understands the</li> </ul>	communication	expression in their
		importance of intonation	<ul> <li>Selects the</li> </ul>	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	<ul> <li>grab the listener's attention.</li> <li>Add/remove detail depending on information known about the listener.</li> <li>Understand the interests of the listener.</li> <li>Consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>Interprets and responds to different viewpoints by making relevant comments that build on the contributions of others.</li> <li>Select and use appropriate registers for effective communication <ul> <li>Selects the appropriate registers for effective communication</li> <li>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.</li> </ul> </li> <li><i>1 week</i></li> </ul>	adult supervision, they can organise a group game and keep the tone friendly yet efficient and explain the rules clearly.	2 weeks	<ul> <li>Add/remove detail depending on information known about the listener.</li> <li>Understand the interests of the listener.</li> <li>Consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>Interprets and responds to different viewpoints by making relevant comments that build on the contributions of others.</li> <li>Select and use appropriate registers for effective communication</li> <li>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.</li> </ul>
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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	Floodland by Marcus Sedgwick			Stephen Lawrence THE ATIMES You can't trust police	Street	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	News Report – recount of the ending of Floodland	<b>Poetry</b> – Anti- racism modern performance poetry	Recount – Diary entry in the role of Jim	<b>Recount –</b> 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	<ul> <li>Opening</li> <li>Build-up</li> <li>Dilemma</li> <li>Resolution</li> <li>Ending</li> <li>Character descriptions</li> <li>Setting descriptions</li> <li>Paragraphs around one theme</li> <li>Punctuation of direct speech</li> <li>Dialogue</li> <li>Third person</li> <li>Past tense</li> </ul>	<ul> <li>Five senses to describe the setting</li> <li>Figurative language</li> <li>Describe the atmosphere</li> <li>Paragraphs around one theme</li> <li>Adverbs</li> <li>Adjectives</li> <li>Third person</li> </ul>	<ul> <li>Alliteration</li> <li>Facts</li> <li>Opinions</li> <li>Rhetorical questions</li> <li>Emotive language</li> <li>Statistics</li> <li>Persuasive language</li> <li>Paragraphs around one theme</li> <li>First person</li> </ul>	See oracy objectives	<ul> <li>Stanzas</li> <li>Rhythm</li> <li>Repeating patterns</li> <li>Similes</li> <li>Metaphors</li> <li>Alliteration</li> <li>Personification</li> <li>Powerful imagery</li> <li>Repetition</li> <li>Emotive language</li> <li>Rhyme (optional)</li> </ul>	<ul> <li>Date</li> <li>First person</li> <li>Informal greeting</li> <li>Informal language</li> <li>Past tense</li> <li>Introductory paragraph</li> <li>Describes events in chronological order</li> <li>Paragraphs around one theme</li> <li>Thoughts and feelings</li> <li>Rhetorical questions</li> </ul>	<ul> <li>Sender's address</li> <li>Date</li> <li>Personal/frie ndly greeting</li> <li>Informal language</li> <li>Contractions</li> <li>Points explained in detail</li> <li>Paragraphs around one theme</li> <li>Rhetorical questions</li> <li>Personal/frie ndly sign off</li> <li>First Person</li> </ul>	<ul> <li>Resolution</li> <li>Ending</li> <li>Paragraphs around one theme</li> <li>Punctuation of direct speech</li> <li>Dialogue</li> <li>Third person</li> <li>Past tense</li> </ul>	See oracy objectives

						Time     adverbials			
						Concluding			
						J			
Curriculum Objectives Covered	<ul> <li>Use a dictionary to check spellings and meanings</li> <li>Use a thesaurus to find synonyms and antonyms</li> <li>Compound sentences</li> <li>Complex sentences</li> <li>Complex sentences</li> <li>Fronted adverbials</li> <li>Punctuation of direct speech</li> <li>Dialogue to show character and advance the action</li> <li>Describe setting, character and atmosphere</li> <li>Identifying and correctly demarcating sentences</li> <li>Adverbs</li> </ul>	<ul> <li>Relative clauses</li> <li>Parenthesis</li> <li>Fronted adverbials</li> <li>Figurative language         <ul> <li>Metaphor</li> <li>Personific ation</li> <li>Simile</li> </ul> </li> <li>Describes setting and atmosphere</li> <li>Cohesion         <ul> <li>Conjuncti ons</li> <li>Time and place adverbials</li> <li>Fronted adverbials</li> <li>Prepositio nal phrases</li> <li>Pronouns</li> <li>Synonym s</li> <li>Adverbs</li> </ul> </li> </ul>	<ul> <li>Persuasive devices</li> <li>Relative clauses</li> <li>Parenthesis</li> <li>Repetition</li> <li>Cohesion         <ul> <li>Nouns and pronouns</li> <li>Adverbials of time, place and number</li> <li>Conjunctio ns</li> </ul> </li> <li>Distinguish between facts and opinion</li> <li>Commas for a list</li> <li>Figurative language         <ul> <li>Metaphor</li> <li>Simile</li> <li>Hyperbole</li> <li>Idiom</li> </ul> </li> <li>Level of formality</li> <li>Apostrophes for contractions</li> <li>Apostrophes for possession</li> </ul>	See oracy objectives	<ul> <li>Emotive language</li> <li>Figurative language         <ul> <li>Alliteratio</li> <li>Alliteratio</li> <li>Hyperbol</li> <li>Ediom</li> <li>Metaphor</li> <li>Onomato poeia</li> <li>Personific ation</li> <li>Simile</li> </ul> </li> <li>Cohesion         <ul> <li>Pronouns</li> <li>Synonym</li> </ul> </li> <li>Apostrophes for contractions</li> <li>Apostrophes for possession</li> <li>Commas for lists</li> <li>Modal verbs</li> </ul>	to extend sentences Dashes to extend sentences Level of formality Cohesion - Conjunc tions - Time and place adverbia Is - Fronted adverbia Is - Prepositi onal phrases - Pronoun s - Synony ms • Describe	<ul> <li>Relative clauses</li> <li>Parenthesis</li> <li>Semicolons to extend sentences</li> <li>Dashes to extend sentences</li> <li>Level of formality</li> <li>Cohesion         <ul> <li>Conjunc tions</li> <li>Time and place adverbia Is</li> <li>Fronted adverbia Is</li> <li>Fronted adverbia Is</li> <li>Prepositi onal phrases</li> <li>Pronoun s</li> <li>Synony ms</li> </ul> </li> <li>Ellipsis</li> <li>Describe setting, character and atmosphere</li> <li>Apostrophes for possession</li> </ul>	<ul> <li>Semicolons to extend sentences</li> <li>Dashes to extend sentences</li> <li>Relative clauses</li> <li>Parenthesis</li> <li>Punctuation of direct speech</li> <li>Cohesion         <ul> <li>Conjunctio ns</li> <li>Time and place adverbials</li> <li>Fronted adverbials</li> <li>Fronted adverbials</li> <li>Preposition al phrases</li> <li>Pronouns</li> <li>Synonyms</li> </ul> </li> <li>Describe setting, character and atmosphere</li> <li>Apostrophes for possession</li> </ul>	See oracy objectives
Oracy Opportunit ies	<ul> <li>Listen and respond appropriately to adults and their peers- listen for periods appropriate to their age –</li> <li>Listens attentively to ideas and responds</li> </ul>	Use relevant strategies to build their vocabulary – Evaluate the effectivene ss and impact of their own and others' word choices	<ul> <li>Participate in discussions, presentations, performances, role play/improvisa tions &amp; debate         <ul> <li>Demonstrate s the ability to adapt a character to different</li> </ul> </li> </ul>	<ul> <li>Listen and respond appropriatel y to adults and their peers- listen for periods appropriate to their age –</li> <li>Listens attentively to ideas and</li> </ul>	<ul> <li>Listen and respond appropriately to adults and their peers- listen for periods appropriate to their age –</li> <li>Listens attentively to ideas</li> </ul>	Listen and respond appropriatel y to adults and their peers- listen for periods appropriate to their age - Listens attentivel	<ul> <li>Listen and respond appropriatel y to adults and their peers- listen for periods appropriate to their age</li></ul>	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	<ul> <li>Can use a wide range respond appropriately to adults and their peers- listen for periods appropriate to their age –</li> <li>Listens attentively to ideas and responds appropriately</li> </ul>
	appropriatel	and	scenarios	responds	and	y to ideas	y to ideas	appropriatel	with: positive
	y with:	consider	and is able	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		effectively.	comments	positive			observant	and challenges.
	e.g.		comments	-	appropria	tely with:		
suggestions	explains	– Can	,	comments,	tely with:	positive	suggestions	<ul> <li>Notice and</li> </ul>
and	how and	confidently	observant	observant	positive	comment	and	comment not
challenges.	why words	vary	suggestio	suggestions	•	S,	challenges.	only on what is
<ul> <li>Notice and</li> </ul>	and		ns and	and	comment	observant	<ul> <li>Notice and</li> </ul>	said but how it
comment	phrases	grammar	challenges	challenges.	S,	suggestio	comment	is said e.g.
	•	and	challenges		observant			
not only on	have been	vocabulary	<b>.</b>	<ul> <li>Notice and</li> </ul>	suggestio	ns and	not only on	beginning to
what is said	adapted	to suit the	<ul> <li>Notice and</li> </ul>	comment		challenge	what is said	understand
but how it is	for an		comment	not only on	ns and	S.	but how it is	sarcasm when it
said e.g.	argument.	audience,	not only	what is said	challenge	<ul> <li>Notice</li> </ul>	said e.g.	is obvious.
beginning to	<ul> <li>Know that</li> </ul>	purpose	on what is		S.	and	beginning to	
understand	words can	and/or	said but	but how it is	- Notice		understand	Use relevant
		context.		said e.g.		comment		
sarcasm	have more	context.	how it is	beginning	and	not only	sarcasm	strategies to build
when it is	than one		said e.g.	to	comment	on what	when it is	their vocabulary –
obvious.	meaning.	Use spoken	beginning		not only	is said	obvious.	<ul> <li>Evaluate the</li> </ul>
	-	language to	to	understand	on what			effectiveness
Use relevant	Give well-	develop	understan	sarcasm		but how it	Use relevant	and impact of
strategies to		•	d sarcasm	when it is	is said	is said	strategies to	their own and
	structured	understanding			but how it	e.g.		
build their	descriptions,	through	when it is	obvious.	is said	beginning	build their	others' word
vocabulary –	explanations	speculating,	obvious.		e.g.	0 0	vocabulary –	choices and
<ul> <li>Evaluate the</li> </ul>	and	hypothesising,		<ul> <li>Ask relevant</li> </ul>	-	to	<ul> <li>Evaluate the</li> </ul>	consider
effectivenes			<ul> <li>Ask relevant</li> </ul>	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
	purposes,	ideas –			nd		and others'	
and others'	including for	- Can use a	understandi	g and		when it is		and why words
word	•	wide range	ng and	knowledge –	sarcasm	obvious.	word	and phrases
choices and	expressing	5	knowledge –	<ul> <li>Is able to</li> </ul>	when it is		choices and	have been
consider	feelings-	of	<ul> <li>Is able to</li> </ul>	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	<ul> <li>Know that</li> </ul>
e.g. explains	and	t, possibility,	different	types of	A als not assault		e.g. explains	words can have
	entertainin	predict,			<ul> <li>Ask relevant</li> </ul>	understandi		
how and		presume,	types of	questions to	questions to	ng and	how and	more than one
why words	g stories.		questions	suit	extend their	knowledge	why words	meaning.
and phrases		suppose,	to suit	different	understandi	_	and phrases	
have been	<ul> <li>Maintain</li> </ul>	conclude,	different	situations	ng and	<ul> <li>Is able to</li> </ul>	have been	Use spoken
adapted for	attention and	guess, infer,	situations	e.g. open,	knowledge	understan	adapted for	language to
an	participate	estimate,	e.g. open,	closed and	laterneuge	d and use	an	develop
argument.		suspect,	closed and	rhetorical.			argument.	•
	actively in	consider,		metorical.	<ul> <li>Is able to</li> </ul>	different		understanding
<ul> <li>Know that</li> </ul>	collaborative	deduce,	rhetorical.		understan	types of	<ul> <li>Know that</li> </ul>	through
words can	conversation	expect) to		<ul> <li>Use relevant</li> </ul>	d and use	questions	words can	speculating,
have more	s, staying on		<ul> <li>Use relevant</li> </ul>	strategies to	different	to suit	have more	hypothesising,
than one	topic and	speculate	strategies to	build their	types of	different	than one	
meaning.	-	about	build their	vocabulary –	questions	situations	meaning.	imagining and
5	initiating and	possible	vocabulary -	<ul> <li>Evaluate</li> </ul>	to suit		5	exploring ideas –
Give well-	responding	outcomes in	– Evaluate	the	different	e.g. open,	Give well-	<ul> <li>Can use a wide</li> </ul>
	to comments	narrative		effectivenes		closed		range of
structured	_	and real life	the		situations	and	structured	·
descriptions,		situations.	effectiven	s and	e.g. open,	rhetorical.	descriptions,	vocabulary
explanations	<ul> <li>Is able to</li> </ul>	Situations.	ess and	impact of	closed		explanations	(cause/effect,
and narratives	structure		impact of	their own	and	Use relevant	and narratives	possibility,
for different	their talk to		their own	and others'	rhetorical.	strategies to		predict,
	meet the	<ul> <li>Speak audibly</li> </ul>	and	word			for different	presume,
purposes,	needs of	and fluently	others'	choices and		build their	purposes,	suppose,
including for	their	with an	word	consider	llee weleves t	vocabulary	including for	conclude,
expressing	listeners				Use relevant	-	expressing	guess, infer,
feelings-		increasing	choices	alternatives	strategies to	<ul> <li>Evaluate</li> </ul>	feelings-	estimate,
	e.g. well-	command of	and	for effect	build their	the		
- Tell	chosen/rele	Standard	consider	e.g.	vocabulary	effectiven	- Tell	suspect,
elaborate	vant details,	English –	alternative	explains	-	ess and	elaborate	consider,
and	appropriate		s for effect	how and		impact of	and	deduce, expect)
	language		2.0. 0001			impact of		to speculate
				00				

_						<b>– – – –</b>			
	entertaining	choices,	- Uses	e.g.	why words	<ul> <li>Evaluate</li> </ul>	their own	entertaining	about possible
	stories.	clear and	complex	explains	and	the	and	stories.	outcomes in
		succinct	sentence	how and	phrases	effectiven	others'		narrative and
	<ul> <li>Participate in</li> </ul>	information	structures	why words	have been	ess and	word	<ul> <li>Participate in</li> </ul>	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,	
	performances,	verbal	and is fluent	have been	argument.	and	consider	performances,	<ul> <li>Consider and</li> </ul>
	role	gestures	and clear in	adapted	<ul> <li>Know that</li> </ul>	others'	alternativ	role	evaluate different
	play/improvisa	(such as	a wide range	for an	words can	word	es for	play/improvisa	viewpoints,
	tions & debate	deliberate	of situations.	argument.	have more	choices	effect e.g.	tions & debate	attending to and
		pause/delay	or orticatione.	<ul> <li>Know that</li> </ul>	than one	and	explains		building on the
	<ul> <li>Demonstrat</li> </ul>	for effect).		words can	meaning.	consider	how and	<ul> <li>Demonstrate</li> </ul>	contributions of
		tor effect).		have more	meaning.	alternativ			others –
	es the ability				A well-and a first of a second	es for	why	s the ability	
	to adapt a			than one	Articulate and		words	to adapt a	<ul> <li>Interpret and</li> </ul>
	character to	<ul> <li>Speak</li> </ul>		meaning.	justify	effect e.g.	and	character to	respond to
	different	audibly and			answers,	explains	phrases	different	different
	scenarios	fluently with		Give well-	arguments	how and	have	scenarios	viewpoints by
	and is able	an increasing		structured	and opinions	why	been	and is able	building on
	to sustain a	command of		descriptions,	-	words	adapted	to sustain a	contributions of
	role	Standard		explanations	<ul> <li>Articulate</li> </ul>	and	for an	role	others' and
	effectively.	English –		and	clearly and	phrases	argument	effectively.	formulating
	– Can	– Uses		narratives	justify more	have		– Can	questions to
	confidently			for different	complex	been	– Know	confidently	deepen
	vary	complex			opinions	adapted	that	vary	understanding.
	grammar	sentence		purposes,	with some	for an	words	grammar	U
	-	structures		including for	elaboration,	argument	can have	-	
	and	with		expressing	taking		more	and	
	vocabulary	confidence		feelings-	notice of	– Know	than one	vocabulary	
	to suit the	and is		<ul> <li>Adapt the</li> </ul>	the opinion	that	meaning.	to suit the	
	audience,	fluent and		structure	of others.	words		audience,	
	purpose	clear in a		of talk in	or ouriers.	can have	Use spoken	purpose	
	and/or	wide range		ways	Maintain	more		and/or	
	context.	of		which	• Maintain attention and	than one	language to	context.	
		situations.		support	participate	meaning.	develop		
	• Gain, maintain			meaning		meaning.	understandi	Gain, maintain	
	and monitor			and show	actively in	. Ilaa amakan	ng through	and monitor	
	interest of the			attention	collaborative	Use spoken	speculating,	interest of the	
				to the	conversations	language to	hypothesisi		
	listener(s) –				, staying on	develop	ng,	listener(s) –	
	<ul> <li>Shows an</li> </ul>			listener	topic and	understandi	imagining	<ul> <li>Shows an</li> </ul>	
	ability to			e.g.	initiating and	ng through	and	ability to	
	vary delivery			clearly	responding to	speculating,		vary delivery	
	and tone to			summari	comments -	hypothesisi	exploring	and tone to	
	convey			ses and	<ul> <li>Is able to</li> </ul>	ng,	ideas –	convey	
	meaning			reports	structure	imagining	- Can use	meaning	
	and to			back	their talk to		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.	<ul> <li>Can use</li> </ul>	(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 –	
	<ul> <li>In a range of</li> </ul>			Maintain	clear and	possibility	guess,	<ul> <li>In a range of</li> </ul>	
	situations is			attention and	succinct	, predict,	infer,	situations is	
	able to			participate	information	presume,	estimate,	able to adapt	
	adapt					suppose,	suspect,	language style	
	language			actively in	and a range of non-	conclude,	consider,	and register to	
	lanyuaye			collaborative	OF HOH-	conclude,	consider,	and register to	

atty a not built is a starting of built is a go definition of built i								
in register to control of control of control control of control of control of control of control of control of control of control of control control of control of control of control of control control of control control control of control cont	style and		conversation	verbal	quess,	deduce,	suit the purpose	
suite suite superson of the second of the se			s staving on	gestures	infer.			
purpose o p. comacy segue hard grap hard grap hard grap hard secue come of the secue come								
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affectively based sources without without based without based based without based based based without based based based without based								
argue her' of the able of the			responding					
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headan headan headan and and mathains control of there trans- control of the audience control of the audience control the audience control of the audience con	discussion				speculate	narrative	maintains	
becoming and monitorial and	without			<ul> <li>Speak audibly</li> </ul>	about	and real	control of their	
ierrational     ierrational     material     ierrational     ierrati								
and and mintains control of the speech and s								
maintains control of ther tone, hordpen responser; adapts speech depending on the audience ther tone, hordpen responser; adapts speech depending on the audience ther tone, hordpending responser; adapts speech depending on the audience ther tone, hordpending on the audience ther tone, ther tone, audience ther tone, audience ther tone, audience ther tone, ther tone, audience ther tone, ther tone, audience ther tone, ther tone, audience ther tone, audience ther tone, ther tone, audience ther tone, ther tone,						Situations		
control of language and and response; sepsech deparding on the audience (tromal/ridor mel)     etermine audience (tromal/ridor mel)     etermine audience (tromal			their			·		
Colarization     e.g., weils     Standard     intermediation     Uter state intermediation       Image and and responses; adapts adapts adapts geoch oo the contrative different mail     e.g., weils contrative event     Standard     intermediation     intermediation       Image and adapts adapts geoch oo the contrative mail     e.g., weils contrative adapts depects     e.g., weils contrative adapts     intermediation     intermediation     intermediation       Image and adapts     e.g., weils contrative depects     e.g., weils contrative adapts     intermediation     intermediation     intermediation       Image and additione do the contrative mail     e.g., weils contrative depects     e.g., weils contrative depects     intermediation     intermediation       Image and contrative do the mail     e.g., weils contrative depects     e.g., weils contrative depects     intermediation     intermediation       Image and contrative do the mail     e.g., weils contrative depects     e.g., weils contrative depects     intermediation     intermediation       Image and contrative do the contrative do the contrative contrative do the contrative do the contrative contrative do the contrative contrative contrative contrative contrative contrative contrative contrative contrative contrative contrative contrative contrative contrative contrative co			listeners	command of				
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and     event     - Uses complex sentence     submits     p       adapts sepech depending on the audience (ternativitice moil)     adapts sentence     submits     p       adapts sepech depending on the audience (ternativitice moil)     adapts sentence     adapts sentence     contigence structures     submits     p       adapts depending on the audience (ternativitice moil)     adapts sentence     adapts sentence     contigence structures     contigence structures     submits     p       adapts depending on the audience (ternativitice moil)     adapts sentence     adapts sentence     contigence structures     contigence structures     submits     p       adapts depending on the passedein y for effect, and building on the contributo no othe contributo no othe depending y for effect, adapts     - Consider and building on the contributo no othe depending on the depending on							(formal/informal	
a deals, seische seische seische speech depending on the audience (termativitor mai)					situations		).	
responses       appropriate speach depending on the audence (formal/inform mal)       appropriate subjects       structures with confidence and succinct       structures on filent         image: speach depending audence (formal/infor mal)       image: speach choices, audence information mal       image: speach choices, audence information mal       image: speach choices, audence information mal         image: speach audence (formal/infor mal)       image: speach choices, audence information mal       image: speach audence information mal       image: speach audence information mal       image: speach audence information mal         image: speach (formal/infor mal)       image: speach audence information mal       image: speach audence information mal       image: speach audence information information information audence information information audence information informatio	and							
apach gepending depending audence (formalinfor mal)     apach best best audence (formalinfor mal)     apach best best best best best best best best	responses;							
speach depending on the audénce (formatinfor mai)	adapts			structures				
depending on the audience (formalinfor mel)				with				
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(formal/informal)       informalon and a range d non-webat gesures (detures gesures (detures)       informalon and range d stuations.       informalon at range d stuations.         Image: State of the mail)       Image: State of the state of the stat			succinct					
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imain       image of an ange of astuations.       situations.         imain       image of an ange of astuations.       Gain, maintain and monitor interest of the listener(s) – interest of the deliverate advected a and evaluate different and evaluate different and building and to a ability to match to contribution and others – interpret and advectors.         image of and evaluate different viewpoints, attempting to match to advectors.       - Sonsider and the needs of the and to advectors.         image of and evaluate different viewpoints, attempting of the needs of the sont of the son			and a					
Gain, maintain and diberate pause/dela y tor effect). - Consider and building on the contribution of others- iterest of the listener(s) - - Shows an ad tone to convey attending to and building on the contribution of others- iterest of the listener(s) - - Shows an ad tone to convey meaning and to the iterest of the listener(s) - - Shows an ad tone to convey meaning and to the needs of the audience. - Interpret audience. - Consider audience. - Consider audience. - Interpret audience. - Interpret - Interpre	mai)			situations.				
<ul> <li>Gain, maintain and monitor diborate paus/dela y/tr effect).</li> <li>Consider and evaluate different viewpoints, attending to and building on the contribution s of others - -</li> <li>Consider and cvaluate different viewpoints, attending to and building on the contribution s of others and different different and different and different different and different different and different different and different and different different different and different different and different and different different and different and different different and different different and different different and different diffe</li></ul>								
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i       i								
Shows an ability to ability to ability to and evaluate delivery and there and tone to viewpoints, attending to and building and to on the contribution the needs of others - Interpret and or and building and to different viewpoints, by building different additione. • Consider and evaluate delivery different of the and to be the contribution on the needs of others - Interpret and or and building and to different viewpoints, attending to and building and to any the properties of the and to different or respond to the evaluate different viewpoints, attending to an ability attending to any of others' on the contribution attending to any of others - Interpret and others - Interpret addition on the evaluate different viewpoints, attending to any of others' on the contribution attending to any of others - Interpret and others - Interpret and others - Interpret addition of others - Interpret and attending to any others' on the contribution attending to any others' on the contribution attending to any others - Interpret and others - Interpret - Inter								
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<pre>viewpoints, attending to meaning and building on the contribution s of others - - Interpret and ifferent viewpoints, by building on contribution s of others - - Interpret and ifferent on contribution on s of othes - Interpret audience.</pre>			different	and tone to				
attending to and building on the contribution       meaning and to on the contribution         s of others - interpret and       - interpret and         and building of the respond to different viewpoints, and       • Consider and evaluate different viewpoints, attending to and building of the s of and         o to building       • Consider and evaluate different viewpoints, attending to and         o to building       • Consider and evaluate different viewpoints, attending to and         o to building       • Consider and evaluate different viewpoints, attending to and         o to building       • Interpret and         o toters' g questions       • Interpret and contributions of others - and         g       • Interpret and contributions         g       • Interpret and contributions         g       • Interpret and contributions         g       • Interpret and different			viewpoints,	convey				
and building on the contribution       and to match to the needs         s of others - and       of the audience.         and to match to       -         bit protect       -         contribution       the needs         and       audience.         respond to different       -         on       -         of others -       -         and       -         on       -         of others -       -         and       -         of others -       -         g       -         questions       -         and       -         of others -       -         questions       -         and       -         of others -       -         questions       -         and       -         understan       -         diffe			attending to					
on the contribution s of others     match to the needs       -     Interpret and different viewpoints     of the audience.       •     Consider and evaluate       by building on     of       of     different viewpoints, and and       by building on     on the contributio       ns of     and building of thers'       of others'     on the contributios       g     -       nterpret and     and       g     -       udeestan     of others – and       g     -       g     -       g     and different       g     and different       g     and contributions       to deepen     respond to different			and building					
contribution       s of others -       of the         and       audience.         respond to       -         different       evaluate         different       viewpoints,         by building       on         on       viewpoints,         and       attending to         and       attending to         and       and building         on       on         others'       on the         contribution       and building         others'       on the         and       contributions         of others -       -         g       -         questions       and         to deepen       and         understan       different								
s of others -       -       Interpret       of the audience.         and       audience.       -       Consider and evaluate         on       different       viewpoints,       -         on       on       viewpoints,       -         on       on       autending to       -         on       on       on       -         on       of others -       -       -         of       of others -       -       -         of       of others -       -       -         of othersan       of others -       -       -         of othersan       on       on       -			contribution					
<ul> <li>Interpret and respond to different viewpoints by building on contributio ns of othe evaluate different viewpoints, attending to and contributions of others – g questions to deepen understan</li> </ul>			s of others –					
and audience. respond to different viewpoints by building on contributio ns of and evaluate different viewpoints, contributio ns of and building others' on the and contributions formulatin of others – g questions to deepen uderstan different viewpoints, contributions formulatin to deepen understan different viewpoints, contributions formulatin to deepen understan different viewpoints, contributions formulatin to deepen understan different								
<ul> <li>Consider and different viewpoints by building on contributio ns of others' and contributions of others – g</li> <li>Interpret g</li> <li>Interpret questions to deepen understan</li> </ul>				audience.				
Consider and evaluate by building on contribution ns of and building others' and contributions formulatin g - Interpret questions to deepen understan - Interpret different								
viewpoints     evaluate       by building     different       on     viewpoints,       on     viewpoints,       contributio     attending to       ns of     and building       others'     on the       and     contributions       formulatin     of others –       g     –       g     and       to deepen     respond to       understan     different				<ul> <li>Consider and</li> </ul>				
by building on       viewpoints, viewpoints, contributio         attending to         and building         others'       on the         others'       on the         formulatin       of others –         g       -         nterpret       and         questions       and         to deepen       respond to         different       different				evaluate				
on     viewpoints,       contributio     attending to       ns of     and building       others'     on the       and     contributions       formulatin     of others –       g     –       nterpret     and       questions     and       to deepen     respond to       understan     different								
and     contributio       ns of     and building       others'     on the       and     contributions       formulatin     of others –       g     – Interpret       questions     and       to deepen     respond to       understan     different								
ns of others'     on the others'       and     contributions       formulatin     of others –       g     – Interpret       questions     and       to deepen     respond to different				attending to				
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formulatin g - Interpret questions and to deepen respond to understan different								
g – Interpret questions and to deepen respond to understan different								
and to deepen respond to understan different			formulatin					
to deepen understan different								
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understan different			to deepen					
			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							
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,										
<b>Text cohesion</b> - 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.										
		Spring Term 1			Spring Term 2					
Stimuli	Kensuke's l	Kingdom by Michael Morpurgo		The Day the Crayons Quit by Drew 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	<ul> <li>Title</li> <li>Introductory paragraph</li> <li>Arguments for</li> <li>Arguments for</li> <li>Arguments for</li> <li>Arguments against</li> <li>Text boxe</li> <li>Points explained using evidence</li> <li>Conclusion (including own opinion)</li> <li>Present tense conjunctions</li> <li>Formal tone</li> <li>Modal verbs</li> <li>Texthoxe</li> <li>Text boxe</li> <li>Present causal conjunctions</li> <li>Formal tone</li> <li>Technical vocabulary</li> <li>Glossary</li> </ul>	<ul> <li>phrases</li> <li>Prepositional phrases</li> <li>Use of the five senses</li> <li>Describe character using dialogue and actions</li> </ul>	<ul> <li>Character descriptions</li> <li>Setting descriptions</li> <li>Paragraphs around one theme</li> <li>Punctuation of direct speech</li> <li>Dialogue</li> <li>Past tense</li> <li>First person</li> <li>Thoughts and feelings</li> </ul>	<ul> <li>Sender's address</li> <li>Date</li> <li>Friendly greeting</li> <li>Sign off</li> <li>Informal language</li> <li>Personal/chatty tone</li> <li>Contractions</li> <li>First person</li> <li>Paragraphs around one theme</li> </ul>	<ul> <li>Sender's address</li> <li>Date</li> <li>Friendly greeting</li> <li>Sign off</li> <li>Informal language</li> <li>Personal/chatty tone</li> <li>Contractions</li> <li>First person</li> <li>Paragraphs around one theme</li> </ul>	<ul> <li>Sender's address</li> <li>Date</li> <li>Recipients address</li> <li>Formal greeting</li> <li>Formal sign off</li> <li>Formal language</li> <li>Impersonal tone</li> <li>Rhetorical questions</li> <li>First person</li> <li>Paragraphs around one theme</li> </ul>				

	Commas for a list	<ul> <li>Organisational structures</li> </ul>	<ul> <li>Apostrophes for contraction</li> </ul>	<ul> <li>Semicolons to extend sentences</li> </ul>	Apostrophes for contraction	Apostrophes for contraction	Apostrophes for     possessive singular 8
	<ul> <li>Apostrophes for</li> </ul>						possessive singular &
	contraction	Colons	Apostrophes for	<ul> <li>Dashes to extend</li> </ul>	, .p. co., op co.	Apostrophes for	plural
	<ul> <li>Apostrophes for</li> </ul>	Bullet Points	possessive singular &	sentences	possessive singular &	possessive singular &	Commas for clarity
	possessive	<ul> <li>Commas for a list</li> </ul>	plural	<ul> <li>Relative clauses</li> </ul>	plural	plural	(after fronted adverbials,
	singular & plural	<ul> <li>Apostrophes for</li> </ul>	<ul> <li>Commas for clarity</li> </ul>	<ul> <li>Parenthesis</li> </ul>	Commas for clarity	Commas for clarity	to clarify meaning or
	<ul> <li>Commas for clarity</li> </ul>	contraction	(after fronted	<ul> <li>Commas for clarity</li> </ul>	(after fronted adverbials,	(after fronted adverbials,	avoid ambiguity in
	(after fronted	<ul> <li>Apostrophes for</li> </ul>	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	<ul> <li>Commas for lists</li> </ul>
	clarify meaning or	singular & plural	ambiguity in writing)	clarify meaning or	writing)	writing)	<ul> <li>Parenthesis</li> </ul>
	avoid ambiguity in	<ul> <li>Commas for clarity</li> </ul>	<ul> <li>Parenthesis</li> </ul>	avoid ambiguity in	Cohesion	Cohesion	<ul> <li>Relative clauses</li> </ul>
	writing)	(after fronted	<ul> <li>Relative clauses</li> </ul>	writing)	<ul> <li>Conjunctions</li> </ul>	<ul> <li>Conjunctions</li> </ul>	<ul> <li>Semicolons to extend</li> </ul>
	<ul> <li>Parenthesis</li> </ul>	adverbials, to	<ul> <li>Semicolons to extend</li> </ul>	Dialogue to show	<ul> <li>Time and place</li> </ul>	<ul> <li>Time and place</li> </ul>	sentences
	<ul> <li>Relative clauses</li> </ul>	clarify meaning or	sentences	character and	adverbials	adverbials	<ul> <li>Dashes to extend</li> </ul>
	<ul> <li>Semicolons to</li> </ul>	avoid ambiguity in	<ul> <li>Dashes to extend</li> </ul>	advance the	<ul> <li>Fronted adverbials</li> </ul>	<ul> <li>Fronted adverbials</li> </ul>	sentences
	extend sentences	writing)	sentences	action	<ul> <li>Prepositional</li> </ul>	<ul> <li>Prepositional</li> </ul>	Hyphenated words
	<ul> <li>Dashes to extend</li> </ul>	Parenthesis	<ul> <li>Hyphenated words</li> </ul>	<ul> <li>Punctuation of</li> </ul>	phrases	phrases	Question marks
	sentences	Relative clauses	<ul> <li>Cohesion</li> </ul>	direct speech	– Pronouns	- Pronouns	Colons
Curriculum	<ul> <li>Level of formality</li> </ul>	<ul> <li>Semicolons to</li> </ul>	- Conjunctions	Cohesion	<ul> <li>Synonyms</li> </ul>	– Synonyms	
Objectives	<ul> <li>Hyphenated</li> </ul>		<ul> <li>Time and place</li> </ul>	- Conjunctions	Dashes to extend	Dashes to extend	Cohesion
Covered	31	extend sentences	adverbials	<ul> <li>Time and</li> </ul>	sentences	sentences	<ul> <li>Conjunctions</li> </ul>
Covereu	words	<ul> <li>Dashes to extend</li> </ul>	<ul> <li>Fronted adverbials</li> </ul>	place	Expanded noun phrases	Expanded noun phrases	<ul> <li>Time and</li> </ul>
	Cohesion	sentences	<ul> <li>Promed adverbials</li> <li>Prepositional</li> </ul>	adverbials	Level of formality	Level of formality	place
	<ul> <li>Conjunctions</li> </ul>	Level of formality	•	- Fronted	<ul> <li>Hyphenated words</li> </ul>	<ul> <li>Hyphenated words</li> </ul>	adverbials
	<ul> <li>Time and</li> </ul>	<ul> <li>Hyphenated</li> </ul>	phrases - Pronouns	adverbials	<ul> <li>Modal verbs</li> </ul>	<ul> <li>Modal verbs</li> </ul>	<ul> <li>Fronted</li> </ul>
	place	words	- Synonyms	<ul> <li>Prepositional</li> </ul>			adverbials
	adverbials	Cohesion		phrases	Active and passive	Active and passive	<ul> <li>Prepositional</li> </ul>
	- Fronted	<ul> <li>Conjunctions</li> </ul>	<ul> <li>Punctuation of direct</li> </ul>	- Pronouns	Ellipses	Ellipses	phrases
	adverbials	<ul> <li>Time and</li> </ul>	speech	– Synonyms			
	<ul> <li>Prepositional</li> </ul>	place	Dialogue to show	<ul> <li>Describe setting,</li> </ul>			○ Synonyms
	phrases	adverbials	character and advance	0.			Level of formality
	- Pronouns	<ul> <li>Fronted</li> </ul>	the action	character and			<ul> <li>Hyphenated words</li> </ul>
	<ul> <li>Synonyms</li> </ul>	adverbials	Describes character	atmosphere			<ul> <li>Modal verbs</li> </ul>
		<ul> <li>Prepositional</li> </ul>	<ul> <li>Expanded noun</li> </ul>	<ul> <li>Apostrophes for</li> </ul>			<ul> <li>Active and passive</li> </ul>
		phrases	phrases	contractions			
		<ul> <li>Pronouns</li> </ul>		<ul> <li>Apostrophes for</li> </ul>			
		<ul> <li>Synonyms</li> </ul>		possession			
				Hyphenated words			
				<ul> <li>Expanded noun</li> </ul>			
	- Con use a wide	- Aak valavant	- Upp relevant	phrases	Con uso o wido rongo		Con yoo o wido yongo
	<ul> <li>Can use a wide range respond</li> </ul>	<ul> <li>Ask relevant questions to</li> </ul>	<ul> <li>Use relevant strategies to build</li> </ul>	<ul> <li>Can use a wide range respond</li> </ul>	Can use a wide range respond appropriately	Can use a wide range     respond appropriately	<ul> <li>Can use a wide range respond appropriately</li> </ul>
	appropriately to	extend their	their vocabulary –	appropriately to			to adults and their
	adults and their	understanding	$\circ$ Evaluate the	adults and their	to adults and their	to adults and their	
		and knowledge –	effectiveness	peers- listen for	peers- listen for	peers- listen for	peers- listen for
	peers- listen for periods	<ul> <li>Is able to</li> </ul>	and impact	periods	periods appropriate to	periods appropriate to	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 -	<ul> <li>Listens attentively to</li> </ul>	<ul> <li>Listens attentively to</li> </ul>	<ul> <li>Listens attentively to</li> </ul>
	– Listens	different types	word choices	– Listens	ideas and responds	ideas and responds	ideas and responds
	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 metonedi.	words and	comments,	<ul> <li>Notice and comment</li> </ul>	<ul> <li>Notice and comment</li> </ul>	<ul> <li>Notice and comment</li> </ul>
	observant	Use relevant	phrases	observant	not only on what is	not only on what is	not only on what is
	suggestions	<ul> <li>Ose relevant strategies to</li> </ul>	have been	suggestions	said but how it is	said but how it is	said but how it is
	and	strategies to build their	adapted for	and	said e.g. beginning	said e.g. beginning	said e.g. beginning
	challenges.	vocabulary –	an	challenges.	to understand	to understand	to understand
	challenges.					sarcasm when it is	
	<ul> <li>Notice and</li> </ul>	Evoluato tha	orgumont		Sarcasm when it is		Sarcasm when it is
	<ul> <li>Notice and comment not</li> </ul>	<ul> <li>Evaluate the effectiveness</li> </ul>	argument.	<ul> <li>Notice and comment not</li> </ul>	sarcasm when it is obvious.	obvious.	sarcasm when it is obvious.

only on what is	and impact of	<ul> <li>Know that</li> </ul>	only on what is			
said but how it	their own and	words can	said but how it	<ul> <li>Ask relevant</li> </ul>	Ask relevant	<ul> <li>Ask relevant</li> </ul>
is said e.g.	others' word	have more	is said e.g.	questions to extend	questions to extend	questions to extend
beginning to	choices and	than one	beginning to	their understanding	their understanding	their understanding
understand	consider	meaning.	understand	and knowledge	and knowledge	and knowledge
sarcasm when	alternatives for	meaning.	sarcasm when			
				<ul> <li>Is able to understand</li> </ul>	<ul> <li>Is able to understand</li> </ul>	<ul> <li>Is able to understand</li> </ul>
it is obvious.	effect e.g.		it is obvious.	and use different	and use different	and use different
	explains how	<ul> <li>Use spoken language</li> </ul>		types of questions to	types of questions to	types of questions to
<ul> <li>Ask relevant</li> </ul>	and why words	to develop	<ul> <li>Ask relevant</li> </ul>	suit different	suit different	suit different
questions to	and phrases	understanding	questions to	situations e.g. open,	situations e.g. open,	situations e.g. open,
extend their	have been	through speculating,	extend their	closed and	closed and	closed and
understanding	adapted for an		understanding	rhetorical.	rhetorical.	rhetorical.
and knowledge –	argument.	hypothesising,	and knowledge –	motorioui.	motorioun	motonoui.
•	- Know that	imagining and	•	lles aslessed	Here we have not	lles aslessed
<ul> <li>Is able to</li> </ul>		exploring ideas –	<ul> <li>Is able to</li> </ul>	Use relevant	Use relevant	Use relevant
understand	words can	<ul> <li>Can use a wide</li> </ul>	understand	strategies to build	strategies to build	strategies to build
and use	have more	range of	and use	their vocabulary –	their vocabulary –	their vocabulary –
different types	than one	0	different types	<ul> <li>Evaluate the</li> </ul>	<ul> <li>Evaluate the</li> </ul>	<ul> <li>Evaluate the</li> </ul>
of questions to	meaning.	vocabulary	of questions to	effectiveness and	effectiveness and	effectiveness and
suit different		(cause/effect,	suit different	impact of their own	impact of their own	impact of their own
situations e.g.		possibility, predict,	situations e.g.	and others' word	and others' word	and others' word
open, closed	Give well-	presume, suppose,	open, closed	choices and	choices and	choices and
and rhetorical.		conclude, guess,	and rhetorical.			
and metorical.	structured	infer, estimate,	and metorical.	consider alternatives	consider alternatives	consider alternatives
	descriptions,	suspect, consider,		for effect e.g.	for effect e.g.	for effect e.g.
Use relevant	explanations and	deduce, expect) to	Use relevant	explains how and	explains how and	explains how and
strategies to	narratives for	speculate about	strategies to	why words and	why words and	why words and
build their	different	possible outcomes	build their	phrases have been	phrases have been	phrases have been
vocabulary –	purposes,	in narrative and	vocabulary –	adapted for an	adapted for an	adapted for an
<ul> <li>Evaluate the</li> </ul>			<ul> <li>Evaluate the</li> </ul>	argument.	argument.	argument.
effectiveness	including for	real life situations.	effectiveness	<ul> <li>Know that words can</li> </ul>	<ul> <li>Know that words can</li> </ul>	<ul> <li>Know that words can</li> </ul>
and impact of	expressing		and impact of	have more than one	have more than one	have more than one
their own and	feelings-		their own and	meaning.	meaning.	meaning.
others' word	<ul> <li>Adapt the</li> </ul>		others' word	meaning.	meaning.	meaning.
choices and	structure of		choices and	Antioulote and institu	Articulate and justify	Articulate and justify
consider	talk in ways		consider	Articulate and justify	Articulate and justify	Articulate and justify
	which support			answers, arguments	answers, arguments	answers, arguments
alternatives for	meaning and		alternatives for	and opinions –	and opinions –	and opinions –
effect e.g.	show		effect e.g.	<ul> <li>Articulate clearly and</li> </ul>	<ul> <li>Articulate clearly and</li> </ul>	<ul> <li>Articulate clearly and</li> </ul>
explains how			explains how	justify more complex	justify more complex	justify more complex
and why words	attention to		and why words	opinions with some	opinions with some	opinions with some
and phrases	the listener		and phrases	elaboration, taking	elaboration, taking	elaboration, taking
have been	e.g. clearly		have been	notice of the opinion	notice of the opinion	notice of the opinion
adapted for an	summarises		adapted for an	of others.	of others.	of others.
argument.	and reports		argument.			
<ul> <li>Know that</li> </ul>	back findings		<ul> <li>Know that</li> </ul>	Give well-structured	Give well-structured	Give well-structured
words can	in a logical		words can	descriptions,	descriptions,	descriptions,
have more	order,		have more	• •	• •	•
than one	supported by		than one	explanations and	explanations and	explanations and
meaning.	well-chosen		meaning.	narratives for different	narratives for different	narratives for different
meaning.	relevant		meaning.	purposes, including	purposes, including	purposes, including
	details.			for expressing	for expressing	for expressing
	Gotuno.		Articulate and	feelings-	feelings-	feelings-
Articulate and			justify answers,	<ul> <li>Adapt the structure</li> </ul>	<ul> <li>Adapt the structure</li> </ul>	<ul> <li>Adapt the structure</li> </ul>
justify answers,	Mointein		arguments and	of talk in ways	of talk in ways	of talk in ways
arguments and	Maintain		opinions –	-	-	
opinions –	attention and		<ul> <li>Articulate</li> </ul>	which support	which support	which support
<ul> <li>Articulate</li> </ul>	participate		clearly and	meaning and show	meaning and show	meaning and show
clearly and	actively in		justify more	attention to the	attention to the	attention to the
justify more	collaborative		complex	listener e.g. clearly	listener e.g. clearly	listener e.g. clearly
complex	conversations,		opinions with	summarises and	summarises and	summarises and
opinions with			some	reports back	reports back	reports back
some	staying on topic		elaboration,	findings in a logical	findings in a logical	findings in a logical
	and initiating and			order, supported by	order, supported by	order, supported by
elaboration,			taking notice of	,	,, · · · · · · · · · · · · · · · · ·	,,

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.	<ul> <li>Is able to</li> </ul>				
	structure their				
Give well-	talk to meet the				
structured	needs of their				
descriptions,	listeners e.g.				
explanations and					
narratives for	well-				
different	chosen/relevant				
	details,				
purposes,	appropriate				
including for	language				
expressing	choices, clear				
feelings-	and succinct				
<ul> <li>Adapt the</li> </ul>	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,				
relevant	imagining and				
details.	exploring ideas –				
uetalis.	<ul> <li>Can use a</li> </ul>				
	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,				
<ul> <li>Is able to</li> </ul>	consider,				
structure their	deduce,				
	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					
language					
choices, clear					
and succinct					
information and					
a range of non-					
verbal gestures					

(such as			
deliberate			
pause/delay for			
effect).			
,			
Use spoken			
language to			
develop			
understanding			
understanding			
through			
speculating,			
hypothesising,			
imagining and			
exploring ideas –			
<ul> <li>Can use a</li> </ul>			
wide range of			
vocabulary			
(cause/effect,			
possibility,			
predict,			
presume,			
suppose,			
conclude,			
guess, infer,			
estimate,			
estimate,			
suspect,			
consider,			
deduce,			
expect) to			
speculate			
about possible			
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 –			

	<ul> <li>Interpret and respond to different viewpoints by building on contributions of others' and formulating questions to deepen understanding.</li> </ul>						
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	<ul> <li>Use the range of KS2 punctuation mostly of commas for clarity (after fronted adverbial is prefixes and suffixes and understands horallings.</li> <li>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</li></ul>	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	<ul> <li>Introductory paragraph</li> <li>First person</li> <li>Past tense</li> <li>Informal chatty tone</li> <li>Chronological order</li> <li>Adverbials of time to sequence</li> <li>Thoughts and feelings</li> <li>Describe events in detail</li> <li>Rhetorical questions</li> <li>Concluding paragraph</li> </ul>	<ul> <li>Opening</li> <li>Build up</li> <li>Dilemma</li> <li>Resolution</li> <li>Ending</li> <li>Character descriptions</li> <li>Setting descriptions</li> <li>Paragraphs around one theme</li> <li>Punctuation of direct speech</li> </ul>	<ul> <li>Title</li> <li>Introductory paragraph</li> <li>Headings</li> <li>Subheadings</li> <li>Text boxes</li> <li>Paragraphs around one theme</li> <li>Diagrams/pictures</li> <li>Captions</li> <li>Causal conjunctions</li> <li>Present Tense</li> </ul>	<ul> <li>Opening</li> <li>Build up</li> <li>Dilemma</li> <li>Resolution</li> <li>Ending</li> <li>Character descriptions</li> <li>Setting descriptions</li> <li>Paragraphs around one theme</li> <li>Punctuation of direct speech</li> </ul>	<ul> <li>Introductory paragraph</li> <li>First person</li> <li>Past tense</li> <li>Informal chatty tone</li> <li>Chronological order</li> <li>Adverbials of time to sequence</li> <li>Thoughts and feelings</li> <li>Describe events in detail</li> <li>Rhetorical questions</li> </ul>	<ul> <li>Stanzas</li> <li>Rhythm</li> <li>Repeating patterns</li> <li>Similes</li> <li>Metaphors</li> <li>Alliteration</li> <li>Personification</li> <li>Powerful imagery</li> <li>Repetition</li> <li>Emotive language</li> <li>Rhyme (optional)</li> </ul>

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

	anid a g baginging to	Notice and comment	Antioxiate and institu	ourgoostions and	Antiovalote and loss of	ourgeostions and
	said e.g. beginning to	<ul> <li>Notice and comment</li> </ul>	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 –	<ul> <li>Notice and comment</li> </ul>	and opinions –	<ul> <li>Notice and comment</li> </ul>
		beginning to	<ul> <li>Articulate clearly and</li> </ul>	not only on what is	<ul> <li>Articulate clearly and</li> </ul>	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
· ·	<ul> <li>Articulate clearly and justify</li> </ul>		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.	-			<b>.</b>	
		<ul> <li>Evaluate the</li> </ul>	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	<ul> <li>Evaluate the</li> </ul>	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
	<ul> <li>Adapt the structure of talk in</li> </ul>	e.g. explains how and		and others' word	feelings-	responding to
	ways which support meaning	why words and phrases	<ul> <li>Adapt the structure of talk in ways which</li> </ul>	choices and	<ul> <li>Adapt the structure</li> </ul>	comments –
	and show attention to the	have been adapted for	talk in ways which	consider alternatives	of talk in ways	<ul> <li>Is able to structure</li> </ul>
	listener e.g. clearly	an argument.	support meaning and	for effect e.g.	which support	their talk to meet the
	summarises and reports	<ul> <li>Know that words can</li> </ul>	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	phrases have been	listener e.g. clearly	chosen/relevant
	chosen relevant details.		reports back findings 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,	,	<ul> <li>Know that words can</li> </ul>	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 -	<ul> <li>Tell elaborate and</li> </ul>	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-	<ul> <li>Participate in</li> </ul>	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	<ul> <li>Is able to structure their</li> </ul>	feelings-	and responding to	increasing command
	and a range of non-verbal	play/improvisations &	talk to meet the needs	<ul> <li>Tell elaborate and</li> </ul>	comments –	of Standard English –
	gestures (such as deliberate	debate –	of their listeners e.g.	entertaining stories.	<ul> <li>Is able to structure</li> </ul>	- Uses complex
	pause/delay for effect).	<ul> <li>Demonstrates the</li> </ul>	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 –	<ul> <li>Can confidently vary</li> </ul>	as deliberate	debate –	information and a	Coin maintain and
	Can use a wide range of	grammar and	pause/delay for effect).	<ul> <li>Demonstrates the</li> </ul>	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	<ul> <li>Can confidently vary</li> </ul>	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	<ul> <li>Shows an ability to vary</li> </ul>	<ul> <li>Can use a wide range</li> </ul>	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.	presume, suppose,		imagining and	
					exploring ideas –	
			94			

	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.	<ul> <li>Gain, maintain and monitor interest of the listener(s) –         <ul> <li>Shows an ability to vary delivery and tone to convey meaning and to match to the needs of the audience.</li> </ul> </li> <li>Select and use appropriate registers for effective communication –         <ul> <li>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)</li> </ul> </li> </ul>	<ul> <li>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.</li> </ul>	
Duration (Estimated)	2 weeks	2 weeks	2 weeks	2 weeks	2 weeks	2 weeks

Appendix 1 – progression in writing.

Writing In YR	Write recognisable letters, most of	Vrite 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	Write simple phrases and sentences 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	<ul> <li>words containing each of the</li> </ul>	into phonemes and	<ul> <li>spell words that are often</li> </ul>	• 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	<ul> <li>learning new ways of spelling</li> </ul>			other words which are often	other words which are often
	alphabet:	phonemes for which 1 or			confused	confused
	<ul> <li>naming the letters of the</li> </ul>	more spellings are already			<ul> <li>use knowledge of</li> </ul>	use knowledge of
	alphabet in order	known, and learn some words			morphology and etymology in	morphology and etymology in
	<ul> <li>using letter names to</li> </ul>	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	<ul> <li>learning to spell common</li> </ul>			needs to be learnt	needs to be learnt
		exception words			specifically, as listed in	specifically, as listed in
		<ul> <li>distinguishing between</li> </ul>			Appendix 1	Appendix 1
		homophones and near-				
		homophones				
Other Word	using the spelling rule for	learning the possessive	<ul> <li>use further prefixes and</li> </ul>	• use further prefixes and	<ul> <li>use further prefixes and</li> </ul>	• 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	<ul> <li>learning to spell more words</li> </ul>	to add them	to add them	guidance for adding them	guidance for adding them
	person singular marker for	with contracted forms	<ul> <li>place the possessive</li> </ul>	• place the possessive	<ul> <li>use dictionaries to check the</li> </ul>	<ul> <li>use dictionaries to check the</li> </ul>
	verbs	<ul> <li>add suffixes to spell longer</li> </ul>	apostrophe accurately in	apostrophe accurately in	spelling and meaning of	spelling and meaning of
	<ul> <li>using the prefix un–</li> </ul>	words including -ment, -ness,	words with regular plurals	words with regular plurals	words	words
	<ul> <li>using –ing, –ed, –er and –est</li> </ul>	–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	<ul> <li>apply spelling rules and</li> </ul>	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		
	<ul> <li>apply simple spelling rules and</li> </ul>		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, common	and punctuation taught so far	and punctuation taught so far		
	using the GPCs and common	exception words and				
	exception words taught so far	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
	<ul> <li>begin to form lower-case</li> </ul>	<ul> <li>start using some of the</li> </ul>	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,	<ul> <li>increase the legibility,</li> </ul>	• increase the legibility,		
	form digits 0-9	are best left unjoined	consistency and quality of	consistency and quality of		
	<ul> <li>understand which letters</li> </ul>	• 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		
		<ul> <li>use spacing between words</li> </ul>	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	<ul> <li>identifying the audience for</li> </ul>	<ul> <li>identifying the audience for</li> </ul>
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			<ul> <li>in writing narratives,</li> </ul>	• 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
	<ul> <li>composing a sentence orally</li> </ul>	about	<ul> <li>composing and rehearsing</li> </ul>	• 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,
	<ul> <li>re-reading what they have</li> </ul>	vocabulary	• in narratives, creating	• in narratives, creating	understanding how such	understanding how such
	written to check that it makes	<ul> <li>encapsulating what they want</li> </ul>	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	<ul> <li>précising longer passages</li> </ul>
					• using a wide range of devices	• using a wide range of devices
I						

					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'
		<ul> <li>rereading to check that their</li> </ul>	writing and suggesting	writing and suggesting	writing	writing
		writing makes sense and that	improvements	improvements	<ul> <li>proposing changes to</li> </ul>	<ul> <li>proposing changes to</li> </ul>
		verbs to indicate time are	<ul> <li>proposing changes to</li> </ul>	• 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
		<ul> <li>proofreading to check for</li> </ul>	pronouns in sentences	pronouns in sentences	correct use of tense	correct use of tense
		errors in spelling, grammar	<ul> <li>proofread for spelling and</li> </ul>	• 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	<ul> <li>ensuring correct subject and</li> </ul>
		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	<ul> <li>read their writing aloud, clearly</li> </ul>	• read aloud what they have	• read their own writing aloud	<ul> <li>read their own writing aloud</li> </ul>	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	<ul> <li>leaving spaces between words</li> <li>joining words and joining clauses using 'and'</li> </ul>	<ul> <li>expanded noun phrases to describe and specify [for example, the blue butterfly]</li> </ul>	<ul> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</li> <li>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>using conjunctions, adverbs and prepositions to express time and cause</li> </ul>	<ul> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</li> <li>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>using conjunctions, adverbs and prepositions to express time and cause</li> </ul>	<ul> <li>use a thesaurus</li> <li>using expanded noun phrases to convey complicated information concisely</li> <li>using modal verbs or adverbs to indicate degrees of possibility</li> </ul>	<ul> <li>use a thesaurus</li> <li>using expanded noun phrases to convey complicated information concisely</li> <li>using modal verbs or adverbs to indicate degrees of possibility</li> </ul>
Grammar (edited)	<ul> <li>regular plural suffices (-s, -es)</li> <li>verb suffices where root word is unchanged (-ing, -ed, -er)</li> <li>un- prefix to change meaning of adjectives/adverbs</li> </ul>	<ul> <li>sentences with different forms: statement, question, exclamation, command</li> <li>the present and past tenses</li> </ul>	<ul> <li>using the present perfect form, of verbs in contrast to the past tense</li> <li>form nouns using prefixes</li> </ul>	<ul> <li>using the present perfect form, of verbs in contrast to the past tense</li> <li>form nouns using prefixes</li> </ul>	<ul> <li>using the perfect form of verbs to mark relationships of time and cause</li> <li>using relative clauses</li> </ul>	<ul> <li>recognizing vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> </ul>

	• to combine words to make	correctly and consistently	(super-, anti-)	(super-, anti-)	beginning with who, which,	<ul> <li>using passive verbs to affect</li> </ul>
	sentences, including using and	including the progressive form	<ul> <li>use the correct form of 'a' or</li> </ul>	• 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)	<ul> <li>word families based on</li> </ul>	• word families based on	relative pronoun	<ul> <li>using the perfect form of</li> </ul>
	• separation of words with	<ul> <li>some features of written</li> </ul>	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	<ul> <li>differences in informal and</li> </ul>
	· capital letters for names and	ful, -er, -ness)			devices to build cohesion,	formal language
	pronoun l	sentence demarcation			including adverbials of time,	<ul> <li>synonyms &amp; antonyms</li> </ul>
		• commas in lists			place and number	further cohesive devices
		<ul> <li>apostrophes for omission &amp;</li> </ul>				such as grammatical
		singular possessions				connections and adverbials
						<ul> <li>use of ellipses</li> </ul>
Punctuation	Beginning to punctuate	<ul> <li>learning how to use both</li> </ul>	<ul> <li>using punctuated directly</li> </ul>	<ul> <li>using punctuated directly</li> </ul>	<ul> <li>using commas to clarify</li> </ul>	<ul> <li>using hyphens to avoid</li> </ul>
(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	<ul> <li>using semicolons, colons or</li> </ul>
	mark or exclamation mark	capital letters, exclamation			<ul> <li>using brackets, dashes or</li> </ul>	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				<ul> <li>using a colon to introduce a</li> </ul>
	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: Sun	nmer 2 Unit 1					
Text type: I	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 des	scription.					
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 twiste	ed traditional tale.					
WALT 10: Orally tell a story.						
WALT 11: Write a twisted traditional tale.						
Key featu	ures:					
To use a range of sentence types.						
To use apostrophe for possession.						
To use commas in a list						
To use expanded noun phrases						
To describe the characters thoughts, feelings an	nd 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
<ul> <li>AK - imagination and creation of atmosphere</li> <li>NB - Punctuation and use of fronted adverbials and speech</li> </ul>	<ul> <li>Handwriting (KT, HF, FS, FS, FB, LR, TW)</li> <li>Basic sentence work (FSm, AH)</li> </ul>	<ul> <li>Climbed</li> <li>Something</li> <li>Which</li> <li>Stepped</li> </ul>	<ul> <li>Handwriting</li> <li>Formation of specific letters (j and q)</li> <li>Use of capital letters (random capitals <u>mid sentence</u>)</li> <li>Identifying where a sentence ends</li> <li>Varying sentence openers</li> <li>Varying sentence length for effect</li> <li>Using a dictionary to check spellings</li> </ul>
Things we did really well	Grammar	Punctuation	Incomplete
<ul> <li>Most children attempting to use fronted adverbials (forgetting commas)</li> <li>Most children attempting to punctuate direct speech (forgetting punctuation at end/start)</li> </ul>	<ul> <li>Some children still struggling to understand where a sentence should end</li> </ul>	<ul> <li>Basic punctuation at the end of sentences (e.g. question marks for questions)</li> <li>Apostrophes for contractions</li> <li>Commas for expanded noun phrases</li> <li>Commas for fronted adverbials</li> </ul>	• KT - absent

Child's name:

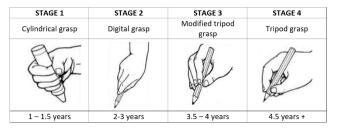
Class:

	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.

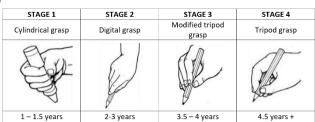


	Reception Writing assessment sheet (Feb 2025)	Baseli ne	Aut 2	Spr 2	Sum
	N2+ (R baseline)	ne			2
W	Use some of their print and letter knowledge in their early writing e.g. writing a pretend shopping list starting at the top of the page; writing 'm' for mummy				
W	Write some or all of their first name (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 find name         Some of first me         All of surname				
W	Write some letters accurately				
FM	Use one-handed tools/equipment e.g. making snips in paper with scissors				
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				

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### 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 r	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	1	1	1			
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 'l'						
TEXT COHESION						
Sequencing sentences to form short narratives.						
Re-reading what they have written to check that it makes sense						
SPELLING	1	1				
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	1	1	[			
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.						

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						
<ul> <li>Use of precise nouns (e.g. alsatian for dog, people's names, technical/specific vocab)</li> </ul>						
A variety of descriptive and appropriate verbs						
<ul> <li>Adjectives add detail and are appropriate to the context</li> </ul>						
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	rtially known no tick = not known								
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2			
WORD									
<ul> <li>Describes settings, characters and atmosphere</li> </ul>									
<ul> <li>Integrates dialogues to convey characters and advance the action in narratives</li> </ul>									
<ul> <li>Chooses nouns and pronouns appropriately</li> </ul>									
<ul> <li>Uses conjunctions, adverbs and prepositions to express time cause</li> </ul>									
<ul> <li>Uses modal verbs or adverbs to indicate degrees of possibility</li> </ul>									
<ul> <li>Formation of new verbs using prefixes (e.g. re-, dis-, over-, un-, mis-, out-)</li> </ul>									
SENTENCE STRUCTURE									
<ul> <li>Selects appropriate grammar and vocabulary</li> </ul>									
<ul> <li>Extends a range of sentences with more than one clause by using a wider range of conjunctions</li> </ul>									
<ul> <li>Uses relative clauses beginning with who, which, where, when, whose and that</li> </ul>									
<ul> <li>Uses consistent and correct use of tense</li> </ul>									
<ul> <li>Sentences are varied to avoid repetition e.g. simple, compound &amp; complex sentences</li> </ul>									
<ul> <li>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)</li> </ul>									
PUNCTUATION									
• Use of inverted commas and other punctuation to indicate direct speech: Y4									
$\approx$ a comma after the reporting clause									
≈ end punctuation within inverted commas									
= example: The conductor shouted, "Sit down!"									
<ul> <li>Uses commas after fronted adverbials</li> </ul>									
<ul> <li>Uses commas to clarify meaning or avoid ambiguity in writing</li> </ul>									
<ul> <li>Uses brackets, dashes, or commas to indicate parenthesis</li> </ul>									
<ul> <li>Correctly uses full stops, capital letters, exclamation marks, question marks, commas for a list and apostrophes for contracted forms and possessive singular and plural</li> </ul>									
TEXT COHESION	L								
<ul> <li>Begins to use a wide range of devices to build cohesion within and across paragraphs using:</li> </ul>									
≈ adverbials (including fronted)									
≈ pronouns									
≈ prepositional phrases									
<ul> <li>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]</li> </ul>									
<ul> <li>Uses further organisational and presentational devices to structure text and to guide the reader in non-narratives; e.g. headings, bullet points and underlining</li> </ul>									

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

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								
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 ouns, relative clauses, prepositional							
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 fo	r dialogue)							
Maintain level of formality and precise language through	<u> </u>							
	Punctuation							
	Full stops							
	Capital letters							
	Question Marks						ļ	
	Commas for a list							
	Apostrophes for contraction							
	Apostrophes for possessive singular & plural							
	Exclamation marks							
Use the range of KS2 punctuation mostly	Inverted commas							
correctly:	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 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			