Castle Primary's English Curriculum
Long-Term Plan Year A
Years 1 & 2

	Autumn 1			Autumn 2		
Text / Genre	**Stories with Familiar Settings** *Dogger* by Shirley Hughes *The Bear Under the Stairs* by Helen Cooper	**Non-Chronological Report** Animals (science link)	**Acrostic & List Poems** (Literacy Shed Plus Y1 Unit)	**Stories & Patterned Language** *Paper Dolls* by J Donaldson *This Rabbit Belongs to Emily Brown* by Cressida Cowell	**Instructions** Looking after a toy / pet / animal (Topic / Science link)	**Performance poetry** (Literacy Shed Plus Y1 Unit)
Writing Outcomes (Disciplinary Knowledge)	Sequence and retell narratives. Use story language. Discuss / describe characters.	Use factual sentences. Ask and answer questions. Describe characteristics of a chosen animal.	Write acrostic poetry using expanded noun phrases to describe animals. Create a list poem based on rhyming words.	Sequence and retell narratives. Use story language. Identify 'good' & 'bad' characters.	Sequence logical steps. Use command sentences. Use question sentences.	Write and perform poetry in parts and in unison. Include actions and clarity into their performance.
Main Reading Focus (Disciplinary Knowledge)	**KS1 Reading Domains** 1a - Draw on knowledge of vocabulary to understand texts **Comprehension Skills** **Y1** Discuss word meaning and link new meanings to those already known. **Y2** Show understanding by drawing on what they already know or on background information and vocab provided by the teacher. Discuss and clarify the meanings of words, linking new meanings to known vocabulary. Discuss their favourite words and phrases.			**KS1 Reading Domains** 1b - Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles & info. **Comprehension Skills** **Y1** Discuss the significance of titles and events. Listen to and discuss nonfiction texts. **Y2** Participate in discussion about books, poems and other works that are read (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding & expressing views. Discuss the sequence of events in books and how items of information are related. Recognise that non-fiction books are often structured in different ways.		
Grammar (Substantive Knowledge)	**Y1** Say out loud what they are going to write about. Compose sentences orally before writing. Use simple sentence structures. Sequence sentences to form short narratives **Y2** Use the past tense mostly correctly and consistently. Use co-ordination (or / and / but) to extend sentences. Use expanded noun phrases to describe and specify. Use statement, question and command sentences			**Y1** Say out loud what they are going to write about. Compose sentences orally before writing. Use simple sentence structures. Sequence sentences to form short narratives. **Y2** Use the past tense mostly correctly and consistently. Use co-ordination (or / and / but) to extend sentences. Use expanded noun phrases to describe and specify. Use statement, question and command sentences		
Punctuation (Substantive Knowledge)	**Y1** Use capital letters to begin sentences and for the pronoun 'I'. Use finger spaces. Use full stops to end sentences. Start to use question marks to demarcate questions **Y2** Use capital letters and full stops mostly correctly. Use commas to separate lists. Use question marks to demarcate sentences.			**Y1** Use capital letters to begin sentences and for the pronoun 'I'. Use finger spaces. Use full stops to end sentences. Start to use question marks to demarcate questions **Y2** Use capital letters and full stops mostly correctly. Use commas to separate lists. Use question marks to demarcate sentences.		
Spelling (Substantive Knowledge)	**Y1- Little Wandle – Phases 3 & 4 Review** ai ee igh oa oo ar or ur oo ow oi ear air er /z/ s –es words with two or more digraphs Phase 4: CVCC CCVC CCVCC CCCVC Phase 4 with long vowels		**Y1- Little Wandle – Phase 5** /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each	**Y1 - Little Wandle – Phase 5** /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw Grow the code: /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /ee/ e ie e-e ea /oo/ /yoo/ ew u-e u ue		
	Y2 - Little Wandle Spelling Programme - Phase 5 Review /ai/ a-e ai ay a eigh ea ey aigh /ee/ y ea ee e ie ey e-e /igh/ igh i-e i y ie /oa/ ow o o-e oa oe ou /oo/ /yoo/ oo u u-e ew ue ou ui /air/ air are ear ere /ur/ er ur ir or ear /ow/ ou ow /or/ or a aw au ore oor al oar our augh aur /zh/ si su /ch/ ch tch ture* /sh/ sh ti ch ssi ci si /j/ j g ge dge /s/ s ss c ce se st sc /u/ ou /e/ ea /i/ y /o/ a /u/ o o-e /oo/ u oul schwa: er a or ar our re ie /ee/ /igh/ y /ee/ /igh/ /i/ ea /ee/ /e/ /ai/ a /a/ /ai/ /or/			**Y2 - Little Wandle Spelling Programme – Bridge to Spelling** What do I need to know to think about spelling? How do I use the Complete the code chart to help me to spell? Why do I double letters at the end of words? Why do I double letters in some longer words ending in -er? Why do some words end in 'k' or 'ck'? Why do some words end in 'ch' or 'tch'? When do I add the suffix -es/-s to words? Why do I double the final letter in some words when I add the suffix -ing? Why do I swap the 'y' for an 'i' when I add the suffix -ed? Why do I drop the 'e' when I add the suffix -ing?		
Grammar Terminology	**Y1 - l**etter, capital letter, word, sentence, punctuation, full stop, question mark. **Y2 -** noun, noun phrase, statement, question, suffix, adjective, adverb, verb, present tense, past tense, comma.					

Castle Primary's **English** *Curriculum*
Long-Term Plan **Year A**
<u>Years 3 & 4</u>

	Autumn 1			Autumn 2		
Text / Genre	**Stories in Historical Settings** *Stone Age Boy* by S Kitamura	**Recount** Diary: Other character's viewpoint **Persuasion** Advertisement: Stone Age tools	**Kennings & Quatrains** (Literacy Shed Plus Y3 Unit)	**Visual Texts – Non-Verbal** *Broken: Rock, Paper, Scissors* (Literacy Shed Film clip)	**Instructions** How to be a Hunter Gatherer (Grammarsaurus – Model Text)	**Performance Poetry** (Literacy Shed Plus Y4 Unit)
Writing Outcomes (Disciplinary Knowledge)	Compare and describe two main characters. Develop / use story language. Create a dialogue between the boy and girl. Write a sequel for the story – either different time period or different main character.	Explore character feelings, thoughts and actions Create a diary entry for another character (Om). Identify and use persuasive language. Use advertising techniques – slogans, offers, eye-catching designs and images.	Use and understand features of the poems' structures. Explore powerful verbs, alliteration & onomatopoeia. Perform poetry using intonation, tone, volume and action.	Identify the character traits and build up word bank of powerful verbs. Create character descriptions for all 3 characters. Write a narrative for the animation.	Identify and use the features of instructional writing. Create logical, clear instructions for an aspect of Stone Age life (e.g lighting a fire) or How to play Rock, Paper, Scissors. Appeal to the reader's interest. Explore the layout of instructional texts.	Identify / perform a poem using appropriate pace. Create sound effects for a poem. Understand the impact that performance poetry has on an audience.
Main Reading Focus (Disciplinary Knowledge)	**KS2 Reading Domains** 2b Retrieve and record information / identify key details from fiction & non-fiction **Comprehension Skills** **Y3** Use appropriate terminology when discussing texts (plot, character, and setting). Retrieve and record information from non- fiction texts. Begin to use indexes, contents pages and glossaries. **Y4** Identify themes and conventions in a wide range of books. Use all of the organisational devices available within a nonfiction text to retrieve, record and discuss information.			**KS2 Reading Domains** 2d Make inferences from the text / explain and justify inferences with evidence from the text. 2e Predict what might happen from details stated and implied. **Comprehension Skills** **Y3** Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. Predict what might happen from details stated and implied. **Y4** Draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting views with evidence from the text. Justify predictions using evidence from the text.		
Grammar (Substantive Knowledge)	**Y3** Begin to organise writing into paragraphs around a theme. Use 'a' or 'an' correctly throughout a piece of writing. Use a range of conjunctions, adverbs and prepositions to show time, place and cause. Use fronted adverbials to indicate when, where and how the action in a sentence takes place. **Y4** Consistently organise writing into paragraphs around a theme to add cohesion and to aid the reader. Expand noun phrases with the addition of ambitious modifying adjectives. Choose nouns or pronouns (incl. possessive pronouns) appropriately to aid cohesion and avoid repetition.			**Y3** Begin to organise writing into paragraphs around a theme. Use 'a' or 'an' correctly throughout a piece of writing. Use a range of conjunctions, adverbs and prepositions to show time, place and cause. Use fronted adverbials to indicate when, where and how the action in a sentence takes place. **Y4** Consistently organise writing into paragraphs around a theme to add cohesion and to aid the reader. Expand noun phrases with the addition of ambitious modifying adjectives. Choose nouns or pronouns (incl. possessive pronouns) appropriately to aid cohesion and avoid repetition.		
Punctuation (Substantive Knowledge)	**Y3** Use the full range of punctuation from previous year groups. Use commas after fronted adverbials. Punctuate direct speech accurately, including the use of inverted commas. **Y4** Use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas.			**Y3** Use the full range of punctuation from previous year groups. Use commas after fronted adverbials. Punctuate direct speech accurately, including the use of inverted commas. **Y4** Use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas.		
Spelling (Substantive Knowledge)	**Spelling Shed Scheme** **Y3** **Step 1:** Words with 'ou' making /ow/ **Step 2:** Words with 'ou' making /u/ **Step 3:** Words with 'y' making /i/ **Steps 4 & 5:** Words ending in 'sure' and 'ture' **Step 6:** Year 3 and 4 statutory spellings	**Spelling Shed Scheme** **Y4** **Step 1:** Words that are homophones **Steps 2 & 3:** Words with prefix 'in', 'il', 'im', ir **Step 4:** Words with prefix 'sub' **Step 5:** Words with prefix 'inter' **Step 6:** Year 3 and 4 statutory spellings		**Spelling Shed Scheme** **Y3** **Step 7:** Words with prefix 're' **Step 8:** Words with prefix 'dis' **Step 9:** Words with prefix 'mis' **Steps 10 & 11:** Words with suffixes 'ing', 'er', 'en' 'ed' **Step 12:** Year 3 and 4 statutory spellings	**Spelling Shed Scheme** **Y4** **Steps 7 & 8:** Words ending in 'ation' **Steps 9:** Words ending in 'ly' **Step 10:** Words ending in 'lly' **Step 11:** Words with 'ch' making /sh/ **Step 12:** Year 3 and 4 statutory spellings	
Grammar Terminology	**Y3 -** preposition, conjunction, prefix, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas. **Y4 -** determiner, pronoun, possessive pronoun and adverbial.					

Castle Primary's *English* Curriculum
Long-Term Plan *Year A*
Years 5 & 6

	Autumn 1			Autumn 2		
Text / Genre	**Modern Fiction -** Immigration / refugee theme *The Matchbox Diary* by Paul Fleischman	**Discussion** – balanced argument (refugee theme) **Recount** – diary; biography – factual stories refugees)	**Figurative Language** (Literacy Shed Plus Y5 unit)	**Mystery Stories** - graphic-style / illustrated narrative. *The Invention of Hugo Cabret* by Brian Selsnick	**Recount** – (Police report) **Explanation** - ('Dragon's Den' Inventions)	**Performance Poetry** (Literacy Shed Plus Y5 unit)
Writing Outcomes (Disciplinary Knowledge)	Describe settings, characters and atmosphere. Rewrite a story section from a different character's perspective. Create a sequel to the story from the granddaughter's view.	Understand and use the features of discussion texts / recounts. Create a balanced argument for and against helping refugees in Britain. Write a diary for a refugee child.	Identify and use simile, metaphor, alliteration, repetition, personification, onomatopoeia & hyperbole. Understand the effect figurative language has in poetry.	Describe characters, setting and atmosphere. Write dialogue for a 'missing' chapter. Predict and write the next part of the story. Write from the view of Papa Georges or Isabel.	Identify and use features of recounts / explanations. Create a report for a police officer – link Uncle's disappearance / Hugo's homelessness. Design /explain a new invention.	Explore pitch, volume, pace, expression, pauses & actions to convey a meaningful message. Directly address the audience with impact. Decide how a poem should be performed to enhance its impact. Perform a dramatic interpretation of a poem.
Main Reading Focus (Disciplinary Knowledge)	**KS2 Reading Domains** 2b Retrieve and record information / identify key details from fiction & non-fiction. **Comprehension Skills** **Y5** Read a wide range of genres, identifying the characteristics of text types (e.g., use of the first person in writing diaries and autobiographies) and differences between text types. Identify main ideas drawn from more than one paragraph and to summarise these. Use knowledge of texts/organisation devices to retrieve, record and discuss info from texts. **Y6** Recognise more complex themes in what they read (e.g. loss or heroism) Draw out key information and summarise the main ideas in a text. Retrieve, record and present information from non-fiction texts. Use non-fiction materials for purposeful information retrieval and in contexts where pupils are genuinely motivated to find out information.			**KS2 Reading Domains** 2d Make inferences from the text / explain and justify inferences with evidence from the text. 2e Predict what might happen from details stated and implied. **Comprehension Skills** **Y5** Draw inferences and infer characters' feelings, thoughts and motives from their actions and justifying inferences with evidence. Make predictions based on details stated / implied, justifying them in detail with evidence from the text. **Y6** Consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). Discuss how characters change and develop through texts by drawing inferences based on indirect clues.		
Grammar (Substantive Knowledge)	**Y5** Consistently link ideas across paragraphs. Describe settings, characters and atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace. Use a range of adverbs and modal verbs to indicate degrees of possibilit. Use a wide range of linking words/phrases between sentences/paragraphs to build cohesion within and across paragraphs, *incl. time adverbials, place adverbials and number.* Use relative clauses beginning with a relative pronoun with confidence. **Y6** Use further organisational and presentational devices to structure text and to guide the reader *(e.g. headings, bullet points, underlining).* Distinguish between the language of speech and writing and to choose the appropriate level of formality. Select vocabulary and grammatical structures that reflect the writing genre. Use the subjunctive form in formal writing. Use question tags in informal writing.			**Y5** Consistently link ideas across paragraphs. Describe settings, characters and atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace. Use a range of adverbs and modal verbs to indicate degrees of possibility. Use a wide range of linking words/phrases between sentences/paragraphs to build cohesion within and across paragraphs, *incl. time adverbials, place adverbials and number.* Use relative clauses beginning with a relative pronoun with confidence. **Y6** Use further organisational and presentational devices to structure text and to guide the reader *(e.g. headings, bullet points, underlining).* Distinguish between the language of speech and writing and to choose the appropriate level of formality. Select vocabulary and grammatical structures that reflect the writing genre. Use the subjunctive form in formal writing. Use question tags in informal writing.		
Punctuation (Substantive Knowledge)	**Y5** Use a full range of LKS2 punctuation correctly. Use commas consistently to clarify meaning or to avoid ambiguity. **Y6** Use a colon to introduce a list and use semi-colons within lists.			**Y5** Use a full range of LKS2 punctuation correctly. Use commas consistently to clarify meaning or to avoid ambiguity. **Y6** Use a colon to introduce a list and use semi-colons within lists.		
Spelling (Substantive Knowledge)	**Spelling Shed Scheme - Y5** **Step 1:** Words ending with 'tious' & 'ious' **Step 2:** Words ending with 'cious' **Steps 3 & 5:** Words ending with 'cial' **Steps 4 & 5:** Words ending with 'tial' **Step 6:** Year 5 and 6 statutory words	**Spelling Shed Scheme - Y6** **Steps 1-6:** Year 5 and 6 statutory words		**Spelling Shed Scheme - Y5** **Step 7:** Words ending with 'ant' **Step 8:** Words ending with 'ance' and 'ancy' **Step 9:** Words ending with 'ent' and 'ence' **Step 10:** Words ending with 'able' and 'ible' **Step 11:** Words ending with 'ably' and 'ibly' **Step 12:** Year 5 and 6 statutory words	**Spelling Shed Scheme - Y6** **Steps 7-10:** Year 5 and 6 statutory words **Step 11:** Words with the short vowel sound /i/ spelled 'y'	
Grammar Terminology	**Y5 -** modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity. **Y6 -** subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.					

Castle Primary's *English* Curriculum
Long-Term Plan *Year A*
<u>Years 1 & 2</u>

	Spring 1			Spring 2		
Text / Genre	**Fantasy Stories** *Aliens Love Underpants by Claire Freeman & Ben Cort*	**Persuasion** *Adverts - Holidays to the Moon*	**Advert Jingles** *Radio adverts based on persuasion texts.*	**Wordless Picture Books** *Tuesday by David Weisner*	**Non-Chronological Report** *Astro Girl by Ken Wilson-Max* *Astronaut Fact file – link with history work.*	**Repeating Patterns** (Literacy Shed Plus Y2 Unit)
Writing Outcomes (Disciplinary Knowledge)	Recognise patterned language /rhyme. Use story language. Write speech bubbles for the aliens. Create a story about losing something to an alien.	Identify and use persuasive language. Use a simple advert writing structure. Create an advert for a moon visit.	Recognise / recite rhymes and memorable phrases. Write simple rhymes linked with visits to the moon.	Create sentences to match pictures from parts of the story. Use story language. Invent a narrative for a different 'day' (creature).	Write statement sentences. Use known facts about astronauts in their own writing. Use a simple fact file writing structure.	Recognise and continue a repeated pattern. Use simple alliteration and similes.
Main Reading Focus (Disciplinary Knowledge)	**KS1 Reading Domains** 1a Draw on knowledge of vocabulary to understand texts. 1c Identify and explain the sequence of events in texts. **Comprehension Skills** **Y1** Discuss word meaning and link new meanings to those already known. Retell familiar stories in increasing detail. **Y2** Show understanding by drawing on what they already know, on background info and vocab provided. Discuss and clarify the meanings of words, linking new meanings to known vocabulary. Discuss their favourite words and phrases. Discuss the sequence of events in books and how items of information are related.			**KS1 Reading Domains** 1d Make inferences from a text. **Comprehension Skills** **Y1** Begin to make simple inferences. Discuss the significance of titles and events. **Y2** Make inferences on the basis of what is being said and done. Ask and answer questions about a text.		
Grammar (Substantive Knowledge)	**Y1** Sequence sentences to form short narratives. Use adjectives to describe nouns. Start to engage readers by using adjectives to describe. Use simple sentence structures (with some variety of openers). Use the joining word (conjunction) 'and' to link ideas and sentences. Begin to form simple compound sentences. **Y2** Use some subordination. Use expanded noun phrases to describe and specify. Use the simple past & present tense mostly correctly and consistently. Use some features of written Standard English (e.g. verb forms)			**Y1** Sequence sentences to form short narratives. Use adjectives to describe nouns. Start to engage readers by using adjectives to describe. Use simple sentence structures (with some variety of openers). Use the joining word (conjunction) 'and' to link ideas and sentences. Begin to form simple compound sentences. **Y2** Use some subordination. Use expanded noun phrases to describe and specify. Use the simple past & present tense mostly correctly and consistently. Use some features of written Standard English (e.g. verb forms)		
Punctuation (Substantive Knowledge)	**Y1** Use capital letters for proper nouns. Use full stops to end sentences. **Y2** Use apostrophes to mark contractions.			**Y1** Use capital letters for proper nouns. Use full stops to end sentences. **Y2** Use apostrophes to mark contractions.		
Spelling (Substantive Knowledge)	**Y1** **Little Wandle – Phase 5** /ee/ y funny; /e/ ea head; /w/ wh wheel; /oa/ oe ou toe shoulder. /igh/ y fly; /oa/ ow snow; /j/ g giant; /f/ ph phone. /l/ le al apple metal; /s/ c ice; /v/ ve give. /u/ o-e o ou some mother young; /z/ se cheese; /s/ se ce mouse fence; /ee/ ey donkey. Grow The Code - /oo/ u ew ue u-e ui ou oo fruit soup; /ee/ ea e e-e ie ey y ee; /s/ c se ce ss; /z/ se s zz; /oa/ ow oe ou o-e o oa			**Y1** **Little Wandle – Phase 5** /ur/ or word /oo/ u oul awful would /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch match /ch/ ture adventure /ar/ al half* /ar/ a father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science schwa at the end of words: actor /c/ ch school /sh/ ch chef /z/ ze freeze		
	Y2 **Little Wandle Spelling Programme – Units 1-3** Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/? Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y? Why do some words end 'ge' or 'dge'? Why can /j/ be spelled 'j' or 'g' in different words?			**Y2** **Little Wandle Spelling Programme – Units 4-7** The 'W special' How do 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words? Why do I swap the 'y' for an 'i' when I add the suffix -es? Why do some words have the spelling 'ey' for the sound /ee/? Why do some words end -le, -al, -il or -el?		
Grammar Terminology	**Y1 - l**etter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark. **Y2 -** noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe, comma.					

Castle Primary's *English* Curriculum
Long-Term Plan *Year A*
<u>Years 3 & 4</u>

	Spring 1			Spring 2		
Text / Genre	Alternative Fairy Tales *The Egyptian Cinderella by S. Climo*	Recount *Book / Reading Review of 'Egyptian Cinderella'*	Poetry: Free Verse (Literacy Shed Plus Y3 Unit)	Myths and Legends – *Legend of Isis & Osiris*	Non-Chronological Report Leaflet / information page on aspect of Egypt – e.g. River Nile, Pyramids, Ancient gods	Haikus, Tankas & Cinquains (Literacy Shed Plus Y4 Unit)
Writing Outcomes (Disciplinary Knowledge)	Describe settings (River Nile) and characters (villains and heroines). Compare the traditional tale of Cinderella to this version. Create a character profile for one of the servants (villains). Write conversation for image (p. 7).	Summarise the book into simple parts / scenes. Use descriptive language. Give valid reasons for liking / disliking the book. Use simple organisational features for a book review.	Use and understand rules of free verse. Explore enjambment and the use of punctuation in free verse Use unusual language choices. Perform poetry to engage the audience.	Identify and use features of myths. Recall given myth and split into 'Story Mountain' parts. Rewrite one of the 'Story Mountain' sections with new character / setting / action.	Identify and use the features of informative writing. Recall facts on an aspect of Egypt. Create information page / leaflet for an aspect of Egypt. Appeal to the reader's interest. Explore the layout of leaflets/ info pages.	Identify and use the rules of structured poems. Create metaphor and similes within the poems' structures. Use personification for effect. Compare structures of different poems.
Main Reading Focus (Disciplinary Knowledge)	**KS2 Reading Domains** 2a Give / explain the meaning of words in context. **Comprehension Skills** **Y3** Check that the text makes sense to them, by discussing their understanding and explaining the meaning of words in context. Discuss authors' choice of words and phrases for effect. **Y4** Understand the meaning of new words through contextual cues. Identify how language, structure and presentation contribute to meaning.			**KS2 Reading Domains** 2g Identify / explain how meaning is enhanced through choice of words and phrases. **Comprehension Skills** **Y3** Discuss authors' choice of words and phrases for effect. **Y4** Discuss vocabulary used by the author to create effect / capture readers' interest and imagination.		
Grammar (Substantive Knowledge)	**Y3** Begin to organise writing into paragraphs around a theme. Begin to use the structure of a wider range of text types. Use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. Use a range of conjunctions, adverbs & prepositions to show time, place & cause. Use fronted adverbials to indicate when, where and how the action in a sentence takes place. **Y4** Consistently organise writing into paragraphs around a theme to add cohesion and to aid the reader. Use a consistent and appropriate structure including genre-specific layout devices. Use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences. Expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases. Use a variety of determiners to introduce nouns.			**Y3** Begin to organise writing into paragraphs around a theme. Begin to use the structure of a wider range of text types. Use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. Use a range of conjunctions, adverbs & prepositions to show time, place & cause. Use fronted adverbials to indicate when, where and how the action in a sentence takes place. **Y4** Consistently organise writing into paragraphs around a theme to add cohesion and to aid the reader. Use a consistent and appropriate structure including genre-specific layout devices. Use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences. Expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases. Use a variety of determiners to introduce nouns.		
Punctuation (Substantive Knowledge)	**Y3** Use the full range of punctuation from Y1 and Y2 correctly. Use commas after fronted adverbials. Punctuate direct speech accurately, including the use of inverted commas. **Y4** Use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas. Consistently use apostrophes for plural possession			**Y3** Use the full range of punctuation from Y1 and Y2 correctly. Use commas after fronted adverbials. Punctuate direct speech accurately, including the use of inverted commas. **Y4** Use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas. Consistently use apostrophes for plural possession		
Spelling (Substantive Knowledge)	**Spelling Shed Scheme - Y3** **Step 13:** Words with 'ai' and 'aigh'. **Step 14:** Words with 'ei' and 'eigh' **Step 15:** Words where 'ey' makes an /ai/ sound. **Step 16:** Words with the suffix '–ly'. **Step 17:** Words that are homophones. **Step 18:** Year 3 and 4 statutory spellings Use the first two or three letters of a word to check its spelling in a dictionary.	**Spelling Shed Scheme - Y4** **Step 13:** Words ending in '-sion' **Step 14:** Words ending in '-ous **Step 15:** Words ending in '-ous' incl. where 'ge' remains. **Step 16:** Adding a suffix to words ending in 'y'. **Step 17:** Words ending in '-ious' and 'eous' **Step 18:** Year 3 and 4 statutory spellings Use spelling knowledge to use a dictionary more efficiently.		**Spelling Shed Scheme - Y3** **Step 19:** Words ending in 'al'. **Step 20:** Words ending in 'le'. **Step 21:** Words ending in '-ly' when root ends 'le'. **Step 22:** Words ending in '-ly' when root ends '-ic' **Step 23:** Words ending in '-ly'; exceptions. **Step 24:** Year 3 and 4 statutory spellings Use the first two or three letters of a word to check its spelling in a dictionary.	**Spelling Shed Scheme - Y4** **Step 19:** Words where 'au' makes an /or/ sound. **Step 20:** Words ending in'-tion'. **Step 21:** Words ending in'-sion' **Step 22:** Words ending in'-cian' **Step 23:** Words that are adverbs of manner **Step 24:** Year 3 and 4 statutory spellings Use spelling knowledge to use a dictionary more efficiently.	
Grammar Terminology	**Y3 -** preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas. **Y4 -** determiner, pronoun, possessive pronoun and adverb					

Castle Primary's *English* Curriculum
Long-Term Plan *Year A*
Years 5 & 6

	Spring 1			Spring 2		
Text / Genre	**1.Modern Fiction** *Wonder by R. J. Palacio* **2.Adventure Story** *Percy Jackson: Lightning Thief by Rick Riordan*	**1.Persuasion** *Agony Aunt-style Q and A* **2.Recount** *Newspaper Report*	**Poetry: Free Verse** (Literacy Shed Plus Y5 unit)	**Greek Myths & Legends** *Theseus & the Minotaur / Perseus & Medusa / King Midas / Icarus & Daedalus*	**Instructions** *Linked to Greek Myths. E.g. How to kill the Gorgon Medusa. How to make wings to fly to the sun.*	**Classic Poetry** (Literacy Shed Plus Y6 unit)
Writing Outcomes (Disciplinary Knowledge)	1.Identify and use multi-narrator style of presenting a narrative. Write / Narrate a given section of the text by a different character. 2.Describe characters, settings and atmosphere. Create a new character based on Percy Jackson / demi-god.	1. Identify character traits for chosen character. Identify features of persuasive advice. Create Q and A for chosen character. 2. Identify and use features of newspaper report Write witness account of meeting Percy Jackson.	Explore structures of Free Verse. Consider the poet's intentions through performance of different structures. Enhance a poem's impact when read aloud. Change tone and perspective within a poem. Create a personal Free Verse poem.	Identify and use features of Greek myths. Complete a 'Story Mountain' structure for a known myth. Complete a 'Story Mountain' plan for a created myth. Write own mythical story based on features of those read.	Identify and use the features of instructional writing. Appeal to the reader's interest by using humour and connections to the story or aspects of Ancient Greece. Write detailed instructions for a character from a Greek myth.	Explore the meaning of words in 'The Tyger' by W.Blake. Identify and use patterns, rhymes and verse structures from 'The Tyger'. Consider the impact of figurative language on a reader. Write a poem using the structure of 'the Tyger' Perform with intonation, tone, volume and action.
Main Reading Focus (Disciplinary Knowledge)	**KS2 Reading Domains** 2a Give / explain the meaning of words in context. **Comprehension Skills** **Y5** Read a wide variety of texts / genres, and check understanding by exploring the meaning of words in context. **Y6** Read a wider variety of challenging texts / genres, and check understanding by exploring the meaning of known and unknown words in context.			**KS2 Reading Domains** 2g Identify / explain how meaning is enhanced through choice of words and phrases. **Comprehension Skills** **Y5** Explain how language (including figurative language), structure and presentation can contribute to the meaning of a text. Discuss the use of authors' language and explain how it has created an impact on the reader / created an effect. **Y6** Analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.		
Grammar (Substantive Knowledge)	**Y5** Consistently link ideas across paragraphs. Consistently use appropriate structure, organisation and layout devices for a range of audiences and purposes. **Y6** Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). Use a wide range of linking words / phrases / devices between sentences and paragraphs to build cohesion. Use the perfect form of verbs to mark relationships of time and cause.			**Y5** Consistently link ideas across paragraphs. Consistently use appropriate structure, organisation and layout devices for a range of audiences and purposes. **Y6** Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). Use a wide range of linking words / phrases / devices between sentences and paragraphs to build cohesion. Use the perfect form of verbs to mark relationships of time and cause.		
Punctuation (Substantive Knowledge)	**Y5** Use brackets, dashes or commas to indicate parenthesis. **Y6** Use semi-colons, colons, dashes to split clauses. Use bullet points as an alternative way to list items. Use hyphens to avoid ambiguity (also spelling focus).			**Y5** Use brackets, dashes or commas to indicate parenthesis. **Y6** Use semi-colons, colons, dashes to split clauses. Use bullet points as an alternative way to list items. Use hyphens to avoid ambiguity (also spelling focus).		
Spelling (Substantive Knowledge)	**Spelling Shed Scheme - Y5** **Step 13:** Words ending in '-able', where the 'e' from the root word remains. **Step 14:** Words that are adverbs of time **Step 15:** Words with suffixes where the root ends in '-fer **Step 16:** Words with 'silent' first letters **Step 17:** Words with 'silent' letters. **Step 18:** Year 5 and 6 statutory words	**Spelling Shed Scheme - Y6** **Step 13:** Adding the prefix '-over'. **Step 14:** Words with the suffix '-ful'. **Step 15:** Words that can be nouns and verbs. **Step 16:** Words with /oa/ sound spelled 'ou' or 'ow'. **Step 17:** Words with a 'soft c' spelled 'ce'. **Step 18:** Words with the prefixes 'dis-', 'un-', 'over-' and 'im-'		**Spelling Shed Scheme - Y5** **Step 19:** Words with 'ie' after 'c' **Step 20:** Words where 'ei' makes an /ee/ sound. **Step 21:** Words where 'ough' makes /or/ sound. **Step 22:** Words containing 'ough'. **Step 23:** Adverbs of possibility and frequency **Step 24:** Year 5 and 6 statutory words	**Spelling Shed Scheme - Y6** **Step 19:** Words with the /f/ sound spelled 'ph'. **Step 20:** Words with origins in other countries/languages. **Step 21:** Words with unstressed vowel sounds. **Step 22:** Words with 'cial'/shuhl/ after a vowel. **Step 23:** Words with 'tial'/shul/. **Steps 24:** Words beginning with 'acc'.	
Grammar Terminology	**Y5 -** modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity. **Y6 -** subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.					

	Summer 1			Summer 2		
Text / Genre	**'UnTraditional' Tales** *Three Little Wolves & the Big Bad Pig* by Eugene Trivizas *Me and You* by Anthony Browne	**Recount – Diary Entry** Linked with fairy tale character – pig, wolf or 'Goldilocks'.	**Riddles** (Literacy Shed Plus Y1 Unit)	**Twist on a Fairy Tale** *There's No Dragon in This Story* by Lou Carter	**Instructions** *How to Wash a Woolly Mammoth* by Michelle Robinson	**Free Verse** (Literacy Shed Plus Y2 Unit)
Writing Outcomes (Disciplinary Knowledge)	Explore features of traditional tales. Mix up well-known settings from fairy tales – castle, forest, cottage etc. Sequence a short narrative. Change a well-known fairy tale setting. Write a fairy tale from a different point of view.	Use first person pronouns. Create daily events for a given fairy tale character. Put events into chronological order. Write a diary entry for a given character.	Use adjectives and noun phrases to describe objects. Explore features of riddles. Generate rhyming words and phrases. Create sentences with a variety of openers and conjunctions.	Identify typical characters from fairy tales. Explore good and evil characters (goodies & baddies). Create a class mixed-up fairy tale bringing characters from different fairy tales together. Write about events that two fairy tale characters may do if they ever met.	Identify and use commands and statements. Understand the importance of ordering sentences / steps. Use the features of instructional texts. Create sentences with time conjunctions, imperative verbs and 'helpful' adverbs. Write instructions for a fairy tale character.	Explore 'rules' of Free Verse Use structural / presentation features within poetry. Use thesauruses to improve word choices. Compare and perform Free Verse poems.
Main Reading Focus (Disciplinary Knowledge)	**KS1 Reading Domain** 1a Draw on knowledge of vocabulary to understand texts. **Comprehension Skills** **Y1** Discuss word meaning and link new meanings to those already known. **Y2** Show understanding by drawing on what they already know or on background information and vocab provided by the teacher. Discuss and clarify the meanings of words, linking new meanings to known vocabulary. Discuss their favourite words and phrases.			**KS1 Reading Domain** 1e Predict what might happen on the basis of what has been read so far. **Comprehension Skills** **Y1** Predict what might happen on the basis of what has been read so far. **Y2** Predict what might happen on the basis of what has been read so far in a text.		
Grammar (Substantive Knowledge)	**Y1** Sequence sentences to form short narratives. Use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices. Use simple sentence structures *(use question stems – what / how etc)* **Y2** Use the simple present and past tense *(including progressive past)* mostly correctly and consistently Form sentences with different functions: *statement, question, exclamation, command.* Use co-ordination (FANBOYS) Use sub-ordination (I SAW A WABUB)			**Y1** Sequence sentences to form short narratives. Use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices. Use simple sentence structures *(use question stems – what / how etc)* **Y2** Use the simple present and past tense *(including progressive past)* mostly correctly and consistently Form sentences with different functions: *statement, question, exclamation, command.* Use co-ordination (FANBOYS) Use sub-ordination (I SAW A WABUB)		
Punctuation (Substantive Knowledge)	**Y1** Begin to use question marks and exclamation marks. **Y2** Use question marks and exclamation marks mostly correctly. Use apostrophes to mark singular possession and contractions.			**Y1** Begin to use question marks and exclamation marks. **Y2** Use question marks and exclamation marks mostly correctly. Use apostrophes to mark singular possession and contractions.		
Spelling (Substantive Knowledge)	**Y1** **Little Wandle Scheme – Phase 5** ay play a-e shake ea each e he ie pie i-e time o go o-e home ue blue rescue ew chew new u-e rude cute aw claw ea head ir bird ou cloud oy toy i tiger a paper ow snow u unicorn ph phone wh wheel ie shield g giant			**Y1** **Little Wandle Scheme – Phase 5** /ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more		
	Y2 **Little Wandle Spelling Programme – Units 8-11** Why does 'c' make the sound /s/ in some words? How can I spell the sound /zh/? What happens when I add the suffixes -ment, -ness, -ful -less and -ly to a root word? How can I show missing letters in a word?			**Y2** **Little Wandle Spelling Programme – Units 12-14** Why do some longer words have the spelling 'ti' for /sh/? How do I use the possessive apostrophe (singular possession)? When do I swap, drop or double? (-ing, -er, -est, -y, -ed)		
Grammar Terminology	**Y1 - l**etter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark. **Y2 -** noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe, comma.					

Castle Primary's *English* Curriculum
Long-Term Plan *Year A*
Years 3 & 4

	Summer 1			Summer 2		
Text / Genre	**Stories with Similar Settings** *The Tin Forest* by Helen Ward *Into the Forest* by Anthony Browne	**Wikipedia / Webpage Entry** (Forest / Rainforest theme)	**Poetry: Simile & Metaphor** (Literacy Shed Plus Y4 Unit)	**Playscripts & Conversations** *A Midsummer Night's Dream* by William Shakespeare	**Letters: Features and Formality Persuasive Letters / Speeches** (Save the Rainforest / Forest)	**Poetry: Limericks & Clerihews** (Literacy Shed Plus Y3 Unit)
Writing Outcomes (Disciplinary Knowledge)	Create similes / metaphors (and personification) from images in the texts Describe the mood of the forest and how it changes. Describe characters as 'Missing Persons' Write a diary for the Man (Tin Forest) or Hansel & Gretel (Into the Forest).	Explore structure and layout of webpage information. Use features of non-fiction texts effectively. Identify and use technical language linked with forest / deforestation.	Identify and use metaphors and similes. Suggest alternative similes and metaphors for poetry. Follow a set structure for a poem. Choose vocabulary for effect and explain what effect their writing has on the reader,	Identify the differences between direct speech in narratives and play scripts. Continue conversations beyond a scene in the original play. Design a costume suited to the Shakespearean characters.	Identify and use features of letters. Compare formal and informal letters. Explore persuasive language and techniques. Write a persuasive formal letter or speech linked with saving forests.	Identify and use the structure of limericks. Compare the structure of clerihews to limericks. Follow a set structure of a poem. Create a limerick and a clerihew about William Shakespeare.
Main Reading Focus (Disciplinary Knowledge)	**KS2 Reading Domain** 2c Summarise main ideas from more than one paragraph. 2f Identify / explain how information / narrative content is related & contributes to meaning as a whole. **Comprehension Skills** **Y3** Check that the text makes sense to them, by discussing their understanding and explaining the meaning of words in context. Use appropriate terminology when discussing texts (plot, character, setting). **Y4** Understand the meaning of new words through contextual cues. Identify themes and conventions in a wide range of books. Refer to authorial style, overall themes (e.g., triumph of good over evil) and features (e.g., greeting in letters, a diary written in the first person or using presentational devices - numbering and headings). Identify how language, structure and presentation contribute to meaning. Identify main ideas drawn from more than one paragraph and summarise these.			**KS2 Reading Domain** 2h Make comparisons within the text. **Comprehension Skills** **Y3** Recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. **Y4** Discuss and compare texts from a wide variety of genres and writers.		
Grammar (Substantive Knowledge)	**Y3** Begin to organise their writing into paragraphs around a theme. Try to maintain the correct tense *(including the present perfect tense)* throughout a piece of writing with accurate subject/verb agreement. Use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, Use a range of conjunctions, adverbs & prepositions to show time, place and cause. Recognise and use the term *preposition.* **Y4** Consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader. Always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'			**Y3** Begin to organise their writing into paragraphs around a theme. Try to maintain the correct tense *(including the present perfect tense)* throughout a piece of writing with accurate subject/verb agreement. Use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, Use a range of conjunctions, adverbs & prepositions to show time, place and cause. Recognise and use the term *preposition.* **Y4** Consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader. Always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'		
Punctuation (Substantive Knowledge)	**Y3** Use commas after fronted adverbials. Punctuate direct speech accurately, including the use of inverted commas. **Y4** Consistently use apostrophes for singular and plural possession. Use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas.			**Y3** Use commas after fronted adverbials. Punctuate direct speech accurately, including the use of inverted commas. **Y4** Consistently use apostrophes for singular and plural possession. Use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas.		
Spelling (Substantive Knowledge)	**Spelling Shed Scheme - Y3** **Step 25:** Words with the suffix '- er' **Step 26:** Words where 'ch' makes a /k/ sound **Step 27:** Words ending in '-gue' and '-que' **Step 28:** Words where 'sc' makes a /s/ sound **Step 29:** Words that are homophones **Step 30:** Year 3 and 4 statutory spellings	**Spelling Shed Scheme - Y4** **Step 25:** Words that are homophones **Step 26:** Words spelled with 'c' before 'i' and 'e' **Step 27:** Words with 'sol' & 'real' (word families) **Step 28:** Words with 'phon' & 'sign' (word families) **Step 29:** Prefixes 'super-', 'anti-' and 'auto' **Step 30:** Prefix 'bi-' meaning 'two'		**Spelling Shed Scheme - Y3** **Step 31:** Words ending in '-sion' **Step 32:** Year 3 and 4 statutory spellings **Steps 33-36:** Revision Words	**Spelling Shed Scheme - Y4** **Step 31:** Year 3 and 4 statutory spellings **Step 32:** Words that are plurals with possessive apostrophes **Steps 33-36:** Revision Words	
Grammar Terminology	**Y3 -** preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas. **Y4 -** determiner, pronoun, possessive pronoun and adverbial.					

Castle Primary's *English* Curriculum
Long-Term Plan *Year A*
Years 5 & 6

	Summer 1			Summer 2		
Text / Genre	**Ghost / Scary stories** *Francis / Alma* *(Literacy Shed - visual texts)*	**Discussion** Review of film clip. Letters: levels of formality	**Narrative Poetry** *(Literacy Shed Plus Y6 Unit)*	**Playscripts** *Macbeth* by William Shakespeare	**Non-Chronological Report** Info for a webpage or a non-narrative book (Shakespeare)	**Sonnets** *(Literacy Shed Plus Y6 Unit)*
Writing Outcomes (Disciplinary Knowledge)	Describe a setting by retrieving information from a film clip. Explore ways that writers / filmmakers build tension / suspense. Use figurative language for effect. Understand how pathetic fallacy evokes feelings and atmosphere. Write an informal diary entry. Create an atmospheric narrative.	Discuss and explain effect of the film clip on an audience. Explain recommendations of watching or not watching the clip. Identify and use features of formal letter writing. Write letters from different viewpoints – e.g. for and against	Explore the themes used in 'The Raven'. Discuss and use figurative language for effect. Use language to portray the mood of a poem. Create a narrative poem using figurative language.	Explore features of playscripts and compare to prose. Discuss /use Shakespearean language. Describe characters and explore how actors would portray them. Create additional speeches for 3 Witches / Macbeth / Lady Macbeth using modern and Shakespearean language.	Identify and use features of web pages and non-narrative books. Explore technical language linked with Shakespeare and theatre. Create an information text about Shakespeare for different audiences.	Understand and use the 'rules' of sonnets. Make changes to a given sonnet. Create a sonnet for a given character using metaphor, similes, and rhyming couplet.
Main Reading Focus (Disciplinary Knowledge)	**KS2 Reading Domains** 2c Summarise main ideas from more than one paragraph. 2f Identify / explain how information / narrative content is related & contributes to meaning as a whole. **Comprehension Skills** **Y5** Identify main ideas drawn from more than one paragraph and to summarise these. Read a wide variety of texts/genres, and check understanding by exploring words in context. Distinguish independently between statements of fact and opinion. Explain how language (including figurative language), structure and presentation can contribute to the meaning of a text. **Y6** Draw out key information and summarise the main ideas in a text. Read a wider variety of challenging texts / genres, and check understanding by exploring the meaning of known and unknown words in context. Recognise more complex themes in what they read (e.g. loss or heroism). Distinguish independently between statements of fact and opinion, providing justifications for views. Consider different accounts of the same event and to discuss viewpoints (authors and characters).			**KS2 Reading Domains** 2h Make comparisons within the text. **Comprehension Skills** **Y5** Read a wide range of genres, identifying the characteristics of text types (e.g., use of the first person in writing diaries and autobiographies) and differences between text types. Make comparisons within and across books. Distinguish independently between statements of fact and opinion. **Y6** Read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. Recognise more complex themes in what they read (e.g. loss or heroism). Compare characters, settings and themes within a text and across more than one text.		
Grammar (Substantive Knowledge)	**Y5** Consistently link ideas across paragraphs. Consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes. Use a wide range of linking words/phrases between sentences/paragraphs to build cohesion within and across paragraphs, *incl. time adverbials, place adverbials and number.* **Y6** Use a wide range of linking words / phrases / devices between sentences and paragraphs to build cohesion. Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing *(including literary language, characterisation, structure, etc.).* Use the subjunctive form in formal writing. Use the passive voice. Recognise and use the terms subject, object, active, passive,			**Y5** Consistently link ideas across paragraphs. Consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes. Use a wide range of linking words/phrases between sentences/paragraphs to build cohesion within and across paragraphs, *incl. time adverbials, place adverbials and number.* **Y6** Use a wide range of linking words / phrases / devices between sentences and paragraphs to build cohesion. Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing *(including literary language, characterisation, structure, etc.).* Use the subjunctive form in formal writing. Use the passive voice. Recognise and use the terms subject, object, active, passive,		
Punctuation (Substantive Knowledge)	**Y5** Use full range of LKS2 punctuation correctly. Begin to use the full range of punctuation taught at UKS2 correctly. **Y6** Use full range of punctuation taught at KS2 correctly.			**Y5** Use full range of LKS2 punctuation correctly. Begin to use the full range of punctuation taught at UKS2 correctly. **Y6** Use full range of punctuation taught at KS2 correctly.		
Spelling (Substantive Knowledge)	**Spelling Shed Scheme - Y5** **Steps 25, 28 & 29:** Words that are homophones or near homophones **Steps 26 & 27:** Words that are homophones **Step 30:** Year 5 and 6 statutory words	**Spelling Shed Scheme - Y6** **Step 25:** Words with the suffix '- ably' **Step 26:** Words with the suffix '- ible' **Step 27:** Words with the suffix '-ibly' **Step 28:** Words ending in '-ent' and '–ence' **Step 29:** Words ending in '-er', '-or' and '-ar' **Step 30:** Adverbs synonymous with determination		**Spelling Shed Scheme - Y5** **Step 31:** Words with hyphens **Step 32:** Year 5 and 6 statutory words **Steps 33-36:** Revision Words		**Spelling Shed Scheme - Y6** **Step 31:** Adjectives used to describe settings **Step 32:** Adjectives used to describe feelings **Step 33:** Adjectives to describe characters **Steps 34 & 35:** Grammar Vocabulary **Step 36:** Mathematical Vocabulary
Grammar Terminology	**Y5 -** modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity. **Y6 -** subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.					

Castle Primary's English Curriculum
Long-Term Plan Year A