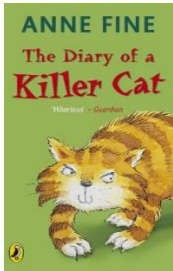
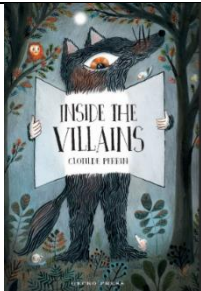
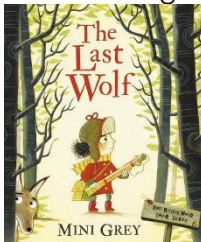
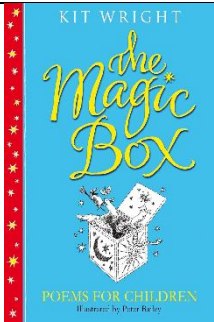
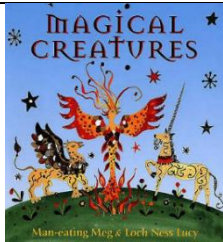


LKS2 English LTP (Year A)



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	History Geography Science	Stone Age Britain Bronze Age Rocks	Countries of the world Animals including humans	Bronze Age Britain Iron Age Britain Forces and Magnets	Rivers and mountains Forces and Magnets	Romans Plants	A journey to Italy Light
Whole Class Reading Texts		George's Marvellous Medicine - Roald Dahl 	The Hodgeheg - Dick King-Smith 	The Iron Man - Ted Hughes 	The Hundred Mile an hour Dog- Jeremy Strong  Forces and Magnets 	Heard it on the Playground- Alan Ahlberg  The Land of Roar - Jenny McLachlan 	The Diary of a Killer Cat - Anne Fine 
Reading for Pleasure		The Twits - Roald Dahl 	The Mouse Family Robinson - Dick King-Smith 	The Iron Woman - Ted Hughes 	The Secret Seven - Enid Blyton 	Fairy vs Boy - Jenny McLachlan 	The Angel of Nitshill Road - Anne Fine 
Key texts/writing stimulus		Stone Age Boy - Satoshi Kitamura  Inside the villains - Clotilde Perrin	Tuesday - David Wiesner 	The Tin Forest - Helen Ward  The magic box - Kit Wright	The secret of black rock - Joe Todd-Stanton  Magical Creatures - Meg Clibbon	Dear Greenpeace - Simon James 	Ocean meets the sky - Eric Fan 



		 The last wolf - Mini grey 					
Writing outcomes	Fiction Non Fiction Poetry	Non-chronological report - Stone Age Boy Character description Inside the villains by Clotilde Perrin Narrative (Adapted fairytale) for the character from character description - The last wolf by Mini grey	Narrative - Tuesday by David Weisner Chronological report (newspaper report) - Tuesday by David Weisner	Diary entry - The Tin forest by Helen Ward Poetry - The Magic Box by Kit Wright	Narrative (Fictional Legends - Mythical legend) - The Secret of Black Rock by Joe Todd-Stanton Non-chronological report - Magical creatures by Meg Clibbon	Letter writing (to enquire and inform) - Dear Greenpeace by Simon James Poetry City Jungle by Pie Corbett - Free verse	Narrative (Fantasy story) - Ocean meets the sky by Eric fan Setting description Persuasive advert - Journey series by Aaron Becker OR linked to Geography learning
Stages of Writing	<div>1. Engage with a stimulus</div> <div>2. Examine real life and model texts of that genre</div> <div>3. Learn the features of and language type of the genre</div> <div>4. Practice the composite aspects of the text (such as intro, middle, conclusion)</div> <div>5. Plan effectively</div> <div>6. Complete and extended piece of writing drawing on modelling and real-life examples</div> <div>7. Edit the writing based on previous learning and feedback</div> <div>8. Publish a final piece</div>						
Ongoing writing objectives throughout year	Year 3	Ongoing objectives across Year 3: Plan writing: <ul style="list-style-type: none">discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammardiscuss and record ideas using simple planning frames Draft and write Evaluate and edit, including proposing changes to grammar and vocabulary to improve consistency Proof-read for spelling and punctuation errors					
	Year 4	Ongoing objectives across Year 4: Plan writing: <ul style="list-style-type: none">discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammarconsider levels of formality in non-fiction textsdiscuss and record ideas using a standard planning frame Draft and write Evaluate and edit, including proposing changes to grammar and vocabulary to improve consistency Proof-read for spelling and punctuation errors					
Composition	Year 3	Composition: <ul style="list-style-type: none">In narratives, create settingsIn narratives develop understanding of characters	Composition: <ul style="list-style-type: none">In narratives, create characters	Composition: <ul style="list-style-type: none">In narrative, create characters and plot	Composition: <ul style="list-style-type: none">In narratives, creating setting, characters and plot	Composition: <ul style="list-style-type: none">Continue to organise writing into paragraphs for non-chronological reports	Composition: <ul style="list-style-type: none">Explore models to understand and learn from their structure,

LKS2 English LTP (Year A)

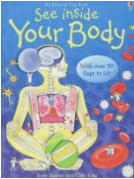
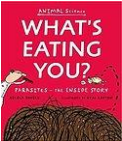
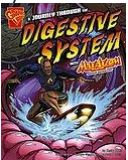
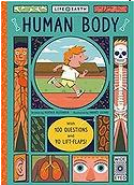
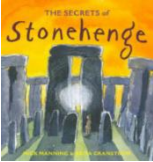
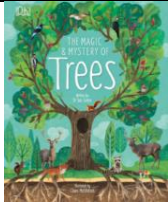

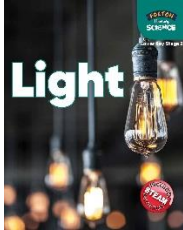


		<p>and how authors convey characters</p> <ul style="list-style-type: none">• (Y2) Orally compose and rehearse sentences before writing• (Y2) Re-read to check that their writing makes sense; including consistent use of tense• (Y2) leaving spaces between words that reflect size of letters• Introduce organisational devices of headings and sub headings appropriate to the text form• Begin to assess the effectiveness of others' writing with reference to writing plan• Proof read to ensure correct use of capital letters, full stops and question marks to demarcate sentences• (Y2) Continue to leave spaces between words that reflect size of letters	<ul style="list-style-type: none">• Continue to orally compose and rehearse sentences before writing• Orally compose and rehearse new sentence structure knowledge before writing• Recognise correct subject/verb agreement (e.g. We are/I am, There are/There is) in spoken language• (Y2) Leave spaces between words that reflect size of letters• Introduce paragraphs to organise information writing• Develop organisational devices of headings and sub headings related to the text form• (Y2) Re-read to check that their writing makes sense; including consistent use of tense• Assess the effectiveness of others' writing with reference to planning• Proof read to ensure use of capital letters, full stops, question marks and exclamation marks to demarcate sentences• Read aloud their poetry, to a group or the whole class, using appropriate intonation	<ul style="list-style-type: none">• Orally compose and rehearse sentences ahead of writing• Continue to develop use of paragraphs to organise related information• Continue to assess the effectiveness of others' writing with reference to agreed success criteria• Re-read to check that writing makes sense, including consistent use of verb forms (simple and progressive from Y2)• Proof read to ensure accurate sentence demarcation: capital letters, full stops, question marks and exclamation marks• Recognise correct subject/ verb agreement (e.g. We are/ I am, There are/ There is) in spoken language• (Y2) Leave spaces between words that reflect size of letters	<ul style="list-style-type: none">• Further develop orally composing and rehearsing new sentence structure knowledge before writing• Develop vocabulary choices through word families based on common words, showing how words are related in form and meaning in spoken and written form• Organise writing into paragraphs for non-fiction compositions• Continue to develop the use of organisational devices (headings and sub headings) to support the reader• Begin to suggest improvements linked to evaluation of effectiveness for others' writing• (Y2) Continue to focus on leaving spaces between words that reflect size of letters• Proof read to ensure correct application of all KS1 punctuation• Recognise correct subject/verb agreement (e.g. We are/I am, There are/There is) in spoken language	<ul style="list-style-type: none">• Identify cohesion within and across sentences.• Continue to orally compose and rehearse new sentence and expand structures before writing• Identify correct subject/verb agreement (e.g. We are/I am, etc) <i>where used</i>• Begin to assess the effectiveness of own writing with reference to planning• Discuss poetry writing similar to that which they are planning to write and use models to provide given structure• Read aloud own poetry, to a group/ the whole class, using intonation & volume• Suggest improvements linked to evaluation of effectiveness of own writing• Consider the writing style and authorial voice developed in model text based on structure, vocabulary and grammar	<p>vocabulary and grammar</p> <ul style="list-style-type: none">• Organise writing into paragraphs• Proof-read to ensure correct application of all KS1 punctuation• Recognise correct subject/verb agreement (e.g. We are/I am, There are/There is) in spoken language• Continue to assess the effectiveness of own writing with reference to original planning and make suggested improvements• Revisit orally composing and rehearsing sentences ahead of writing• Explore models to understand and learn from their structure, vocabulary and grammar• Record ideas linked to 'real experience' using familiar planning template• Re-read to check that their writing makes sense and that verb tense is consistent
Year 4	<p>Composition:</p> <ul style="list-style-type: none">• Discuss writing similar to that which they are planning to write (poetry structure)• (Y2) Leave spaces between words that reflect size of letters• (Y2) Consolidate expanded noun phrases to describe and specify information for the reader• (Y3) Recognise correct subject/verb agreement (e.g. We are/I am, There are/There is) in spoken language• (Y3) Proof read to ensure correct application of all KS1 punctuation• In narratives, create characters, settings• (Y3) Revisit how to organise writing into paragraphs for non-fiction as a way to group related material using headings and sub-headings• In non-narrative, use organisational devices to support layout• Organise information into paragraphs of expanded ideas• Continue to identify correct use of past and present tenses	<p>Composition:</p> <ul style="list-style-type: none">• Compose and rehearse sentences orally• Focus on building vocabulary choices• (Y3) Revisit how to organise writing into paragraphs for non-fiction as a way to group related material using headings and sub-headings• (Y3) Proof read to ensure correct application of all KS1 punctuation• (Y2) Further embed leaving spaces between words that reflect size of letters• In narratives, create and describe settings and characters• Introduce author's use of paragraphs to organise ideas within narrative• (Y3) Proof-read to ensure correct application of all KS1 punctuation• Consider correct subject/verb agreement (e.g. We are/I am, There are/There is) in written form• Discuss writing similar to that which they are planning to write	<p>Composition:</p> <ul style="list-style-type: none">• In narratives, creating setting and plot• Plan and use paragraphs to organise chronology of ideas in narrative• Continue to use past and present tenses correctly, including range of known verb forms (progressive and perfect)• Use paragraphs to organise ideas, e.g. opening/ closing instruction paragraphs• In non-narrative material, use simple organisational devices• Compose own poetry using varied vocabulary and grammar choices• (Y3) Vary sentence structure by using a range of known Y3 conjunctions, adverbs and prepositions to support cohesion and express time, place or cause• Develop correct use of subject/verb agreement (e.g. We are/I am, There are/There is) in written form	<p>Composition:</p> <ul style="list-style-type: none">• In narratives, create characters and plot• In non-narrative material, use simple organisational devices• Plan and develop a sequence of paragraphs to organise the chronology of narratives• Plan and develop a sequence of paragraphs to organise writing around a theme for explanations• Consider the required level of formality for writing• Develop accuracy in using past tense, including progressive and perfect forms• Proof read to identify and correct the accurate use of plural and possessive –s• Proof read for correct application of known spelling, punctuation and tense	<p>Composition:</p> <ul style="list-style-type: none">• In narratives create settings and plots• Vary the range of sentence structures used within individual paragraphs• Further develop organisation of information into coherent paragraphs• Consistently maintain past tenses correctly across whole composition, and present tense, <i>where relevant</i>• Continue to embed proof reading for correct use of punctuation• Focus on ensuring subject/verb agreement (e.g. We are, There is)• Consider non-chronological writing similar to that which they will be writing• Understand structure and level of formality depending on audience• Revisit and select non-fiction organisational devices to support layout <p>Continue to evaluate effect of composition and reference to original plan</p>	<p>Composition:</p> <ul style="list-style-type: none">• In narratives setting, characters and plot• Select organisational devices to support reader engagement with layout• With increasing independence, organise narrative into paragraphs• Proof read for correct application of known punctuation• Evaluate effect of composition and reference to original plan• Further develop organisation of information into coherent paragraphs• Continue to evaluate effect of composition and reference to original plan	

LKS2 English LTP (Year A)



Wider Curriculum	Year 3 New learning Recap/refine	Grammar & punctuation: <ul style="list-style-type: none"> (Y2) Revisit co-ordinating conjunctions to join clauses (Y2) Revisit using expanded noun phrases to describe for the reader (Y2) Punctuate sentences with capital letters and full stops (Y2) Reinroduce using statement sentences (Y2) Revisit commas to separate items in a list (Y2) Continue to secure apostrophes for contractions Introduce expanding sentences using conjunctions (subordinating and coordinating) 	Grammar & punctuation: <ul style="list-style-type: none"> Begin to expand sentences using conjunctions to express cause (Y2) Revisit apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns Introduce expanding sentences using prepositions to express place (Y2) Use a combination of co-ordinating and subordinating conjunctions to join clauses - building on conjunctions introduced in Autumn 1 (Y2) Use expanded noun phrases to specify information for the reader (Y2) Continue to focus on basic sentence demarcation with capital letters and full stops (Y2) Reinroduce using question sentences and question marks Expand sentences using conjunctions (Y2) Use expanded noun phrases to provide detail for the reader 	Grammar & punctuation: <ul style="list-style-type: none"> Begin to identify 'a' or 'an' according to whether the next word begins with a consonant or a vowel Begin to expand sentences using adverbs to express time in narratives Continue to expand sentences using prepositions to express place Begin to identify how inverted commas can be used to punctuate direct speech (Y2) Revisit apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns 	Grammar & punctuation: <ul style="list-style-type: none"> Develop the use of inverted commas to punctuate direct speech begin to identify how inverted commas can be used to punctuate direct speech Continue to identify correct use of 'a' or 'an' through proof reading Further practise using full range of KS1 punctuation to demarcate sentences and support the reader Develop expanded sentences using adverbs to express time in narrative Expand phrases and sentences using expanded noun phrases and adverbs to provide detail for the reader 	Grammar & punctuation: <ul style="list-style-type: none"> Begin to identify the present perfect form of verbs instead of the simple past Vary sentence structure by using a range of conjunctions, adverbs and prepositions to support cohesion and to add detail Continue to proofread to ensure correct application of all KS1 punctuation Embed correct use of 'a' or 'an' when proof reading Expand and select new vocabulary Revisit and identify difference between sentence types (statement, question, command and exclamation) and incorporate range into own writing Continue to vary sentence structure by using a range of conjunctions, adverbs and prepositions to support cohesion and to add detail 	Grammar & punctuation: <ul style="list-style-type: none"> Vary sentence structure by using a range of conjunctions, adverbs and prepositions to support cohesion and to add detail Recognise the use of commas to separate main and subordinating clauses Focus on maintaining consistent tense across whole composition; including present perfect form Use 'a' or 'an' according to whether the next word begins with a consonant or a vowel
	Year 4 New learning Recap/refine	Grammar & punctuation: <ul style="list-style-type: none"> (Y3) Revise commas to separate items in a list and to separate clauses when constructing complex sentences (Y2) Consolidate expanded noun phrases to describe and specify information for the reader (Y3) Vary sentence structure by using a range of known conjunctions, adverbs and prepositions from Y3 to support cohesion and express time, place or cause (Y3) Correct choice and consistent use of past tense throughout writing (Y2/3) Embed use of apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (Y3) Continue to vary sentence structure by using a range of known conjunctions, adverbs and prepositions from Y3 to support cohesion and to express time, place or cause Introduce fronted adverbials Begin to use commas after a fronted adverbial 	Grammar & punctuation: <ul style="list-style-type: none"> (Y3) Vary sentence structure by using a range of known conjunctions and adverbs to support cohesion and to express time or cause, as appropriate (Y3) Ensure correct choice and consistent use of past tense throughout writing; including use of present perfect form Introduce noun phrases expanded by the addition of modifying adjectives (Y2 & Y3) Revisit apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (Y3) Vary sentence structure by using a range of known conjunctions, adverbs and prepositions from Y3 to support cohesion and to express time, place or cause (Y3) Vary sentence structure by using known adverbs and prepositions from Y3 to support cohesion and to express place or cause Use past and present tenses correctly Develop noun phrases expanded by the addition of modifying adjectives Develop use of fronted adverbials and demarcate with commas 	Grammar & punctuation: <ul style="list-style-type: none"> (Y2/3) Revisit apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (Y3) Vary sentence structure by using a range of known conjunctions, adverbs and prepositions from Y3 to support cohesion and to express time or place Introduce use of pronouns to aid cohesion and avoid repetition Continue to use fronted adverbials with commas to expand sentence detail Construct expanded noun phrases modified by prepositional phrases Begin to vary the position of clauses within a sentence and use commas to separate clauses where required Identify the grammatical difference between plural and possessive –s 	Grammar & punctuation: <ul style="list-style-type: none"> Identify the grammatical difference between plural and possessive –s (Y3) Revisit use of inverted commas and other direct speech punctuation Select personal pronouns or nouns within and across sentences to aid cohesion and avoid repetition Continue to construct expanded noun phrases modified by adjectives, nouns and preposition phrases to provide detail for the reader Continue to vary sentence structure (including the use of fronted adverbials) and the position of clauses within sentences and understand the effect of the different position 	Grammar & punctuation: <ul style="list-style-type: none"> Introduce apostrophes to mark plural possession Continue to vary sentence structure including the use of fronted adverbials and subordinate clauses, and expanded noun phrases by selecting a wider range of adventurous modifiers Select appropriate pronouns or nouns to aid cohesion and avoid repetition Further develop use of inverted commas and other punctuation to indicate direct speech (both writing outcomes) include a wider range of verb forms Select and apply appropriate formal or informal vocabulary for audience Continue to select and apply range of punctuation to support coherence Develop cohesive individual paragraphs with links across sentences Identify and accurately use a range of verb forms for past or present tense 	Grammar & punctuation: <ul style="list-style-type: none"> Continue to use apostrophes to mark plural possession, <i>where relevant</i> Vary the range of sentence structures used within individual paragraphs (simple, compound and complex) Continue to construct expanded noun phrases by selecting a wider range of modifiers with shades of meaning Embed accurate use of past and present tenses, and include a wider range of verb forms Select and apply appropriate vocabulary Continue to select and apply appropriate punctuation
		The History detectives – stone age to iron age	Bones - Steve Jenkins	The History detectives – stone age to iron age	Rivers: an incredible journey from source to sea	The magic and mystery of trees	Step into science - Light

	<div><p>Usborne – 24 hours in the stone age</p><p>The secrets of stonehenge</p><p>The pebble in my pocket</p><p>The street beneath my feet</p></div>	<div><p>Usbourne – See inside your body</p><p>What's eating you?</p><p>A journey through the digestive system.</p><p>Human body</p></div>	<div><p>Usborne – 24 hours in the stone age</p><p>The secrets of stonehenge</p></div>	<div><p>Water</p></div>	<div><p>I ate sunshine for breakfast</p></div>	<div><p>How it works: Light</p><p>Foxton Primary Science: LKS2 - Light</p></div>
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