[](https://www.yourschoollottery.co.uk/lottery/school/banks-st-stephens-cofe-primary-school)

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| Long Term Individual Subject Curriculum Plan 2020-21 | | | | | | |
| Subject: English | | | | | | |
| The English curriculum, including GPS, is compliant with and follows the progression of the National Curriculum 2014 | | | | | | |
| Policies are in place for the systematic teaching of Phonics (using Letters and Sounds) and the teaching of reading from Reception to Y6 | | | | | | |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Y6 | Diary entry from a character  Persuasive letter about the removal of the lighthouse  Recount based on the Christmas Truce | Survival story  Biography – Charles Darwin linked to Science  Palm oil debate | Older Literature – Macbeth – rewrite a scene  Information text hybrid – Ice Trap  Poems with imagery – The Highwayman | Narrative building tension and suspense - Francis  Newspaper report based on Francis’ disappearance | | Short term writing outcomes for final assessment:  Narrative  Diary entry  Biography  Poem |
| Vocabulary, Grammar & Punctuation | Word | The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] How words are related by meaning as synonyms and antonyms [for example, big, large, little]. | | | | |
| Sentence | Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He’s your friend, isn’t he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] | | | | |
| Text | Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] | | | | |
| Punctuation | Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It’s raining; I’m fed up] Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover | | | | |
| Terminology for Pupils | subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points | | | | |
| Spelling | See National Curriculum pages 66-71 taught in order according to the No Nonsense Spelling scheme. | | | | | |
| Y5 | Stories from other cultures - narrative writing (rainforest adventure)  Debate (deforestation) | Stories with historical settings (Oliver Twist)  Films & Play scripts (Oliver Twist)  Classic narrative poetry (A Visit from St Nicholas by Clement Clarke Moore) | Science fiction  Poems with a structure - haiku  Recount (astronaut) | Myths  Non Chronological Report – the Olympics  Poems with figurative language | Novel as a theme - A range of writing outcomes linked to the novel, e.g. diary, letter, internal monologue, summary, prediction.  Explanation Text | Legends of the British Isles  Persuasive Text (Persuasive Film/TV broadcast about a country within the British Isles. |
| Vocabulary, Grammar & Punctuation | Word | Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] Verb prefixes [for example, dis–, de–, mis–, over– and re– | | | | |
| Sentence | Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] | | | | |
| Text | Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] | | | | |
| Punctuation | Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity | | | | |
| Terminology | modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity | | | | |
| Spelling | See National Curriculum pages 66-71 taught in order according to the No Nonsense Spelling scheme. | | | | | |
| Y4 | Story with historical setting, diary letter  Classic Narrative Poetry- Colonel Fazackerley  **The Lion, The Witch and** **The Wardrobe**- CS Lewis | Recount Newspapers  Fantasy  Innovated narrative  **The Lion, The Witch and** **The Wardrobe**- CS Lewis | Explanation Film/Play script  Recount Newspapers  **The House that Sailed Away** – Pat Hutchins | Issues and Dilemmas- Persuasion- Holiday brochure  **The Balaclava Boys-** The Fib  (What happened to Lulu?) Extra poetry focus. | Stories with a theme  Poems with a Structure  Information booklets  Holiday brochures  **The Firework Maker’s** **Daughter**- Phillip Pullman | Explanation: The water cycle  Discussion  Information  **The Butterfly Lion**- Michael Morpurgo |
| Vocabulary, Grammar & Punctuation | Word | The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] | | | | |
| Sentence | 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 [for example, Later that day, I heard the bad news.] | | | | |
| Text | 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 | Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”] Apostrophes to mark plural possession [for example, the girl’s name, the girls’ names] Use of commas after fronted adverbials | | | | |
| Terminology for Pupils | determiner pronoun, possessive pronoun adverbial | | | | |
| Spelling | See National Curriculum pages 59-65 taught in order according to the No Nonsense Spelling scheme. | | | | | |
| Y3 | Story as a Theme – Stone Age Boy  Poems on a theme – The Old Dry Stone Wall  Persuasive letters – Stone Henge | Fables – The Lion & The Mouse  Poetry – Poems with different structures (Christmas)– Kennings, shape poems.  Discussion – Should chocolate be in advent calendars? | Novel as a theme – The Iron Man  Explanation texts | Biographies – Thomas Edison  Folk Tales – The Lancashire Giant | Playscripts – Escape from Pompeii  Information Posters | Mystery Stories – the Magic Faraway tree  Diary entries – the Magic Faraway tree |
| Vocabulary, Grammar & Punctuation | Word | Formation of nouns using a range of prefixes [for example super–, anti–, auto–] Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] | | | | |
| Sentence | Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of | | | | |
| Text | 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 [for example, He has gone out to play contrasted with He went out to play | | | | |
| Punctuation | Introduction to inverted commas to punctuate direct speech | | | | |
| Terminology for Pupils | preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or ‘speech marks’) | | | | |
| Spelling | See National Curriculum pages 59-65 taught in order according to the No Nonsense Spelling scheme. | | | | | |
| Y2 | Stories with familiar settings  Non-chronological reports | Traditional tales with a twist.  Poems based on a model  Instructions | Stories by the same author  Non-chronological reports | Animal adventure stories  Riddles  Persuasion | Stories with familiar settings  Classic poems  Recount: letters | Story as a theme  Explanations  Poems on a theme |
| Vocabulary, Grammar & Punctuation | Word | Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found on page 56 in the year 2 spelling section in English Appendix 1) Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs | | | | |
| Sentence | Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command | | | | |
| Text | Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] | | | | |
| Punctuation | Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl’s name] | | | | |
| Terminology for Pupils | noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma. | | | | |
| Spelling | See National Curriculum pages 55-58 taught in order according to the No Nonsense Spelling scheme. | | | | | |
| Phonics following Letters & Sounds | Phase 5 | Phase 6 | | | | |
| Y1 | Stories by the same author  Non-chronological reports  Poems on a theme | Repetitive patterned stories  Poems on a theme  Range of non-fiction text | Classic stories  Instructions  Traditional rhymes | Traditional tales  Recounts | Stories with familiar settings  Non-fiction texts: booklets  Traditional rhymes | Stories with fantasy settings  Poems to learn by heart  Recounts. |
| Vocabulary, Grammar & Punctuation | Word | Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat] | | | | |
| Sentence | How words can combine to make sentences Joining words and joining clauses using and | | | | |
| Text | Sequencing sentences to form short narratives | | | | |
| Punctuation | Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I | | | | |
| Terminology for Pupils | letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark | | | | |
| Phonics following Letters & Sounds | Phase 4 | Phase 5 | | | | |
| Reception | For skills covered in the EYFS please refer to the English section in The EYFS Lancashire Planning Document page 80. | | | | | |
| Phonics following Letters & Sounds | Phase 2 | | Phase 3 | | | Phase 4 |
| Nursery | For skills covered in the EYFS please refer to the English section in The EYFS Lancashire Planning Document page 80. | | | | | |
|  | Phase 1 | | | | | Phase 2 |