

## Year Long Term English Plan

Planning, Writing and Editing											
Year 1	<ul style="list-style-type: none"> <li>• write sentences by:                             <ol style="list-style-type: none"> <li>a. saying out loud what they are going to write about</li> <li>b. composing a sentence orally before writing it</li> <li>c. sequencing sentences to form short narratives</li> <li>d. re-reading what they have written to check it makes sense</li> </ol> </li> <li>• discuss what they have written with the teacher or other pupils</li> <li>• read aloud their writing clearly enough to be heard by their peers and the teacher</li> </ul>		Year 2	<ul style="list-style-type: none"> <li>• develop positive attitudes towards and stamina for writing by:                             <ol style="list-style-type: none"> <li>a. writing narratives, about personal experiences and those of others (real and fictional)</li> <li>b. writing about real events, e.g. visits, visitors</li> <li>c. writing for different purposes, e.g. letters, invitations, instructions</li> </ol> </li> </ul>		Planning	<ul style="list-style-type: none"> <li>• consider what they are going to write before beginning by:                             <ol style="list-style-type: none"> <li>a. planning or saying out loud what they are going to write about</li> <li>b. writing down ideas and/or key words, including new vocabulary they have learnt from their reading, wider experiences and conversations about language</li> <li>c. encapsulating what they want to say, sentence by sentence</li> </ol> </li> </ul>		Evaluate and Edit	<ul style="list-style-type: none"> <li>• make simple additions, revisions and corrections to their own writing by                             <ol style="list-style-type: none"> <li>a. evaluating their writing with the teacher and other pupils</li> <li>b. re-reading to check their writing makes sense and that verbs to indicate time (tense) are used correctly and consistently, including verbs in the continuous form</li> </ol> </li> </ul>	
Year 3 & 4	Planning	<ol style="list-style-type: none"> <li>a. discussing texts similar to the one they are planning to write in order to understand and learn from their structure, grammar and vocabulary</li> <li>b. discussing and recording ideas</li> </ol>		Draft and Write	<ol style="list-style-type: none"> <li>a. composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2)</li> <li>b. organising paragraphs around a theme</li> <li>c. in narrative texts, creating settings, characters and plot</li> <li>d. in non-narrative texts, using simple organisational devices such as headings and sub-headings</li> <li>e. using the perfect form of verbs to mark relationships of time and cause</li> </ol>		Evaluate and Edit	<ol style="list-style-type: none"> <li>a. assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>b. proposing changes to grammar and vocabulary to improve consistency e.g. the accurate use of pronouns in sentences                             <ul style="list-style-type: none"> <li>• proof-read for spelling and punctuation errors</li> </ul> </li> <li>• read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling tone and volume so that the meaning is clear.</li> </ol>			
Year 5 & 6	Planning	<ol style="list-style-type: none"> <li>a. identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar texts as models for their own writing</li> <li>b. noting and developing initial ideas, drawing on reading and research where necessary</li> <li>c. in writing narratives, considering how authors have developed characters and settings in the texts they have read or listened to</li> </ol>		Draft and Write	<ol style="list-style-type: none"> <li>a. selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>b. in narrative texts, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>c. using a wide range of devices to build cohesion within and across paragraphs</li> <li>d. using further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining)</li> </ol>		Evaluate and Edit	<ol style="list-style-type: none"> <li>a. assessing the effectiveness of their own and others' writing</li> <li>b. proposing changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning</li> <li>d. ensuring correct subject and verb agreement when using singular and plural distinguishing between the language of speech and writing and choosing the appropriate register                             <ul style="list-style-type: none"> <li>• proof-read for spelling and punctuation errors</li> <li>• perform their own compositions, using appropriate intonation and volume so that meaning is clear.</li> </ul> </li> </ol>			
Grammar and Punctuation											
Year	Text Structure	Sentence Structure	Punctuation	Terminology for Pupils							
1	Sequencing <b>sentences</b> to form short narratives	How <b>words</b> can combine to make <b>sentences</b> How <i>and</i> can join <b>words</b> and join <b>sentences</b>	Separation of <b>words</b> with spaces Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b> Capital letters for names and for the personal <b>pronoun</b>	word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark							
2	The consistent use of <b>present tense</b> versus <b>past tense</b> throughout texts Use of the <b>continuous</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress (e.g. <i>she is drumming, he was shouting</i> )	<b>Subordination</b> (using <i>when, if, that, or because</i> ) and <b>coordination</b> (using <i>or, and, or but</i> ) Expanded noun phrases for description and specification (e.g. <i>the blue butterfly, plain flour, the man in the moon</i> ) <b>Sentences</b> with different forms: statement, question, exclamation, command	Capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b> Commas to separate items in a list <b>Apostrophes</b> to mark contracted forms in spelling	verb, tense (past, present), adjective, noun, suffix, apostrophe, comma							
3	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the <b>perfect</b> form of <b>verbs</b> to mark relationships of time and cause (e.g. <i>I have written it down so we</i> )	Expressing time and cause using <b>conjunctions</b> (e.g. <i>when, before, after, while, because</i> ), <b>adverbs</b> (e.g. <i>then, next, soon, so</i> ), or <b>prepositions</b> (e.g. <i>before, after, during, in, because of</i> )	Introduction to speech marks to <b>punctuate</b> direct speech	word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause							
4	Use of paragraphs to organise ideas around a theme Appropriate choice of <b>pronoun</b> or <b>noun</b> across <b>sentences</b>	Appropriate choice of <b>pronoun</b> or <b>noun</b> within a <b>sentence</b> to avoid ambiguity and repetition Fronted <b>adverbials</b>	Use of speech marks to <b>punctuate</b> direct speech Apostrophes to mark singular and <b>plural</b> possession (e.g. <i>the girl's name, the boys' boots</i> ) Use of commas after fronted <b>adverbials</b> (e.g. <i>Later that day, I heard the bad news.</i> )	pronoun, possessive pronoun, adverbial							
5	Devices to build <b>cohesion</b> within a paragraph (e.g. <i>then, after that, this, firstly</i> ) Linking ideas across paragraphs using <b>adverbials</b> of time (e.g. <i>later</i> ), place (e.g. <i>nearby</i> ) and number (e.g. <i>secondly</i> )	<b>Relative clauses</b> beginning with <i>who, which, where, why, or whose</i> Indicating degrees of possibility using <b>modal verbs</b> (e.g. <i>might, should, will, must</i> ) or <b>adverbs</b> (e.g. <i>perhaps, surely</i> )	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity	relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity							
6	Linking ideas across paragraphs using a wider range of <b>cohesive devices</b> : semantic <b>cohesion</b> (e.g. repetition of a <b>word</b> or phrase), grammatical connections (e.g. the use of <b>adverbials</b> such as <i>on the other hand, in contrast, or as a consequence</i> ), and <b>ellipsis</b> . Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text	Use of the <b>passive voice</b> to affect the presentation of information in a <b>sentence</b> (e.g. <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken</i> ) Expanded <b>noun</b> phrases to convey complicated information concisely (e.g. <i>the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day</i> ) The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. <i>He's your friend, isn't he?</i> , or the use of the <b>subjunctive</b> in some very formal writing and speech)	Use of the semi-colon, colon and dash to indicate a stronger subdivision of a <b>sentence</b> than a comma. <b>Punctuation</b> of bullet points to list information How hyphens can be used to avoid ambiguity (e.g. <i>man eating shark</i> versus <i>maneating shark, or recover</i> versus <i>re-cover</i> )	active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points							

## Year Long Term English Plan

	Purpose for Writing		
	Entertain	Inform	Persuade
<b>Genres</b>	Narrative, Diary, Description, Poetry, Newspaper	Instructions, Recount, Explanation, Information, Discussion, Letter, Newspaper	Letter, Advert
<b>Text content and organisation</b>	<ul style="list-style-type: none"> <li>• Wide range of detail</li> <li>- Action</li> <li>- Description</li> <li>- Feelings</li> <li>- Speech</li> </ul>	<ul style="list-style-type: none"> <li>• Logical organisation (introduction, information and summary)</li> <li>• Clear links between paragraphs and sentences</li> <li>• Paragraphs begin with a topic sentence</li> <li>• Detail specific to the subject (Why, When, Who, What, Where, How?)</li> </ul>	<ul style="list-style-type: none"> <li>• Clear structure (introduction, arguments, summary)</li> <li>• Quotations from experts, Statistics, Examples</li> </ul>
<b>Sentences</b>	<ul style="list-style-type: none"> <li>• Range of sentences lengths and type</li> </ul>	<ul style="list-style-type: none"> <li>• Simple clear formal English</li> </ul>	<ul style="list-style-type: none"> <li>• Time Connectives (firstly, secondly, next, finally)</li> <li>• Logical Connectives (because, consequently, as a result, however)</li> <li>• Rhetorical Questions</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Range of descriptive vocabulary (adjectives, powerful verbs, adverbs)</li> </ul>	<ul style="list-style-type: none"> <li>• Technical language</li> </ul>	<ul style="list-style-type: none"> <li>• Emotive Vocabulary</li> <li>• Adjectives and Adverbs</li> </ul>



	INFORM (in genres)				
GENRE	INSTRUCTION	RECOUNT	EXPLANATION	INFORMATION	DISCUSSION
<b>Examples</b>	Recipe Instruction Manual	Autobiography Newspaper article	Encyclopaedia Science Text Book	Reference Book	Essay on causes of something
	On arrival, sign the visitors' book and pick up your visitors' permit which must be displayed at all times	I was always fascinated by watches when I was a child. One day, when no one was looking, ...	The reason why the moon rises about 50 minutes later every night is because it is orbiting Earth.	Time and how to measure it is something that has fascinated human being across the ages.	There is still much debate about whether global warming exists and, if it does, how to prevent it.
<b>Purpose</b>	To tell someone how to do something in a clear way as possible	To retell a real event in an informative and imaginative way	To help someone understand a process or why something is	To present information in an unbiased way that is easy to understand	To present a reasoned and balanced view of an issue
<b>Text content and organisation</b>	<ul style="list-style-type: none"> <li>• Strict chronological order</li> <li>• Often in list form</li> <li>• Often uses diagrams</li> </ul>	<ul style="list-style-type: none"> <li>• Chronological order</li> <li>• Paragraphs often begin with topic sentence</li> </ul>	<ul style="list-style-type: none"> <li>• Series of logical (often chronological) explanatory steps</li> <li>• Paragraphs often begin with a topic sentence</li> </ul>	<ul style="list-style-type: none"> <li>• Logical order</li> <li>• Paragraphs begin with a topic sentences</li> <li>• Often organised into categories with subheadings</li> </ul>	<ul style="list-style-type: none"> <li>• Logical order with intro and conclusion</li> <li>• Sometimes a series of contrasting points</li> <li>• Paragraphs often begin with a topic sentence</li> </ul>
<b>Sentences &amp; Vocabulary</b>	<ul style="list-style-type: none"> <li>• Time connectives or numbers for coherence</li> <li>• Simple clear formal English</li> <li>• Imperative verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Time Connectives and sentence starters for coherence</li> <li>• Past tense</li> <li>• Specific and descriptive</li> <li>• 1<sup>st</sup> or 3<sup>rd</sup> person</li> <li>• Speech</li> </ul>	<ul style="list-style-type: none"> <li>• Formal and impersonal</li> <li>• Present tense</li> <li>• Casual connectives and sentence starters for coherence</li> <li>• Generalisation</li> <li>• Technical vocabulary</li> <li>• Detail where necessary</li> </ul>	<ul style="list-style-type: none"> <li>• Technical vocabulary</li> <li>• Varied connectives and sentence starters for coherence</li> <li>• Formal and impersonal</li> <li>• Present tense</li> <li>• Generalisation</li> <li>• Detail where necessary</li> </ul>	<ul style="list-style-type: none"> <li>• Formal and impersonal</li> <li>• Varied connectives and sentence starters</li> <li>• For coherence often emphasising contrasts or casual connections</li> <li>• Use of point: evidence: comment to exemplify key points</li> <li>• Quotations</li> </ul>

## Year Long Term English Plan

		Level 1	Level 2	Level 3	Level 4	Level 5
CONTENT	Purpose	Some awareness of intended genre. <b>Evident in a very basic form.</b>	Some appropriate features of genre (narrative/non-narrative) <b>Refer to genre checklist on long term plan.</b>	Main features of genre are used appropriately. <b>Refer to genre checklist on long term plan.</b>	Main features of genre are clear and used throughout. <b>Refer to genre checklist on long term plan.</b>	Main features of genre are clearly established with adaptation to enhance the writing.
	Content	Some appropriate ideas and content included. <b>An attempt to address the task but is not sustained</b>	Appropriate ideas and content included. <b>Sustained but at a basic level</b>	Appropriate ideas and content included with elaboration on basic information or events. <b>Content used to develop ideas beyond a basic description e.g. adjectives.</b>	Ideas and content are often sustained and developed in interesting and lively ways. <b>Carefully chosen content used to develop ideas e.g. adjectives, extended noun phrases and adverbial phrases.</b>	Ideas and content are sustained throughout writing and developed in interesting and lively ways. <b>Well thought out ideas communicated succinctly; 'show not tell'</b>
	Viewpoint		Comment suggest a viewpoint. <b>i.e. I like .....</b>	Attempt to adopt a viewpoint. <b>Includes basic justification i.e. I like it because ...</b>	Viewpoint generally established and maintained throughout <b>i.e. writing in role</b>	Viewpoint clearly established and maintained throughout with some elaboration <b>i.e. characterisation in role and/ or ability to argue both sides of an argument</b>
ORGANISATION	Organisation	Some attempt to sequence ideas. <b>Refer to genre checklist on long term plan.</b>	Some ideas are sequenced chronologically or logically. <b>Refer to genre checklist on long term plan.</b>	Most ideas are sequenced chronologically or logically. <b>Refer to genre checklist on long term plan.</b>	Ideas are sequenced chronologically or logically. <b>Refer to genre checklist on long term plan.</b>	Ideas are sequenced chronologically or logically and ideas have a clear direction throughout. <b>Refer to genre checklist on long term plan i.e. a golden thread</b>
	Opening/Closing	Some phrases indicate the start and end of text. <b>Once upon a time/ One day/ The end.</b>	Opening and closings usually signaled. <b>Introduction sentence/ word and concluding sentence/ word signaled.</b>	Opening and closings signaled. <b>Introduction sentence and concluding sentence signaled.</b>	An appropriate opening and closing clearly evident in text.	Opening engages the reader and the closing refers back to it.
	Paragraphs	An idea developed beyond a single sentence.	Ideas are grouped together within the overall text. <b>Some cohesion</b>	Some attempts to link paragraphs together using connectives. Ideas within paragraphs are loosely organized.	Most paragraphs link together with connectives. Ideas within a paragraph reflect a specific point/ topic sentence using connectives.	Ideas within paragraphs and movement between them are organized and linked and generally maintained through text.
SENTENCES	Sentence Structure	Basic connectives are used to join sentences (and, then)	Sentences are extended by including extra information (how, when, where and why?) <b>Jack played football when it stopped raining.</b>	Begin to use extra information at the beginning of sentences (how, when, where and why?). <b>In the morning, the teacher opened the door.</b>	Expand on extra information at the beginning of sentences (how, when, where and why?). <b>Shocked and scared, the teacher opened the door.</b>	Begin to embed subordinate clauses in the middle of sentences with extra information. <b>The teacher, because of the noise, opened the door.</b>
	Extending sentences with conjunctions		Simple conjunctions are used to extend sentences.	A wider range of conjunctions used to join parts of sentence	Choice of conjunctions mostly appropriate genre throughout writing	Deliberate choice of conjunctions appropriate to the genre throughout writing.
	Linking sentences with connectives	Time connectives at the beginning of sentences ( <b>first, then, after</b> ) are used.	Time and sequence connectives to open sentences. ( <b>Before, finally, after, suddenly</b> )	A range of connectives to open sentences and paragraphs.	Beginning to use a range of sentences (simple and complex) to provide clarity and emphasis.	Use a range of sentences (simple and complex) to provide clarity and emphasis.
PUNCTUATION	Sentence Punctuation	Some awareness that capital letters and full stops are used in writing. Words are separated with finger spaces.	Some sentences have a capital letter and full stop used correctly. Some accurate use of questions marks, exclamation marks and commas used in lists when appropriate.	Sentences have a capital letter and full stop used correctly. Questions marks, exclamation marks	All sentences punctuated correctly with capital letters, full stops, questions marks and exclamation marks.	When appropriate ; : - ( ) ... are used correctly most of the time.
	Capital letters	Use capital 'I' when writing about yourself and a capital letter for your own name are used.	Capital letters used for names.			
	Commas			Commas used in lists when appropriate.	Adverbial sentence starters are followed by a comma. E.g. <b>Quickly, he ran away. Later that day, he came back.</b>	Most complex sentences with embedded subordinates clauses are punctuated with commas. <b>Jack, as he climbed the hill, lost his footing.</b>
	Speech Marks			Some speech marks used to punctuate speech.	Speech marks always used correctly and some additional punctuation used. <b>Jack cried, "Help!"</b> <b>"I'm coming," replied Jill.</b>	All speech correctly punctuated.
VOCABULARY	<ul style="list-style-type: none"> <li>Some adjectives</li> <li>Key topic words used</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate vocabulary to task</li> <li>Adjectives</li> <li>Occasional Adverbs</li> </ul>	Words are chosen for variety and interest. <ul style="list-style-type: none"> <li>A range of adjectives</li> <li>Basic adverbs</li> <li>Powerful verbs</li> <li>Similes if appropriate</li> </ul>	Most effective descriptive language is chosen to match genre including Adventurous vocabulary i.e.. <ul style="list-style-type: none"> <li>A range of adjectives</li> <li>Powerful verbs</li> <li>Adverbs</li> <li>Similes/ metaphors if appropriate</li> </ul>	Most precise, descriptive language chosen <ul style="list-style-type: none"> <li>Carefully chosen adjectives</li> <li>Carefully chosen verbs</li> <li>Carefully chosen adverbs</li> <li>Specific nouns/ technical vocabulary</li> <li>Personification</li> <li>Alliteration</li> </ul>	
SPELLING	Phonetically plausible attempts at spelling. Most HFWs are spelt correctly.	Phonetically plausible attempts at vowel phonemes. Most HFWs are spelt correctly. Some contracted apostrophes used correctly.	Spelling is usually accurate including that of common polysyllabic words. All contracted apostrophes used correctly. Some apostrophes used to show possession.	Spelling, including that of polysyllabic words that conform to regular patterns, is generally accurate <b>e.g common rules for adding suffixes.</b> All apostrophes used to show possession.	Spelling with complex regular patterns are usually spelt correctly.	
TENSES		Past and present tense are generally consistent	Past and present tense are consistent & grammatical structures of sentences are usually correct.	Tenses used appropriate to genre.	A range of tenses used consistently within a single piece of writing.	
HANDWRITING	Letters are usually clearly shaped and correctly orientated.	Letters are accurately formed and consistent in size.	Handwriting is joined and legible.	Handwriting style is fluent, joined and legible.	Handwriting is joined clear and fluent. Where appropriate is adapted to a range of tasks.	

## Year Long Term English Plan

---