

St George's Central CE Primary School and Nursery

Long Term Plan for English Nursery

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Learning	<p>Phase 1 Letters and Sounds</p> <p>Texts: <i>More People to Love Me</i> <i>All are Welcome</i> <i>Red Rockets and Rainbow Jelly</i> <i>This is the Way we go to School</i></p>	<p>Phase 1 Letters and Sounds</p> <p>Texts: <i>How to Catch a star</i> <i>Not Last Night but the Night Before</i> <i>Penguninaut</i> <i>The Christmas Story</i> <i>The New Baby</i></p>	<p>Phase 1 Letters and Sounds</p> <p>Texts: <i>Rain</i> <i>The Storm Whale</i> <i>The Storm Whale in Winter</i> <i>Penguin and Pinecone</i> <i>Lost and Found</i></p>	<p>Phase 1 Letters and Sounds</p> <p>Texts: <i>Ernest</i> <i>The Runaway Pea</i> <i>Jim and the Beanstalk</i> <i>The Small Small Seed</i> <i>Charlie Chick</i></p>	<p>Phase 1 and 2 Letters and Sounds</p> <p>Texts: <i>Storytown books</i> <i>The Jolly Postman</i> <i>Benny the Builder</i> <i>Sounds Around Town</i></p>	<p>Phase 1 and 2 Letters and Sounds</p> <p>Texts: <i>A Squash and a Squeeze</i> <i>This Zoo is not for You</i> <i>Rosie's Garden</i> <i>Sally and the Limpet</i> <i>But Where Completely are We?</i></p>
EYFS Statements	<p><u>Communication & Language</u></p> <ul style="list-style-type: none"> • Listens with interest to the noises adults make when they read stories. • Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door. • Shows interest in play with sounds, songs and rhymes. • Single channelled attention. Can shift to a different task if attention fully obtained – using child's name helps focus. • Identifies action words by pointing to the right picture, e.g., "Who's jumping?" • Understands more complex sentences, e.g. 'Put your toys away and then we'll read a book.' • Understands 'who', 'what', 'where' in simple questions (e.g. Who's that/can? What's that? Where is.?). • Developing understanding of simple concepts (e.g. big/little). • Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. 		<p><u>Communication & Language</u></p> <ul style="list-style-type: none"> • Listens to others one to one or in small groups, when conversation interests them. • Understands use of objects (e.g. "What do we use to cut things?") • Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. • Responds to simple instructions, e.g. to get or put away an object. • Beginning to use more complex sentences to link thoughts (e.g. using and, because). • Can retell a simple past event in correct order (e.g. went down slide, hurt finger). • Uses vocabulary focused on objects and people that are of particular importance to them. 		<p><u>Communication & Language</u></p> <ul style="list-style-type: none"> • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Focusing attention – still listen or do, but can shift own attention. • Is able to follow directions (if not intently focused on own choice of activity). Beginning to understand 'why' and 'how' questions. • Listens and responds to ideas expressed by others in conversation or discussion. 	

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<ul style="list-style-type: none"> • Holds a conversation, jumping from topic to topic. • Learns new words very rapidly and is able to use them in communicating. • Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying 'I have it'. • Uses a variety of questions (e.g. what, where, who). • Uses simple sentences (e.g. 'Mummy gonna work.') • Beginning to use word endings (e.g. going, cats). 		
<p style="text-align: center;">Reading</p> <ul style="list-style-type: none"> • Has some favourite stories, rhymes, songs, poems or jingles. • Repeats words or phrases from familiar stories. • Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'. • Enjoys rhyming and rhythmic activities. • Listens to and joins in with stories and poems, one-to-one and also in small groups. 	<p style="text-align: center;">Reading</p> <ul style="list-style-type: none"> • Shows awareness of rhyme and alliteration. • Recognises rhythm in spoken words. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Beginning to be aware of the way stories are structured. • Shows interest in illustrations and print in books and print in the environment. • Looks at books independently. 	<p style="text-align: center;">Reading</p> <ul style="list-style-type: none"> • Listens to stories with increasing attention and recall. • Recognises familiar words and signs such as own name and advertising logos. • Handles books carefully. • Knows information can be relayed in the form of print. • Holds books the correct way up and turns pages. • Hears and says the initial sound in words.
<p style="text-align: center;">Writing <i>(including Physical Development links to writing)</i></p> <ul style="list-style-type: none"> • Distinguishes between the different marks they make. • Shows control in holding and using jugs to pour, hammers, books and mark-making tools. • Beginning to use three fingers (tripod grip) to hold writing tools. • Imitates drawing simple shapes such as circles and lines. • May be beginning to show preference for dominant hand. 	<p style="text-align: center;">Writing <i>(including Physical Development links to writing)</i></p> <ul style="list-style-type: none"> • Sometimes gives meaning to marks as they draw and paint. • Draws lines and circles using gross motor movements. • Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. 	<p style="text-align: center;">Writing <i>(including Physical Development links to writing)</i></p> <ul style="list-style-type: none"> • Ascribes meanings to marks that they see in different places. • Holds pencil between thumb and two fingers, no longer using whole-hand grasp. • Holds pencil near point between first two fingers and thumb and uses it with good control. • Can copy some letters, e.g. letters from their name.
<p style="text-align: center;">Mark making and writing opportunities in all areas of continuous provision and at message station. Focused mark making and writing linked to children's own interests and current learning.</p> <p style="text-align: center;">Staff support children's speech and language development in the moment and at all times, Small communication group activities, Book Talk, circle time contributions, stories and carpet time throughout the year.</p>		

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St George's Central CE Primary School and Nursery

Long Term Plan for English Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Learning	<p>Phase 2 Letters and Sounds <i>(including phase 1 alliteration and oral blending)</i></p> <p>Texts: <i>The Everywhere Bear</i> <i>Here We Are</i> <i>How Do Dinosaurs Go to School?</i></p>	<p>Phase 2 Letters and Sounds</p> <p>Texts: <i>Diwali</i> <i>Fireworks</i> <i>Bonfire Night</i> <i>Jolly Christmas Postman</i></p>	<p>Phase 2 and 3 Letters and Sounds</p> <p>Texts: <i>How to Grow a Dinosaur</i> <i>Harry and the Dinosaurs</i> <i>The Dinosaur That Pooped a Planet</i> <i>Tryannosaurus Drip</i></p>	<p>Phase 3 Letters and Sounds</p> <p>Texts: <i>What the Ladybird Heard</i> <i>Minibeasts</i> <i>Jasper's Beanstalk</i></p>	<p>Phase 3 and 4 Letters and Sounds</p> <p>Texts: <i>Commotion in the Ocean</i> <i>Sharing a Shell</i> <i>The Snail and the Whale</i></p>	<p>Phase 4 Letters and Sounds</p> <p>Texts: <i>Traditional Tales</i> <i>The Three Little Wolves and the Big Bad Pig</i></p>
EYFS Statements	<p><u>Communication & Language</u></p> <ul style="list-style-type: none"> Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. •Focusing attention – still listen or do, but can shift own attention. Is able to follow directions (if not intently focused on own choice of activity). Beginning to understand 'why' and 'how' questions. Listens and responds to ideas expressed by others in conversation or discussion. Uses intonation, rhythm and phrasing to make the meaning clear to others. Uses talk in pretending that objects stand for something else in play, e.g, 'This box is my castle.' Uses language to imagine and recreate roles and experiences in play situations. 		<p><u>Communication & Language</u></p> <ul style="list-style-type: none"> Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention – can listen and do for short span. Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. Able to follow a story without pictures or props. Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play. 		<p><u>Communication & Language</u></p> <ul style="list-style-type: none"> Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events. Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events. 	

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<p style="text-align: center;">Reading</p> <ul style="list-style-type: none"> • Suggests how the story might end. • Describes main story settings, events and principal characters. • Recognises familiar words and signs such as own name and advertising logos. • Knows that print carries meaning and, in English, is read from left to right and top to bottom. • Continues a rhyming string. • Links sounds to letters, naming and sounding the letters of the alphabet. • Hears and says the initial sound in words. 	<p style="text-align: center;">Reading</p> <ul style="list-style-type: none"> • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. • Begins to read words and simple sentences. • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Enjoys an increasing range of books. • Knows that information can be retrieved from books and computers. 	<p style="text-align: center;">Reading</p> <ul style="list-style-type: none"> • Children read and understand simple sentences. • They use phonic knowledge to decode regular words and read them aloud accurately. • They also read some common irregular words. • They demonstrate understanding when talking with others about what they have read.
<p style="text-align: center;">Writing <i>(including Physical Development links to writing)</i></p> <ul style="list-style-type: none"> • Gives meaning to marks they make as they draw, write and paint. • Continues a rhyming string. • Hears and says the initial sound in words. • Links sounds to letters, naming and sounding the letters of the alphabet. • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. <ul style="list-style-type: none"> • <i>Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</i> • <i>Can copy some letters, e.g. letters from their name.</i> • <i>Shows a preference for a dominant hand.</i> • <i>Begins to use anticlockwise movement and retrace vertical lines.</i> • <i>Begins to form recognisable letters</i> 	<p style="text-align: center;">Writing <i>(including Physical Development links to writing)</i></p> <ul style="list-style-type: none"> • Begins to break the flow of speech into words. • Can segment the sounds in simple words and blend them together. • Writes own name and other things such as labels and captions. • Attempts to write short sentences in meaningful contexts. • <i>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</i> 	<p style="text-align: center;">Writing <i>(including Physical Development links to writing)</i></p> <ul style="list-style-type: none"> • Children use their phonic knowledge to write words in ways which match their spoken sounds. • They also write some irregular common words. •They write simple sentences which can be read by themselves and others. • Some words are spelt correctly and others are phonetically plausible. • <i>Children show good control and co-ordination in large and small movements.</i> • <i>They move confidently in a range of ways, safely negotiating space.</i> • <i>They handle equipment and tools effectively, including pencils for writing.</i>
<p style="text-align: center;">Writing opportunities in all areas of continuous provision and message station. Some focused writing activities. Small communication group activities, Book Talk, circle time contributions, stories and carpet time throughout the year</p>		

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Long Term Plan for Reading

Year 1 – Year 6

National Curriculum Statements

Year 1	Year 2	Year 3/4	Year 5/6
<ul style="list-style-type: none"> • Build on work from the Early Years Foundation Stage. • Sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills they have already learnt. • Continue to learn new grapheme phoneme correspondences (GPCs). • Revise and consolidate those already known. • Understand that the letter(s) on the page represent the words spoken (including common exception words containing unusual GPCs). • Develop the skill of blending the sounds into words – establish the habit of applying this when meeting new words. • Stop overt sounding and blending after a few encounters. • Use reading books consistent with their developing phonic knowledge and knowledge of common exception words in order to practice. • Hear, share (with adults and each other) and discuss a wide 	<p><u>Beginning of Y2:</u></p> <ul style="list-style-type: none"> • Be able to read all common graphemes. • Be able to read unfamiliar words containing these graphemes accurately and without hesitation by sounding them out (in books pitched at their phonic development). • Be able to read many common words without needing to blend the sounds out loud first. • Reading of common exception words should be secure. • Retell some familiar stories that have been read to and discussed with them or that they have acted out in Y1. <p><u>During Y2:</u></p> <ul style="list-style-type: none"> • Establish pupils' accurate and speedy word reading skills. • Listen to and discuss a wide range of stories, poems, plays and information books (including whole books) • Pupils should have opportunities to exercise choice in selecting books and be taught how to do so. 	<p><u>Beginning of Y3:</u></p> <ul style="list-style-type: none"> • Be able to read books written at an age appropriate interest level. Read them accurately at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. • Decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. • As decoding skills become increasingly secure, teaching should focus on developing vocabulary and the breadth and depth of their reading, making sure they become independent, fluent and enthusiastic readers who read widely and fluently. • Develop their understanding and enjoyment of stories, poetry, plays and non-fiction, and learn to read silently. • Develop their knowledge and skills in reading non-fiction about a wide range of subjects. <p><u>During Y3 and Y4:</u></p> <ul style="list-style-type: none"> • Learn to justify their views about 	<p><u>Beginning of Y5:</u></p> <ul style="list-style-type: none"> • Be able to read aloud a wider range of poetry and books written at an age appropriate interest level with accuracy and at a reasonable speaking pace. • Read most words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity. • If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning and how to pronounce it correctly. • Be able to prepare readings, with appropriate intonation to show their understanding. • Be able to summarise and present a familiar story in their own words. • Be able to read silently, inferring the meaning of unfamiliar words, and then discuss what they have read. <p><u>During Y5 and Y6:</u></p> <ul style="list-style-type: none"> • Teachers should continue to emphasise pupils' enjoyment and understanding of language to support their reading. • Pupils' knowledge of language,

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<p>range of high-quality books to develop a love of reading and broaden their vocabulary.</p> <ul style="list-style-type: none"> • Pupils' writing during Y1 will develop at a slower pace than their reading. With writing they need to encode the sounds they hear in words, develop their handwriting skills and organise their ideas. • Teachers should develop pupils' oral vocabulary as well as their ability to understand and use a variety of grammatical structures. 		<p>what they have read: with support at the start of Y3 and increasingly independently by the end of Y4.</p> <ul style="list-style-type: none"> • Teaching comprehension should be taking precedence over teaching word reading directly. • Any focus on word reading should support the development of vocabulary. • Demonstrate their understanding of figurative language and distinguish shades of meaning among related words. • Continue to have opportunities to listen frequently to stories, poems, non-fiction and other writing, including whole books not just extracts. In this way they meet books and authors they might not choose themselves. • Pupils should have opportunities to exercise choice in selecting books and be taught how to do so – using library services and expertise to support this. 	<p>gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers and their comprehension.</p> <p style="text-align: center;"><u>By the end of Y6:</u></p> <ul style="list-style-type: none"> • Pupils' reading should be sufficiently fluent and effortless for them to manage the demands of the curriculum in Y7, across all subjects. • Pupils should understand nuances in vocabulary choice and age-appropriate, academic vocabulary. • Reading aloud to pupils should include whole books so that they meet books and authors they might not choose themselves.
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Long Term Plan for Word Reading

Year 1 – Year 6

National Curriculum Statements

Year 1	Year 2	Year 3/4	Year 5/6
<ul style="list-style-type: none"> • Apply phonic knowledge and skills to decode words. • Revise and consolidate the GPCs and common exception words taught in Reception. • Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes – including alternative sounds for graphemes. • Read accurately by blending sounds in unfamiliar words containing the GPCs that have been taught. • Read common exception words (noting unusual correspondences between spelling and sound) – <i>number, order and choice depends on the phonics programme used</i> Read words containing taught GPCs and –s, -es, -ing, -ed, -er and –est endings – build on root words they can already read. • Read words of more than one syllable (containing taught GPCs). • Read words with contractions and understand that the apostrophe represents omitted letter(s). • Read aloud accurately books that are consistent with their developing phonic knowledge (and don't 	<ul style="list-style-type: none"> • Continue to apply phonic knowledge and skills to decode words until automatic decoding has become embedded and reading is fluent. • Revise and consolidate the GPCs and common exception words taught in Y1. • Read accurately by blending sounds in words that contain the graphemes taught, especially recognising alternative sounds for graphemes. • Read accurately words of two or more syllables (containing taught GPCs). • When reading longer words, use syllable boundaries to read each syllable separately before combining them to read the word. • Read words containing common suffixes – build on root words they can already read. • Read further common exception words –noting unusual correspondences between spelling and sound Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. 	<ul style="list-style-type: none"> • Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 both to read aloud and to understand the meaning of new words they meet. • Read further exception words (noting unusual correspondences between spelling and sound). • When being taught to read longer words, pupils should be supported to test out different pronunciations. 	<ul style="list-style-type: none"> • Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 both to read aloud and to understand the meaning of new words they meet. • Pupils should be encouraged to work out any unfamiliar word. They should focus on all letters in the word so they don't read 'invitation' for 'imitation' because of familiarity with the first word. Accurate reading of individual words improves comprehension. • When teachers are reading with or to pupils, attention should be paid to the word's meaning and its correct pronunciation.

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<p>require them to use other strategies to work out words).</p> <ul style="list-style-type: none"> • Teachers need to explain the meaning of words read to develop pupils' vocabulary. • Re-read these books to build up their fluency and confidence – fluency greatly assists comprehension Once they can read words comprising the Y1 GPCs accurately and speedily they should move on to the Y2 programmes of study for word reading. 	<ul style="list-style-type: none"> • Read aloud books matched to their improving phonic knowledge, sounding out unfamiliar words accurately and automatically without hesitation • Read all the words in a sentence so that their understanding of what is read in not hindered by imprecise decoding, e.g. by reading 'place' instead of 'palace' • Re-read these books to build up their fluency and confidence – fluency greatly assists comprehension Once they can read words comprising the Y2 GPCs accurately and speedily they should move on to the years 3 and 4 programme of study for word reading. 		
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Long Term Plan for Comprehension Year 1 – Year 6

National Curriculum Statements

Year 1	Year 2	Year 3/4	Year 5/6
<p><u>Develop pleasure, motivation to read, vocabulary and understanding by:</u></p> <ul style="list-style-type: none"> Listening to and discussing a wide range of poems, stories and nonfiction at a level beyond their independent reading ability. Linking what they read or hear read to their own experiences. Becoming very familiar with key stories, fairy stories and traditional tales (retell them and discuss characteristics). Recognising and joining in with predictable phrases. Appreciating poems and rhymes and reciting some by heart. Discussing word meanings – linking new meanings to those already known. <p><u>Understand both the books they read accurately and fluently and those they listen to by:</u></p> <ul style="list-style-type: none"> Drawing on what they already know or on information/vocabulary provided by the teacher. Checking the text makes sense as they read and correcting inaccurate reading. 	<p><u>Develop pleasure, motivation to read, vocabulary and understanding by:</u></p> <ul style="list-style-type: none"> Listening to and discussing a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond their independent reading ability. Discussing the sequence of events in books and how items of information are related. Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. Being introduced to non-fiction books that are structured in different ways. Recognising simple recurring literary language in stories and poetry. Discussing and clarifying the meaning of words – linking new meanings to known vocabulary. Learning the meaning of new words within the context of reading and use morphology (i.e. prefixes) to work out unknown words. Discussing their favourite words and phrases. Continuing to build up a repertoire 	<p><u>Develop positive attitudes to reading and understanding of what they read by:</u></p> <ul style="list-style-type: none"> Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Reading books that are structured in different ways and reading for a range of purposes. Using dictionaries to check the meaning of words. Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Identifying themes and conventions in a wide range of books, e.g. the triumph of good over evil, a diary written in the first person etc. Preparing poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action. Discussing words and phrases that capture the reader's interest and imagination. Recognising some different forms of poetry, e.g. free verse, narrative poetry etc. 	<p><u>Maintain positive attitudes to reading and understanding of what they read by:</u></p> <ul style="list-style-type: none"> Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Reading books that are structured in different ways and reading for a range of purposes. Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our heritage, and books from other cultures and traditions. Recommending books that they have read to their peers, giving reasons for choices. Identifying and discussing themes and conventions, e.g. loss or heroism, in and across a wide range of writing. Continuing to learn the conventions of different types of writing, e.g. use of first person in autobiographies. Making comparisons within and across books.

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<ul style="list-style-type: none"> • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done. • Predicting what might happen on the basis of what has been read so far. 	<p>of poems learnt by heart (reciting some with appropriate intonation).</p> <p><u>Understand both the books they read accurately and fluently and those they listen to by:</u></p> <ul style="list-style-type: none"> • Drawing on what they already know or on information/vocabulary provided by the teacher. • Checking the text makes sense to them as they read and correcting inaccurate reading. • Making inferences on the basis of what is being said and done. • Answering and asking questions. • Predicting what might happen on the basis of what has been read so far. 	<p><u>Understand what they read, in books they can read independently, by:</u></p> <ul style="list-style-type: none"> • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. • Answering questions to improve their understanding of a text. • Drawing inferences, e.g. characters' feelings, thoughts and motives and justifying inferences with evidence. • Predicting what might happen from details stated and implied. • Identifying main ideas drawn from more than one paragraph and summarising these. • Identifying how language, structure, and presentation contribute to meaning. • Retrieve and record information from nonfiction. 	<ul style="list-style-type: none"> • Learning a wider range of poems by heart <p><u>Understand what they read by:</u></p> <ul style="list-style-type: none"> • Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. • Asking questions to improve their understanding. • Drawing inferences, e.g. characters' feelings, thoughts and motives and justifying inferences with evidence. • Comparing characters and considering different accounts of the same event. • Discussing viewpoint (both of authors and of fictional characters) within a text and across texts. • Comparing characters, settings and themes. • Predicting what might happen from details stated and implied. • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. • Identifying how language, structure and presentation contribute to meaning.
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St George's Central CE Primary School and Nursery

Long Term Plan for Comprehension (Book Talk)

Year 1 – Year 6

Year 1	Year 2	Year 3/4	Year 5/6
<ul style="list-style-type: none">• Participate in discussion about what is read to them, taking turns and listening to others.• Explain clearly their understanding of what is read to them.• Pupils should be shown some of the processes for finding out information.	<ul style="list-style-type: none">• Participate in discussion about books, poems and other works that are read to them and those they can read for themselves, taking turns and listening to others.• Discussion should be demonstrated and pupils should be guided to participate and helped to consider the opinion of others.• Use role play and other drama techniques to help pupils identify with and explore characters to extend understanding of what they read and try out the language they have listened to.• Increase pupils' vocabulary and their awareness of grammar so they continue to understand the differences between spoken and written language.	<ul style="list-style-type: none">• Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.• Reading, re-reading, and rehearsing poems and plays for presentation and performance gives pupils the opportunity to discuss language, including vocabulary, extending their interest in the meaning and origin of words. Pupils should be encouraged to use drama approaches to understand how to perform plays and poems to find out what expression is required.	<ul style="list-style-type: none">• Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views.• Explain and discuss their understanding of what they have read, e.g. through formal presentations and debates, maintaining a focus and using notes where necessary.• Provide reasoned justification for their views.• Pupils should have guidance about feedback.

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Long Term Plan for Writing Year 1 – Year 6

National Curriculum Statements

Year 1	Year 2	Year 3/4	Year 5/6
<ul style="list-style-type: none"> Pupils' writing will develop at a slower pace than their reading. Encode the sounds they hear in words (spelling). Develop the physical skill needed for handwriting. Learn how to organise their ideas in writing. Correct misspelling of words taught. 	<p><u>Beginning of Y2:</u></p> <ul style="list-style-type: none"> Compose individual sentences orally and then write them down. Spell correctly many of the words covered in Y1. Make phonetically plausible attempts at unknown words. Form individual letters correctly, establishing good handwriting habits. <p><u>During Y2:</u></p> <ul style="list-style-type: none"> Growing knowledge that there is not always an obvious connection between the way a word is said and the way it is spelt. Pupils' motor skills develop to enable them to write down ideas as they orally compose. Pupils are likely to be able to read and understand more complex writing than they are capable of producing themselves. Develop positive attitudes towards writing and increase stamina. 	<ul style="list-style-type: none"> Write down ideas with a reasonable degree of accuracy and with good sentence punctuation. Evidence of vocabulary improving, sentence structure further developing and linguistic terminology being used. Enhance the effectiveness of what they write. Understand how writing can be different from speech. Write for a range of real purposes and audiences across the curriculum. Become confident in using language in a greater variety of situation including drama, formal presentations and debates, rehearsing poems and plays. 	<p><u>Beginning of Y5:</u></p> <ul style="list-style-type: none"> Grammar and punctuation should be broadly accurate. Spelling of words taught so far should be broadly accurate <p><u>End of Y6:</u></p> <ul style="list-style-type: none"> Writing should be fluent and effortless across all subjects, not just English. Identify audience and purpose and select appropriate vocabulary and grammar. Control sentence structure and understand why. Understand nuances in vocabulary choices (consolidation, practice and discussion of language). Enhance the effectiveness of what they write. Be confident and demonstrate enjoyment and mastery of language through public speaking, performance and debate.

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St George's Central CE Primary School and Nursery

Long Term Plan for the Writing Process

Year 1 – Year 6

National Curriculum Statements

Year 1	Year 2	Year 3/4	Year 5/6
<p><u>Plan:</u></p> <ul style="list-style-type: none"> Say out loud what going to write about. Orally rehearse before writing <p><u>Draft and Write:</u></p> <ul style="list-style-type: none"> Compose a sentence orally before writing it. Sequence sentences to form short narratives. <p><u>Evaluate and Edit:</u></p> <ul style="list-style-type: none"> Discuss what they've written with the teacher or other pupils. Begin to read their writing out loud. <p><u>Proofread:</u></p> <ul style="list-style-type: none"> Re-read what they have written to check that it makes sense. 	<p><u>Plan:</u></p> <ul style="list-style-type: none"> Read & listen to whole books to help them understand how different types of writing are structured and to increase vocabulary and grammar knowledge. Planning / saying what going to write about. Write down ideas, including new vocabulary. Summarising sentence by sentence <p><u>Draft and Write:</u></p> <ul style="list-style-type: none"> Compose sentences orally and write them down. Write narratives (personal experiences and those of others – real & fictional). Write about real events. Write poetry. Write for different purposes. Develop stamina for writing. <p><u>Evaluate and Edit:</u></p> <ul style="list-style-type: none"> Evaluate their writing with the teacher or other pupils. Re-read to check that their writing 	<p><u>Plan:</u></p> <ul style="list-style-type: none"> Use models of stories, poems and non-fiction (extracts and whole books) and learn from their structure, vocabulary and grammar. Discuss and record ideas, beginning to consider audience and purpose. <p><u>Draft and Write:</u></p> <ul style="list-style-type: none"> Compose and rehearse sentences orally progressively building a rich vocabulary and an increasing range of sentence structures. Organise paragraphs around a theme. Narrative -create settings/ characters / plot. Non-narrative – use simple organisational devices, e.g. headings and sub-headings. Write first draft pieces confidently – focusing primarily on composition. <p><u>Evaluate and Edit:</u></p> <ul style="list-style-type: none"> Suggest improvements to their own work and begin to do this for the writing of others. Change grammar and vocabulary to 	<p><u>Plan:</u></p> <ul style="list-style-type: none"> Identify audience and purpose, selecting the appropriate form. Record notes and initial ideas. In narrative – think about developing characters and settings (based on what they've read, listened to or seen performed). <p><u>Draft and Write:</u></p> <ul style="list-style-type: none"> Select appropriate grammar and vocabulary – understand that choices can change and enhance meaning. Describe settings / characters / atmosphere and integrate dialogue précising longer passages. Use a wide range of resources to build cohesion within and across paragraphs. Use organisational and presentational devices to structure texts, e.g. headings, bullet points, underlining. Write first draft pieces confidently – focusing primarily on composition.

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	<p>makes sense and verbs are used correctly.</p> <ul style="list-style-type: none"> • Read their writing out loud. <p><u>Proofread:</u></p> <ul style="list-style-type: none"> • Check for spelling, punctuation and grammatical errors. Do this at distance from the writing process with a fresh pair of eyes. 	<p>improve consistency.</p> <ul style="list-style-type: none"> • Use of pronouns. • Amend first draft pieces. • Read aloud their own writing, using appropriate intonation and volume. <p><u>Proofread:</u></p> <ul style="list-style-type: none"> • Check for spelling, punctuation and grammatical errors. Initially do this at distance from the writing process with a fresh pair of eyes; moving to proofreading during the writing process when the skill is embedded 	<p><u>Evaluate and Edit:</u></p> <ul style="list-style-type: none"> • Assess the effectiveness of their own and others' writing. • Change vocabulary, grammar and punctuation to enhance effects and clarify meaning. • Ensure consistent and correct use of tense throughout. • Correct subject and verb agreement. • Amend first draft pieces. • Perform their own compositions, using appropriate intonation and volume. <p><u>Proofread:</u></p> <p>Check for spelling, punctuation and grammatical errors. Initially do this at distance from the writing process with a fresh pair of eyes; moving to proofreading during the writing process when the skill is embedded.</p>
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Long Term Plan for Spelling

Year 1 – Year 6

National Curriculum Statements

Year 1	Year 2	Year 3/4	Year 5/6
<ul style="list-style-type: none"> • Reading should be taught alongside spelling. • Spell words containing each of the 40+ phonemes taught. • Spell common exception words. • Spell days of the week. • Name the letters of the alphabet. • Add suffixes -s, -es (as the plural). • Using prefix un- • Using -ing, -ed, -er, & -est (when not changing root word). • Write simple sentences dictated by the teacher (applying GPCs & common exception words taught). 	<ul style="list-style-type: none"> • Segment words into phonemes and generally choose the correct grapheme to represent these. • Spelling s should be phonetically plausible. • Learn new ways of spelling phonemes for which one or more spellings are already known. • Spell common exception words. • Spell more words with contracted forms. • Learn the possessive apostrophe. • Distinguish between homophones and near-homophones. • Add suffixes to spell longer words, -ment, -ness, -ful, -less, -ly. • Write simple sentences dictated by the teacher (applying GPCs, common exception words & punctuation taught). 	<ul style="list-style-type: none"> • Spell common words correctly. • Use further prefixes and suffixes (dis-, mis-, -ation, -ly) and understand how to use them. • Spell further homophones. • Spell words that are often misspelt. • Use the possessive apostrophe accurately (regular and irregular plurals). • Spell the words in the Y3/4 wordlist. • Use the first two or three letters of a word to check its spelling in a dictionary. • Write simple sentences dictated by the teacher (applying words & punctuation taught so far). 	<ul style="list-style-type: none"> • Use further prefixes and suffixes (-fer, -able, -ible, -cial) and understand how to use them. • Spell words with 'silent' letters (e.g. psalm, solemn). • Continue to distinguish between homophones. • Use knowledge of morphology and etymology to understand that the spelling of some words needs to be learnt specifically. • Spell the words in the Y5/6 wordlist. • Use dictionaries to check the spelling and meaning of words. • Use the first three or four letters of a word to check its spelling and/or meaning in a dictionary. • Use a thesaurus.

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Long Term Plan for Grammar and Punctuation

Year 1 – Year 6

National Curriculum Statements

Year 1	Year 2	Year 3/4	Year 5/6
<ul style="list-style-type: none"> • Leave spaces between words. • Join words and clauses using 'and' learn the grammar for Year 1. • Use grammatical terminology. • Beginning to punctuate sentences. • Using a capital letter and a full stop, question mark or exclamation mark. • Use capital letter for names of people, places, days of the week & personal pronoun 'I'. 	<ul style="list-style-type: none"> • Learn how to use sentences with different forms (statement, question, exclamation, command). • Expand noun phrases to describe and specify (the blue butterfly). • Use present and past tenses correctly & consistently. • Use subordination (using when, if, that or because) and co-ordination (using or, and and but). • Learn the grammar for Year 2 and use the grammatical terminology. • Learn how to use some features of written Standard English. • Use both familiar and new punctuation correctly, including: full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes (for possession and contraction). 	<ul style="list-style-type: none"> • Teach grammar explicitly (including terminology) and let pupils apply in own writing. • Use clauses – if, when, because, although. • Use present perfect form of verbs and past tense. • Use nouns and pronouns used for clarity and cohesion. • Use conjunctions, adverbs and prepositions (time & cause). • Use fronted adverbials. • Indicate possession using possessive apostrophe. • Use and punctuate direct speech. • Learn the grammar for Years 3 & 4 and use the grammatical terminology. • Learn some of the differences between Standard English and non-Standard English. • Use inverted commas to indicate direct speech. • Use commas after fronted adverbials. • Use other punctuation in direct speech. • Use apostrophes to mark plural possession. 	<ul style="list-style-type: none"> • Use and understand grammatical terminology accurately and appropriately. • Recognise vocabulary and structures that are appropriate for formal writing. • Use passive verbs. • Use the perfect form of verbs (time & cause). • Use expanded noun phrases to convey complicated information concisely. • Use modal verbs or adverbs (degrees of possibility). • Use relative clauses beginning with <i>who, which, where, when, whose</i>. • Learn the grammar for Years 5 & 6. • Discuss the effective use of grammar in pupils' own writing. • Use commas to clarify meaning. • Use hyphens to avoid confusion. • Use brackets, dashes or commas (indicate parenthesis). • Use semi-colons, colons or dashes to mark boundaries between independent clauses • Use a colon (to introduce a list). • Punctuate bullet points consistently.

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Long Term Plan for Handwriting

Year 1 – Year 6

National Curriculum Statements

Year 1	Year 2	Year 3/4	Year 5/6
<ul style="list-style-type: none">• Sit correctly and hold a pencil correctly.• Form lower-case, capitals letters and 0-9 digits correctly.• Left handed pupils should receive specific teaching to meet their needs.	<ul style="list-style-type: none">• Form lower-case letters of the correct size relative to one another.• Start using some of the diagonal & horizontal strokes needed to join letters and understand which letters (when adjacent) are best left unjoined.• Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.• Revise and practice correct letter formation frequently.• Should be taught to join as soon as they can form letters securely with correct orientation	<ul style="list-style-type: none">• Joined handwriting <u>should be</u> the norm.• Use the diagonal and horizontal strokes that are needed to join letters and understand which letters (when adjacent) are best left unjoined.• Handwriting should continue to be taught – increase the legibility, consistency, quality and pace should increase.	<ul style="list-style-type: none">• Write legibly, fluently and with increasing speed.• Be clear about what standard of handwriting is appropriate for a particular task. For example, quick notes, formal presentation, printed for form filling etc.• Choose the writing implement best suited to a task.• Handwriting should continue to be practised to increase the speed.

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