

Objectives in italics are ongoing but are a planning focus for that term.

LONG TERM PLAN FOR LITERACY 2015-2016

Red = Y3/4 objectives

Blue= Y5/6 objectives

Green=Y6 objectives

		AUTUMN	SPRING	SUMMER
RANGE OF TEXTS		<p><u>Class novel</u> – ‘Outlaw-the true story of Robin Hood’ by Michael Morpurgo</p> <p>Legend- Robin Hood</p> <p>Non- fiction – websites, Robin Hood information texts</p> <p>Newspaper reports – First News</p> <p>modern poetry – Roger Gough</p>	<p><u>Short class novel</u> – ‘The Pearl Diver’ – story from another culture.</p> <p><u>Poetry</u>- Performance poetry</p> <p><u>Modern fiction</u>-‘The boy in the girl’s bathroom’ by Louis Sachar</p> <p><u>Non-fiction</u>- Non-chronological reports</p> <p><u>Newspaper reports</u> – First News</p> <p><u>Myths/Legends</u>-Viking Sagas</p>	<p><u>Non-fiction</u>- Research about British Kings and Queens.</p> <p><u>Play</u>- Shakespeare</p> <p><u>Class novel</u> – <u>Classic fiction</u>-‘The Prince and the Pauper’ by Mark Twain</p> <p><u>Newspaper reports</u> – First News</p>
RANGE OF WRITING		<p>Stories, letters in role, diary entries in role, newspaper reports, recounts, poetry</p>	<p>Stories, diary entries in role, newspaper report/magazine article, poems, e-mails, non-chronological report,</p>	<p>Explanation, instructions, non-chronological report, play-script</p>
SPOKEN		<p><i>Listen and respond appropriately to adults and their peers.</i></p> <p><i>Speak audibly and fluently with an increasing command of Standard English.</i></p> <p>Participate in performances and discussions.</p> <p><i>Select and use appropriate registers for effective communication.</i></p>	<p>Articulate and justify answers, arguments and opinions.</p> <p><i>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</i></p> <p><i>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</i></p> <p>Participate in debates.</p> <p><i>Consider and evaluate different viewpoints, attending to and building on the contributions of others.</i></p>	<p><i>Ask relevant questions to extend their understanding and build vocabulary and knowledge.</i></p> <p>Give well -structured descriptions and explanations.</p> <p>Participate in presentations.</p> <p><i>Gain, maintain and monitor the interest of the listeners.</i></p>

READING	WORD	Apply their growing knowledge of root words, prefixes and suffixes(morphology and etymology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.	Apply their growing knowledge of root words, prefixes and suffixes(morphology and etymology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.	
	COMPREHENSION	<p><u>Pupils should be taught to-</u> <i>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</i></p> <p><i>Reading books that are structured in different ways and reading for a range of purposes.</i></p> <p><i>Recommending books that they have read to their peers, giving reasons for their choices.</i></p> <p>Preparing plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p> <p><u>Understand what they have read by-</u> <i>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</i></p> <p><i>Asking questions to improve their understanding.</i></p> <p><i>Predicting what might happen from details stated and implied.</i></p>	<p><u>Pupils should be taught to-</u> <i>Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</i></p> <p><i>Making comparisons within and across books.</i></p> <p>Learning a wider range of poetry by heart.</p> <p><u>Understand what they have read by-</u> <i>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</i></p> <p><i>Identifying how language, structure and presentation contribute to meaning.</i></p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Distinguish between statements of fact and opinion.</p>	<p><u>Pupils should be taught to-</u> <i>identifying and discussing themes and conventions in and across a wide range of writing.</i></p> <p><u>Understand what they have read by-</u> <i>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</i></p> <p>Retrieve, record and present information from non-fiction.</p>
WRITING	TRANSCRIPTION	Use dictionaries to check the spelling and meaning of words.	Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. Use a thesaurus.	

	HANDWRITING	<p>Write legibly, fluently and with increasing speed by:</p> <p>Choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters.</p> <p>Choosing the writing implement that is best suited for a task.</p>	<p>Write legibly, fluently and with increasing speed by:</p> <p>Choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters.</p> <p>Choosing the writing implement that is best suited for a task.</p>	<p>Write legibly, fluently and with increasing speed by:</p> <p>Choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters.</p> <p>Choosing the writing implement that is best suited for a task.</p>
	COMPOSITION	<p><u>Plan their writing by</u> – identifying the audience for and the purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p><u>Draft and write by</u> – selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</p> <p><u>Evaluate and edit by</u>- assessing the effectiveness of their own and other’s writing.</p> <p>Proof read for spelling and punctuation errors.</p>	<p><u>Plan their writing by</u> – identifying the audience for and the purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p><u>Draft and write by</u> –using a wide range of devices to build cohesion within and across paragraphs.</p> <p>In writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed.</p> <p><u>Evaluate and edit by</u>- ensuring the consistent use of tense throughout a piece of writing and choosing the appropriate register.</p> <p>Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.</p>	<p><u>Plan their writing by</u>- noting and developing initial ideas, drawing on reading and research where necessary.</p> <p><u>Draft and write by</u> – précising longer passages.</p> <p>Using further organisational and presentational devices to structure text and to guide the reader (eg headings, bullet points, underlining)</p> <p><u>Evaluate and edit by</u>- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p>

SPELLING	WORDS		Recommended words.	Recommended words.
	PHONICS	Revise Y4 learning objectives	Words containing 'ough' eg bought, rough, cough, through, although, thorough, plough. Homophones and other words that are often confused eg practise/practice	Homophones and other words that are often confused eg practise/practice
	RULES CONVENTION		Words containing 'cei'	
	AFFIXES ROOTS	Words with the ending /shus/spelt-cious or -tious. Words with the ending/shul/spelt-cial or -tial.	Words ending in -ant, -ance/ -ancy, -ent, ence/ -ency. Words ending in -able and -ible, -ably and -ibly. Words ending in -ed.	Words ending in -fer Words ending in -y change to -ies and -ied
	WORD ORIGINS		Words with the /k/ sound spelt 'ch' eg chemist, scheme (Greek). Words with the 'sh' sound spelt 'ch' eg chef, machine and /g/ spelt -gue, /k/ spelt -que (French). /s/ spelt 'sc' eg science, scene (Latin)	Words with silent letters eg doubt, island, lamb
	GRAMMAR	Possessive apostrophe with plural words eg girls', boys' babies' children's.	Words with hyphens eg co-ordinate, re-iterate, co-own	

VOCABULARY, GRAMMAR AND PUNCTUATION	WORD STRUCTURE	<p>Using 'a' or 'an' correctly before a word. Grammatical difference between plural and possessive –s. Standard English forms for verb inflections instead of local spoken forms eg we were instead of we was.</p> <p>Vocab for informal speech and formal writing eg said-reported, find out-discover, ask for-request</p>	<p>Converting nouns or adjectives into verbs using suffixes eg –ate, -ise, -ify.</p> <p>How words are related by meaning as synonyms and antonyms eg big, large, little.</p>	Verb prefixes eg dis-, de-, mis-, over- and re-
	SENTENCE STRUCTURE	<p>Fronted adverbials with commas eg later that day,. Expanded noun phrases eg the strict maths teacher with the curly hair.</p> <p>Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun.</p>	<p>Indicating degrees of possibility using modal verbs eg might, should, will, must.</p> <p>Use of the passive voice to affect the presentation of information in a sentence eg I broke the window in the greenhouse- The window in the greenhouse was broken by me.</p>	<p>Indicating degrees of possibility using adverbs eg perhaps, surely.</p> <p>Difference between structures typical of informal speech and structures appropriate for formal speech and writing eg He's your friend, isn't he? Or If I were you-</p>
	TEXT STRUCTURE	<p>Past progressive eg I was running. Present perfect form of verbs eg He has gone out to play – instead of He went out to play. Use of paragraphs to organise ideas around a theme. Appropriate use of noun instead of pronoun to avoid repetition and aid cohesion.</p>	<p>Devices to build cohesion within a paragraph eg then, after that, this, firstly.</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices (eg repetition of a word or phrase), grammatical connections (eg the use of adverbials such as on the other hand, in contrast or as a consequence), and ellipsis.</p> <p>Layout devices, such as headings, columns, bullets, or tables, to structure text.</p>	<p>Linking ideas across paragraphs using adverbials of time (eg later), of place (eg nearby), and number (eg secondly) or tense (eg he had seen her before)</p> <p>Layout devices, such as headings, columns, bullets, or tables, to structure text.</p>

	PUNCTUATION	Capital letters, full stops, question marks, exclamation marks, commas in a list, apostrophes in contractions, apostrophes for possession, inverted commas and other punctuation for speech.	Use of commas to clarify meaning or avoid ambiguity. How hyphens can be used to avoid ambiguity eg man eating shark-man-eating shark or recover-re-cover. Use of the semi-colon, colon and dash to mark the boundary between independent clauses eg it's raining; I'm fed up.	Brackets, dashes or commas to indicate parenthesis. Punctuation of bullet points to list information. Use of the colon to introduce a list and use of semi-colons within lists.
	TERMINOLOGY	Adverbial Possessive pronoun Pronoun Determiner Past progressive Present Perfect Relative pronoun Relative clause	Modal verbs Cohesion Ambiguity Active and Passive voice Subject and Object Synonym and Antonym Hyphen Colon Semi-colon Bullet points Ellipsis	Parenthesis Brackets Dash