

Grimsargh St Michael's C of E Primary School

Long Term Planning: English

English Area of Study:	Teacher LS - Heroes and Heroines – Bridging Unit Way Home for Wolf	
	Autumn 1	Autumn 2
Reading	<p><u>Writing their own Animal Adventure Story (part 1)</u></p> <ul style="list-style-type: none"> ▪ Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories, non-fiction, and contemporary and classic poetry. ▪ Orally retell a wider range of stories, fairy tales and traditional tales. ▪ Identify, discuss and collect favourite words and phrases. ▪ Introduce and discuss words within the context of the text, linking meanings to known vocabulary. ▪ Activate prior knowledge and raise questions e.g. What do we know? What do we want to know? What have we learned? ▪ Develop understanding of fiction and non-fiction texts by asking and answering who, what, where, when, why, how questions ▪ Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. ▪ Make inferences about characters and events using evidence from the text e.g. what is the character thinking, saying and feeling? ▪ Make predictions on what has been read so far. ▪ Make contributions to whole class and group discussions. ▪ Listen and respond to contributions from others. <p><u>Reading and responding to non-fiction text</u></p> <ul style="list-style-type: none"> ▪ Participate in discussion about what is read to them, taking turns and listening to what others say. ▪ Read a range of non-fiction texts which are structured in different ways, including information, explanations, instructions, recounts, reports. ▪ <i>Introduce and discuss words within the context of the text, linking meanings to known vocabulary.</i> 	<p><u>Writing a page in a non-fiction book.</u></p> <ul style="list-style-type: none"> ▪ <i>Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories, non-fiction, and contemporary and classic poetry.</i> ▪ Read a range of non-fiction texts which are structured in different ways, including information, explanations, instructions, recounts, reports. ▪ <i>Identify, discuss and collect favourite words and phrases.</i> ▪ <i>Introduce and discuss words within the context of the text, linking meanings to known vocabulary.</i> ▪ Use morphology to work out the meaning of unfamiliar words e.g. terror, terrorised. ▪ <i>Activate prior knowledge and raise questions e.g. What do we know? What do we want to know? What have we learned?</i> ▪ <i>Develop understanding of fiction and non-fiction texts by asking and answering who, what, where, when, why, how questions.</i> ▪ Identify how specific information is organised within a nonfiction text e.g. sub-headings, contents, bullet points, glossary, diagrams. ▪ Locate information from non-fiction texts using the contents page, index, labelled diagrams and charts. ▪ Participate in discussion about what is read to them, taking turns and listening to what others say. <p><u>Writing their own Animal Adventure Story (part 2)</u></p> <ul style="list-style-type: none"> ▪ <i>Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories, non-fiction, and contemporary and classic poetry.</i> ▪ <i>Orally retell a wider range of stories, fairy tales and traditional tales.</i> ▪ <i>Identify, discuss and collect favourite words and phrases.</i> ▪ <i>Introduce and discuss words within the context of the text, linking meanings to known vocabulary.</i>

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		<ul style="list-style-type: none"> ▪ <i>Activate prior knowledge and raise questions e.g. What do we know? What do we want to know? What have we learned?</i> ▪ <i>Develop understanding of fiction and non-fiction texts by asking and answering who, what, where, when, why, how questions.</i> ▪ <i>Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text.</i>
<p>Writing</p>	<p><u>Writing their own Animal Adventure Story (part 1)</u></p> <ul style="list-style-type: none"> ▪ Orally compose every sentence before writing. ▪ Write simple sentences that can be read by themselves and others. ▪ Re-read every sentence to check it makes sense. ▪ Orally rehearse each sentence prior to writing. ▪ Develop a positive attitude to writing. ▪ Secure the use of full stops, capital letters, exclamation marks and question marks. ▪ Say, write and punctuate simple and compound sentences using the joining words and, but, so and or (co-ordination). ▪ Plan and discuss what to write about e.g. story mapping, collecting new vocabulary, key words and ideas. ▪ Use past tense for narrative ▪ Use specific text type features to write for a range of audiences and purposes e.g. to instruct, inform, entertain, explain, discuss, persuade. ▪ Edit and improve own writing in relation to audience and purpose. ▪ Proofread to check for errors in spelling, grammar and punctuation. <p>Writing opportunities when looking at <u>non-fiction texts</u></p> <ul style="list-style-type: none"> ▪ <i>Secure the use of full stops, capital letters, exclamation marks and question marks.</i> ▪ Use commas to separate items in a list. ▪ <i>Say, write and punctuate simple and compound sentences using the joining words and, but, so and or (co-ordination).</i> ▪ Select, generate and effectively use adjectives. 	<p><u>Writing a page in a non-fiction book.</u></p> <ul style="list-style-type: none"> ▪ <i>Orally rehearse each sentence prior to writing.</i> ▪ <i>Develop a positive attitude to writing.</i> ▪ <i>Secure the use of full stops, capital letters, exclamation marks and question marks.</i> ▪ <i>Say, write and punctuate simple and compound sentences using the joining words and, but, so and or (co-ordination).</i> ▪ <i>Plan and discuss what to write about e.g. story mapping, collecting new vocabulary, key words and ideas.</i> ▪ <i>Use past tense for narrative.</i> ▪ <i>Use specific text type features to write for a range of audiences and purposes e.g. to instruct, inform, entertain, explain, discuss, persuade.</i> ▪ <i>Edit and improve own writing in relation to audience and purpose.</i> ▪ <i>Proofread to check for errors in spelling, grammar and punctuation.</i> <p><u>Writing their own Animal Adventure Story (part 2)</u></p> <ul style="list-style-type: none"> ▪

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	<ul style="list-style-type: none"> ▪ Identify, generate and effectively use noun phrases, e.g. the blue butterfly with shimmering wings (for description), granulated sugar (for specification). ▪ <i>Plan and discuss what to write about e.g. story mapping, collecting new vocabulary, key words and ideas.</i> ▪ <i>Orally rehearse each sentence prior to writing.</i> ▪ Make simple notes from non-fiction texts, e.g. highlighting and noting key words. ▪ <i>Use specific text type features to write for a range of audiences and purposes e.g. to instruct, inform, entertain, explain, discuss, persuade.</i> ▪ Evaluate their writing with adults and peers. ▪ Proofread to check for errors in spelling, grammar and punctuation. 	
<p>Punctuation and Grammar</p>	<p><u>Grammar Warm ups for Writing their own Animal Adventure Story (part 1)</u></p> <ul style="list-style-type: none"> ▪ Say, write and punctuate simple and compound sentences using the joining words and, but, so and or (co-ordination). ▪ Secure the use of full stops, capital letters, exclamation marks and question marks. <p><u>Grammar warm ups for Reading and responding to non-fiction books</u></p> <ul style="list-style-type: none"> ▪ Secure the use of full stops, capital letters, exclamation marks and question marks. (Y2) 	<p><u>Grammar warm ups for Reading and responding to non-fiction books</u></p> <ul style="list-style-type: none"> ▪ Secure the use of full stops, capital letters, exclamation marks and question marks. (Y2) <p><u>Grammar Warm ups for Writing their own Animal Adventure Story (part 2)</u></p> <ul style="list-style-type: none"> ▪ Add suffix to change the tense of a word -ed ▪ Use past tense for narratives
<p>Spelling</p>	<ul style="list-style-type: none"> ▪ The /or/ sound spelt a ▪ Soft c ▪ Adding the suffix -y (double the consonant) ▪ Adding the suffix -y (drop the e and add y) ▪ Adding the suffix -ly ▪ The /n/ sound spelt kn ▪ The /igh/ sound spelt y 	<ul style="list-style-type: none"> ▪ Adding the suffix -ing ▪ Adding the suffix -ing (2) ▪ The /j/ sound ▪ The /o/ sound spelt a ▪ Add the suffix -ed ▪ Add the suffix -ed (2) ▪ Add the suffix -ed (3)

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English Area of Study:	Teacher HC Our Changing World Explorers - Man on the Moon The Farm Shop - Mudpuddle Farm Mossop's Last Chance	
	Spring 1 Stories by the same Author Story based on a model Non-Chronological reports A class information book on the theme of explorers and exploring	Spring 2 Stories with a familiar setting Innovated narrative/part of with a farm setting Persuasion Persuasive leaflet or poster Riddles Own riddle based on a fruit or vegetable at the farm shop
Reading	<ul style="list-style-type: none"> • Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes. • Read further common exception words, noting tricky parts. • Use tone and intonation when reading aloud. • Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories. • Introduce and discuss words within the context of a text, linking new meanings to known vocabulary. • Identify, discuss and collect favourite words and phrases. • Make predictions based on what has been read so far. • Sequence and discuss the main events in stories. • Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. • Demonstrate understanding of fiction and non-fiction texts by asking and answering who, what, where, when, why, how questions. • Make inferences about characters and events using evidence from the text, e.g. <i>what is a character thinking, saying and feeling?</i> • Make contributions in whole class and group discussion. 	<ul style="list-style-type: none"> • Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes. • Read words containing common suffixes e.g. <i>-ness, -ment, -ful, -less, -ly</i>. • Read frequently encountered words quickly and accurately without overt sounding and blending. • Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories. • Introduce and discuss words within the context of a text, linking new meanings to known vocabulary. • Identify, discuss and collect favourite words and phrases. • Demonstrate understanding of texts by asking who, what, where, when, why, how questions. • Make predictions based on what has been read so far. • Make inferences about characters and events using evidence from the text e.g. <i>what is a character thinking, saying and feeling?</i> • Explain and discuss their understanding, giving opinions and supporting with reasons e.g. <i>Hansel was clever when he put stones in his pocket because...</i> • Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. • Consider other points of view.

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	<ul style="list-style-type: none"> • Read frequently encountered words quickly and accurately without overt sounding and blending. • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. • Read a range of non-fiction texts which are structured in different ways, including information, explanations, instructions, recounts, reports. • Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including non-fiction. • Activate prior knowledge and raise questions e.g. <i>What do we know? What do we want to know? What have we learned?</i> • Identify how specific information is organised within a non-fiction text, e.g. <i>sub-headings, contents, bullet points, glossary, diagrams.</i> • Locate information from non-fiction texts using the contents page, index, labelled diagrams and charts. • Check that texts make sense while reading and self-correct. • Participate in discussion about what is read to them, taking turns and listening to what others say. • Listen and respond to contributions from others. 	<ul style="list-style-type: none"> • Read further common exception words, noting tricky parts. • Read words containing common suffixes e.g. <i>-ing, -ed, -er, -est, -y.</i> • Use tone and intonation when reading aloud. • Identify, discuss and collect favourite words and phrases. • Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including non-fiction. • Demonstrate understanding of fiction and non-fiction texts by asking and answering who, what, where, when, why, how questions. • Read a range of non-fiction texts which are structured in different ways, including information, explanations, instructions, recounts, reports. • Identify how specific information is organised within a non-fiction text e.g. <i>sub-headings, contents, bullet points, glossary, diagrams.</i> • Participate in discussion about what is read to them, taking turns and listening to what others say. • Check that texts make sense while reading and self-correct. • Make personal reading choices and explain reasons for choices. • Listen to, discuss and express views about a range of texts at a level beyond that at which they can read independently including contemporary and classic poetry. • Listen and respond to contributions from others.
<p>Writing</p>	<ul style="list-style-type: none"> • Use apostrophes for contracted forms e.g. <i>don't, can't, wouldn't, you're, I'll.</i> • Use subordination for time using <i>when, before</i> and <i>after</i> e.g. <i>We went out to play when we had finished our writing. When we had finished our writing, we went out to play.</i> • Use past tense for narratives, recounts and historical reports. • Plan and discuss what to write about, e.g. <i>story, collecting new vocabulary, key words and ideas.</i> • Orally rehearse each sentence prior to writing. • Develop a positive attitude to writing. 	<ul style="list-style-type: none"> • Use sentences with different forms: statement, question, command, exclamation. • Use past tense for narratives, recounts and historical reports. • Select, generate and effectively use adjectives. • Add suffixes <i>-ful</i> or <i>-less</i> to create adjectives e.g. <i>playful, careful, careless, hopeless.</i> • Plan and discuss what to write about, e.g. <i>story mapping, collecting new vocabulary, key words and ideas.</i> • Orally rehearse each sentence prior to writing. • Develop a positive attitude to writing.

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- Write about fictional events.
- Develop stamina for writing in order to write at length.
- Proofread to check for errors in spelling, grammar and punctuation.
- Read aloud their writing with intonation to make their meaning clear.

- Use subordination for reason using *because* and *if* e.g. *I put on my coat because it was raining. Because it was raining, I put on my coat.*
- Use present tense for non-chronological reports.
- Use past tense for historical reports.
- Plan and discuss what to write about e.g. *text mapping, collecting new vocabulary, key words and ideas.*
- Use specific text type features to write for a range of audiences and purposes e.g. *to inform.*
- Write about real events.
- Make simple notes from non-fiction texts, e.g. highlighting and noting key words.
- Edit and improve their own writing in relation to audience and purpose.

- Develop stamina for writing in order to write at length.
- Write about fictional events.
- Evaluate their writing with adults and peers.
- Proofread to check for errors in spelling, grammar and punctuation.
- Proofread to check for correct form of verbs within sentences, e.g. correcting *he walking to the shop* to *he walked to the shop.*

- Use sentences with different forms: statement, question, command, exclamation.
- Use commas to separate items in a list.
- Explore the progressive form of verbs in the present tense (e.g. *she is drumming*) and past tense (e.g. *he was shouting*) to mark actions in progress.
- Use present tense for persuasive adverts.
- Select, generate and effectively use adjectives.
- Use suffixes *-er* and *-est* to create adjectives e.g. faster, fastest, smaller, smallest.
- Plan and discuss what to write about, e.g. *story mapping, collecting new vocabulary, key words and ideas.*
- Orally rehearse each sentence prior to writing.
- Develop a positive attitude to writing.
- Use specific text type features to write for a range of audiences and purposes, e.g. to persuade.
- Edit and improve their own writing in relation to audience and purpose.
- Evaluate their writing with adults and peers.
- Read aloud their writing with intonation to make the meaning clear.

- Use subordination for time using *when, before* and *after* e.g. *We went out to play when we had finished our writing. When we had finished our writing, we went out to play.*
- Use subordination for reason using *because* and *if* e.g. *I put my coat on because it was raining. Because it was raining, I put on my coat.*

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		<ul style="list-style-type: none"> Identify, generate and effectively use noun phrases, e.g. <i>the blue butterfly with shimmering wings</i> (for description), <i>granulated sugar</i> (for specification). Plan and discuss what to write about, e.g. collecting new vocabulary, key words and ideas. Use specific text type features to write for a range of audiences and purposes. Write simple poems based on models. Proofread to check for errors in spelling, grammar and punctuation.
Punctuation and Grammar	<ul style="list-style-type: none"> Focus on using subordination for time using <i>when, before</i> and <i>after</i>. E.g. <i>We went out to play when we had finished our writing. When we had finished our writing, we went out to play.</i> Apostrophes for contracted forms e.g. <i>don't, can't, wouldn't, you're, and I'll.</i> Subordination for reason using <i>because</i> and <i>if</i> e.g. <i>I put on my coat because it was raining. Because it was raining, I put on my coat.</i> Focus on identifying past and present tense. (Note: use present tense for non-chronological reports and past tense for historical reports). 	<ul style="list-style-type: none"> Focus on adding suffixes <i>-ful</i> or <i>-less</i> to create adjectives e.g. <i>playful, careful, careless, hopeless.</i> Use sentences with different forms: statement, question, command, exclamation Use the present tense for persuasive adverts. Progressive form of verbs in the present tense (e.g. <i>she is drumming</i>) to mark actions in progress. Use the suffixes <i>-er</i> and <i>-est</i> to create adjectives e.g. <i>faster, fastest, smaller, smallest.</i> Commas to separate items in a list. Identify, generate and effectively use noun phrases, e.g. <i>the blue butterfly with shimmering wings</i> (for description), <i>granulated sugar</i> (for specification). Subordination for time using <i>when, before</i> and <i>after</i> and reason using <i>because</i> and <i>if</i>
Spelling	<ul style="list-style-type: none"> Identify Y2 CEW within the text. Any focus spellings from relevant unit in RW1 - Adding the suffix <i>-ing</i> Adding the suffix <i>-ing</i> (2) The <i>/j/</i> sound The <i>/o/</i> sound spelt a after w and qu. 	<ul style="list-style-type: none"> Identify Y2 CEW within the text. RW1 - Year 2A Unit 4 Adding the suffix -y (2) (<i>to words ending in e</i>). Year 2A Unit 9 Adding the suffix -ing (2) (<i>to words ending in e or ie</i>). Year 2A Unit 14 Adding the suffix -ed (3) (<i>dropping e to add -ed, and revision of doubling final consonant and swapping y for i</i>).

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	<ul style="list-style-type: none">• Add the suffix -ed	<ul style="list-style-type: none">• Year 2B Unit 2 Adding the suffixes -er or -est (1) <i>(words where no change is needed; words ending in e).</i>
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English Area of Study:	Unscrew the Lid...Release the Potential	
	Summer 1 Animal Adventure stories Write an animal adventure story or a new chapter to the Wind in the Willows. Recount: letters Recount, written in role as a character from the story, as a letter Classic Poems Write a poem or verse based on a classic poem, which has been learnt by heart.	Summer 2 Story as a theme A written narrative based on a film/picture book with a seaside setting. Poems on a theme A seaside poem Explanations An explanation text linked to a process that happens at the seaside.
Reading	<ul style="list-style-type: none"> • Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes. • Read accurately words of two or more syllables that contain alternative sounds for graphemes, e.g. <i>shoulder, roundabout, grouping</i>. • Read longer and less familiar texts independently. • Check that texts make sense while reading and self-correct. • Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently including stories. • Sequence and discuss the main events in stories. • Introduce and discuss words within the context of a text, linking new meanings to known vocabulary. • Use morphology to work out the meaning of unfamiliar words e.g. <i>terror, terrorised</i>. • Make inferences about characters and events using evidence from the text e.g. what is a character thinking, saying and feeling? • Explain and discuss their understanding, giving opinions and supporting with reasons e.g. <i>Hansel was clever when he put stones in his pocket because ...</i> • Participate in discussion about what is read to them, taking turns and listening to what others say. 	<ul style="list-style-type: none"> • Read further common exception words, noting tricky parts. • Reread books to build up fluency and confidence in word reading. • Read longer and less familiar texts independently. • Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories. • Sequence and discuss the main events in stories. • Orally retell a wider range of stories, fairy tales and traditional tales. • Recognise the use of repetitive language within a text (e.g. <i>run, run as fast as you can</i>) and across texts (e.g. <i>long, long ago in a land far away...</i>). • Introduce and discuss words within the context of a text, linking new meanings to known vocabulary. • Use morphology to work out the meaning of unfamiliar words, e.g. <i>terror, terrorised</i>. • Make predictions based on what has been read so far. • Make inferences about characters and events using evidence from the text, e.g. <i>what is a character thinking, saying and feeling?</i> • Explain and discuss their understanding, giving opinions and supporting with reasons e.g. <i>Hansel was clever when he put stones in his pocket because...</i>

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- Read accurately words of two or more syllables that contain alternative sounds for graphemes, e.g. *shoulder, roundabout, grouping*.
 - Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently.
 - Sequence and discuss the main events in stories and recounts.
 - Read longer and less familiar texts independently.
 - Check that texts make sense while reading and self-correct.
 - Read a range of non-fiction texts which are structured in different ways, including recounts.
 - Identify how specific information is organised within a non-fiction text.
 - Introduce and discuss words within the context of a text, linking new meanings to known vocabulary.
 - Use morphology to work out the meaning of unfamiliar words, e.g. *terror, terrorised*.
 - Make inferences about characters and events using evidence from the text, e.g. what is a character thinking, saying and feeling?
 - Explain and discuss their understanding, giving opinions and supporting with reasons e.g. *Hansel was clever when he put stones in his pocket because ...*
 - Consider other points of view.
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- Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes.
 - Read frequently encountered words quickly without overt sounding and blending.
 - Use tone and intonation when reading aloud.
 - Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including classic poetry.
 - Learn and recite a range of poems using appropriate intonation.

- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
 - Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including contemporary and classic poetry.
 - Read words containing common suffixes e.g. *-ness, -ment, -ful, -less -ly, -ing, -ed, -er, -est, -y*.
 - Use tone and intonation when reading aloud.
 - Learn and recite a range of poems using appropriate intonation.
 - Identify, discuss and collect favourite words and phrases.
 - Recognise the use of repetitive language within a poem.
 - Make personal reading choices and explain reasons for choices.
 - Make contributions in whole class and group discussion.
 - Listen and respond to contributions from others.
 - Demonstrate understanding of fiction and non-fiction texts by asking and answering who, what, where, when, why, how questions.
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- Read words containing common suffixes e.g. *-ness, -ment, -ful, -less -ly, -ing, -ed, -er, -est, -y*.
 - Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
 - Reread books to build up fluency and confidence in word reading.
 - Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently including non-fiction.
 - Read a range of non-fiction texts which are structured in different ways, including explanations.
 - Identify how specific information is organised within a non-fiction text e.g. *sub-headings, bullet points, glossary, diagrams*.

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	<ul style="list-style-type: none"> • Recognise use of repetitive language within a text or poem. • Introduce and discuss words within the context of a text, linking new meanings to known vocabulary. • Make contributions in whole class and group discussion. • Demonstrate understanding of fiction and non-fiction texts by asking and answering <i>who, what, where, when, why, how</i> questions. 	<ul style="list-style-type: none"> • Introduce and discuss words within the context of a text, linking new meanings to known vocabulary. • Check that texts make sense while reading and self-correct. • Demonstrate understanding of fiction and non-fiction texts by asking and answering <i>who, what, where, when, why, how</i> questions.
<p>Writing</p>	<ul style="list-style-type: none"> • Use apostrophes for contracted forms, e.g. <i>don't, can't, wouldn't, you're, I'll</i>. • Use apostrophes for singular possession in nouns, e.g. <i>the girl's name</i>. • Select, generate and effectively use nouns. • Add suffixes <i>-ness</i> and <i>-er</i> to create nouns, e.g. <i>happiness, sadness, teacher, baker</i>. • Use subordination for time using <i>when, before</i> and <i>after</i>. • Use subordination for reason using <i>because</i> and <i>if</i>. • Use past tense for narratives, recounts and historical reports. • Plan and discuss what to write about, e.g. story mapping, collecting new vocabulary, key words and ideas. • Develop a positive attitude to writing. • Develop stamina for writing in order to write at length. • Use specific text type features to write for a range of audiences and purposes, e.g. <i>to entertain</i>. • Write about real and fictional events. • Edit and improve own writing in relation to audience and purpose. • Evaluate their writing with adults and peers. • Use commas to separate items in a list. • Select, generate and effectively use adjectives. • Add suffixes <i>-ful</i> or <i>-less</i> to create adjectives, e.g. <i>playful, careful, careless, hopeless</i>. • Use suffixes <i>-er</i> and <i>-est</i> to create adjectives, e.g. <i>faster, fastest, smaller, smallest</i>. 	<ul style="list-style-type: none"> • Use apostrophes for contracted forms, e.g. <i>don't, can't, wouldn't, you're, I'll</i>. • Use apostrophes for singular possession in nouns, e.g. <i>the girl's name</i>. • Select, generate and effectively use nouns. • Add suffixes <i>-ness</i> and <i>-er</i> to create nouns, e.g. <i>happiness, sadness, teacher, baker</i>. • Use subordination for time using <i>when, before</i> and <i>after</i>. • Use subordination for reason using <i>because</i> and <i>if</i>. • Use past tense for narratives, recounts and historical reports. • Plan and discuss what to write about, e.g. story mapping, collecting new vocabulary, key words and ideas. • Develop a positive attitude to writing. • Develop stamina for writing in order to write at length. • Use specific text type features to write for a range of audiences and purposes, e.g. <i>to entertain</i>. • Write about real and fictional events. • Edit and improve own writing in relation to audience and purpose. • Evaluate their writing with adults and peers. • Use commas to separate items in a list. • Select, generate and effectively use adjectives. • Add suffixes <i>-ful</i> or <i>-less</i> to create adjectives, e.g. <i>playful, careful, careless, hopeless</i>. • Use suffixes <i>-er</i> and <i>-est</i> to create adjectives, e.g. <i>faster, fastest, smaller, smallest</i>.

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| | <ul style="list-style-type: none">• Plan and discuss what to write about, e.g. collecting new vocabulary, key words and ideas.• Use specific text type features to write for a range of audiences and purposes.• Write simple poems based on models.• Read aloud their writing with intonation to make the meaning clear.
• Say, write and punctuate simple and compound sentences using the joining words <i>and, but, so</i> and <i>or</i>.• Use subordination for reason using <i>because</i> and <i>if</i> e.g. <i>I put my coat on because it was raining. Because it was raining, I put on my coat.</i>• Use subordination for time using <i>when, before</i> and <i>after</i> e.g. <i>We went out to play when we had finished our writing. When we had finished our writing, we went out to play.</i>• Use the subordinating conjunction <i>that</i> in a sentence, e.g. <i>I hope that it doesn't rain on sports day.</i>• Plan and discuss what to write about e.g. collecting new vocabulary, key words and ideas.• Use specific text type features to write for a range of audiences and purposes e.g. to explain.• Edit and improve own writing in relation to audience and purpose.• Proofread to check for errors in spelling, grammar and punctuation. | <ul style="list-style-type: none">• Use specific text type features to write for a range of audiences and purposes.• Write simple poems based on models.• Read aloud their writing with intonation to make the meaning clear.
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Grimsargh St Michael's C of E Primary School

Long Term Planning: English

<p>Punctuation and Grammar</p>	<ul style="list-style-type: none"> • Say, write and punctuate simple and compound sentences using the joining words <i>and, but, so</i> and <i>or</i>. • Use apostrophes for singular possession in nouns. • Select, generate and effectively use nouns. • Add suffixes <i>-ness</i> and <i>-er</i> to create nouns. • Use commas to separate items in a list. 	<ul style="list-style-type: none"> • Use subordination for reason using <i>because</i> and <i>if</i>. • Use past tense for narratives, recounts and historical reports. • Use the subordinating conjunction <i>that</i> in a sentence.
<p>Spelling</p>	<p>Identify Y2 CEW/Red words within the text. RWI - Year 2A Unit 5, -ly Adding the suffix -ly <i>(to words to make adverbs).</i> Year 2B Unit 6, -ness (1) Adding the suffix -ness (1) <i>(adding to a root word with no change to the root word).</i> Year 2B Unit 7, -ness (2) Adding the suffix -ness (2) <i>(swapping y to i).</i> Year 2B Unit 11, -ful Adding the suffix -ful Year 2B Unit 12, -less Adding the suffix -less. Year 2B Unit 13, -ment Adding the suffix -ment.</p>	<p>Identify Y2 CEW/Red words within the text. RWI - Year 2B Unit 2 Adding the suffixes -er or -est (1) <i>(words where no change is needed; words ending in e).</i> Recap of any spellings unsure of. Secure CEW/Red word spellings.</p>