



Co-op Academy
Woodslee

English Policy and Long-Term Plan

English Policy

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Reading

Books and texts have been carefully selected for reading lessons, writing units and storytimes. The books, along with rationale and explanation of where each fits within the wider curriculum can be found in [Woodslee Book Choices](#).

Story times

Story times happen at least daily in every class. These are aimed at developing pupils' love of reading. The books chosen are typically just above pupils' reading ages or contain pertinent themes.

Phonics

The Read, Write Inc programme is followed for teaching phonics. Please see our [Phonics Policy](#) for more information.

Pupils struggling with decoding are listed on the [Tutoring and action plans](#) spreadsheet, which is reviewed by the reading leader at the end of every half term. These pupils and have additional reading practice each week.

Reading comprehension

Reading comprehension lessons take place in Years 2 to 6. All [content domains](#) are covered over a half term.

Books, extracts and questions are chosen carefully to match the content domain.

These include a balance of poetry, non-fiction and classic texts. Extracts from the story time book and the focus English texts will also be used. Teachers follow our [Progression of Reading Skills](#) to ensure progress is made through the curriculum. Teachers design a range of activities, broadly following the Pathways [to Read](#) published scheme, and adapt it to suit the learning needs of the children they are teaching.

Pupils' answers appear in their reading response books. The title of each entry is the content domain.

Independent reading

Children who follow RWI (largely EYFS to Spring Y2 pupils) take home two RWI books each week. One is the book they are currently reading in school and the other is the corresponding book bag book. Children's progression in reading is assessed by the reading leader every half term to ensure that books are closely matched to their growing phonetic development.

Once children have graduated from RWI, they take home a levelled book each week. Most of our levelled books come from the Oxford Reading Tree but other high quality texts are available to allow for a range of choice.

Pupils are assessed termly using the NTS reading assessments and this gives them a reading age. The [book band by reading age](#) chart supports teachers to make sure levelled books are closely matched to the child's growing reading development.

All children are offered a library book to read and share at home for pleasure. Children may choose any library book they wish although staff will support them to choose something that they will enjoy. We use the on-line [Abracadabra Easy-Lib](#) system for children to withdraw and return books. To supplement our library stock, staff order reading for pleasure books and curriculum topic books via the [SLS](#) School Library Service. On the playground, you will find our 'Reading Fridge' which is a book swap for our school community to use as they wish.

All children have a Co-op Academy Woodslee reading record book that staff and parents/ carers write in every time they listen to a child read. At the end of every half term, one child from each class is selected to be the Half Term Reading Hero, and they are awarded a special certificate as part of the Half Term Heroes assembly.

Writing

Teachers use Pathways to Write overviews and resources and annotate and adapt them according to the needs of the children in their class. You will find writing opportunities for the application of grammar and punctuation, the progression document for tracking skills, texts and mastery overview, reading and spoken language overview and feature keys progression [here](#).

For Years 1 to 6, this [writing sequence](#) is followed, with special attention to the grammar knowledge.

Teachers assess children's writing every half term using [CAW assessment sheets](#) and use their half termly assessments to reach a termly judgement for each child, which is entered on FFT. A sample of writing is

moderated each half term to ensure standards are consistent with national expectations. The reading leader monitors the standards of teaching and learning of writing every half term and provided feedback and support to staff to ensure that high expectation of standards are upheld.

Handwriting

The academy uses the RWI approach for EYFS-Y1 and Letter Join's approach to handwriting for the rest of the school. Our [Handwriting and Presentation](#) policy is clearly mapped out for teachers to follow.

Grammar, Punctuation and Spelling (GPaS)

Teachers teach grammar, spelling and punctuation in GPaS lessons following the LTP below. RWI and Ed Shed resources are used to support the teaching and learning of specific skills and children apply their knowledge through their Pathways to Write English lessons and across the curriculum.

Writing opportunities to practice GPAS are carefully mapped out [here](#).

Long Term Plan- Writing

EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	The Gingerbread Man by Mara Alperin Biscuit bear by Mini Grey Rosie's Walk by Pat Hutchins A great big cuddle by Michael Rosen	I'm going to eat this ant by Chris Naylor-Ballesteros Flashlight by Lizi Boyd Guess who's in the trees by Camilla Bedoyere A great big cuddle by Michael Rosen	Naughty Bus by Jan Oke On the road with Mavis and Marge by Niamh Sharkey You can't take an elephant on the bus by Patricia Cleveland Peck The train ride by June Crebbin	The Journey Home by Emma Levey Hattie Peck by Emma Levey Home by Carson Ellis The way back home by Oliver Jeffers	Silly Doggy by Adam Stower A great big cuddle by Michael Rosen Naughty Kitty by Adam Stower Hairy Maclary by Linley Dodd	Supertato by Sue Hendra Even superheroes have bad days by Shelley Becker Super duck by Jez Alborough Supertato series
	Outcome Oral retelling of story Draw images and write labels to represent the story	Outcome A list of food items for another animal	Outcome Recount of where Naughty Bus has been	Outcome Retell/rewrite of the story	Outcome Retell/rewrite of the story	Outcome A wanted poster for Evil Pea with a character description
	Development matters	Development matters	Development matters	Development matters		ELG- supporting transition

1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Lost and Found by Oliver Jeffers Salina Yoon's Penguin stories Be brave little penguin by Giles Andreae The Emperor's egg by Martin Jenkins The penguin who wanted to find out by Jill Tomlinson	Nibbles by Emma Yarlett Goldilocks and the three bears by Emma Chichester Clark Little Red Riding Hood and Jack and the Beanstalk texts The Gruffalo by Julia Donaldson Where the wild things are by Maurice Sendak	The Lion Inside by Rachel Bright How to be a lion by Ed Vere The tiger who came to tea by Judith Kerr Mog the forgetful cat by Judith Kerr	The Curious Case of the Missing Mammoth by Ellie Hattie Lost in the toy museum by David Lucas Woolly Mammoth by Mick Manning How to wash a woolly mammoth by Michelle Robinson and Kate Hindley	Toys in Space by Mini Grey Space Dog by Mini Grey It was a dark and stormy night by Janet and Allan Ahlberg One true bear by Ted Dewan	Goldilocks and just the one bear by Leigh Hodgkinson Old bear stories by Jane Hissey Dogger by Shirley Hughes Scaredy bear by Steve Smallman
	Outcome Fiction: adventure story based on the structure of <i>Lost and Found</i> Greater Depth Change the setting of the story	Outcome Recount: diary entry Greater Depth Add in further details about other characters' feelings	Outcome Fiction: journey story based on the structure of <i>The Lion Inside</i> . Greater Depth Change both animals in the story.	Outcome Fiction: adventure story based on the structure of <i>The Curious Case of the Missing Mammoth</i> . Greater Depth Change the setting of the story.	Outcome Fiction: fantasy story based on the structure of <i>Toys in Space</i> . Greater Depth Choose their own toy to write about and change the space creature. Extension: instructions	Outcome Fiction: traditional story based on the structure of <i>Goldilocks and just the one bear</i> . Greater Depth Change the animal and the setting Extension: non-chronological report
	Sentence Combine words to make sentences	Sentence Join words using <i>and</i>	Sentence Join words and clauses using <i>and</i>	Sentence Join words and clauses using <i>and</i>	Sentence Join words and clauses using <i>and</i>	Sentence Join words and clauses using <i>and</i> Use simple description
	Text	Text Use plural noun suffixes -s and -es Sequence sentences to form short narratives (link ideas or events by pronoun)	Text Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est Change the meaning of verbs and adjectives by adding the prefix un-	Text Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est	Text Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est Change the meaning of verbs and adjectives by adding prefix un-	Text Sequence sentences to form short narratives (link ideas or events by pronoun)
	Punctuation Leave spaces between words Begin to use capital letters and full stops Use a capital letter for names of people and the personal pronoun 'I'	Punctuation Punctuate sentences using a capital letter and a full stop Use a capital letter for names of people	Punctuation Punctuate sentences using a capital letter and a full stop, some question marks and exclamation marks	Punctuation Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	Punctuation Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	Punctuation Use a capital letter for places and days of the week Punctuate sentences using a capital letter, full stop, question mark or exclamation mark
	Word Throughout each unit of <i>Pathways to Write</i> there will be opportunities to teach and apply word skills: Spell words containing each of the 40+ phonemes already taught Spell common exception words					

2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Troll Swap by Leigh Hodgkinson Trolls go home by Alan MacDonald	The Owl who was afraid of the dark by Jill Tomlinson (picture book) The Owl who was afraid of the dark by Jill Tomlinson (chapter book)	Dragon Machine by Helen Ward The Dragonsitter series by Josh Lacey	Major Glad, Major Dizzy by Jan Oke Naughty Amelia Jane by Enid Blyton	The Last Wolf by Mini Grey Fantastic Mr. Fox by Roald Dahl	Grandad's Secret Giant by David Litchfield The BFG by Roald Dahl
	Outcome Fiction: story with focus on characters Greater Depth Story about two independently invented contrasting characters who swap places	Outcome Non-chronological report: report about owls Greater Depth Alter the layout to include own subheadings and extra features	Outcome Fiction: story with adventure focus Greater Depth Story written in 1 st person	Outcome Recount: diary entry from point of view of a toy Greater Depth Diary entry to include the feelings of the other character	Outcome Letter: letter in role as the character persuading to save the trees Greater Depth Real life letter to specific audience e.g. local MP	Outcome Fiction: story with moral focus Greater Depth Story from the point of view of the giant
	Sentence Use subordination (because) and co-ordination (and) Use expanded noun phrases to describe and specify	Sentence Use co-ordination (but, or) Add -ly to turn adjectives into adverbs	Sentence Write sentences with different forms: statement, question, exclamation, command Use subordination (apply <i>because</i> , introduce <i>when</i>) Use present and past tenses correctly and consistently (some progressive)	Sentence Use present and past tenses correctly and consistently Use the progressive form of verbs in the present and past tense Use subordination (apply <i>because</i> , <i>when</i> ; introduce <i>that</i>)	Sentence Use subordination (if, that) Add -er and -est to adjectives Use homophones and near homophones	Sentence Use present and past tenses correctly and consistently including the progressive form Use subordination (using <i>when</i> , <i>if</i> , <i>that</i> , <i>or because</i>) and co-ordination (using <i>or</i> , <i>and</i> , <i>or but</i>) Use expanded noun phrases to describe and specify Add suffixes to spell longer words (e.g -ment, -ful)
	Text Plan or say out loud what is going to be written about	Text Write for different purposes	Text Read aloud with intonation	Text Write down ideas, key words, new vocabulary	Text Write down ideas, key words, new vocabulary	Text Make simple additions, revisions and corrections
	Punctuation Use punctuation correctly - full stops, capital letters	Punctuation Use commas to separate items in a list	Punctuation Use punctuation correctly - exclamation marks, question marks	Punctuation Use punctuation correctly - apostrophes for the possessive (singular)	Punctuation Use punctuation correctly – apostrophes for contracted forms	Punctuation Proof-read to check for errors in spelling, grammar and punctuation
	Word Throughout each unit of <i>Pathways to Write</i> there will be opportunities to apply word skills: Spell many words correctly by segmenting spoken words into phonemes and representing these by graphemes Spell common exception words.					

3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Seal Surfer by Michael Foreman Dancing Bear by Michael Morpurgo	Winter's Child by Angela McAllister Ice Palace by Robert Swindell	Stone Age Boy by Satoshi Kitamura The Iron Man by Ted Hughes	Big Blue Whale by Nicola Davies This morning I met a whale by Michael Morpurgo	Journey by Aaron Becker Tilly Mint Tales by Berlie Doherty	Zeraffa Giraffa by Dianne Hofmeyr The White Fox by Jackie Morris
	Outcome Recount: letter in role Greater Depth Write a letter from Grandad in response to one of his grandson's letters	Outcome Fiction: fantasy story based on a fable Greater Depth Narrative from a different POV	Outcome Fiction: write a story set in the Stone Age Greater Depth Write from the POV of a person from the Stone Age	Outcome Persuasion: informative article persuading for the protection of the blue whale Greater Depth Include a fact file about other endangered sea creatures	Outcome Fiction: adventure story based on Journey using the language of Berlie Doherty Greater Depth Include a new setting route to lead from one place into another	Outcome Persuasion: tourism leaflet for the <i>Jardin des Plantes</i> in Paris Greater Depth Include a section of a researched Paris landmark
	Sentence Use prepositions to express time, place and cause.	Sentence Use conjunctions and adverbs to express, time, place and cause Use a or an according to whether the next word begins with a vowel or consonant	Sentence Form nouns with a range of prefixes Use present and past tenses correctly and consistently including the progressive form and the present perfect form	Sentence Build an increasing range of sentence structures Use adverbs to express time, place and cause	Sentence Use the present perfect form of verbs in contrast to the past tense Use prepositions, conjunctions and adverbs to express time, place and cause Use a or an according to whether the next word begins with a vowel or consonant	Sentence Build an increasing range of sentence structures Use present and past tenses correctly and consistently including the progressive form and the present perfect form
	Text Group related ideas into paragraphs Build a varied and rich vocabulary	Text In narratives, create characters, settings and plot	Text Build a varied and rich vocabulary	Text Assess the effectiveness of own and others' writing (non-fiction) Use headings and sub-headings to aid presentation	Text Group related ideas into paragraphs	Text In non-narrative material, use simple organisational devices including headings and sub-headings to aid presentation
	Punctuation Use inverted commas to punctuate direct speech (introduction)	Punctuation Use inverted commas to punctuate direct speech	Punctuation Use inverted commas to punctuate direct speech (and to show relationship between two characters)	Punctuation	Punctuation	Punctuation

4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Gorilla by Anthony Browne The One and Only Ivan by Katherine Applegate	Leon and the place between by Graham Baker-Smith The Big-Top Mysteries: The Case of the Vanishing Granny by Alexander McCall Smith	Escape from Pompeii by Christina Balit Pompeii: A Roman Girl's Diary by Sue Reid	When the Giant stirred by Celia Godkin Journey to the Centre of the Earth Usborne Young Reader or Ariki and the Island of Wonders by Nicola Davies	Where the Forest Meets the Sea - Jeannie Baker & '100 facts – Rainforests' -Miles Kelly. The Boy Who Biked the World: Part 1 On the Road to Africa by Alastair Humphreys	Blue John by Berlie Doherty Alternative Berlie Doherty novel or A Bear Grylls Adventure: Cave Challenge by Bear Grylls
	Outcome Fiction: fantasy story Greater Depth Re-tell the story from dad's viewpoint or include speech	Outcome Recount: diary from Leon's point of view Greater Depth Write from a different POV	Outcome Fiction: historical narrative from character's point of view Greater Depth Write from the POV of the captain	Outcome Fiction: adventure story from POV of the boy Greater Depth Write from the POV of the God	Outcome Information text: information board for a rainforest exhibit Greater Depth Include an interactive element	Outcome Letters: letter to a caving enthusiast, including an explanation Greater Depth Include a paragraph of information.
	Sentence Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases Use fronted adverbials	Sentence Extend the range of sentences with more than one clause by using a wider range of conjunctions Use Standard English forms for verb inflections	Sentence Variety of verb forms used correctly and consistently including the progressive and the present perfect forms Use Standard English forms for verb inflections	Sentence Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases	Sentence Build a varied and rich vocabulary Propose changes to grammar and vocabulary to improve consistency	Sentence Build a varied and rich vocabulary and an increasing range of sentence structures Variety of verb forms used correctly and consistently including the progressive and the present perfect forms
	Text Organise paragraphs around a theme (to organise and sequence more extended narrative structures) Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	Text Build a varied and rich vocabulary	Text Organise paragraphs around a theme (using fronted adverbials to introduce or connect paragraphs)	Text Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	Text Use paragraphs to organise information and ideas around a theme	Text Use paragraphs to organise information and ideas around a theme
	Punctuation Use commas after fronted adverbials Re-cap: Use inverted commas for direct speech (Year 3)	Punctuation Indicate possession by using the possessive apostrophe with plural nouns. The grammatical difference between plural and possessive 's'	Punctuation Use and punctuate direct speech (using dialogue to show the relationship between characters)	Punctuation Use and punctuate direct speech Use commas after fronted adverbials	Punctuation Indicate possession by using the possessive apostrophe with plural nouns. The grammatical difference between plural and possessive 's'	Punctuation

5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Queen of the falls by Chris Van Allsburg <i>Goodnight Stories for Rebel Girls by Elena Favilli</i>	The Lost Happy Endings by Carol Ann Duffy <i>Hansel and Gretel by Neil Gaiman</i>	Arthur and the Golden Rope by Joe Todd-Stanton <i>Myths of the Norsemen by Roger Lancelyn Green</i>	The Darkest Dark by Chris Hadfield <i>Cosmic by Frank Cottrell Boyce or The boy who climbed into the moon by David Almond</i>	The Paperbag Prince by Colin Thompson <i>The Last Wild by Piers Torday</i>	The Hunter by Paul Geraghty <i>The child's elephant by Rachel Campbell-Johnston</i>
	Outcome Recount: series of diary entries Greater Depth Series of diary entries with viewpoint of other characters	Outcome Fiction: traditional tale Greater Depth Traditional tale from another character's POV	Outcome Fiction: myth Create heroes, villains and monsters Greater Depth Vary the viewpoint from which the myth is told	Outcome Recount: biography Greater Depth A first-person recount with an experience from the person's life within the biography	Outcome Persuasion/ information: hybrid leaflet Greater Depth Write an oral presentation for a TV or radio broadcast as expert	Outcome Fiction: adventure story Greater Depth Write a leaflet/ letter to a film director explaining why 'The Hunter' should be made into a film
	Sentence Use fronted adverbials	Sentence Use expanded noun phrases to convey complicated information concisely	Sentence Use expanded noun phrases to convey complicated information concisely Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun	Sentence Variety of verb forms used correctly and consistently including the present perfect Recap: Extend the range of sentences with more than one clause by using a wider range of conjunctions	Sentence Use modal verbs to indicate degrees of possibility	Sentence Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Use adverbs to indicate degrees of possibility
	Text Plan writing by identifying audience and purpose Organise paragraphs around a theme	Text Describe settings, characters and atmosphere Integrate dialogue to convey character and advance the action	Text Link ideas across paragraphs using adverbials	Text Link ideas across paragraphs using adverbials Link ideas using tense choices	Text Use devices to build cohesion within a paragraph Choose the appropriate register Enhance meaning through selecting appropriate grammar and vocabulary	Text Use a wider range of devices to build cohesion across paragraphs Link ideas using tense choices
	Punctuation Commas after fronted adverbials Use commas to clarify meaning or avoid ambiguity in writing	Punctuation Use of inverted commas and other punctuation to punctuate direct speech	Punctuation Use commas to clarify meaning or avoid ambiguity in writing	Punctuation Use brackets, dashes or commas to indicate parenthesis	Punctuation Use brackets, dashes or commas to indicate parenthesis	Punctuation

6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Star of Hope, Star of Fear by Jo Hoestlandt <i>An Eagle in the snow by Michael Morpurgo</i>	Can we save the tiger? by Martin Jenkins <i>Jungle Book by Rudyard Kipling</i>	Selfish Giant by Oscar Wilde <i>Gulliver's Travels retold by Martin Jenkins, illustrated by Chris Riddell</i>	Jemmy Button by Alix Barzelay & Island by Jason Chin <i>The Explorer by Katherine Rundell</i>	Manfish by Jennifer Berne <i>Dolphin Song by Lauren St John or 20,000 leagues under the sea (either original by Jules Verne or abridged version by Classic starts)</i>	Sky Chasers by Emma Carroll <i>The Unforgotten Coat by Frank Cottrell Boyce</i>
	Outcome Fiction: flashback story Information text Greater Depth To write a narrative with a flashback including a section in recount genre <i>e.g. diary, letter, eye-witness account</i>	Outcome Information/ explanation/ persuasion: hybrid text Recount: diary Greater Depth Write a Newsround TV style story	Outcome Fiction: classic narrative Explanation Greater Depth Write the narrative from a different viewpoint	Outcome Recount: journalistic report (hybrid text) Discussion Greater Depth Write a magazine article/hybrid text	Outcome Recount: biography Fiction Greater Depth Add in a script commentary about role in conservation debate	Outcome Fiction: adventure story Recount: autobiography Greater Depth Include a section written from the viewpoint of another person
	Sentence Use expanded noun phrases to convey complicated information concisely (Y5) Use passive verbs	Sentence Use modal verbs or adverbs to indicate degrees of possibility	Sentence Recognise vocabulary and structures for formal speech and writing, including subjunctive forms Use passive verbs	Sentence Use passive verbs Variety of verb forms used correctly and consistently including the progressive and the present perfect forms	Sentence Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun (Y5)	Sentence Recognise vocabulary and structures for formal speech and writing, including subjunctive forms
	Text Link ideas across paragraphs using a wider range of cohesive devices (Y5) Integrate dialogue to convey character and advance the action	Text Enhance meaning through selecting appropriate grammar and vocabulary	Text Distinguish between the language of speech and writing Integrate dialogue to convey character and advance the action	Text Use a wider range of devices to build cohesion Use organisational and presentational devices to structure text	Text Use a wider range of devices to build cohesion	Text Identify the audience and purpose for writing Choose the appropriate register
	Punctuation Use a colon to introduce a list (Punctuate bullet points consistently)	Punctuation Use a colon to introduce a list Use brackets, dashes or commas to indicate parenthesis	Punctuation Use semi-colons to mark boundaries between independent clauses (Punctuate bullet points consistently)	Punctuation Use colons or dashes to mark boundaries between independent clauses	Punctuation Use a colon to introduce a list and use of semi-colons within lists Use hyphens to avoid ambiguity	Punctuation Use semi-colons, colons or dashes to mark boundaries between independent clauses

Long Term Plan- Grammar, Punctuation and Spelling

NC focus	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Grammar - Word	<p>Use plural noun suffixes -s and -es</p> <p>Add suffixes to verbs where no change is needed to the root</p> <p>Change the meaning of verbs and adjectives by adding prefix un-</p>	<p>Form nouns using suffixes such as <i>-ness</i>, <i>-er</i> and by compounding [for example, <i>whiteboard</i>, <i>superman</i>]</p> <p>Form adjectives using suffixes such as <i>-ful</i>, <i>-less</i> (A fuller list of suffixes can be found on page 46 in the year 2 spelling section in English Appendix 1)</p> <p>Use the suffixes <i>-er</i>, <i>-est</i> in adjectives and use <i>-ly</i> in Standard English to turn adjectives into adverbs</p>	<p>Form nouns with a range of prefixes [for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>]</p> <p>Use <i>a</i> or <i>an</i> according to whether the next word begins with a vowel or con-sonant</p>	<p>Recognise the grammatical difference between plural and possessive -s</p> <p>Use standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>]</p>	<p>Convert nouns or adjectives into verbs using suffixes [for example, <i>-ate</i>; <i>-ise</i>; <i>-ify</i>]</p> <p>Use verb prefixes [for example, <i>dis-</i>, <i>de-</i>, <i>mis-</i>, <i>over-</i> and <i>re-</i>]</p>	<p>Recognise vocabulary and structures for formal speech and writing, including subjunctive forms</p>
Grammar Sentence - Cohesion Detail		<p>Write expanded noun phrases for description and specification [for example, <i>the blue butterfly</i>, <i>plain flour</i>, <i>the man in the moon</i>]</p>		<p>Expand noun phrases 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>)</p>	<p>Use relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, <i>that</i>, or an omitted relative pronoun</p>	

Grammar sentence - Cohesion Varying sentence types	<p>Combine words to make sentences</p> <p>Leave spaces between words</p> <p>Join words and clauses using <i>and</i></p> <p>Sequence sentences to form short narratives</p>	<p>Use subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>)</p> <p>Write sentences with different forms: Statement, question, exclamation or command</p>	<p>Express time, place and cause using conjunctions [for example, <i>when, before, after, while, so, because</i>], adverbs [for example, <i>then, next, soon, therefore</i>], or prepositions [for example, <i>before, after, during, in, because of</i>]</p>	<p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because, although</i></p>	<p>Use relative clauses beginning with <i>who, which, where, when, whose, that</i>, or an omitted relative pronoun</p>	
Grammar Cohesion - Paragraphs			<p>Group related ideas into paragraphs</p> <p>Use headings and sub-headings to aid presentation</p>	<p>Use paragraphs to organise ideas around a theme</p>	<p>Organise paragraphs around a theme with a focus on more complex narrative structures</p>	<p>Use layout devices</p>
Grammar Cohesion - Within paragraphs			<p>Expressing time, place and cause using conjunctions, adverbs and prepositions</p>	<p>Use Fronted adverbials [for example, <i>later that day, I heard the bad news.</i>]</p> <p>Choose appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition</p>	<p>Use devices to build cohesion within a paragraph [for example, <i>then, after that, this, firstly</i>]</p>	
Grammar Cohesion - Between Paragraphs			<p>Expressing time, place and cause using conjunctions, adverbs and prepositions</p>	<p>Use Fronted adverbials [for example, <i>later that day, I heard the bad news.</i>]</p>	<p>Link ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, <i>he had seen her before</i>]</p>	<p>Link ideas across paragraphs using a wider range of cohesive devices [for example, repetition, adverbials, ellipsis]</p>

Grammar Cohesion - Tenses		<p>Use present and past tenses correctly and consistently</p> <p>Use the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]</p>	<p>Use the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]</p>		<p>Link ideas using tense choices</p> <p>Use modal verbs [for example, <i>might, should, will, must</i>] or adverbs [for example, <i>perhaps, surely</i>] to indicate degrees of possibility</p>	<p>Use the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>].</p> <p>Use subjunctive forms such as <i>If I <u>were</u> or <u>Were they</u> to come</i> in some very formal writing and speech</p>
Grammar - Punctuation	<p>Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p>	<p>Use capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Use commas to separate items in a list</p> <p>Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</p>	<p>Use inverted commas to punctuate direct speech</p>	<p>Use commas after fronted adverbials</p> <p>Indicate apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i>]</p> <p>Use inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>]</p>	<p>Use commas to clarify meaning or avoid ambiguity</p> <p>Use brackets, dashes or commas to indicate parenthesis</p>	<p>Use the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>it's raining; I'm fed up</i>]</p> <p>Use the colon to introduce a list and use semi-colons within lists</p> <p>Punctuate bullet points consistently</p> <p>Use hyphens to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>]</p>

	Year 1	Year 2	Year 3 and 4	Year 5 and 6
Writing composition	<p><u>Write sentences:</u> Say out loud what is going to be written about Compose a sentence orally before writing it Sequence sentences to form short narratives Re-read and check sense Discuss what has been written with the teacher or other pupils Read writing aloud clearly enough to be heard by peers and the teacher</p>	<p><u>Develop positive attitudes towards and stamina for writing:</u> Write narratives about personal experiences and those of others (real and fictional) Write about real events Write poetry Write for different purposes</p> <p>Plan or say out loud what is going to be written about Write down ideas, key words, new vocabulary Encapsulate what is to be written, sentence by sentence</p> <p><u>Make simple additions, revisions and corrections:</u> Evaluate writing with the teacher and other pupils Re-read to check sense Proof-read to check for errors in spelling, grammar and punctuation Read aloud with intonation</p>	<p><u>Plan writing:</u> Plan writing by discussing the structure, vocab and grammar of similar writing Discuss and record ideas</p> <p><u>Draft and write:</u> Compose and rehearse sentences orally Build a varied and rich vocabulary Build an increasing range of sentence structures In narratives, create settings, characters and plot In non-narrative use simple organisational devices such as heading, sub-headings</p> <p><u>Evaluate and edit:</u> Assess the effectiveness of own and others' writing Propose changes to grammar and vocabulary to improve consistency Proof-read for spelling and punctuation errors Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p><u>Plan writing:</u> Identify the audience for and purpose of writing Note and develop initial ideas, drawing on reading and research</p> <p><u>Draft and write:</u> Enhance meaning through selecting appropriate grammar and vocabulary Describe settings, characters and atmosphere Integrate dialogue to convey character and advance the action Précis longer passages Use a wide range of devices to build cohesion Use organisational and presentational devices</p> <p><u>Evaluate and edit:</u> Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Use consistent and correct tense Subject and verb agreement when using singular and plurals Distinguish between the language of speech and writing Choose the appropriate register Proof-read for spelling and punctuation errors</p>

Long Term Plan- Reading

For EYFS-Y1, see Book Choices.

Year 2:

2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Troll by Julia Donaldson The Three Billy Goats Gruff by Mara Alperin	Above and Below by Patricia Hegarty	The Dragonsitter by Josh Lacey Real Dragons! by Jennifer Szymanski (National Geographic Kids series)	Owen and the Soldier by Lisa Thompson	Fantastic Mr Fox by Roald Dahl	Grimm's Fairytales (Usborne Books)
	Genre: Fiction: fantasy Fiction: fairytale	Genre: Information	Genre: Recount: emails Information	Genre: Fiction: story with a familiar setting	Genre: Fiction: adventure	Genre: Fiction: fairytale
Ongoing skills: <ul style="list-style-type: none"> Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves Recognise simple recurring literary language in stories and poetry Draw on what they already know or on background information and vocabulary Check that the text makes sense to them as they read and correct inaccurate reading Recognise simple recurring literary language in stories and poetry 						
Predict: Predict what might happen on the basis of what has been read so far						
Clarify vocabulary: Discuss and clarify meaning of words, linking new meanings to known vocabulary						
Retrieve: Answer and ask questions						
	Mastery focus: Make inferences on the basis of what is being said and done Discuss the sequence of events in books and how items of information are related	Answer and ask questions Introduce non-fiction books that are structured in different ways	Answer and ask questions Introduce non-fiction books that are structured in different ways Make inferences on the basis of what is being said and done	Discuss their favourite words and phrases Make inferences on the basis of what is being said and done	Discuss the sequence of events in books and how items of information are related Make inferences on the basis of what is being said and done	Discuss their favourite words and phrases Answer and ask questions

Year 3:

3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	The Sea Book by Charlotte Milner	Ice Palace by Robert Swindells	The Iron Man by Ted Hughes The Iron Giant (film, 1999)	This Morning I Met a Whale by Michael Morpurgo Why would anyone hunt a whale? by The Literacy Company	Usborne Illustrated Atlas of Britain and Ireland by Struan Reid Up (film clip, Disney)	Egyptian Cinderella by Shirley Climo Wonderful Things by The Literacy Company
	Genre: Information	Genre: Fiction – adventure	Genre: Fiction – fantasy	Genre: Fiction – adventure Information	Genre: Information	Genre: Fiction – historical/ traditional tale Recount
Ongoing skills: <ul style="list-style-type: none"> Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Read books that are structured in different ways and read for a range of purposes Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally Check that the text makes sense to them and discuss their understanding Participate in discussion about books 						
Predict: Predict what might happen from details stated and implied						
Clarify vocabulary: Explain meaning of words in context						
Retrieve: Retrieve and record information						
	Mastery focus: Identify themes and conventions in a wide range of books Identify main ideas drawn from more than one paragraph and summarise Identify how language, structure and presentation contribute to meaning	Discuss words and phrases that capture the reader's interest and imagination Ask questions to improve understanding Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence	Identify themes and conventions in a wide range of books Discuss words and phrases that capture the reader's interest and imagination Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence	Discuss words and phrases that capture the reader's interest and imagination Ask questions to improve understanding Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence	Use dictionaries to check the meaning of words that they have read Identify how language, structure and presentation contribute to meaning Retrieve and record information from non-fiction	Use dictionaries to check the meaning of words that they have read Identify main ideas drawn from more than one paragraph and summarise Retrieve and record information from non-fiction

Year 4:

4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	A World Full of Animal Stories: 50 Folk Tales and Legends by Angela McAllister	The Train to Impossible Places by P.G. Bell	DK Findout! Volcanoes by Maria Gill	Ariki and the Island of Wonders by Nicola Davies	Fantastically Great Women who Saved the Planet by Kate Pankhurst Plastic Pollution by The Literacy Company	A Myth-Hunter’s Travel Guide by The Literacy Company by The Literacy Company
	Genre: Fiction: traditional tales	Genre: Fiction: fantasy	Genre: Information	Genre: Fiction: adventure	Genre: Recount: biography Information	Genre: Information
Ongoing skills: <ul style="list-style-type: none">• Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks• Read books that are structured in different ways and read for a range of purposes• Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally• Check that the text makes sense to them and discuss their understanding• Participate in discussion about books						
Predict: Predict what might happen from details stated and implied						
Clarify vocabulary: Give / explain the meaning of words in context						
Retrieve: Retrieve and record information						
Mastery focus: Ask questions to improve understanding Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence	Discuss words and phrases that capture the reader’s interest and imagination Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence Identify main ideas drawn from more than one paragraph and summarise	Use dictionaries to check the meaning of words that they have read Identify how language, structure and presentation contribute to meaning Retrieve and record information from non-fiction	Discuss words and phrases that capture the reader’s interest and imagination Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence	Identify themes and conventions in a wide range of books Identify main ideas drawn from more than one paragraph and summarise Identify how language, structure and presentation contribute to meaning	Use dictionaries to check the meaning of words that they have read Ask questions to improve understanding Retrieve and record information from non-fiction	

Year 5:

5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Goodnight Stories for Rebel Girls by Elena Favilli	Hansel and Gretel by Neil Gaiman	Odd and the frost giants by Neil Gaiman	Exploring Space by The Literacy Company Planet Unknown by Shawn Wang (film)	The Last Wild by Piers Torday Pollution – a look behind the scenes by The Literacy Company	African Tales: A Barefoot Collection by Gcina Mhlophe and Rachel Griffin
	Genre: Recount: biography	Genre: Fiction: traditional tale	Genre: Fiction: myths and legends	Genre: Information Film	Genre: Fiction: contemporary Persuasion/ Information	Genre: Fiction: books from other cultures and traditions
Ongoing skills: <ul style="list-style-type: none"> Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Read books that are structured in different ways and read for a range of purposes Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions Participate in discussion about books Ask questions to improve understanding Explain and discuss understanding of reading Provide reasoned justifications for views Recommend books to peers 						
Predict: Predict what might happen from details stated and implied						
Clarify vocabulary: Explore the meaning of words in context						
Retrieve: Retrieve, record and present information						
	Mastery focus: Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence Make comparisons within and across books	Evaluate authors' language choice, including figurative language Identify and discuss themes and conventions Summarise main ideas from more than one paragraph, identifying key details	Make comparisons within and across books Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence	Summarise main ideas from more than one paragraph, identifying key details Distinguish between fact and opinion Identify how language, structure and presentation contribute to meaning	Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence Identify how language, structure and presentation contribute to meaning	Evaluate authors' language choice, including figurative language Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence Identify and discuss themes and conventions

Year 6:

6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Poems from the Second World War selected by Gaby Morgan</p> <p>When we were Warriors by Emma Carroll</p>	<p>Jungle Book by Rudyard Kipling (Macmillan)</p> <p>Martha's Suitcase by The Literacy Company</p>	<p>The Happy Prince and Other Tales by Oscar Wilde</p>	<p>The Explorer by Katherine Rundell</p> <p>Exploring the Amazon by The Literacy Company</p>	<p>Great Adventurers by Alastair Humphreys</p>	<p>Sky Chasers by Emma Carroll</p>
	<p>Genre: Poetry Fiction: historical</p>	<p>Genre: Fiction: classic Recount/Information</p>	<p>Genre: Fiction: classic</p>	<p>Genre: Fiction: contemporary Information</p>	<p>Genre: Information</p>	<p>Genre: Fiction: adventure</p>
<p>Ongoing skills:</p> <ul style="list-style-type: none"> Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Read books that are structured in different ways and reading for a range of purposes Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions Participate in discussion about books Ask questions to improve understanding Explain and discuss understanding of reading Provide reasoned justifications for views Recommend books to peers 						
Predict: Predicting what might happen from details stated and implied						
Clarify vocabulary: Explore the meaning of words in context						
Retrieve: Retrieve, record and present information						
<p>Mastery focus:</p>						
<p>Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence</p> <p>Make comparisons within and across books</p> <p>Evaluate authors' language choice, including figurative language</p>	<p>Identify and discuss themes and conventions</p> <p>Summarise main ideas, identifying key details</p> <p>Distinguish between fact and opinion</p>	<p>Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence</p> <p>Evaluate authors' language choice, including figurative language</p> <p>Make comparisons within and across books</p>	<p>Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Evaluate authors' language choice, including figurative language</p>	<p>Summarise main ideas, identifying key details</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Distinguish between fact and opinion</p>	<p>Identify and discuss themes and conventions</p> <p>Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence</p> <p>Evaluate authors' language choice, including figurative language</p>	

Poetry is taught every half term following the LTP plan below.

Pathways to Poetry – Overview

Year group	Autumn term		Spring term		Summer term	
EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	A Bundle of Rhymes! Outcome - Recite rhymes and use them to build a narrative	Creepy Crawly by Anon & Busy Bugs by James Carter Outcome - Class performance poem	Into the Pond! Outcome - Caption or simple sentence for a class poem	The Farmyard by A. A. Attwood Outcome - Class poem to be performed for an audience	Behold by Mary Kawena Pukui Outcome – A class observation poem	Eat Your Peas, Louise! by Pegeen Snow & Dinner-time Rhyme by June Crebbin Outcome - Class poem
1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Sea Songs Outcome - Action rhyme and list poem	There Are No Such Things as Monsters!! by Roger Stevens Outcome - Descriptive poem based on a model	If I Had a Beak by The Literacy Company Outcome - Descriptive poem using the senses	At the Zoo by W. M. Thackeray Outcome - List poem	I Spun a Star by John Foster Outcome - List poem	Poetry Fruit Salad Outcome - Senses poem
2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Zebra Question by Shel Silverstein Outcome - Riddles and List Poem	The Owl and the Pussycat by Edward Lear Outcome – Two verses for a narrative poem	From a Railway Carriage by Robert Louis Stevenson Outcome - Rhyming ‘Bird’s – Eye View’ poem	Night Sounds by Berlie Doherty Outcome - Senses poem	Father and I in the Woods by David McCord Outcome - Shape poems	Fox by Kathy Henderson Outcome - Descriptive poem
3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	The Shell by John Foster Outcome - Senses poem about the sea	Dance with Me, Autumn by The Literacy Company Outcome - Descriptive poem	The River’s Tale by Rudyard Kipling (extract) Outcome - Descriptive poem	The Magnificent Bull from the Dinka tribe Outcome - Dinka-inspired poem	I Saw a Peacock by Anonymous Outcome - Nonsense Poem	Apes to Zebras Outcome - Concrete Poem
4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Family Album Outcome - Free verse narrative poem	The Lost Lost-Property Office by Roger McGough Outcome – List poem	The Roman Centurion’s Song by Rudyard Kipling (edited extract) Outcome – Cinquain	Windrush Child by John Agard Outcome - Free verse, personal narrative poem	Look! by Grace Nichols Outcome - A list poem based on a traditional rhyme	Look Closely Outcome – a series of haiku
5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	The Song of Hiawatha by Henry Wadsworth Longfellow (extract) Outcome - Narrative poem	The Moon Outcome - Free verse with refrains and verses	Viking Kennings & Spells Outcome - Songs and word play: good luck spells	Finding Magic by Eric Finney Outcome - Free verse	The Sun in Me by Moira Andrew Outcome - Free verse song	Animals of Africa Outcome – Poem using puns and wordplay
6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Blitz by Mary Désirée Anderson Outcome – Free verse narrative poem which conveys a viewpoint	A Tiger in the Zoo by Leslie Norris Outcome – Free verse which conveys a message	Guarding Secrets by the Literacy Company Outcome – Free verse poem	The Sea by James Reeves Outcome – Narrative Poem	For Forest by Grace Nichols Outcome – Free verse poem	Sonnet Written at the Close of Spring by Charlotte Smith Outcome – Narrative Poem in the style of a sonnet

