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

	Autumn 1			Autumn 2		
Text / Genre	**Stories About Weather** *Rain / Sun / Storm / Snow* by Sam Usher *Wild is the Wind* by Grahame Baker-Smith	**Non-Chronological Report** Types of Weather	**Performance Poetry** (Literacy Shed Plus Y2 Unit)	**Remembrance Theme** *Where the Poppies Now Grow* by Hilary Robinson & Martin Impey	**Recount** Link with class trip / extra-curricular activity.	**Poetry Through Art** (Literacy Shed Plus Y1&2 Units)
Writing Outcomes (Disciplinary Knowledge)	Identify weather vocabulary. Recognise main characters and repeated events. Explore and match weather types with suitable activities. Use adjectives/verbs to describe the wind. Write a short narrative about a main character whose day is rainy, sunny, windy or snowy.	Identify weather vocabulary. Use past / present tense verbs. Create questions and statements about the weather. Describe different types of weather. Recognise, discuss and write about weather symbols.	Perform a group poem with clarity and in unison. Explore timing and rhythm. Improve group performance. Perform to an audience. Explore the use of unison and non-unison. Know a short poem by-heart.	Recognise repeated pattern in a text Identify the 2 main characters and how they change over time. Understand what poppies are and what they represent relating to remembrance. Describe the beauty of poppies. Describe the sadness of war.	Identify what, who, when, and where Sequence events in chronological order. Use past tense verbs. Use time conjunctions. Explore how events made you feel. Write a recount using features and appropriate vocabulary	Discover sound/onomatopoeia in art. Write poetry focusing on sound. Identify and explain rhythm. Explore rhyming words. Create a poem which uses repetition, rhyme and rhythm.
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 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 B
Years 3 & 4

	Autumn 1			Autumn 2		
Text / Genre	**Science Fiction** *Time Train To The Blitz* by Sophie McKenzie	**Diaries** An evacuee's diary from WW2	**World War Two Poetry** *Evacuee (Twinkl Poem)* *A Gunner's Day (Anon)*	**Visual Texts** *The Piano (film clip)*	**Recount** Linked with class trip or learning experience.	**Poetry Through Art** (Literacy Shed Plus Y3&4 Units)
Writing Outcomes (Disciplinary Knowledge)	Identify and describe main characters and settings in different time periods. Recognise the time-slip element of the narrative and how the author shows the thoughts / feelings of the characters. Write a conversation that Joe, Scarlett and Alfie might have that doesn't appear in the text. Write an alternative chapter where the children experience another aspect of WW2.	Identify and use features of diary writing. Discover events and experiences of different evacuees. Explore emotions, thoughts and feelings of evacuees. Use past perfect tense. Write two versions of an evacuee's diary – one from the evacuee, another from a parent's perspective.	Identify key words / phrases that are linked with WW2. Explore the rhyme and rhythm of the two poems. Discover the narrator of 'Evacuee' and how emotions are shown throughout the poem Write own verse of 'Evacuee' once arrived in the countryside. Identify 'hardship' in 'A Gunner's Day'	Explore the visual / non-verbal narrative. Identify verbs and adverbs and describe the actions of the film. Describe the main character of the old man. Understand the emotions of the old man. Explain how and why many time slips occur. Retell the narrative of the film clip in first or third person.	Identify and use features of recounts. Map out experiences / events that have happened in chronological order. Identify positive and negative experiences. Use past perfect tense. Write responses or reviews from others who also took part using speech punctuation. Create a recount of a class trip / experience for the school newsletter.	Perform a poem to a rhythm. Consider features that give the poem rhythm. Add onomatopoeia to a poem. Use repetition effectively. Create a structure for a poem. Perform a solo rhythmic poem Recognise and use assonance and consonance.
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 B
Years 5 & 6

	Autumn 1			Autumn 2		
Text / Genre	**Historical Fiction** *War Horse* by Michael Morpurgo	**Diaries / Letters** Soldiers' diaries and letters from the WW1 trenches	**WW1 Poetry** *Dulce Et Decorum Est* by W Owen *In Flanders Field* by John McCrae *The Soldier* by Rupert Brooke	**Remembrance Theme** *Farther* by Grahame Baker Smith	**Newspaper Reports** Link with WW1 – soldiers leaving for war; famous battles; end of war / soldiers returning home.	**Poetry Through Art** (Literacy Shed Plus Y5&6 Units)
Writing Outcomes (Disciplinary Knowledge)	Identify/describe main characters. Recognise the narrator's voice & why the text is written in this way. Write a section of the text from a different narrator's point of view. Write an unseen conversation between characters in the text. Compare the book to the film and write a review of either / both.	Recognise emotions felt by WW1 soldiers as diarists. Interpret how a writer is feeling. Compare details and vocabulary used in diary entries to letters home Create a letter home and diary entry for the same few days from the same soldier.	Identify and consider imagery of WW1 within the 3 poems. Compare the messages and the 3 poet's viewpoints / experiences of war. Explore the rhyme of In Flanders Field. Create own 'answer' to In Flanders…. Identify verbs, adjectives, adverbials within Dulce Et Decorum Est. Create own version of Dulce Et….	Identify how time passes within a narrative. Discuss the use of symbols of remembrance. Create a sequence of events complete with the intensity of dreams / ambition. Write a sequel to the narrative.	Identify and use features of newspaper reports. Recognise and use formal and informal language. Use active and passive sentences. Change direct speech into reported speech. Create a newspaper report linked to WW1.	Compare the impact and purpose of rhyming in poetry. Restructure rhymes. Write poetry with internal and end rhymes. Explore metaphors with positive and negative tones. Write a metaphoric poem and perform effectively.
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 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.			**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 B
Years 1 & 2

	Spring 1			Spring 2		
Text / Genre	**Stories From Other Cultures** *Handa's Noisy Night* by E Browne *Cinnamon* by Neil Gaiman	**Instructions** Recipes from different cultures.	**Classic Poetry** *The Owl & The Pussycat* by Edward Lear	**Adventure Stories** *Journey* by Aaron Becker	**Explanation Texts** How does the magic crayon work?	**Free Verse** (Literacy Shed Plus Y1 Unit)
Writing Outcomes (Disciplinary Knowledge)	Identify the sounds in the story. Describe the differences between nighttime and daytime sounds. Write facts on nocturnal animals. Add other animals to the story. Describe Cinnamon's beauty and disabilities. Write a section of the story where the Tiger teaches Cinnamon about the environment / animals of India.	Use and explore features of instructional texts / recipes. Find facts and write about foods from other cultures. Use present tense verbs. Begin sentences with imperative verbs. Follow a simple recipe and recommend a recipe or food to others.	Identify the rhyme and rhythm of the poem. Create rhyming couplets. Write in role as the owl or the pussycat. Write a list of items to take on a boat trip. Replace words / phrases in the original poem.	Explore the narrative of a wordless book. Give the characters speech / thought bubbles. Describe the benefits of the magic crayon. Write a narrative for the whole (or part) of the story. Create a sequel of the story in groups or whole class.	Use and explore the features of explanation texts. Use present tense verbs. Use conjunctions to explain in more detail. Label diagrams clearly. Write a simple explanation text for how the crayon works in the story.	Explore the idea of 'free from rules' of writing. Create a repeating 'chorus' for a poem. Perform a funny free verse poem. Use own thoughts / feelings / experiences in their poetry.
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 -** letter, 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 B
Years 3 & 4

	Spring 1			Spring 2		
Text / Genre	**Historical Fiction / Short Story** *Escape From Pompeii* by Christina Balit	**Persuasive Brochure** Travel / holiday brochure for Rome / Pompeii	**Performance Poetry** (Literacy Shed Plus Y3 Unit)	**Play Scripts** *The Firework Maker's Daughter* by Philip Pullman	**Explanation Texts** '*How to defeat Rasvani the Fire Fiend.'*	**Free Verse** (Literacy Shed Plus Y4 Unit)
Writing Outcomes (Disciplinary Knowledge)	Identify aspects of ancient Rome within the story. Describe a setting at the start and at the end of the story. Create a character profile for Tranio. Write an Agony Aunt letter with advice to Tranio or Livia. Interview a witness/es to the volcano eruption.	Use and identify features of holiday brochures. Use persuasive vocabulary and techniques. Write factual eruption about Pompeii and Vesuvius' eruption of 79AD. Create a brochure for a present-day visit / holiday in Pompeii.	Explore the volume and expression of a poem. Consider the impact of a performance poem on an audience. Discuss characters within a poem. Rehearse, improve and perform a poem for an audience.	Explore and compare the main characters of the story. Role-play conversations between Lila & Lalchand / Chulak & Hamlet. Write conversations using direct speech punctuation. Identify features of play scripts. Convert prose to a play script.	Identify and use features of explanation texts. Use technical vocabulary. Understand why chronological order is so important. Explore the process of an outcome. Create an explanation text on '*How to defeat Rasvani the Fire Fiend'*	Recognise the role of punctuation in free poetry. Use brackets and asterisks to address the reader. Explore unusual language choices. Perform a poem to an audience. Choose effective language. Engage a reader by performing poetry.
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 B
Years 5 & 6

	Spring 1			Spring 2		
Text / Genre	**Classic Fiction** *The Secret Garden* by Frances H Burnett	**Explanation Texts** Topic Link - Mayans	**Performance Poetry** (Literacy Shed Plus Y6 Unit)	**Stories With A Moral** *Just So Stories* by Rudyard Kipling	**Non-Chronological Report** Magazine article / information page on Classic Authors	**Free Verse** (Literacy Shed Plus Y6 Unit)
Writing Outcomes (Disciplinary Knowledge)	Describe settings, characters and atmosphere e.g. the garden, manor, Mary Lennox, Colin. Compare characters and settings e.g. India and the garden. Write a chapter for the book entitled 'The Cryer', based on predictions of what/who Mary can hear. Create a diary entry for Mary as she explores and discovers more in her new surroundings.	Identify and use features of explanation texts. Use layout devices to aid cohesion throughout a text. Discuss explanatory questions linked with The Mayan - *'How did they build their pyramids?' 'Why did they worship so many gods?'* Develop vocabulary and a glossary linked with The Mayan Civilisation.	Develop a rhythm when performing poetry. Use actions to enhance poetry. Plan an emotive poem. Use images and sounds to enhance poetry.	Explain what a moral of a story is. Understand the structure of the different stories within the whole text. Plan out a new *'Just So Story'* with a chosen animal as the main character. Write a new story based on the plan, using the features and structure of Kipling's stories.	Identify and use features of magazine articles / information pages. Use layout devices to entertain, persuade and inform the reader. Research the lives of Rudyard Kipling and Frances H Burnett. Create an article or information page with appropriate facts, quizzes, mock interviews etc on a classic author.	Explain what 'free verse' is. Use repetition to mimic a poet's style. Create pace, momentum and content, considering the impact on an audience. Compare and contrast two poems. Write a poem based on their opinion of poetry.
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.					

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

	Summer 1			Summer 2		
Text / Genre	**Fantasy Stories** *Leon & The Place Between* by Grahame Baker-Smith *Flotsam* by David Weisner	**Persuasion** In support of a charity	**Shape & Diamante Poems** (Literacy Shed Plus Y2 Unit)	**Spooky Stories** *A Dark, Dark Tale* by Ruth Brown *Funny Bones* by J & A Ahlberg	**Non-Chronological Report** Science link – Animals & Humans	**The Lost Words** (Literacy Shed Plus Y1/2 Unit)
Writing Outcomes (Disciplinary Knowledge)	Describe characters of Leon and Abdul Kazam Explore emotions of excitement and surprise. Follow & write instructions for a simple magic trick. Describe the different photographs found under the sea. Write a short narrative based on Flotsam's illustrations.	Identify and use persuasive language. Identify issues regarding keeping beaches clean and free from plastics, litter etc Write questions and commands linked with picking up litter. Create a persuasive poster.	Identify features of a shape poem. Create expanded noun phrases. Use similes for effect. Write a shape poem. Identify features and understand the structure of a diamante poem. Create a diamante poem Recite poetry with appropriate intonation.	Discuss and write about fears and things that make us feel scared. Identify how both stories make the reader feel scared to begin with. Describe the darkness. Identify repeated language and use patterns in their own writing. Write their own version of either story.	Create factual statements about a given animal or human. Identify and use features of the layout of non-chronological report or information page. Use questions as sub-headings. Use present and past tense verbs. Use conjunctions to extend sentences. Write an information leaflet / page for a given animal or aspect of the human body.	Identify repetition in a poem. Use powerful verbs. Use prepositions Use repetition for effect. Write a repetitive poem. Create adjectives ending with –ful. Create expanded noun phrases. Use commas in a list. Use conjunctions to join words and clauses Create a narrative paragraph.
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 B
Years 3 & 4

	Summer 1			Summer 2		
Text / Genre	**Myths & Legends** *Budilph and the Giant Fogey* by Janice Deane	**Non-Chronological Report** Dragons / Mythical Creatures	**Question & Answer Poems** (Literacy Shed Plus Y3 Unit)	**Visual Texts** *'Dragonslayer'* (Short Film)	**Instructional Text** 'How to Take Care of Baby Dragons'	**The Lost Words** (Literacy Shed Plus Y3/4 Unit)
Writing Outcomes (Disciplinary Knowledge)	Identify features of myths / legends. Describe the main characters and setting. Identify and discuss how the story links with our local area. Predict what may happen next after page 13. Write a conversation for the 3 main characters as they climb up to the castle. Write about a visit to Mow Cop Castle / Man of Mow, relating to the story.	Identify and use features of information texts. Discuss and use different layout devices and features. Create fictional 'facts' about dragons. Find out how dragons are shown in different stories – are they 'goodies' or 'baddies'? Create an information page for a particular dragon or dragons in general.	Read and explore question and answer poems. Understand the features / structure of question and answer poems. Read poetry aloud using appropriate intonation and volume. Write poetry based on a structure. Identify rhyming patterns Extend sentences using a range of conjunctions. Write a question / answer poem.	Identify the main plot for the 'Dragonslayer' – map it out on a story plan / mountain template. Describe the character of the slayer and identify how he changes throughout the story. Discuss the slayer's dilemma and how his feelings and emotions change towards dragons. Write a diary entry for the slayer after his day of hunting. Create a narrative for the film.	Identify and use features of instructional / procedural texts. Discuss and explore different layout features for instructions. Use imperative verbs and command sentences. Use 2nd person pronouns. Create advisory sentences for the carer of baby dragons (the slayer?). Write a set of instructions for looking after baby dragons.	Use dictionaries to check the meaning of words read. Identify and create similes and metaphors. Use powerful verbs. Structure sentences in various ways. Write a poem with similes and metaphors Use hyphenated compound words. Create expanded noun phrases Use a range of conjunctions Use fronted adverbials Compose and rehearse sentences.
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 B
Years 5 & 6

	Summer 1			Summer 2		
Text / Genre	**Myths & Legends** Beowulf by Michael Morpurgo	**Instructional Texts** Instruction manual for Beowulf	**Narrative Poetry** (Literacy Shed Plus Y5 Unit)	**Contemporary Issues - Racism** Long Walk to Freedom by Nelson Mandela (Children's Edition)	**Discussion** Balanced Argument **Persuasion** Letters – level of formality	**The Lost Words** (Literacy Shed Plus Y5/6 Unit)
Writing Outcomes (Disciplinary Knowledge)	Identify and use features of myths and legends. Describe characters, setting and atmosphere. Create a wanted poster / information page for Grendal. Plan a sequel for Beowulf using a similar story structure Write a sequel for Beowulf with a different villain to defeat.	Identify and use features of instructional / procedural texts. Explore layout techniques and features. Use imperative verbs within commands. Write advisory sentences for Beowulf. Include formal and informal features to appeal to the reader. Create instructions for Beowulf.	Recognise the structure of a narrative poem. Identify / discuss how writers use figurative language to create a dramatic effect. Use metaphors and similes for effect. Use personification and alliteration for effect. Write a narrative poem based on the same model as *'The Highwayman'*. Perform a poem using intonation, volume, tone and action.	Discover features of auto-biography. Explore themes of racism and black history. Discuss how emotions and thoughts are conveyed in life stories. Write dialogue for reported episodes within the text. Explore how themes of determination / perseverance and standing up for human rights are demonstrated within the text. Write a fictional diary entry that shows resilience and determination.	Identify and use features of discussion texts. Create 'For' and 'Against' statements for a given question. Write a balanced argument for a school-based issue e.g. school uniform, homework etc Identify features of persuasion texts and structures of letters. Use persuasive language and different levels of formality	Identify a free verse poem. Use assonance/consonance for effect Comment on author's use of repetition for effect. Use personification for effect. Write a free verse poem. Create expanded noun phrases. Use personification and repetition of language for effect. Create relative clauses. Use semi-colons & colons Select appropriate grammar & vocab.
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 B