



Cedars Park Primary School

English Long Term Plan

Intent

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. At Cedars Park, we bring these aims to life by putting literacy skills at the heart of our curriculum. We want our children to become fluent speakers, avid readers and confident writers. Our children are empowered by a high-quality English curriculum that teaches our children to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. We ensure that our curriculum is accessible for all to enable all learners to make progress from their own starting points, including those with Special Educational Needs (SEN). This is achieved by planning being adapted to meet the needs and abilities of all. Where there are barriers, we pride ourselves on embracing different approaches and seizing new opportunities to ensure high-quality learning.

Implementation

The school's teaching and curriculum is tailored to meet individual pupils' needs, including those with SEN. If appropriate, reasonable adjustments to the curriculum will be implemented in order for our pupils to achieve and make progress from their own individual starting points. Children may benefit from the following to support their needs:

- A variety of teaching and learning styles
- Adapted learning materials and resources
- Access to ICT
- Additional in-class support
- Additional out of class support
- Support through one to one interaction, group activities or whole class work
- A range of extra-curricular activities, including a variety of after-school clubs, one to one support and booster sessions
- Assessment procedures to ensure children are monitored and given the appropriate support
- Advice & Support from outside agencies

Early Reading

At Cedars Park, synthetic phonics is taught using 'The Twinkl Phonics Programme'. The Twinkl Phonics Programme intends to not only provide children with opportunities to develop the knowledge, skills and understanding essential for reading and writing, but also, to develop each child's confidence, resilience and engagement in phonics lessons and a love for reading and writing. Pupils begin the programme in Early Years, through to Year 2, and where appropriate, KS2. Through the programme, children:



Cedars Park Primary School

English Long Term Plan

- learn to read and write sounds;
- read and spell words containing the sounds they have learnt;
- read common exception words speedily;
- read fiction and non-fiction books which closely match their phonic knowledge;
- write about what they have read; and
- practise letter formation and handwriting.

From Summer term in Reception, children take part in a reading lesson every day (Daily Supported Reading), in addition to high quality phonics teaching, where they encounter quality texts with an adult, which use a mixture of both phonically decodable and natural language. Ongoing weekly assessments enable the children to be grouped according to their instructional reading level and make rapid progress from their starting points.

Text-Based Reading

Once the pupils have secured their phonic skills and have learned to read independently, they progress onto our Text-Based Reading curriculum. From Year 2 to Year 6, each class has carefully chosen quality core texts. This selection includes a range of fiction, non-fiction and poetry books. Our text-based approach focuses on further developing the pupils' competencies and confidence in word reading and comprehension. Building on their early reading learning, we continue to teach our children to decode unfamiliar words and increase the number of words they can read on sight. We focus on comprehension and teach our children skills such as summarising, posing questions about what they have read and making inferences.

Having engaging and challenging core texts is one of the ways we encourage our pupils to develop a love of literature and to read for enjoyment. Evidence from research shows that ensuring our children develop all the skills of language is essential to unlocking access to the rest of the curriculum. Therefore, opportunities to read and write are embedded across the curriculum. This approach also expands our children's knowledge of the world in which we live. When children encounter words in their reading that they would rarely hear or use in everyday speech, we can systematically teach our children new vocabulary. Therefore, rich and lively vocabulary instruction is an essential component of all our reading lessons using strategies contained in *Bringing Words to Life* by Beck et al, as well as those within our chosen framework for teaching reading: *Destination Reader*. We know that by explicitly teaching vocabulary, we will encourage students to become interested and enthusiastic about words, keen to explore relationships among words and use them in a way that they come to 'own' the words.

Writing

Our writing curriculum helps develop children's competencies in two key areas - transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing). Carefully planned, regular writing opportunities are planned for using class texts or cross-curricular learning as an engaging stimulus. Each week, our children write at length for a range of real purposes and audiences. The pupils are taught how to plan their writing by



Cedars Park Primary School

English Long Term Plan

exploring and collecting ideas, drafting and re-reading their writing as it flows. Within these skills at the heart of developing our writers, we follow a cycle of writing:

1. Immersion: quality writing stimulus presented to children (which may be based on their class text or wider topic), discussing and investigating the features of the genre and generating ideas for writing.
2. Organising and planning their own writing.
3. Writing a first draft.
4. Editing and improving with support from their teacher and peers.
5. Reflecting on their improvement comments and finally redrafting and sometimes publishing their work.

Grammar, Spelling and Punctuation

The teaching of grammar, spelling and punctuation is embedded within reading and writing lessons so that children learn these skills and use them in context. Explicit knowledge of grammar and punctuation is important to enable the pupils to have a more conscious control and choice of their language. Once the pupils are familiar with a grammatical concept or punctuation markings, our teachers encourage them to apply and explore this concept in their own speech and writing.

We recognise that learning to spell can be tricky. In Key Stage 1, spelling is a focus of Phonics, which is taught using 'The Twinkl Phonics Programme'. In Key Stage 2, children follow the Spelling Shed programme. Each week the pupils have a set of spellings to revise and practice at home. These spellings are linked to the spelling focus taught that week.

Handwriting

As a school, we know that writing down ideas fluently depends on effective transcription, so handwriting is taught frequently in short handwriting lessons. Our teachers spend time explicitly teaching and modelling handwriting across the school and children are given regular opportunities to revise and practise correct letter formation.

In the Early Years, our children begin this journey by mark making and drawing patterns, which develops their fine motor skills. This develops through our EYFS with ensuring correct pencil grip by the children when they begin to make letters and string letters together to make words. As soon as they can form letters securely with the correct orientation, usually as they progress through KS1, we begin teaching continuous cursive script. We continue to teach handwriting as the children progress from Key Stage 1 to 2 with the aim of increasing the fluency with which children are able to write down what they want to say.



Cedars Park Primary School English Long Term Plan

Impact

At Cedars Park, we follow a Trust-wide approach to assessing writing. This is to enable a consistent approach across all Primaries within the Trust, which in turn allows for robust systems of moderation, to ensure that writing judgements made by teachers are as objective and accurate as possible. Pupils are made aware, as part of the writing cycle, the success criteria (or 'genre checklist') that they must follow in order to be successful writers in each genre. This enables them to be self-reflective and independent when making improvements to their writing.

Reading is assessed through termly tests, either past papers for Years 2 and 6, PIRA assessments in Early Years and Year 1, or those provided to us through our subscription to PiXL. Formalised tests help to quality assure assessments and judgements made by teachers, as well as allowing Leaders to benchmark the school's standards of reading against a larger 'PiXL cohort'. Weekly, ongoing assessments are also used, based on children's reading and feedback from adults during Daily Supported Reading lessons in KS1, and through reading journals or comprehension work from Year 2 onwards, where teachers can reach judgements on whether pupils are working towards, meeting or exceeding expectations for each year group.

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Early Years	Reading Texts Traditional Tale	<ul style="list-style-type: none"> ● Gary The Seagull ● Peck Peck Peck ● We're Going on A Bear Hunt by Michael Rosen ● Goldilocks and The Three Bears ● Handa's Surprise by ● Funny Bones by Allan Alhberg ● The Three Little Pigs 	<ul style="list-style-type: none"> ● Jack and The Beanstalk ● Rapunzel ● The Three Billy Goats Gruff ● The Gingerbread Man ● Stickman by Julia Donaldson ● The Nativity - The Bible ● Father Christmas Needs a Wee by 	<ul style="list-style-type: none"> ● Three Little Super Pigsby Claire Evans ● George's Dragon at the Fire Station by Claire Freedman ● Shifty McGifty & Slippery Sam by Tracey Corderoy ● Mog at the VET by Judith Kerr ● Alice's Wonderful Hospital Adventure by Tony Densley 	<ul style="list-style-type: none"> ● Portside Pirates ● Mr Gumpy's Motor Car ● The Train Ride ● Whatever Next ● Emma Jane's Aeroplane 	<ul style="list-style-type: none"> ● The Very Hungry Caterpillar by Eric Carle ● Argh Spider by Lydia Monks ● The Bad Tempered Ladybird by Eric Carle ● Mad about Minibeasts by Giles Andreae ● Sam Plants a Sunflower ● Jasper's Beanstalk by 	<ul style="list-style-type: none"> ● Rumble in the Jungle by Giles Andreae ● Monkey Puzzle by ● Giraffes Can't Dance ● Elephant Me ● The Enormous Crocodile ● The Animal Boogie ● The Rainbow Fish



Cedars Park Primary School

English Long Term Plan



				<ul style="list-style-type: none"> • Why should I brush my teeth? by Katie Daynes • Dinosaurs in the supermarket by Timothy Knapman 		<ul style="list-style-type: none"> • Honey Biscuits 	
	Writing Genres	<ul style="list-style-type: none"> • Name writing • Story Maps • Lists • Simple instructions • Caption writing • Characters 	<ul style="list-style-type: none"> • Name writing • Dictated story telling • captions/simple sentence writing • What happens next? • Sequencing • Rhyming Strings • Recall • Card writing 	<ul style="list-style-type: none"> • Name writing • Thank you letters/notes • Information books • Labelling • Wanted posters • Instructions • Descriptive writing 	<ul style="list-style-type: none"> • Name writing • Wanted posters • Lists • Postcards - captions and simple sentences. • Adventure stories - zig zag books • Class travel book 	<ul style="list-style-type: none"> • Name writing • Diary Writing • Letter writing • Simple rhyming strings • Sequencing life cycles • Sequencing events 	<ul style="list-style-type: none"> • Name writing • Non fiction research and retrieval • Using writing frames • All about me books • Rhymes • Kindness cards
	Punctuation and Grammar	<ul style="list-style-type: none"> • Capital letters • Full stops • Talking in full sentences 	<ul style="list-style-type: none"> • Capital letters • Full stops • Talking in full sentences 	<ul style="list-style-type: none"> • Capital letters • Full stops • Talking in full sentences 	<ul style="list-style-type: none"> • Capital letters • Full stops • Talking in full sentences 	<ul style="list-style-type: none"> • Capital letters • Full stops • Talking in full sentences 	<ul style="list-style-type: none"> • Capital letters • Full stops • Talking in full sentences
	Phonics / Spelling Rules	<ul style="list-style-type: none"> • Level 1 Twinkl Phonics (Consolidation from Pre-school) • Level 2 Phonics 	<ul style="list-style-type: none"> • Level 2 Twinkl Phonics 	<ul style="list-style-type: none"> • Level 2 Twinkl Phonics • Level 3 Twinkl Phonics 	<ul style="list-style-type: none"> • Level 3 Twinkl Phonics 	<ul style="list-style-type: none"> • Level 3 Twinkl Phonics 	<ul style="list-style-type: none"> • Level 4 Twinkl Phonics • Daily Supported Reading
Year 1	Reading Texts	<ul style="list-style-type: none"> • Charlie and Lola: I'm absolutely too small for school • Part of the Party. 	<ul style="list-style-type: none"> • Lost and Found • Poles Apart. • How to Catch Santa. 	<ul style="list-style-type: none"> • Dogger • Lost in the Toy Museum. 	<ul style="list-style-type: none"> • Toys in space. 	<ul style="list-style-type: none"> • Somebody Swallowed Stanley 	<ul style="list-style-type: none"> • Lucy and Tom at seaside • Commotion in the ocean • Storm Whale



Cedars Park Primary School English Long Term Plan



Writing Genres	<ul style="list-style-type: none"> Labels and captions- Booklet about my family. (3 weeks) Information text about the 4 seasons. (1 week) Instruction text- How to make a jam sandwich. (2 weeks) Poetry- shape poem. (1 week) 	<ul style="list-style-type: none"> Retelling a narrative. (2 weeks) Writing a narrative based on 'Poles apart'. (2 weeks) Instructions- How to catch Santa. (2 weeks) 	<ul style="list-style-type: none"> Narrative based on 'Dogger'. Recount of our school trip. Non-chronological report- toys from the past. 	<ul style="list-style-type: none"> Character description (Toys in space) Rewrite a narrative. (Lost in the toy museum) Poetry (2 weeks) 	<ul style="list-style-type: none"> Diary- Based on someone swallowing Stanley. Fact file- How Beach holidays have changed. 	<ul style="list-style-type: none"> Riddles/poetry based on Commotion in the ocean. . Narrative based on Lucy and Tom at the seaside. Recount of Felixstowe Trip. 	
Punctuation and Grammar	<ul style="list-style-type: none"> Leaving spaces between words Capital letters Full stops Question mark Capital letters for names of people and the personal pronoun 'I' 	<ul style="list-style-type: none"> Leaving spaces between words Capital letters Full stops Joining words and joining clauses using and Question mark Capital letters for places 	<ul style="list-style-type: none"> Leaving spaces between words Capital letters Full stops Joining words and joining clauses using and 	<ul style="list-style-type: none"> Leaving spaces between words Capital letters Full stops Joining words and joining clauses using and 	<ul style="list-style-type: none"> Leaving spaces between words Capital letters Full stops Joining words and joining clauses using and Capital letters for days of the weeks 	<ul style="list-style-type: none"> Leaving spaces between words Capital letters Full stops Joining words and joining clauses using and Exclamation mark 	
Phonics / Spelling Rules	<ul style="list-style-type: none"> Level 4 Twinkl Phonics (Consolidation from EYFS) Level 5 Twinkl 	<ul style="list-style-type: none"> Level 5 Twinkl Phonics Daily Supported Reading 	<ul style="list-style-type: none"> Level 5 Twinkl Phonics Daily Supported Reading 	<ul style="list-style-type: none"> Level 5 Twinkl Phonics Daily Supported Reading 	<ul style="list-style-type: none"> Level 5 Twinkl Phonics Daily Supported Reading 	<ul style="list-style-type: none"> Level 5 Twinkl Phonics Daily Supported Reading 	



Cedars Park Primary School English Long Term Plan



		Phonics ● Daily Supported Reading					
Year 2	Reading Texts	<ul style="list-style-type: none"> ● Superhero Instruction Manual - Kirstey Dempsey. ● Superworm - Julia Donaldson. ● Amy Johnson - information text. ● Acrostic poetry 	<ul style="list-style-type: none"> ● Michael Recycle - Ellie Bethel. ● LitterBug Doug - Letters ● Christmas Fact files 	<ul style="list-style-type: none"> ● The Flood - Alvaro F Villa ● Newspaper - various from different texts including newspaper reporting the sinking of the Titanic 	<ul style="list-style-type: none"> ● Various fairy tales ● The Three little wolves and the big bad pig. ● The true story of the three little pigs. ● **Inside the villains - Clotilde Perrin?? 	<ul style="list-style-type: none"> ● The Big Five - Julia Donaldson ● The Ugly Five -By Julia Donaldson 	<ul style="list-style-type: none"> ● Anansi the Spider and other Anansi tales. ● Long walk to Freedom - Nelson Mandela abridged by Chris Van Wyk ● Meerkat Mail - Emily Gravett
	Writing Genres	<ul style="list-style-type: none"> ● Instructions ● Narrative with recurring language ● Diary ● Acrostic Poetry 	<ul style="list-style-type: none"> ● Narrative in the style of Michael Recycle ● Letter-writing to persuade ● Non Chronological report - Christmas 	<ul style="list-style-type: none"> ● Narrative - Suspense writing ● Writing to inform: Newspaper report. ● Shape poems ● Narrative 	<ul style="list-style-type: none"> ● Alternative traditional tale Narrative 	<ul style="list-style-type: none"> ● Explanation text - food chains ● Riddles ● Biography - Nelson Mandela ● Report writing about habitats/Science report 	<ul style="list-style-type: none"> ● African Folk tales ● Recount-Africa Alive? ● Postcard to inform (link to ICT) ● Letter to inform (Write to new class teacher)
	Punctuation and Grammar	<ul style="list-style-type: none"> ● No excuses-sentence formation. ● Verbs ● Adjectives-noun phrases. ● Full stops/Question marks ● Recurring phrases 	<ul style="list-style-type: none"> ● No excuses-Sentence formation. ● Noun Phrases ● Expanded noun phrases ● Adverbs ● Verbs ● CL for proper nouns. 	<ul style="list-style-type: none"> ● No Excuses-Sentence formation. ● Noun Phrases ● Expanded noun phrases. ● Descriptive writing. ● Suspense language. 	<ul style="list-style-type: none"> ● Commas in a list. ● Full stops and Question marks. ● Conjunctions to join sentences. ● Time conjunctions. 	<ul style="list-style-type: none"> ● Adjectives ● Nouns ● Adverbs ● Riddles- suffixes er and est. ● Writing questions-using ? 	<ul style="list-style-type: none"> ● Question marks or full stops. ● pronouns ● Past tense



Cedars Park Primary School English Long Term Plan

		<ul style="list-style-type: none"> Pronouns Past tense Time conjunctions 	<ul style="list-style-type: none"> Persuasive language. Conjunctions- and, so, because, if titles/subtitles 	<ul style="list-style-type: none"> Conjunctions to join sentences. Exclamation ! Writing to inform CL for proper nouns. 			
	Phonics / Spelling Rules	<ul style="list-style-type: none"> 5 Twinkl Phonics (Consolidation from Year 1) Level 6 Twinkl Phonics Daily Supported Reading 	<ul style="list-style-type: none"> Level 6 Twinkl Phonics Daily Supported Reading 	<ul style="list-style-type: none"> Level 6 Twinkl Phonics Daily Supported Reading 	<ul style="list-style-type: none"> Level 6 Twinkl Phonics Daily Supported Reading 	<ul style="list-style-type: none"> Level 6 Twinkl Phonics Daily Supported Reading 	<ul style="list-style-type: none"> Level 6 Twinkl Phonics Daily Supported Reading
Year 3	Reading Texts	<ul style="list-style-type: none"> 'Stig of The Dump' - Clive King Non-fiction: Stone Age to Bronze Age 		<ul style="list-style-type: none"> The Iron Man - Ted Hughes The Tunnel - Anthony Browne Non-fiction: Earthquakes and volcanoes 		<ul style="list-style-type: none"> Fantastic Mr Fox - Roald Dahl 'Tales of a fourth grade nothing' - Judy Blume 	
	Writing Genres	<ul style="list-style-type: none"> Short Story Diary from the point of view of Barney Instructions on Sun Safety Newspaper Report about Diwali 	<ul style="list-style-type: none"> Narrative - The stone Age Boy Non-Chronological report about the body Poetry (Haiku) about the Bronze Age Persuasive writing balanced argument: Would you rather live in the Bronze Age or 	<ul style="list-style-type: none"> Recount of the first chapter of 'The Iron Man' from The Iron Man's point of view. Balanced argument (The Iron Man) Newspaper Report (Iron Man vs Space-Bat-Dragon-Angel) 	<ul style="list-style-type: none"> Adventure story (The Tunnel) Non-Chronological report (Earthquakes and volcanoes) Limerick poem 	<ul style="list-style-type: none"> Narrative - What will Mr Fox do next? Letter Writing - Mr Fox writing to the Farmers to persuade them to let them go free. Scientific Report - Plants (cress) 	<ul style="list-style-type: none"> Biography - Greta Thunberg Persuasive Speech - plastic & pollution, deforestation Poetry- (conversation)

			the Stone Age?				
	Punctuation and Grammar	<ul style="list-style-type: none"> Verbs Adjectives Nouns Conjunctions 	<ul style="list-style-type: none"> Expanded noun phrases Fronted adverbials Inverted commas Apostrophes 	<ul style="list-style-type: none"> Expanded noun phrases Co-ordinating conjunctions Subordinating conjunctions 	<ul style="list-style-type: none"> Fronted adverbials Adverbs Time conjunctions 	<ul style="list-style-type: none"> Subordinating clauses Prepositions Past progressive tense Progressive tense 	<ul style="list-style-type: none"> Expanded noun phrases Similes Fronted adverbials Conjunctions
	Phonics / Spelling Rules	<ul style="list-style-type: none"> The 'ow' sound spelt 'ou' The 'u' sound spelt 'ou' The 'i' sound spelt with a 'y' words with 'ze' ending -sure words with 'ch' ending in -ure. 	<ul style="list-style-type: none"> prefix 're' prefix 'dis' prefix 'mis' suffixes beginning with vowel letters suffixes beginning with vowel letters (doubling) the long 'a' sound spelt 'ai' 	<ul style="list-style-type: none"> the long 'a' sound spelt 'ei' the long 'a' sound spelled 'ey' the suffix -ly homophones 	<ul style="list-style-type: none"> ending with the 'l' sound spelt -al ending with the 'l' sound spelt 'le' adding the suffix to -ly to -le words the suffix -ally to -ic words 	<ul style="list-style-type: none"> adding the suffix -ly exceptions the suffix -er with -(t)ch words the 'k' sound spelt 'ch' 	<ul style="list-style-type: none"> words ending with the 'g' sounds spelled -gue the 's' sound spelled 'sc' homophone revision / words
Year 4	Reading Texts	<ul style="list-style-type: none"> Escape from Pompeii - Christian Balit Roman Quests - Caroline Lawrence <ul style="list-style-type: none"> Non fiction: Romans 		<ul style="list-style-type: none"> Anglo Saxon Boy - Tony Bradman Demon Dentist - David Walliams There's a Viking in my Bed - Jeremy Strong 		<ul style="list-style-type: none"> The Girl who Stole an Elephant - Nizrana Farook Hear the Mountains Roar - Jessica Butterworth <ul style="list-style-type: none"> Non fiction texts- wildlife 	
	Writing Genres	<ul style="list-style-type: none"> Non chronological report Informal Letter Play Script 	<ul style="list-style-type: none"> Narrative Myths Explanation 	<ul style="list-style-type: none"> Diary Newspaper Narrative 	<ul style="list-style-type: none"> Poetry story Non chronological report 	<ul style="list-style-type: none"> Diary Balanced argument biography 	<ul style="list-style-type: none"> Persuasion Poetry Non chronological report



Cedars Park Primary School English Long Term Plan



		<ul style="list-style-type: none"> • Instructions 					<ul style="list-style-type: none"> • Short story
	Punctuation and Grammar	<ul style="list-style-type: none"> • Fronted adverbials • Inverted commas and rules for speech • Determiners • Time conjunctions • Prepositions/prepositional phrases • Standard English 	<ul style="list-style-type: none"> • Expanded noun phrases • Present perfect tense • Subordinating conjunctions • Revision of rules of speech • Rhetorical questions for suspense • Similes/metaphors • Use of commas 	<ul style="list-style-type: none"> • Nouns and pronouns • Paragraphs • time conjunctions • Expanded noun phrases • Direct/indirect speech • Verb inflections 	<ul style="list-style-type: none"> • fronted adverbials • determiners • paragraphs • prepositional phrases 	<ul style="list-style-type: none"> • word classes • main clauses • subordinating clauses • contractions • apostrophes-possession • fronted adverbials • paragraphs • Reported speech • Past progressive tense • Persona pronouns 	<ul style="list-style-type: none"> • paragraphs • inverted commas • standard English • embedded clause • clauses • commas linked to fronted adverbials • expanded noun phrase • prepositional phrase
	Phonics / Spelling Rules	<ul style="list-style-type: none"> • Homophones/near homophones • in prefix • il- ir- prefix • inter- prefix • sub- prefix • Y3/4 challenge words 	<ul style="list-style-type: none"> • suffix -ation • adding -ly to adverbs • sh sound spelt ch • Y3/4 challenge words 	<ul style="list-style-type: none"> • -ion suffix • -ous suffix • ee sound spelt i • Y3/4 challenge words 	<ul style="list-style-type: none"> • au digraph • -tion suffix • -sion suffix • -cian suffix • adding -ly for adverbs of manner • Y3/4 challenge words 	<ul style="list-style-type: none"> • homophones • s sound spelt c • sol and real word families • phon and sign word families • super- anti- auto- prefixes • bi- prefix • Y3/4 challenge words 	<ul style="list-style-type: none"> • possessive apostrophe with plural words • revision • Y3/4 challenge words
Year 5	Reading Texts	<ul style="list-style-type: none"> • Percy Jackson and the Lightning Thief - Rick Riordan 	<ul style="list-style-type: none"> • Percy Jackson and the Lightning Thief - Rick Riordan 	<ul style="list-style-type: none"> • Boy at the Back of the Class - Onjali Q Rauf 	<ul style="list-style-type: none"> • Katherine Johnson - Devika Jina 	<ul style="list-style-type: none"> • Boy in the Girl's Bathroom - Louis Sachar 	<ul style="list-style-type: none"> • The London Eye Mystery - Siobhan Dowd



Cedars Park Primary School

English Long Term Plan



			<ul style="list-style-type: none"> Cloud Busting - Malorie Blackman 				
Writing Genres	<ul style="list-style-type: none"> Non chronological report Narrative - fantasy Persuasive speech 	<ul style="list-style-type: none"> Diary Newspaper report Discussion text Narrative - dilemma Poetry - free verse 	<ul style="list-style-type: none"> Narrative opening Narrative - writing from a different perspective Newspaper report 	<ul style="list-style-type: none"> Instructions Biography Poetry - blackout 	<ul style="list-style-type: none"> Explanation Diary Playscript 	<ul style="list-style-type: none"> Newspaper Narrative - mystery Poetry - narrative 	
Punctuation and Grammar	<ul style="list-style-type: none"> Relative clauses Expanded noun phrases Past tense Formal language 	<ul style="list-style-type: none"> Adverbials Parenthesis (brackets, dashes and commas) Subordinate clauses Inverted commas 	<ul style="list-style-type: none"> Inverted commas Formal and informal language Integrating dialogue to convey character. Passive verbs Hyphens 	<ul style="list-style-type: none"> Organisational and presentational devices Punctuating bullet points Semicolons and colons to mark clauses. Using a colon for a list 	<ul style="list-style-type: none"> Precising longer passages Using perfect form of verbs Consolidation. 	<ul style="list-style-type: none"> Choosing punctuation and grammar appropriate to text. Consolidation. 	
Phonics / Spelling Rules	<ul style="list-style-type: none"> Words ending in -ious Words ending in -cious Words ending in -cial and -tial Challenge words 	<ul style="list-style-type: none"> Words ending in -ant Words ending in -ance Words ending in -ent and -ence Words ending in -ible and -ibly Challenge words 	<ul style="list-style-type: none"> Words ending in -able Adverbs of time Adding vowel suffixes to words ending in -fer Words with silent letters 	<ul style="list-style-type: none"> Words with 'ee' sound spelt ei after c Words containing the letter string 'ough' Adverbs of possibility 	<ul style="list-style-type: none"> Challenge words Homophones or near homophones Hyphens used to join a prefix to a root word 	<ul style="list-style-type: none"> Challenge words Revision: Year 5 words 	

Year 6	Reading Texts	<ul style="list-style-type: none"> • The Silver Sword by Ian Serrailier • Rose Blanche by Roberto Innocenti • Scary Texts (The Vampire, The Dead House & Character Descriptions) 	<ul style="list-style-type: none"> • Mohinders War by Bali Rai • The Island by Armin Greider • Christmas themed texts (A Christmas Carol & Benjamin Zephaniah - Talking Turkeys) 	<ul style="list-style-type: none"> • Harry Potter and the Philosopher's Stone by JK Rowling • Titanic information texts 	<ul style="list-style-type: none"> • Skellig 	<ul style="list-style-type: none"> • Wonder by RJ Palacio 	<ul style="list-style-type: none"> • Benjamin Zephaniah poetry
	Writing Genres	<ul style="list-style-type: none"> • Diary entry • Explanation Text • Recount - Letter 	<ul style="list-style-type: none"> • Short Horror Narrative • Retell from a different perspective • Balanced Argument • Blackout Poem 	<ul style="list-style-type: none"> • Recount letter • Information Text about Owls • Newspaper Report • Flashback first person account 	<ul style="list-style-type: none"> • Free verse poetry • Building tension - discovering the spooky cupboard 	<ul style="list-style-type: none"> • Wonder by RJ Palacio 	<ul style="list-style-type: none"> • Benjamin Zephaniah Narrative Poetry
	Punctuation and Grammar	<ul style="list-style-type: none"> • Expanded noun phrases • Parenthesis • Dialogue 	<ul style="list-style-type: none"> • Semi-colons • Relative clauses • Modal verbs 	<ul style="list-style-type: none"> • Passive and active voice • Recap 	<ul style="list-style-type: none"> • Recap 	<ul style="list-style-type: none"> • Recap 	<ul style="list-style-type: none"> • Recap
	Phonics / Spelling Rules	Challenge words	Challenge words <ul style="list-style-type: none"> • Words with the short and long vowel sound i • prefix -over • prefix -ful 	<ul style="list-style-type: none"> • u or ow sounds • soft 'c' • prefix dis, un, over, im • words with 'f' sound spelled ph 	<ul style="list-style-type: none"> • words with unstressed vowel sounds • words with endings 'shuhl' after a vowel letter • Words with origins in other 	<ul style="list-style-type: none"> • acc at beginning of words • suffix -ably • suffix -ible, - ibly, -ent to -ence, -er, -or, -ar at the end of words 	<ul style="list-style-type: none"> • Adjectives • Grammar vocabulary • mathematical vocabulary



Cedars Park Primary School
English Long Term Plan



					countries		
--	--	--	--	--	-----------	--	--