



English Long Term planning linked to School Drivers

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Humanity Having a voice Diversity, Fairness, Individuality		Innovation Seizing the chance Truth, Change, Resilience		The World Being the change Responsibility, Equality, Sustainability	
Reception						
Text Types	Three Little Pigs Super Duper You Kind Leaf Man	Owl Babies One Snowy Night Stickman What's in Witches Kitchen Not Now Bernard Dear Santa	You Choose Supertato Real Superheroes Burglar Bill	Oliver's Vegetables Jack and the beanstalk The hungry caterpillar A little bit brave	Three Billy Goats Rumble in the Jungles Tiger who came to tea Aliens love Underpants	Lost and Found Dear Dinosaur Whatever next Billy's Bucket How to Grow a dinosaur
Ready for Year 1	Understand how to listen carefully and why listening is important Learn new vocabulary and use it through the day and use new vocabulary in different contexts Ask questions and find out more and to check they understand what has been said to them Articulate their ideas and thoughts in well-formed sentences Connect one idea or action to another using a range of connectives Describe events in some detail Use talk to help work out problems and organise thinking activities, and to explain how things work and why they might happen Develop social phrases Engage in story times and with Non-fiction books Listen to and talk about stories to build familiarity and understanding					



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	<p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words</p> <p>Listen carefully to rhymes and songs paying attention to how they sound</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient and form lower-case and capital letters correctly</p> <p>Be working at, at least, Green level on RWI</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop</p> <p>Re-read what they have written and check that it makes sense</p>
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Year 1						
Writing to Entertain - Stories (Retelling), description, poetry, in character/role Writing to Inform - Recount, letter, Instructions, Postcard						
Text Types	Traditional Tales Little Red Riding Hood The Magic Bed John Burningham	Lost and Found Oliver Jeffers T'was the night before Christmas Clement Clark Moore	Stanley's Stick John Hegley Rosie Revere Engineer Andrea Beaty	Beegu Alexis Deacon Perfectly Peculiar Pets Elli Woollard	Jim and the Beanstalk Raymond Briggs	The Seesaw Tome Percival
Writing Focus	Writing to Entertain Setting description, additional scene, description of magical piece of furniture, lists Main outcome: Own version fantasy story	Writing to Entertain and Inform Character descriptions, retellings, advice, instructions, non-chronological report Main outcome: Own version 'losing/finding' narrative	Writing to Entertain Retelling, descriptions Main outcome: Own version narrative	Writing to Entertain and Inform Descriptions, commands, letters, nonsense-word dictionary, poems, non-fiction report Main outcome: Own version 'alien' narrative	Writing to Entertain Narrative re-telling (including dialogue), thought bubbles, informal letters Main outcome: Sequel story	Writing to Entertain and Inform Writing in role, notes of advice, missing posters, diary entries, letters of thanks Main outcome: Own version narrative
Objectives progression	Compose a sentence orally before writing it. Re-read what has been written to check it makes sense.		Compose a sentence orally before writing it. Re-read what has been written to check it makes sense.		Compose a sentence orally before writing it. Re-read what has been written to check it makes sense.	



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	Combine words to make a sentence. Use the pronoun I Begin to use a capital letter to start a sentence. Separate words using a finger space. Begin to use full stop to end a sentence Autumn 2 Use Capital letters for names of people, places, days of the week.	Begin to use a capital letter to start a sentence. Separate words using a finger space. Begin to use full stop to end a sentence Use Capital letters for names of people, places, days of the week. Join two sentences using and Sequence sentences to form a short narrative.	Sequence sentences to form a short narrative. Begin to use a capital letter to start a sentence. Separate words using a finger space. Begin to use full stop to end a sentence Use Capital letters for names of people, places, days of the week. Join two sentences using and Join two sentences using but or because.
Ready for Year 2	READING Speedily read all basic phonemes and graphemes Read accurately by blending known phonemes and graphemes Read common exception words Read common suffixes Read multi-syllabic words containing know phonemes and graphemes Read contractions and understand use of apostrophe Retell familiar stories and traditional tales Recognise and join in with predictable phrases Recite some poetry by heart Understand texts based on prior knowledge or provided information Correct inaccurate reading and check for sense Discuss the significance on the basis of what is said and done Discuss the significance of the title and events	WRITING Spell words using the standard phonemes Spell common exception words Spell days of the week Name the letters of the alphabet in order Can understand the spelling rule for adding 's' Can use suffixes -ing, -ed, -er, -est Sit and hold writing implement correctly Form capital letters correctly Form digits 0-9 Compose a sentence orally before writing Sequence sentences to form short narratives Read writing aloud audibly and clearly Leave spaces between words Join words and clauses using 'and'	



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	Make inferences on the basis of what is said and done Make predictions based on reading so far Explain clearly understanding of what is read to them	
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Year 2						
Writing to Entertain - Stories, description, poetry, in character/role Writing to Inform - Recount, Report, Letter, Instructions, Diary						
Text Types	Goldilocks using three different versions Polly Rowland	The Bear Under the Stairs by Helen Cooper	House Held Up By Trees by Ted Kooser	The Bear and the Piano by David Litchfield/ Ocean meets sky Eric Fan Terry Fan	The Minpins by Roald Dahl and Patrick Benson	The Dragon Machine Helen Ward
Writing Focus	Writing to Entertain Wanted posters, letters, retellings, speech bubbles, retellings from another point of view Main outcome: Sequel story	Writing to Inform Letters, retellings, own version narratives Main outcome: Information text	Writing to Inform factual descriptions, advertisements, explanations, poetry Main Outcome: factual report	Writing to Entertain Letters of advice, short news-reports, writing in role, retellings, information poster Main outcome: Own version narrative about bravery	Writing to Entertain and Inform Danger posters, setting descriptions, character descriptions, information reports, postcards Main outcome: Own version adventure narrative	Writing to Entertain And Inform Dragon guide and encyclopaedia, letters of advice, dragon machine explanation, shopping list, description, letters in role Main outcome: Own version dragon story
Objectives progression	Compose a sentence orally before writing it. Re-read what has been written to check it makes sense.		Compose a sentence orally before writing it. Re-read what has been written to check it makes sense. Sequence sentences to form a short narrative.		Compose a sentence orally before writing it. Re-read what has been written to check it makes sense. Sequence sentences to form a short narrative.	



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	<p>Sequence sentences to form a short narrative.</p> <p>Use capital letters for names of people, places, days of the week and pronoun I</p> <p>Demarcate most sentences with capital letters and full stops.</p> <p>Use expanded noun phrases.</p>	<p>Demarcate most sentences with capital letters and full stops.</p> <p>Use expanded noun phrases.</p> <p>Use capital letters for names of people, places, days of the week and pronoun I</p> <p>Use subordination and co-ordination</p> <p>Use present and past tense correctly</p>	<p>Demarcate most sentences with capital letters and full stops.</p> <p>Use expanded noun phrases.</p> <p>Use capital letters for names of people, places, days of the week and pronoun I</p> <p>Use subordination and co-ordination</p> <p>Use present and past tense correctly</p> <p>Use commas in lists</p> <p>Use apostrophes for contractions</p>
Ready for Year 3	<p>READING</p> <p>Read accurately most words of two or more syllables</p> <p>Read most words containing common suffixes</p> <p>Read most common exception words</p> <p>Read most words accurately without overt sounding and blending and sufficiently fluently allow them to focus on their understanding</p> <p>Sound out most unfamiliar words accurately without undue hesitation</p> <p>Read a familiar book accurately and fluently, making sure it makes sense and correcting any inaccuracies</p> <p>Answer question and make some inferences</p> <p>Explain what has happened so far in what they have read</p>	<p>WRITING</p> <p>Can write simple, coherent narratives about personal experiences and those of others</p> <p>Write about real events, recording these simply and clearly</p> <p>Demarcate most sentences in their writing with capital letters and full stops, using question marks correctly</p> <p>Use present and past tense mostly correctly</p> <p>Use co-ordination and subordination to join clauses</p> <p>Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly</p> <p>Spell many common exception words</p> <p>Form capital letters and digits to correct size and orientation</p> <p>Use spacing between words that reflects the size of the letters</p>	



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Year 3						
Writing to Entertain - Setting/Character Description, Stories, Poetry Writing to Inform - Explanation, Recount, Letter, Newspaper Article Writing to Persuade- Letter, Speech, Poster/Advert						
Text Types	The Pied Piper of Hamelin by Michael Morpurgo	Our Tower by Joseph Coelho and Richard Johnson	Small in the City by Sydney Smith	Leon and the Place Between by Angela McAllister	Cloud Tea Monkeys by Mal Peet and Elspeth Graham	The Iron Man Ted Hughes
Writing Focus	Writing to Entertain Writing in role, information reports, adverts, formal letters Main outcome: Own version myth/legend	Writing to Entertain Poems, setting descriptions, diary entries, dialogue, letters of thanks Main outcome: Extended fantasy narrative	Writing to Entertain And Inform setting descriptions, poems, diary entries, dialogue, letters of advice, lost posters Main outcome: extended narrative from an alternative point of view	Writing to Entertain and Persuade Persuasive poster, setting description, thought bubbles / diary entry, dialogue Main outcome: Own version fantasy narrative	Writing to Inform Descriptive passages, writing in role, 'how to' guide (instructions), letter, discussion Main outcome: Non-chronological report	Writing to Inform and Entertain Character descriptions, short news report, letter of advice, menu (using descriptive devices), poetry Main outcome: Mystery narrative
Objectives progression	Discuss models of writing, noting its grammatical features and use of vocabulary. Suggest improvements to own writing and that of others.		Discuss models of writing, noting its grammatical features and use of vocabulary. Suggest improvements to own writing and that of others. Compose sentences using a wider range of structures.		Discuss models of writing, noting its grammatical features and use of vocabulary. Suggest improvements to own writing and that of others. Compose sentences using a wider range of structures.	



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	<p>Compose sentences using a wider range of structures.</p> <p>Use a range of sentences with more than one clause.</p> <p>Proof-read to check for errors in spelling and punctuation</p> <p>Write a narrative with a clear structure, setting, character and plot.</p>	<p>Use a range of sentences with more than one clause.</p> <p>Proof-read to check for errors in spelling and punctuation</p> <p>Write a narrative with a clear structure, setting, character and plot.</p> <p>Can write non-narratives using simple devices such as headings and sub-headings</p> <p>Start to use paragraphs.</p>	<p>Use a range of sentences with more than one clause.</p> <p>Proof-read to check for errors in spelling and punctuation</p> <p>Write a narrative with a clear structure, setting, character and plot.</p> <p>Can write non-narratives using simple devices such as headings and sub-headings</p> <p>Start to use paragraphs.</p> <p>Use inverted commas to punctuate direct speech.</p>
Ready for Year 4	<p>READING</p> <p>Read aloud and understand words based on knowledge of root words, prefixes and suffixes</p> <p>Read exception words, including those with unusual spelling/sound links</p> <p>Retell some traditional stories</p> <p>Identify books with the same themes or conventions</p> <p>Read a play script or poem aloud using intonation, tone, volume and action</p> <p>Read different forms of poetry</p> <p>Use a dictionary</p> <p>Check that a text makes sense including explaining the meaning of words in the text</p> <p>Identify the main ideas drawn from more than one paragraph</p>	<p>WRITING</p> <p>Spell words common words from the Y3-4 list.</p> <p>Place the possessive apostrophe accurately in words with regular plurals.</p> <p>Use the first 2 or 3 letters of a word to check its spelling in a dictionary.</p> <p>Use the diagonal and horizontal strokes that are needed to join letters.</p> <p>Adopt some features of existing texts to shape own writing.</p> <p>Write sentences with varied vocabulary and structures.</p> <p>Organise linked ideas into a paragraph.</p> <p>Create settings, characters and plot in narratives.</p> <p>Use simple organisational devices in non-fiction.</p> <p>Suggest improvements to grammar and vocabulary.</p> <p>Proofread a text for spelling and punctuation errors.</p> <p>Read my writing aloud using appropriate intonation, tone and volume.</p> <p>Use conjunctions to extend sentences with more than one clause.</p> <p>Choose nouns and pronouns for clarity.</p>	



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<p>Draw inferences about a characters feelings and thoughts from their actions</p> <p>Use evidence from a text to justify inferences</p> <p>Find words and phrases in a text that might capture the reader's interest</p> <p>Identify how language contributes to meaning</p> <p>Retrieve information from non-fiction texts</p>	<p>Use some conjunctions, adverbs and prepositions in my writing.</p> <p>Understand the difference between plural and possessive '-s'.</p> <p>Use standard English verb inflections ("I did" instead of "I done").</p> <p>Use extended noun phrases.</p> <p>Punctuate direct speech.</p>
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Year 4						
Writing to Entertain - Setting description, Character description, Narratives, Poetry Writing to Inform - Explanation, Recount, Diary, Leaflets, Newspaper Article Writing to Persuade - Letter, Speech, Poster/Advert						
Text Types	The Lion, the Witch and the Wardrobe by C. S. Lewis	Frindleswylde by Natalia & Lauren O'Hara	Odd and the Frost Giants by Neil Gaiman and Chris Riddell	Until I Met Dudley Roger McGough & Chris Riddell	The Baker by the Sea by Paula White	The Selfish Giant Oscar Wilde
Writing Focus	Writing to Entertain Poem, eyewitness report, an imaginary conversation, writing in role Main outcome: Own version narrative (set in another world)	Writing to Entertain And Persuade Letters, voting slips, dialogue, poetry, birds-eye view descriptions, persuasive speeches Main outcome: Narrative sequel	Writing to Entertain and Inform Narrative recount, character and setting descriptions, letters, short explanations Main outcome: Retelling from an alternative perspective	Writing to Inform and entertain Character description, informative posters, persuasive leaflets, log book entries (recount) Main outcome: Narrative based on own imagined land	Writing to Persuade Job applications, advertisements, setting descriptions, letter in role Main outcome: Tourist brochure	Writing to Inform and Entertain Letters, first person recount, diaries, letters, posters, reports Main outcome: Own version narrative about kindness
Objectives progression	Orally rehearse a sentence or a sequence of sentences Use appropriate nouns and pronouns to support cohesion and avoid repetition Improve writing by changing grammar and vocabulary to improve consistency		Orally rehearse a sentence or a sequence of sentences Use appropriate nouns and pronouns to support cohesion and avoid repetition Improve writing by changing grammar and vocabulary to improve consistency		Orally rehearse a sentence or a sequence of sentences Use appropriate nouns and pronouns to support cohesion and avoid repetition Improve writing by changing grammar and vocabulary to improve consistency	



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	<p>Use noun phrases which will expand by adjectives, nouns and preposition phrases</p> <p>Use a range of sentences that have more than one clause</p> <p>Use fronted adverbials with a comma after them</p> <p>Write in paragraphs</p> <p>Write a non-narrative using simple devices such as headings and sub-headings</p> <p>Use direct speech in writing and punctuate correctly</p>	<p>Use noun phrases which will expand by adjectives, nouns and preposition phrases</p> <p>Use a range of sentences that have more than one clause</p> <p>Use fronted adverbials with a comma after them</p> <p>Write in paragraphs</p> <p>Write a non-narrative using simple devices such as headings and sub-headings</p> <p>Use direct speech in writing and punctuate correctly</p> <p>Write a narrative with clear structure, setting, character and plot</p> <p>Indicating possession by using the possessive apostrophe with singular and plural nouns</p>	<p>Use noun phrases which will expand by adjectives, nouns and preposition phrases</p> <p>Use a range of sentences that have more than one clause</p> <p>Use fronted adverbials with a comma after them</p> <p>Write in paragraphs</p> <p>Write a non-narrative using simple devices such as headings and sub-headings</p> <p>Use direct speech in writing and punctuate correctly</p> <p>Write a narrative with clear structure, setting, character and plot</p> <p>Indicating possession by using the possessive apostrophe with singular and plural nouns</p> <p>Use present perfect form of verbs instead of the simple past</p>
Ready for Year 5	<p>READING</p> <p>Use knowledge of morphology and etymology to read aloud and understand new words.</p> <p>Make comparisons within books and about a variety of books.</p> <p>Read modern fiction, fiction from literary heritage and books from other cultures/traditions</p> <p>Identify and discuss themes and conventions across a wide range of texts.</p>	<p>WRITING</p> <p>Spell words which are often misspelt from the Y3-4 list.</p> <p>Use the possessive apostrophe accurately with regular and irregular plurals.</p> <p>Use a dictionary to check a spelling.</p> <p>Use appropriate handwriting joins, including choosing unjoined letters.</p> <p>Use the structure, vocabulary and grammar in existing texts in own writing.</p> <p>Compose sentences, building a varied, rich vocabulary and a range of sentence structures.</p> <p>Organise paragraphs around a theme.</p> <p>Develop detailed characters, settings and plot in narratives.</p>	



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<p>Show understanding of texts, including exploring meaning of words in context.</p> <p>Ask questions to improve understanding of texts.</p> <p>Summarise ideas drawn from more than one paragraph, identifying key details.</p> <p>Predict future events from details stated and implied.</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Discuss how authors use language to affect the reader.</p> <p>Recommend books that I have read, giving reasons for my choices.</p> <p>Participate in discussions about books.</p> <p>Explain and discuss my understanding of texts.</p> <p>Participate in formal presentations and debates about reading.</p> <p>Provide reasons for my views about a text.</p>	<p>Use organisational devices, e.g. headings and subheadings in non-fiction.</p> <p>Make changes to grammar & vocabulary to improve consistency i.e. accurate use of language.</p> <p>Proofread own work for spelling and punctuation errors.</p> <p>Read my writing aloud, using intonation and controlling tone & volume to make my writing more effective.</p> <p>Use conjunctions to extend sentences with more than 1 clause (when, if, because, so, and, but, or, yet, as, although, unless, even though).</p> <p>Choose nouns or pronouns for clarity and cohesion and to avoid repetition.</p> <p>Use conjunctions, adverbs and prepositions to express time, cause and place.</p> <p>Use fronted adverbials.</p> <p>Use plural and possessive '-s' correctly.</p> <p>Recognise and use standard English verb inflections.</p> <p>Use extended noun phrases, including with prepositions.</p> <p>Use and punctuate direct speech correctly (punctuation in and surrounding inverted commas).</p>
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Year 5						
Writing to Entertain - Setting description, Character Description, Narrative, Poetry Writing to Inform - Recount, Report, Instruction, Explanation, Diary Writing to Persuade - Letter, Advert, Speech Writing to Discuss - Balanced Argument , Newspaper Article						
Text Types	The Lost Happy Endings by Carol Ann Duffy	High Rise Mystery by Sharna Jackson	Curiosity: The Story of Mars Rover by Markus Motum	Robot Girl by Malorie Blackman	The Island by Armin Greder	The Man Who walked Between the Towers by Mordicai Gerstein
Writing Focus	Writing to Entertain and Persuade Letter, poetry, passage of direct speech, diary entry, story ending Main outcome: Fairytale reworking (prequel or sequel)	Writing to Entertain Character description, police report, setting description, newspaper article, dialogue, formal persuasive letter Main outcome: Extended narrative	Writing to Inform Proposal to NASA, information labels, short explanation, NASA log of Mars landing, news report Main outcome: Expanded explanation for a new rover	Writing to Entertain and Discuss Discussion, debate, dialogue, character comparisons, review Main outcome: Science-fiction narrative	Writing to Entertain And Persuade Welcome guide, description, letter of advice, analysis, comparison, diary entry in role, imagined conversation Main outcome: Narrative sequel from a different character's perspective	Writing to Inform Fact file, journalistic writing, setting descriptions, letter of advice, persuasive speech Main outcome: Biography
Objectives	Consider the audience and purpose of the writing		Consider the audience and purpose of the writing		Consider the audience and purpose of the writing	



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progression	<p>Use grammar and vocabulary to create an impact on the reader</p> <p>Add well-chosen detail to interest the reader</p> <p>Establish a viewpoint as the writer through commenting on characters and events</p> <p>Start sentences in different ways</p> <p>Organise writing into paragraphs to show different information of events</p> <p>Use adverbs or modal verbs to indicate degree of possibility</p> <p>Use relative clauses</p> <p>Use brackets</p> <p>Use correct features and sentence types matched to the text type</p>	<p>Use grammar and vocabulary to create an impact on the reader</p> <p>Add well-chosen detail to interest the reader</p> <p>Establish a viewpoint as the writer through commenting on characters and events</p> <p>Start sentences in different ways</p> <p>Organise writing into paragraphs to show different information of events</p> <p>Use stylistic devices to create events in writing</p> <p>Use adverbs or modal verbs to indicate degree of possibility</p> <p>Use relative clauses</p> <p>Use brackets</p> <p>Use correct features and sentence types matched to the text type</p> <p>Develop characters through action and dialogue</p> <p>Use stylistic devices to create events in writing</p>	<p>Use grammar and vocabulary to create an impact on the reader</p> <p>Add well-chosen detail to interest the reader</p> <p>Establish a viewpoint as the writer through commenting on characters and events</p> <p>Start sentences in different ways</p> <p>Organise writing into paragraphs to show different information of events</p> <p>Use stylistic devices to create events in writing</p> <p>Use adverbs or modal verbs to indicate degree of possibility</p> <p>Use relative clauses</p> <p>Use brackets</p> <p>Use correct features and sentence types matched to the text type</p> <p>Develop characters through action and dialogue</p> <p>Use stylistic devices to create events in writing</p> <p>Use commas to clarify meaning or avoid ambiguity</p>
Ready for Year 6	READING		<p>WRITING</p> <p>Spell common words with silent letters.</p>



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<p>Use knowledge of morphology and etymology to read aloud and understand new words.</p> <p>Make comparisons within books and about a variety of books.</p> <p>Read modern fiction, fiction from literary heritage and books from other cultures/traditions</p> <p>Identify and discuss themes and conventions across a wide range of texts.</p> <p>Show understanding of texts, including exploring meaning of words in context.</p> <p>Ask questions to improve understanding of texts.</p> <p>Summarise ideas drawn from more than one paragraph, identifying key details.</p> <p>Predict future events from details stated and implied.</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Discuss how authors use language to affect the reader.</p> <p>Recommend books that I have read, giving reasons for my choices.</p> <p>Participate in discussions about books.</p> <p>Explain and discuss my understanding of texts.</p> <p>Participate in formal presentations and debates about reading.</p> <p>Provide reasons for my views about a text.</p>	<p>Recognise and use spellings for homophones and other often-confused words.</p> <p>Use a dictionary to check spelling and meaning.</p> <p>Identify the audience and purpose before writing, and adapt my writing accordingly.</p> <p>Select appropriate grammar and vocabulary to change or enhance meaning.</p> <p>Develop setting, atmosphere and character.</p> <p>Summarise longer passages.</p> <p>Use the correct tense consistently throughout a piece of writing.</p> <p>Use correct subject and verb agreement.</p> <p>Use a thesaurus.</p> <p>Use expanded noun phrases to convey complicated information concisely.</p> <p>Use relative clauses.</p> <p>Use adverbials of time, place and number for cohesion.</p> <p>Recognise vocabulary and structures appropriate for informal and formal language.</p> <p>Use passive verbs to affect the presentation of information.</p> <p>Recognise difference in informal and formal language.</p> <p>Use grammatical connections and adverbials for cohesion.</p> <p>Use commas to clarify meaning or avoid ambiguity.</p> <p>Use brackets, dashes and commas to indicate parenthesis.</p>
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Year 6						
Writing to Entertain - Setting description, Character Description, Narrative, Poetry Writing to Inform - Recount, Report, Instruction, Explanation, Biography Writing to Persuade - Letter, Advert, Speech Writing to Discuss - Balanced Argument, Newspaper Article						
Text Types	The Invention of Hugo Cabret Brian Selznick	The Wind in the Wall by Sally Gardner and Rovina Cai	The Last Wild by Piers Torday	The Unforgotten Coat by Frank Cottrell Boyce		Swallows and Amazons Arthur Ransome
Writing Focus	Writing to Entertain and discuss Character analysis, opposing diary entries, informal letter, own chapter Main outcome: Own version adventure narrative	Writing to Entertain Horror film poster, figurative writing, character/setting descriptions, old English letter, dialogue Main outcome: Extended Gothic narrative	Writing to Entertain Persuade and inform Poster, retellings, formal report, character descriptions, diary entries, formal letters Main outcome: Own version dystopian narrative	Writing to Inform Diary entries, explanations (sci experiment), dialogue, non-chronological reports Main outcome: Own version 'issues and dilemmas' narrative		Writing to Entertain and Persuade and Discuss Diary Entries, Posters, Balances arguments, Advert
Objectives	Consider the audience and purpose of the writing		Consider the audience and purpose of the writing		Consider the audience and purpose of the writing	



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progression	<p>Use grammar and vocabulary to create an impact on the reader</p> <p>Add well-chosen detail to interest the reader</p> <p>Use stylistic devices to create effects in writing</p> <p>Establish a viewpoint as a reader through commenting on characters and events</p> <p>Start sentences in different ways</p> <p>Organise my writing into paragraphs to show different information or event - topic and summary sentences</p> <p>Use a hyphen to avoid ambiguity</p> <p>Use colon, semi-colon</p> <p>Use the correct features and sentence types matched to the text</p> <p>Develop characters through action and dialogue</p>	<p>Use grammar and vocabulary to create an impact on the reader</p> <p>Add well-chosen detail to interest the reader</p> <p>Use stylistic devices to create effects in writing</p> <p>Establish a viewpoint as a reader through commenting on characters and events</p> <p>Start sentences in different ways</p> <p>Organise my writing into paragraphs to show different information or event - topic and summary sentences</p> <p>Use a hyphen to avoid ambiguity</p> <p>Use colon, semi-colon</p> <p>Use the correct features and sentence types matched to the text</p> <p>Develop characters through action and dialogue</p> <p>Use the passive and active voice</p> <p>Vary sentence structure depending whether formal or informal</p> <p>Use a dash</p>	<p>Use grammar and vocabulary to create an impact on the reader</p> <p>Add well-chosen detail to interest the reader</p> <p>Use stylistic devices to create effects in writing</p> <p>Establish a viewpoint as a reader through commenting on characters and events</p> <p>Start sentences in different ways</p> <p>Organise my writing into paragraphs to show different information or event - topic and summary sentences</p> <p>Use a hyphen to avoid ambiguity</p> <p>Use colon, semi-colon</p> <p>Use the correct features and sentence types matched to the text</p> <p>Develop characters through action and dialogue</p> <p>Use the passive and active voice</p> <p>Vary sentence structure depending whether formal or informal</p> <p>Use a dash</p>
Ready for Year 7	<p>READING</p> <p>Read age-appropriate books with confidence and fluency (including whole novels).</p>	<p>WRITING</p>	



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<p>Read aloud with intonation that shows understanding. Work out the meaning of words from the context. Explain understanding of what I've read, drawing inferences & justifying with evidence. Predict what might happen from details stated and implied. Retrieve information from non-fiction. Summarise main ideas, identifying key details and using quotations for illustration. Evaluate how authors use language, inc. figurative, considering the impact on the reader. Make comparisons within and across books.</p>	<p>Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in writing). In narratives, describe settings, characters and atmosphere. Integrate dialogue in narratives to convey character and advance the action. Select vocabulary and grammatical structures that reflect what the writing requires,(e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs Use verb tenses consistently and correctly throughout their writing. Use the range of punctuation taught at KS2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech) Spell correctly most words from the Y5/Y6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary Maintain legibility in joined handwriting when writing at speed.</p>
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