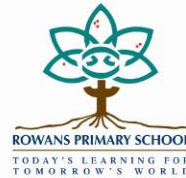


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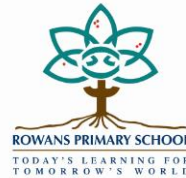
Long Term Plan: English



	Non-Fiction	Fiction	Poetry	Grammar	Spelling
Year 1	<ul style="list-style-type: none"> • Labels, lists and captions • Recount • Report • Instructions • Explanations 	<ul style="list-style-type: none"> • Stories with Predictable Phrasing • Contemporary Fiction: stories reflecting children's own experience • Fairy Tales 	<ul style="list-style-type: none"> • Rhyming couplets • Building vocabulary • Reciting familiar poems • Focus on one poet 	<ul style="list-style-type: none"> • Plural noun suffix (-s/-es) • Suffixes that don't change the root word (eg help, helping, helper, helped) • Prefix -un • Combining words to make sentences • Using 'and' • Sequencing sentences • Spaces between words • Capital letters, full stops, question marks, exclamation marks • Capital letters for names and I 	Vowel digraphs and trigraphs: ay oy oi ee a-e Common exception words
					Vowel digraphs and trigraphs: oo oa oe ou The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck The /ŋ/ sound spelt n before k Common exception words
					Vowel digraphs and trigraphs: ar ir ur ow ue ew Common exception words
					Vowel digraphs and trigraphs: or ore aw air ear are Common exception words and awareness of compound words
					Vowel digraphs and trigraphs: ai i-e o-e u-e ie igh -tch Common exception words and awareness of compound words
					The /v/ sound at the end of words Adding s and es to words (plural of nouns and the third person singular of verbs) Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word New consonant spellings: wh and ph Words ending -y (/i:/ or /ɪ/) Common exception words

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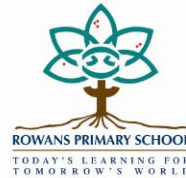
Long Term Plan: English



	Non-Fiction	Fiction	Poetry	Grammar	Spelling
Year 2	<ul style="list-style-type: none"> • Explanations • Recounts • Report • Instructions 	<ul style="list-style-type: none"> • Fairy Tales • Stories with recurring literary language • Myths (Creation Stories) 	<ul style="list-style-type: none"> • List Poems • Calligrams • Focus on one poet • Reciting familiar poems 	<ul style="list-style-type: none"> • Compound nouns • -ness and -er suffix to form nouns • -ful and -less suffix to form adjectives • -ly to turn adjectives into adverbs • Subordination (when, if, that, because) • Co-ordination (or, and, but) • Expanded noun phrases • Statement, question, command, exclamation • Capital letters, full stops, question marks, exclamation marks • Commas to separate items in a list • Apostrophes to mark missing letters (eg) it's • Apostrophes to mark possession in nouns (eg) the girl's name 	<p>The /d_3/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y</p> <p>The /s/ sound spelt c before e, i and y</p> <p>The /n/ sound spelt kn and (less often) gn at the beginning of words</p> <p>Common exception words</p>
					<p>The /a_1/ sound spelt -y at the end of words</p> <p>Adding -es to nouns and verbs ending in -y</p> <p>Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it.</p> <p>Adding -ed, -ing, -er and -est to a root word ending in -e with a consonant before it.</p> <p>Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter</p> <p>Common exception words</p>
					<p>The /ɪ/ sound spelt wr at the beginning of words</p> <p>The /l/ or /əl/ sound spelt -le at the end of words</p> <p>The /l/ or /əl/ sound spelt -el at the end of words</p> <p>The /l/ or /əl/ sound spelt -al at the end of words</p> <p>Words ending -il</p> <p>The /ɑ:/ sound spelt a before l and ll</p> <p>The /ʌ/ sound spelt o</p> <p>Common exception words</p>
					<p>The /i:/ sound spelt -ey</p> <p>The /ɒ/ sound spelt a after w and qu</p> <p>The /ɔ:/ sound spelt a after w</p> <p>The /z/ sound spelt s</p> <p>Homophones and near-homophones</p> <p>Common exception words</p>
					<p>Words ending in -tion</p> <p>Homophones and near-homophones</p> <p>Common exception words</p>
					<p>The possessive apostrophe (singular nouns)</p> <p>Contractions</p> <p>Homophones and near-homophones</p> <p>Common exception words</p>

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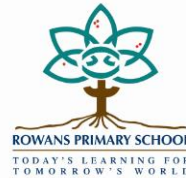
Long Term Plan: English



	Non-Fiction	Fiction	Poetry	Grammar	Spelling
Year 3	<ul style="list-style-type: none"> • Recount • Instructions - giving directions • Explanations • Report • Persuasion 	<ul style="list-style-type: none"> • Fables • Writing and performing a play • Fairy tales (alternative versions) • Adventure stories 	<ul style="list-style-type: none"> • Limericks • Haiku, tanka and kennings • Focus on one poet • Reciting familiar poems 	<ul style="list-style-type: none"> • Forming nouns using prefixes (eg) super-, anti-, auto- • A and an together with vowels and consonants • Word families (eg) solve, solution, solver, dissolve, insoluble • Conjunctions: when, before, after, while, so, because • Adverbs: then, next, soon, therefore • Prepositions: before, after, during, in • Introduction to paragraphs • Headings and sub-headings to aid presentation • Present perfect verbs versus simple past (eg) He has gone out to play versus He went out to play • Introduction to inverted commas to punctuate direct speech 	Possessive apostrophe with singular and plural words Homophones and near-homophones Common exception words
					Homophones and near-homophones Common exception words
					The suffix -ly Homophones and near-homophones Common exception words
					The /ʌ/ sound spelt ou More prefixes Homophones and near-homophones Common exception words
					Words with endings sounding like /zə/ or /tʃə/ Words with the /eɪ/ sound spelt ei, eigh, or ey Adding suffixes beginning with vowel letters to words of more than one syllable Homophones and near-homophones Common exception words
					Adding suffixes beginning with vowel letters to words of more than one syllable More prefixes Homophones and near-homophones Common exception words

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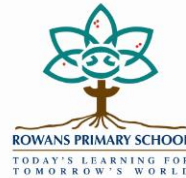
Long Term Plan: English



	Non-Fiction	Fiction	Poetry	Grammar	Spelling
Year 4	<ul style="list-style-type: none"> • Report • Persuasion • Discussion • Explanation 	<ul style="list-style-type: none"> • Myths (quests) • Writing and performing a play • Story settings • Stories with a theme 	<ul style="list-style-type: none"> • Riddles • Narrative poetry • Focus on one poet • Reciting familiar poems 	<ul style="list-style-type: none"> • Grammatical difference between plural and possessive -s • Standard English verb forms for verb inflections (eg) we were instead of we was/I did instead of I done • Expanded noun phrases using adjectives, nouns and prepositions • Fronted adverbials (eg) Later that day, I heard the bad news • Use of paragraphs to organise ideas around a theme • Appropriate choice of pronoun or noun • Inverted commas and other punctuation to indicate direct speech • Apostrophes to mark plural possession (eg) the girl's name, the girls' names • Use of commas after fronted adverbials 	Endlings which sound like /ʃən/, spelt -tion, -sion, -ssion and -cian Common exception words
					The suffixes -ation and -sion Common exception words
					The suffix -ous Common exception words
					More prefixes Common exception words
					The /ɪ/ sound spelt y elsewhere than at the end of words More prefixes Common exception words
					The suffix -ous Words with the /k/ sound spelt ch (Greek in origin) Words with the /ʃ/ sound spelt ch (mostly French in origin) Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin) Common exception words

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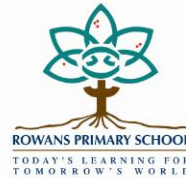
Long Term Plan: English



	Non-Fiction	Fiction	Poetry	Grammar	Spelling
Year 5	<ul style="list-style-type: none"> • Recount • Explanation • Persuasion • Instructions • Report • Discussion 	<ul style="list-style-type: none"> • Legends • Suspense and Mystery • Fiction from our literary heritage 	<ul style="list-style-type: none"> • Cinquain • Spoken word • poetry/ rap • Focus on one poet • Reciting familiar poems 	<ul style="list-style-type: none"> • Converting nouns or adjectives into verbs using suffixes (eg) -ate, -ise, -ify • Relative clauses beginning with: who, which, where, when, whose, that • Indicating degrees of possibility using adverbs (eg) perhaps, surely • Devices to control paragraph cohesion (eg) then, after that, this, firstly etc • Use time, place and number adverbials to link ideas across paragraphs • Brackets, dashes and commas as parenthesis, use of commas 	Words containing the letter-string ough Endings which sound like /ʃəs/ spelt -cious or -tious Common exception words
					Endings which sound like /ʃəl/ Homophones and near-homophones Common exception words
					Words ending in -ant, -ance, -ancy, -ent, -ence and -ency Homophones and near-homophones Common exception words
					Adding suffixes beginning with vowel letters to words ending in -fer Homophones and near-homophones Common exception words
					Words ending in -ible and -able Words ending in -ably and -ibly Homophones and near-homophones Common exception words
					Adding suffixes beginning with vowel letters to words ending in -fer Words with the /i:/ sound spelt ei after c Homophones and near-homophones Common exception words

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Long Term Plan: English



	Non-Fiction	Fiction	Poetry	Grammar	Spelling
Year 6	<ul style="list-style-type: none"> • Explanation • Recounts • Report • Persuasion • Discussion <p>Debating Skills</p>	<ul style="list-style-type: none"> • Fiction Genres • Narrative <p>Workshop: setting, characterisation, atmosphere, building tension</p>	<ul style="list-style-type: none"> • Read, write and perform free verse • Structure monologues • Focus on one poet 	<ul style="list-style-type: none"> • Informal versus formal vocabulary (eg) find out/discover, ask for/request, go in/enter • Synonyms and Antonyms • Passive versus active • Informal speech versus formal speech • Subjunctive forms in formal writing and speech • Linking ideas across paragraphs using a wider range of cohesive devices: repetition of words/phrases, grammatical connections such as adverbials (eg) on the other hand, in contrast, as a consequence • Ellipses • Layout devices: headings, sub-headings, columns, bullets, tables • Semi-colon, colon and dash to mark independent clauses • Use of colon for lists and semi-colon within lists • Punctuation of bullet points to list information • Hyphens for avoiding ambiguity (eg) man eating shark vs man-eating shark/recover vs re-cover 	<p>Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)</p> <p>Homophones and near-homophones Common exception words</p>