

Lower Key Stage 2 English Long Term Plan

ESSENTIALS IN READING	ESSENTIALS IN WRITING
<ul style="list-style-type: none">• Excellent phonic knowledge and skills.• Fluency and accuracy in reading across a wide range of contexts throughout the curriculum.• Knowledge of an extensive and rich vocabulary.• An excellent comprehension of texts.• The motivation to read for both study and for pleasure.• Extensive knowledge through having read a rich and varied range of texts	<ul style="list-style-type: none">• The ability to write fluently and with interesting detail on a number of topics throughout the curriculum.• A vivid imagination which makes readers engage with and enjoy their writing.• A well-developed vocabulary paired with a strong understanding of writing techniques to enhance detail and description.• Well-organised and structured writing, which includes a variety of sentence structures.• Excellent transcription skills that ensure their writing is well presented and punctuated, spelled correctly and neat.• A love of writing and an appreciation of its educational, cultural and entertainment values.
<h2 data-bbox="389 963 779 1018">Can my pupils?</h2> <ul style="list-style-type: none">• Understand texts• Read words accurately	<h2 data-bbox="1397 963 1787 1018">Can my pupils?</h2> <ul style="list-style-type: none">• Present neatly• Write with purpose• Spell correctly• Punctuate accurately• Use paragraphs• Use imaginative description• Organise writing appropriately• Analyse writing• Present writing

SPOKEN

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and build vocabulary and knowledge
- articulate and justify answers, arguments and opinions
- give well-structured descriptions and explanations
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances and debates gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others select and use appropriate registers for effective communication.

READING

WORD READING

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

COMPREHENSION

- develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry (e.g. free verse, narrative poetry)
- understand what they read, in books they can read independently, by:
 - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
 - asking questions to improve their understanding of a text
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - identifying main ideas drawn from more than one paragraph and summarising these
 - identifying how language, structure, and presentation contribute to meaning
 - retrieve and record information from non-fiction
 - participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

WRITING

HANDWRITING

Pupils should be taught to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.

COMPOSITION

Pupils should be taught to:

plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices such as headings and sub-headings

evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

TEXT TYPES

YEAR 3

Fiction:

- narratives with a familiar setting
- traditional tales and fables
- poetry
- narratives with dialogue

Non-Fiction:

- non-chronological reports
- recounts (eg diary)
- instructions
- persuasive and promotional

YEAR 4

Fiction:

- adventure and mystery narratives
- myths and legends
- poetry
- play scripts

Non-Fiction:

- non-chronological reports
- recounts (eg biography)
- letters (eg to inform, persuade, explain)
- persuasive & promotional
- news reports

GRAMMAR

Pupils should be taught to:

develop their understanding of the concepts set out in Appendix 2 by:

- extending the range of sentences with more than one clause by using a wider range of
- conjunctions, e.g. when, if, because, although
- using the perfect form of verbs to mark relationships of time and cause
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials
- learning the grammar in column 1 of year 3 and 4 in Appendix 2

indicate grammatical and other features by:

- using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with singular and plural nouns
- using and punctuating direct speech
- use and understand the grammatical terminology in Appendix 2 accurately and appropriately
- when discussing their writing and reading.

WORD

- Revise Year 2 objectives Formation of nouns using a range of prefixes, such as super-, anti-, auto- Use of the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box)
- Word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble)
- The grammatical difference between plural and possessive -s
- Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)

SENTENCE

- Revise Year 2 objectives Expressing time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore), or prepositions (e.g. before, after, during, in, because of)
- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition
- phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Fronted
- adverbials (e.g. Later that day, I heard the bad news.)

TEXT

- Revise Year 2 objectives Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past (e.g. He has gone out to play contrasted with He went out to play)
- Use of paragraphs to organise ideas around a theme
- Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition

PUNCTUATION

- Revise Year 2 objectives Introduction to inverted commas to punctuate direct speech
- Use of inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas (e.g. The conductor shouted, "Sit down!")
- Apostrophes to mark singular and plural possession (e.g. the girl's name, the girls' names)
- Use of commas after fronted adverbials

TERMINOLOGY

[Year 2 terminology: noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, tense (past, present), apostrophe, comma] adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks'), determiner, pronoun, possessive, pronoun, adverbial .

SPELLING

Pupils should be taught to:

- use further prefixes and suffixes and understand how to add them (English Appendix 1)
 - spell further homophones
 - spell words that are often misspelt (English Appendix 1)
 - place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
 - use the first two or three letters of a word to check its spelling in a dictionary
 - write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
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- Pupils should learn to spell new words correctly and have plenty of practice in spelling them.
 - As in years 1 and 2, pupils should continue to be supported in understanding and applying the concepts of word structure (see English Appendix 2).
 - Pupils need sufficient knowledge of spelling in order to use dictionaries efficiently.

Statutory Spellings - Year 3 & 4

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	