

Long-term Planning Matrix: English

AUTUMN		SPRING		SUMMER		
Topics/Themes	Skills/ Understanding	Topics/Themes	Skills/ Understanding	Topics/Themes	Skills/ Understanding	
<p>Ourselves (My Map Book by Sara Fanelli) – getting to know you topic</p> <p>Yum Yum – (Lighthouse Keepers Picnic, Oliver’s Fruit Salad) - Healthy eating topic with creative writing links to Croxteth Park trip and postcards from our teddy Bear.</p>	<p>Reading – Comprehension, phonetic awareness and focus on decoding and encoding using phonological knowledge.</p> <p>Writing – Using phonological knowledge to spell correctly and teach high frequency words – focus on the introduction of the Collins cursive handwriting scheme and correct sentence construction.</p> <p>Speaking and listening- gaining confidence and speaking appropriately for ranges of audience’s.</p>	<p>Buildings Tall</p> <p>Buildings Small (The Three Little Pigs) – history topic – we use a range of mediums such as ICT and drama to retell different versions of the story from different characters perspectives.</p>	<p>Reading – continues as above but with a bigger focus on expression and inference and deduction.</p> <p>Writing – continues as above but with focus on compositional skills.</p> <p>Speaking and Listening – as above but focus on taking into account the needs of the listener.</p>	<p>Splish, Splash, Splosh (light house keepers lunch) – trip to New Brighton with lots of creative writing.</p> <p>The Bog Baby – again lots of creative writing focusing on description and using descriptive words to make our writing more interesting.</p>	<p>Reading – as above but with a focus on reading a wide range of genres with increasing accuracy and understanding.</p> <p>Writing – focus on writing for different purposes and using appropriate vocabulary for a range of audiences.</p> <p>Speaking and listening – as above but with a focus on selecting useful information whilst listening to a speaker.</p>	Y1
<p>Holidays</p> <p>Colours</p> <p>The Owl that was afraid of the dark.</p> <p>Instructions</p> <p>St Lucia</p> <p>Christmas</p>	<p>Adapting reading and writing for a variety of purposes and audiences:</p> <p>Diary Writing</p> <p>Basic Poem Writing</p> <p>Factual Writing, Sentence Beginnings, Acrostic Poems, Fictional writing, Story Retelling.</p> <p>Non-fiction writing</p> <p>Fictional writing-</p>	<p>Holidays</p> <p>The Pied Piper</p> <p>Instructions</p> <p>Goldilocks-Invitations</p> <p>Book Summary (Aardvark)</p> <p>Electricity</p> <p>School Visit</p>	<p>Continuing reading and writing experiences with focus on adapting and editing and engaging reader:</p> <p>Diary Writing</p> <p>Fictional Writing- continuing a story</p> <p>Acrostic Poem</p> <p>Non-fiction writing.</p> <p>Fictional writing in a particular form</p> <p>Writing a précis</p>	<p>Holidays</p> <p>Cinderella-invitations</p> <p>Minibeasts</p> <p>Summer</p> <p>The Dragon’s Egg (adapted to Dragon Unit on story writing)</p> <p>My year in year 2.</p>	<p>Independent readers now questioning of texts becoming a focus.</p> <p>Variety of sophisticated writing experiences given:</p> <p>Diary Writing</p> <p>Fictional writing-my holiday adventure</p> <p>Fictional writing in a particular form.</p> <p>Fictional writing (I am a tadpole)</p>	Y2

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	postcards Sequencing a story.		Writing rules (non-fiction) Factual account (recount) Descriptive writing		Poem Writing Recount of a fictional story Factual recount	
Character review Book review Letter writing Kennings poetry Shape poems Instructions	<p>Children can describe characters using appropriate adjectives</p> <p>Children can explain why they like books by a particular author, referring to an author's styles or themes in a book review.</p> <p>Children can identify the key features of different types of letters.</p> <p>Children can analyse key features of a performance poem, perform a poem in a group & begin to write a list poem.</p> <p>Children can write a shape poem, choosing appropriate presentational features to create effects & explain why they have been chosen.</p> <p>Children can recognise the structure & language features of an instructional text & express their own views clearly.</p>	<p>Stories in familiar setting</p> <p>Information texts (non-fiction)</p> <p>Adventure and mystery stories</p>	<p>Children can compose & punctuate a series of sentences to describe a familiar setting at the beginning & end of their story.</p> <p>Children can make informed choices for research based on their prior knowledge & note information collected from a range of sources.</p> <p>Children can identify key features of adventure stories & explain why a character has behaved in a particular way.</p> <p>Children can plan & write an extended adventure story, with logically sequenced events & a resolution, using key features of the text-type.</p>	<p>Myths and Legends</p> <p>Language play –poetry</p> <p>Play writing</p>	<p>Children can identify key features of a quest myth, incl. introduction of characters, problem journey to be undertaken & resolution</p> <p>Children can write a complete quest myth organised into a clear sequence of events.</p> <p>Children can write a Calligram, choosing appropriate presentational features to create effects & explain why they have been chosen.</p> <p>Children can explain how the use of written dialogue differs between prose & playscript.</p> <p>Children can understand the conventions & features of playscript writing.</p> <p>Children can plan, write & perform a play based on a well-known story.</p>	Y3

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<p>Descriptive Writing inspired by picture books</p> <p>Story planning</p> <p>Explanation Texts</p> <p>Capital letters and full stops; commas in lists and for pauses; similes and metaphors; choosing nouns and pronouns to aid cohesion and avoid repetition</p>	<p>Persuasive Writing</p> <p>Identifying and reordering clauses; fronted adverbials; introducing commas to separate clauses; powerful verbs; time connectives; writing in the present tense and 1st/3rd person; speech punctuation</p>	<p>Poetic Form Types of Poems (Haiku, Kennings, Limericks, rhyming couplets, non-rhyming)</p> <p>Fantasy Writing</p> <p>Adjectives; complex sentences; apostrophes for possession (including plurals) and contraction; verbs and adverbs; using adjectives, nouns and preposition phrases to modify noun phrases</p>	<p>Newspaper Reports</p> <p>Historical Stories</p> <p>Adapting sentence structure for powerful description; revision of speech marks; the use of inverted commas and other punctuation to indicate direct speech</p>	<p>Play-scripts</p> <p>Romeo & Juliet project</p> <p>Comparative adjectives; the grammatical difference between plural and possessive -s</p>	<p>Romeo & Juliet project</p> <p>Standard English forms for verb inflections (instead of local spoken forms, e.g. 'We was' instead of 'We were'); different types of connectives</p>	<p>Y4</p>
<p>Novels and stories by significant children's authors</p> <p>Instructional texts</p> <p>The Highwayman</p>	<p>How to write an effective story opening</p> <p>Comparing texts</p> <p>Revision of basic punctuation</p> <p>Paragraphing</p> <p>Commas in complex sentences</p> <p>Writing narrative poetry</p> <p>Newspaper articles</p> <p>Novel: Kensuke's Kingdom</p>	<p>Traditional stories, myths, fables and legends</p> <p>Persuasive writing</p>	<p>Commas (continued)</p> <p>Level 5 punctuation</p> <p>Novel: The Secret Garden</p>	<p>Macbeth</p>	<p>Revision of punctuation introduced</p> <p>Choral and performance</p> <p>Film narrative</p> <p>Script writing</p> <p>Recounts</p>	<p>Y5</p>
<p>Sophisticated writing experiences given adapting to audience and purpose and engaging reader-</p> <p>Fiction Genres</p>	<p>Becoming an increasingly Active reader exploring authors' intention and effects of word choices.</p> <p>Writing in the style of a</p>	<p>Non-Fiction – Argument</p> <p>Narrative – Flashbacks</p> <p>Revision: Play-scripts</p> <p>Poetry Unit 2 –</p>	<p>Look at and identify a variety of writing examples i.e. postcards, and the styles of writing that is employed. Practice</p>	<p>Creative Work</p> <p>Grammar and Punctuation</p> <p>Drama Production</p>	<p>Timed practise of different writing styles to [prepare for SAT's.</p> <p>Summer production with on-going</p>	<p>Y6</p>

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<p>Links to new Computing technology explicit i.e. using PhotoStory 3 to create a movie trailer to demonstrate effect of persuasive vocabulary. Looking at a variety of genres and how the style and features of each genre changes accordingly.</p> <p>Non-Fiction – Formal/Impersonal Writing</p> <p>Looking at a variety of formal (and informal to contrast) types of writing with specific focus on elements of formal persuasion.</p> <p>Non-Fiction – Biographies and Autobiographies</p> <p>Poetry – The Power of Imagery</p>	<p>variety of genres and identifying specific techniques pertinent to that genre.</p> <p>Plan, write and redraft a Mystery story containing suspense.</p> <p>Edit and redraft impersonal texts i.e. postcard, into formal language and writing.</p> <p>Writing a formal persuasive leaflet (based on our class trip) employing formal language features, style and content.</p> <p>Understand the structure of a biographical recount.</p> <p>Choose only interesting highlights of one’s life to write about. Skill of questioning validity of information. Write own Biographical Recount.</p> <p>Explore Personification using poems ‘The Sea’ and ‘The Storm’. Write own poem which personifies an aspect of the natural world.</p> <p>Understand a variety of Language devices in poetry.</p> <p>Identify fact and opinion in a newspaper article. Identify</p>	<p>Performance Poetry, Haiku and Kennings</p> <p>Narrative – Authors and Texts</p>	<p>skills of writing persuasively, with bias and in a balanced way. Choose appropriate connectives. Produce an advert and a balance argument document.</p> <p>Explore dramatic descriptions, flashbacks, adverbial phrases maintaining time sense, effect of short sentences, vocabulary choices, the shift between past and present tenses. Write an extract of story with a flashback.</p> <p>Plan and write a Play script employing features i.e. No speech marks!</p> <p>Recap previous Skills and Understanding of poetry types Haiku and Kenning and Narrative poems.</p> <p>Look at books by prolific authors e.g. Roald Dahl and identify author’s style of writing, genre etc. Identify features and employ skills of writing a variety of text types</p>		<p>exploration of a Shakespearean tale. Speaking, Listening and Performing skills</p>	
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	journalistic language, use of quotes, headlines, bylines, lead lines etc. Use bias. Write a journalistic piece of writing employing pertinent skills.		e.g. logs, journals, weblogs, blogs, video-diaries...			
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