

# St George's Central CE Primary School and Nursery

## Long Term Plan for English Nursery (2 – 3 year olds)

<b>Key Learning</b>	<p>Stories to link with seasonal learning or children's own interests.</p> <p>Adults often present in reading area to encourage all engagement with books and stories.</p> <p>Nursery rhymes daily to encourage children's participation and vocalisations.</p> <p>Messy play and mark making opportunities indoors and outdoors to support and encourage exploration of ability to make a variety of marks with hands, fingers and then drawing and writing tools.</p>	
<b>Key Learning</b>	<p><b>Texts across the year:</b></p> <p><i>Hide and Seek Pig</i> <i>Rabbit's Nap</i> <i>Postman Bear</i> <i>Fox's Socks</i> <i>Moles Spectacles</i> <i>That's not my Unicorn</i> <i>That's not my Donkey</i> <i>Let's Meet People Who Help Us</i> <i>Old MacDonald had a Farm</i> <i>Giraffes can't Dance</i> <i>Hello Animals – How do you sleep?</i> <i>Deer Zoo</i> <i>Animal Music</i> <i>Pardon said the Giraffe</i> <i>One Mole Digging a Hole</i> <i>Maisy goes to the City</i> <i>Maisy goes Camping</i> <i>Maisy, Charley and the Wobbly Tooth</i> <i>How Big is my Bear?</i> <i>Jungle</i> <i>Round and Round the Garden</i> <i>Peter Rabbit – finger puppet book</i></p>	<p><b>Rhymes across the year:</b></p> <p><i>Round and Round the Garden</i> <i>This Little Piggy</i> <i>Tommy Thumb</i> <i>I'm a Little Teapot</i> <i>Baa Baa Black Sheep</i> <i>Zoom Zoom Zoom</i> <i>Humpty Dumpty</i> <i>Wheels on the bus</i> <i>Twinkle Twinkle</i> <i>1 Potato. 2 Potato</i> <i>Two Little Dicky Birds</i> <i>12345 Once I caught a fish alive</i></p> <p><b>Poems across the year:</b></p> <p><i>An Elephant goes like this and that</i> <i>Eyes, Nose, Cheeky Cheeky Chin</i> <i>Ten Little Fingers, Ten Little Toes</i> <i>I Hear Thunder</i> <i>Here is the Church, here is the Steeple</i> <i>Walking in my wellingtons</i></p>

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<b>EYFS Statements</b>	<b><u>Communication &amp; Language</u></b>
	<ul style="list-style-type: none"> <li>• Start to say how they are feeling, using words as well as actions.</li> <li>• Start to develop conversation, often jumping from topic to topic.</li> <li>• Develop pretend play.</li> <li>• Use the speech sounds p, b, m and w.</li> <li>• Use multi-syllabic words.</li> <li>• Understand and act on longer sentences.</li> <li>• Understand simple questions about who, what and where.</li> </ul>
	<b><u>Reading</u></b>
	<ul style="list-style-type: none"> <li>• Listen to simple stories and understand what is happening, with the help of the pictures.</li> <li>• Enjoy sharing books with an adult.</li> <li>• Pay attention and respond to the pictures or words.</li> <li>• Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</li> <li>• Repeat words and phrases from familiar stories.</li> <li>• Ask questions about the book. Makes comments and share own ideas.</li> <li>• Develop play around favourite stories using props.</li> </ul>
	<b><u>Writing</u></b>
	<ul style="list-style-type: none"> <li>• Large-scale sensory play, such as making marks with fingers in wet sand or in a tray of flour.</li> <li>• Enjoy drawing freely.</li> <li>• Add some marks to their drawings, which they give meaning to.</li> <li>• Make marks on their picture to stand for their name.</li> <li>• Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</li> </ul>
	<p>Large scale mark making opportunities in indoor and outdoor continuous provision.</p> <p>Staff support children’s speech and language development in the moment and at all times.</p> <p>Small communication group activities, Toddler Talk, stories and carpet time throughout the year.</p>

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# St George's Central CE Primary School and Nursery

## Long Term Plan for English Nursery (3 – 4 year olds)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Key Learning</b>	<p><b>Phonics:</b> Little Wandle – Foundations for Phonics</p> <p><b>Texts:</b> <i>More People to Love Me</i> <i>All are Welcome</i> <i>Red Rockets and</i> <i>Rainbow Jelly</i> <i>This is the Way We</i> <i>Go to School</i></p> <p><b>Poems:</b> <i>Ten Little Fingers,</i> <i>Ten Little Toes</i> <i>Humpty Dumpty</i> <i>Sat on a Chair</i></p>	<p><b>Phonics:</b> Little Wandle – Foundations for Phonics</p> <p><b>Texts:</b> <i>How to catch a star</i> <i>Not Last Night but the</i> <i>Night Before</i> <i>Penguninaut</i> <i>The Christmas Story</i> <i>My New Baby</i></p> <p><b>Poems:</b> <i>When The Fog Comes</i> <i>Down</i> <i>One, Two, Three, Blow</i></p>	<p><b>Phonics:</b> Little Wandle – Foundations for Phonics</p> <p><b>Texts:</b> <i>Rain</i> <i>The Storm Whale</i> <i>The Storm Whale</i> <i>in Winter</i> <i>Penguin and Pinecone</i> <i>Billy Blackbird</i> <i>Lost and Found</i></p> <p><b>Poems:</b> <i>Hang Out Your Washing</i> <i>The Cold Wind Doth Blow</i></p>	<p><b>Phonics:</b> Little Wandle – Foundations for Phonics</p> <p><b>Texts:</b> <i>Ernest</i> <i>The Runaway Pea</i> <i>Jim and the Beanstalk</i> <i>The Small Small Seed</i> <i>An Adventure with</i> <i>Charlie Chick</i> <i>A Squash and a Squeeze</i></p> <p><b>Poems:</b> <i>Animal Voices</i> <i>Five Little Peas</i></p>	<p><b>Phonics:</b> Little Wandle – Foundations for Phonics</p> <p><b>Texts:</b> <i>Storytown books</i> <i>The Jolly Postman</i> <i>Benny the</i> <i>Bumbling Builder</i> <i>Sounds Around Town</i></p> <p><b>Poems:</b> <i>I'm Going to Build a Little</i> <i>House</i> <i>Tall Shop in The Town</i></p>	<p><b>Phonics:</b> Little Wandle – Foundations for Phonics</p> <p><b>Texts:</b> <i>This Zoo is not for You</i> <i>Rosie's Holiday</i> <i>Sally and the Limpet</i> <i>But Where Completely</i> <i>are We?</i></p> <p><b>Poems:</b> <i>Down at The Station</i> <i>See The Sun Rising</i></p>
<b>EYFS Statements</b>	<p style="text-align: center;"><b>Communication &amp; Language</b></p> <ul style="list-style-type: none"> <li>• Use longer sentences of four to six words.</li> <li>• Use a wider range of vocabulary.</li> <li>• Understand a question or instruction that has two parts.</li> <li>• Sing a large repertoire of songs.</li> <li>• Know many rhymes and be able to talk about familiar books.</li> <li>• Enjoys listening to longer stories and can remember much of what happens.</li> <li>• Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions.</li> <li>• Can start a conversation with an adult or a friend and continue it for many turns.</li> <li>• Use talk to organise themselves and their play.</li> </ul> <p style="text-align: center;"><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Understand the five key concepts of print: print has meaning, print can have different purposes, we read English from left to right and top to bottom, the names of different parts of a book and page sequencing.</li> <li>• Develop their phonetical awareness so that they can: spot and suggest rhymes, count or clap syllables in a word and recognise words with the same initial sound.</li> <li>• Engage in extended conversations about stories, learning new vocabulary.</li> </ul>					

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### Writing

- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Use a comfortable grip with good control when holding pens and pencils.
- Show a preference for a dominant hand.
- Use some of their print and letter knowledge in their early writing.
- Write some or all of their name.
- Write some letters accurately.

Mark making and writing opportunities in all areas of continuous provision and at message station.

Focused mark making and writing linked to children's own interests and current learning.

Staff support children's speech and language development in the moment and at all times.

Small communication group activities, Book Talk, circle time contributions, stories and carpet time throughout the year.

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# St George's Central CE Primary School and Nursery

## Long Term Plan for English Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Learning	<p><b>Phonics:</b> Phase 2 Little Wandle</p> <p><b>Texts:</b> <i>The Everywhere Bear</i> <i>Here We Are</i> <i>How Do Dinosaurs Go to School?</i></p> <p><b>Poems:</b> <i>Five Little Senses</i> Andrew Peters</p>	<p><b>Phonics:</b> Phase 2 Little Wandle</p> <p><b>Texts:</b> <i>Diwali</i> <i>Fireworks</i> <i>Bonfire Night</i> <i>Jolly Christmas Postman</i> <i>Happy Holidays</i></p> <p><b>Poems:</b> <i>Crackle! Spit!</i> Marie Thorn</p>	<p><b>Phonics:</b> Phase 3 Little Wandle</p> <p><b>Texts:</b> <i>Naughty Bus</i> <i>Queen's Hat</i> <i>In Every House On Every Street</i> <i>Mouse House</i> <i>A World of Cities</i></p> <p><b>Poems:</b> <i>Two Tall Gentlemen</i> Zita Newcome</p>	<p><b>Phonics:</b> Phase 3 Little Wandle</p> <p><b>Texts:</b> <i>What the Ladybird Heard</i> <i>Minibeasts</i> <i>Jasper's Beanstalk</i> <i>Hungry Cat</i></p> <p><b>Poems:</b> <i>How Does Your Garden Grow?</i> Julia Donaldson</p>	<p><b>Phonics:</b> Phase 4 Little Wandle</p> <p><b>Texts:</b> <i>Commotion in the Ocean</i> <i>Sharing a Shell</i> <i>The Snail and the Whale</i> <i>Tiddler</i> <i>Rainbow Fish</i></p> <p><b>Poems:</b> <i>Here is The Sea</i> Zita Newcome</p>	<p><b>Phonics:</b> Phase 4 Little Wandle</p> <p><b>Texts:</b> <i>Traditional Tales</i> <i>The Three Little Wolves and the Big Bad Pig</i></p> <p><b>Poems:</b> <i>Goldilocks</i> Julia Donaldson</p>
EYFS Statements	<p style="text-align: center;"><b><u>Communication &amp; Language</u></b></p> <ul style="list-style-type: none"> <li>• Understand how to listen carefully and why listening is important.</li> <li>• Learn and use new vocabulary through the day and use in different contexts.</li> <li>• Ask questions to find out more and to check they understand what has been said to them.</li> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Connect one idea or action to another using a range of connectives.</li> <li>• Describe events in some detail.</li> <li>• Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen.</li> <li>• Develop social phrases.</li> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> <li>• Listen carefully and learn rhymes, poems and songs.</li> <li>• Listen and talk about non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>					

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**Reading**

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the Little Wandle Phonics Scheme.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

**Writing**

- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known sound-letter correspondences using a capital letter and full stops.
- Re-read what they have written to check it makes sense.

Writing opportunities in all areas of continuous provision and message station. Some focused writing activities.

Small communication group activities, Book Talk, circle time contributions, stories and carpet time throughout the year.

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# St George's Central CE Primary School and Nursery

## Long Term Plan for Reading Year 1 – Year 6

### National Curriculum Statements

Year 1	Year 2	Year 3/4	Year 5/6
<ul style="list-style-type: none"> <li>• Build on work from the Early Years Foundation Stage.</li> <li>• Sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills they have already learnt.</li> <li>• Continue to learn new grapheme phoneme correspondences (GPCs).</li> <li>• Revise and consolidate those already known.</li> <li>• Understand that the letter(s) on the page represent the words spoken (including common exception words containing unusual GPCs).</li> <li>• Develop the skill of blending the sounds into words – establish the habit of applying this when meeting new words.</li> <li>• Stop overt sounding and blending after a few encounters.</li> <li>• Use reading books consistent with their developing phonic knowledge and knowledge of common exception words in order to practice.</li> <li>• Hear, share (with adults and each other) and discuss a wide</li> </ul>	<p><b>Beginning of Y2:</b></p> <ul style="list-style-type: none"> <li>• Be able to read all common graphemes.</li> <li>• Be able to read unfamiliar words containing these graphemes accurately and without hesitation by sounding them out (in books pitched at their phonic development).</li> <li>• Be able to read many common words without needing to blend the sounds out loud first.</li> <li>• Reading of common exception words should be secure.</li> <li>• Retell some familiar stories that have been read to and discussed with them or that they have acted out in Y1.</li> </ul> <p><b>During Y2:</b></p> <ul style="list-style-type: none"> <li>• Establish pupils' accurate and speedy word reading skills.</li> <li>• Listen to and discuss a wide range of stories, poems, plays and information books (including whole books)</li> <li>• Pupils should have opportunities to exercise choice in selecting books and be taught how to do so.</li> </ul>	<p><b>Beginning of Y3:</b></p> <ul style="list-style-type: none"> <li>• Be able to read books written at an age appropriate interest level. Read them accurately at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words.</li> <li>• Decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation.</li> <li>• As decoding skills become increasingly secure, teaching should focus on developing vocabulary and the breadth and depth of their reading, making sure they become independent, fluent and enthusiastic readers who read widely and fluently.</li> <li>• Develop their understanding and enjoyment of stories, poetry, plays and non-fiction, and learn to read silently.</li> <li>• Develop their knowledge and skills in reading non-fiction about a wide range of subjects.</li> </ul>	<p><b>Beginning of Y5:</b></p> <ul style="list-style-type: none"> <li>• Be able to read aloud a wider range of poetry and books written at an age appropriate interest level with accuracy and at a reasonable speaking pace.</li> <li>• Read most words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity.</li> <li>• If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning and how to pronounce it correctly.</li> <li>• Be able to prepare readings, with appropriate intonation to show their understanding.</li> <li>• Be able to summarise and present a familiar story in their own words.</li> <li>• Be able to read silently, inferring the meaning of unfamiliar words, and then discuss what they have read.</li> </ul> <p><b>During Y5 and Y6:</b></p> <ul style="list-style-type: none"> <li>• Teachers should continue to emphasise pupils' enjoyment and understanding of language to support their reading.</li> <li>• Pupils' knowledge of language, gained from stories, plays, poetry,</li> </ul>

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<p>range of high-quality books to develop a love of reading and broaden their vocabulary.</p> <ul style="list-style-type: none"> <li>• Pupils' writing during Y1 will develop at a slower pace than their reading. With writing they need to encode the sounds they hear in words, develop their handwriting skills and organise their ideas.</li> <li>• Teachers should develop pupils' oral vocabulary as well as their ability to understand and use a variety of grammatical structures.</li> </ul>		<p><b><u>During Y3 and Y4:</u></b></p> <ul style="list-style-type: none"> <li>• Learn to justify their views about what they have read: with support at the start of Y3 and increasingly independently by the end of Y4.</li> <li>• Teaching comprehension should be taking precedence over teaching word reading directly.</li> <li>• Any focus on word reading should support the development of vocabulary.</li> <li>• Demonstrate their understanding of figurative language and distinguish shades of meaning among related words.</li> <li>• Continue to have opportunities to listen frequently to stories, poems, non-fiction and other writing, including whole books not just extracts. In this way they meet books and authors they might not choose themselves.</li> <li>• Pupils should have opportunities to exercise choice in selecting books and be taught how to do so – using library services and expertise to support this.</li> </ul>	<p>non-fiction and textbooks, will support their increasing fluency as readers and their comprehension.</p> <p><b><u>By the end of Y6:</u></b></p> <ul style="list-style-type: none"> <li>• Pupils' reading should be sufficiently fluent and effortless for them to manage the demands of the curriculum in Y7, across all subjects.</li> <li>• Pupils should understand nuances in vocabulary choice and age-appropriate, academic vocabulary.</li> <li>• Reading aloud to pupils should include whole books so that they meet books and authors they might not choose themselves.</li> </ul>
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# St George's Central CE Primary School and Nursery

## Long Term Plan for Word Reading Year 1 – Year 6

### National Curriculum Statements

Year 1	Year 2	Year 3/4	Year 5/6
<ul style="list-style-type: none"> <li>• Apply phonic knowledge and skills to decode words.</li> <li>• Revise and consolidate the GPCs and common exception words taught in Reception.</li> <li>• Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes – including alternative sounds for graphemes.</li> <li>• Read accurately by blending sounds in unfamiliar words containing the GPCs that have been taught.</li> <li>• Read common exception words (noting unusual correspondences between spelling and sound) – <i>number, order and choice depends on the phonics programme used</i> Read words containing taught GPCs and –s, -es, -ing, -ed, -er and –est endings – build on root words they can already read.</li> <li>• Read words of more than one syllable (containing taught GPCs).</li> <li>• Read words with contractions and understand that the apostrophe represents omitted letter(s).</li> <li>• Read aloud accurately books that are consistent with their developing phonic knowledge (and don't</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to apply phonic knowledge and skills to decode words until automatic decoding has become embedded and reading is fluent.</li> <li>• Revise and consolidate the GPCs and common exception words taught in Y1.</li> <li>• Read accurately by blending sounds in words that contain the graphemes taught, especially recognising alternative sounds for graphemes.</li> <li>• Read accurately words of two or more syllables (containing taught GPCs).</li> <li>• When reading longer words, use syllable boundaries to read each syllable separately before combining them to read the word.</li> <li>• Read words containing common suffixes – build on root words they can already read.</li> <li>• Read further common exception words –noting unusual correspondences between spelling and sound Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <a href="#">English Appendix 1</a> both to read aloud and to understand the meaning of new words they meet.</li> <li>• Read further exception words (noting unusual correspondences between spelling and sound).</li> <li>• When being taught to read longer words, pupils should be supported to test out different pronunciations.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <a href="#">English Appendix 1</a> both to read aloud and to understand the meaning of new words they meet.</li> <li>• Pupils should be encouraged to work out any unfamiliar word. They should focus on all letters in the word so they don't read 'invitation' for 'imitation' because of familiarity with the first word. Accurate reading of individual words improves comprehension.</li> <li>• When teachers are reading with or to pupils, attention should be paid to the word's meaning and its correct pronunciation.</li> </ul>

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<p>require them to use other strategies to work out words).</p> <ul style="list-style-type: none"> <li>• Teachers need to explain the meaning of words read to develop pupils' vocabulary.</li> <li>• Re-read these books to build up their fluency and confidence – fluency greatly assists comprehension Once they can read words comprising the Y1 GPCs accurately and speedily they should move on to the Y2 programmes of study for word reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Read aloud books matched to their improving phonic knowledge, sounding out unfamiliar words accurately and automatically without hesitation</li> <li>• Read all the words in a sentence so that their understanding of what is read in not hindered by imprecise decoding, e.g. by reading 'place' instead of 'palace'</li> <li>• Re-read these books to build up their fluency and confidence – fluency greatly assists comprehension Once they can read words comprising the Y2 GPCs accurately and speedily they should move on to the years 3 and 4 programme of study for word reading.</li> </ul>		
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# St George's Central CE Primary School and Nursery

## Long Term Plan for Comprehension Year 1 – Year 6

### National Curriculum Statements

Year 1	Year 2	Year 3/4	Year 5/6
<p><b><u>Develop pleasure, motivation to read, vocabulary and understanding by:</u></b></p> <ul style="list-style-type: none"> <li>• Listening to and discussing a wide range of poems, stories and nonfiction at a level beyond their independent reading ability.</li> <li>• Linking what they read or hear read to their own experiences.</li> <li>• Becoming very familiar with key stories, fairy stories and traditional tales (retell them and discuss characteristics).</li> <li>• Recognising and joining in with predictable phrases.</li> <li>• Appreciating poems and rhymes and reciting some by heart.</li> <li>• Discussing word meanings – linking new meanings to those already known.</li> </ul> <p><b><u>Understand both the books they read accurately and fluently and those they listen to by:</u></b></p> <ul style="list-style-type: none"> <li>• Drawing on what they already know or on information/vocabulary provided by the teacher.</li> <li>• Checking the text makes sense as they read and correcting inaccurate reading.</li> </ul>	<p><b><u>Develop pleasure, motivation to read, vocabulary and understanding by:</u></b></p> <ul style="list-style-type: none"> <li>• Listening to and discussing a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond their independent reading ability.</li> <li>• Discussing the sequence of events in books and how items of information are related.</li> <li>• Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</li> <li>• Being introduced to non-fiction books that are structured in different ways.</li> <li>• Recognising simple recurring literary language in stories and poetry.</li> <li>• Discussing and clarifying the meaning of words – linking new meanings to known vocabulary.</li> <li>• Learning the meaning of new words within the context of reading and use morphology (i.e. prefixes) to work out unknown words.</li> <li>• Discussing their favourite words and phrases.</li> </ul>	<p><b><u>Develop positive attitudes to reading and understanding of what they read by:</u></b></p> <ul style="list-style-type: none"> <li>• Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>• Reading books that are structured in different ways and reading for a range of purposes.</li> <li>• Using dictionaries to check the meaning of words.</li> <li>• Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</li> <li>• Identifying themes and conventions in a wide range of books, e.g. the triumph of good over evil, a diary written in the first person etc.</li> <li>• Preparing poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action.</li> <li>• Discussing words and phrases that capture the reader's interest and imagination.</li> <li>• Recognising some different forms of poetry, e.g. free verse, narrative poetry etc.</li> </ul>	<p><b><u>Maintain positive attitudes to reading and understanding of what they read by:</u></b></p> <ul style="list-style-type: none"> <li>• Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>• Reading books that are structured in different ways and reading for a range of purposes.</li> <li>• Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our heritage, and books from other cultures and traditions.</li> <li>• Recommending books that they have read to their peers, giving reasons for choices.</li> <li>• Identifying and discussing themes and conventions, e.g. loss or heroism, in and across a wide range of writing.</li> <li>• Continuing to learn the conventions of different types of writing, e.g. use of first person in autobiographies.</li> <li>• Making comparisons within and across books.</li> <li>• Learning a wider range of poems by heart</li> </ul>

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<ul style="list-style-type: none"> <li>• Discussing the significance of the title and events.</li> <li>• Making inferences on the basis of what is being said and done.</li> <li>• Predicting what might happen on the basis of what has been read so far.</li> </ul>	<ul style="list-style-type: none"> <li>• Continuing to build up a repertoire of poems learnt by heart (reciting some with appropriate intonation).</li> </ul> <p><b><u>Understand both the books they read accurately and fluently and those they listen to by:</u></b></p> <ul style="list-style-type: none"> <li>• Drawing on what they already know or on information/vocabulary provided by the teacher.</li> <li>• Checking the text makes sense to them as they read and correcting inaccurate reading.</li> <li>• Making inferences on the basis of what is being said and done.</li> <li>• Answering and asking questions.</li> <li>• Predicting what might happen on the basis of what has been read so far.</li> </ul>	<p><b><u>Understand what they read, in books they can read independently, by:</u></b></p> <ul style="list-style-type: none"> <li>• Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</li> <li>• Answering questions to improve their understanding of a text.</li> <li>• Drawing inferences, e.g. characters' feelings, thoughts and motives and justifying inferences with evidence.</li> <li>• Predicting what might happen from details stated and implied.</li> <li>• Identifying main ideas drawn from more than one paragraph and summarising these.</li> <li>• Identifying how language, structure, and presentation contribute to meaning.</li> <li>• Retrieve and record information from nonfiction.</li> </ul>	<p><b><u>Understand what they read by:</u></b></p> <ul style="list-style-type: none"> <li>• Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</li> <li>• Asking questions to improve their understanding.</li> <li>• Drawing inferences, e.g. characters' feelings, thoughts and motives and justifying inferences with evidence.</li> <li>• Comparing characters and considering different accounts of the same event.</li> <li>• Discussing viewpoint (both of authors and of fictional characters) within a text and across texts.</li> <li>• Comparing characters, settings and themes.</li> <li>• Predicting what might happen from details stated and implied.</li> <li>• Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</li> <li>• Identifying how language, structure and presentation contribute to meaning.</li> </ul>
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# St George's Central CE Primary School and Nursery

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## Long Term Plan for Comprehension (Book Talk)

### Year 1 – Year 6

Year 1	Year 2	Year 3/4	Year 5/6
<ul style="list-style-type: none"><li>• Participate in discussion about what is read to them, taking turns and listening to others.</li><li>• Explain clearly their understanding of what is read to them.</li><li>• Pupils should be shown some of the processes for finding out information.</li></ul>	<ul style="list-style-type: none"><li>• Participate in discussion about books, poems and other works that are read to them and those they can read for themselves, taking turns and listening to others.</li><li>• Discussion should be demonstrated and pupils should be guided to participate and helped to consider the opinion of others.</li><li>• Use role play and other drama techniques to help pupils identify with and explore characters to extend understanding of what they read and try out the language they have listened to.</li><li>• Increase pupils' vocabulary and their awareness of grammar so they continue to understand the differences between spoken and written language.</li></ul>	<ul style="list-style-type: none"><li>• Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</li><li>• Reading, re-reading, and rehearsing poems and plays for presentation and performance gives pupils the opportunity to discuss language, including vocabulary, extending their interest in the meaning and origin of words. Pupils should be encouraged to use drama approaches to understand how to perform plays and poems to find out what expression is required.</li></ul>	<ul style="list-style-type: none"><li>• Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views.</li><li>• Explain and discuss their understanding of what they have read, e.g. through formal presentations and debates, maintaining a focus and using notes where necessary.</li><li>• Provide reasoned justification for their views.</li><li>• Pupils should have guidance about feedback.</li></ul>

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## Long Term Plan for Writing

### Year 1 – Year 6

#### National Curriculum Statements

Year 1	Year 2	Year 3/4	Year 5/6
<ul style="list-style-type: none"> <li>Pupils' writing will develop at a slower pace than their reading.</li> <li>Encode the sounds they hear in words (spelling).</li> <li>Develop the physical skill needed for handwriting.</li> <li>Learn how to organise their ideas in writing.</li> <li>Correct misspelling of words taught.</li> </ul>	<p><b><u>Beginning of Y2:</u></b></p> <ul style="list-style-type: none"> <li>Compose individual sentences orally and then write them down.</li> <li>Spell correctly many of the words covered in Y1.</li> <li>Make phonetically plausible attempts at unknown words.</li> <li>Form individual letters correctly, establishing good handwriting habits.</li> </ul> <p><b><u>During Y2:</u></b></p> <ul style="list-style-type: none"> <li>Growing knowledge that there is not always an obvious connection between the way a word is said and the way it is spelt.</li> <li>Pupils' motor skills develop to enable them to write down ideas as they orally compose.</li> <li>Pupils are likely to be able to read and understand more complex writing than they are capable of producing themselves.</li> <li>Develop positive attitudes towards writing and increase stamina.</li> </ul>	<ul style="list-style-type: none"> <li>Write down ideas with a reasonable degree of accuracy and with good sentence punctuation.</li> <li>Evidence of vocabulary improving, sentence structure further developing and linguistic terminology being used.</li> <li>Enhance the effectiveness of what they write.</li> <li>Understand how writing can be different from speech.</li> <li>Write for a range of real purposes and audiences across the curriculum.</li> <li>Become confident in using language in a greater variety of situation including drama, formal presentations and debates, rehearsing poems and plays.</li> </ul>	<p><b><u>Beginning of Y5:</u></b></p> <ul style="list-style-type: none"> <li>Grammar and punctuation should be broadly accurate.</li> <li>Spelling of words taught so far should be broadly accurate</li> </ul> <p><b><u>End of Y6:</u></b></p> <ul style="list-style-type: none"> <li>Writing should be fluent and effortless across all subjects, not just English.</li> <li>Identify audience and purpose and select appropriate vocabulary and grammar.</li> <li>Control sentence structure and understand why.</li> <li>Understand nuances in vocabulary choices (consolidation, practice and discussion of language).</li> <li>Enhance the effectiveness of what they write.</li> <li>Be confident and demonstrate enjoyment and mastery of language through public speaking, performance and debate.</li> </ul>

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# St George's Central CE Primary School and Nursery

## Long Term Plan for the Writing Process

### Year 1 – Year 6

#### National Curriculum Statements

Year 1	Year 2	Year 3/4	Year 5/6
<p><b><u>Plan:</u></b></p> <ul style="list-style-type: none"> <li>Say out loud what going to write about. Orally rehearse before writing</li> </ul> <p><b><u>Draft and Write:</u></b></p> <ul style="list-style-type: none"> <li>Compose a sentence orally before writing it.</li> <li>Sequence sentences to form short narratives.</li> </ul> <p><b><u>Evaluate and Edit:</u></b></p> <ul style="list-style-type: none"> <li>Discuss what they've written with the teacher or other pupils.</li> <li>Begin to read their writing out loud.</li> </ul> <p><b><u>Proofread:</u></b></p> <ul style="list-style-type: none"> <li>Re-read what they have written to check that it makes sense.</li> </ul>	<p><b><u>Plan:</u></b></p> <ul style="list-style-type: none"> <li>Read &amp; listen to whole books to help them understand how different types of writing are structured and to increase vocabulary and grammar knowledge.</li> <li>Planning / saying what going to write about.</li> <li>Write down ideas, including new vocabulary.</li> <li>Summarising sentence by sentence</li> </ul> <p><b><u>Draft and Write:</u></b></p> <ul style="list-style-type: none"> <li>Compose sentences orally and write them down.</li> <li>Write narratives (personal experiences and those of others – real &amp; fictional).</li> <li>Write about real events.</li> <li>Write poetry.</li> <li>Write for different purposes.</li> <li>Develop stamina for writing.</li> </ul> <p><b><u>Evaluate and Edit:</u></b></p> <ul style="list-style-type: none"> <li>Evaluate their writing with the teacher or other pupils.</li> <li>Re-read to check that their writing makes sense and verbs are used correctly.</li> </ul>	<p><b><u>Plan:</u></b></p> <ul style="list-style-type: none"> <li>Use models of stories, poems and non-fiction (extracts and whole books) and learn from their structure, vocabulary and grammar.</li> <li>Discuss and record ideas, beginning to consider audience and purpose.</li> </ul> <p><b><u>Draft and Write:</u></b></p> <ul style="list-style-type: none"> <li>Compose and rehearse sentences orally progressively building a rich vocabulary and an increasing range of sentence structures.</li> <li>Organise paragraphs around a theme.</li> <li>Narrative -create settings/ characters / plot.</li> <li>Non-narrative – use simple organisational devices, e.g. headings and sub-headings.</li> <li>Write first draft pieces confidently – focusing primarily on composition.</li> </ul> <p><b><u>Evaluate and Edit:</u></b></p> <ul style="list-style-type: none"> <li>Suggest improvements to their own work and begin to do this for the writing of others.</li> <li>Change grammar and vocabulary to improve consistency.</li> <li>Use of pronouns.</li> </ul>	<p><b><u>Plan:</u></b></p> <ul style="list-style-type: none"> <li>Identify audience and purpose, selecting the appropriate form.</li> <li>Record notes and initial ideas. In narrative – think about developing characters and settings (based on what they've read, listened to or seen performed).</li> </ul> <p><b><u>Draft and Write:</u></b></p> <ul style="list-style-type: none"> <li>Select appropriate grammar and vocabulary – understand that choices can change and enhance meaning.</li> <li>Describe settings / characters / atmosphere and integrate dialogue précising longer passages.</li> <li>Use a wide range of resources to build cohesion within and across paragraphs.</li> <li>Use organisational and presentational devices to structure texts, e.g. headings, bullet points, underlining.</li> <li>Write first draft pieces confidently – focusing primarily on composition.</li> </ul> <p><b><u>Evaluate and Edit:</u></b></p>

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	<ul style="list-style-type: none"> <li>• Read their writing out loud.</li> </ul> <p style="text-align: center;"><b><u>Proofread:</u></b></p> <ul style="list-style-type: none"> <li>• Check for spelling, punctuation and grammatical errors. Do this at distance from the writing process with a fresh pair of eyes.</li> </ul>	<ul style="list-style-type: none"> <li>• Amend first draft pieces.</li> <li>• Read aloud their own writing, using appropriate intonation and volume.</li> </ul> <p style="text-align: center;"><b><u>Proofread:</u></b></p> <ul style="list-style-type: none"> <li>• Check for spelling, punctuation and grammatical errors. Initially do this at distance from the writing process with a fresh pair of eyes; moving to proofreading during the writing process when the skill is embedded</li> </ul>	<ul style="list-style-type: none"> <li>• Assess the effectiveness of their own and others' writing.</li> <li>• Change vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li> <li>• Ensure consistent and correct use of tense throughout.</li> <li>• Correct subject and verb agreement.</li> <li>• Amend first draft pieces.</li> <li>• Perform their own compositions, using appropriate intonation and volume.</li> </ul> <p style="text-align: center;"><b><u>Proofread:</u></b></p> <p>Check for spelling, punctuation and grammatical errors. Initially do this at distance from the writing process with a fresh pair of eyes; moving to proofreading during the writing process when the skill is embedded.</p>
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# St George's Central CE Primary School and Nursery

## Long Term Plan for Spelling Year 1 – Year 6

### National Curriculum Statements

Year 1	Year 2	Year 3/4	Year 5/6
<ul style="list-style-type: none"> <li>• Reading should be taught alongside spelling.</li> <li>• Spell words containing each of the 40+ phonemes taught.</li> <li>• Spell common exception words.</li> <li>• Spell days of the week.</li> <li>• Name the letters of the alphabet.</li> <li>• Add suffixes -s, -es (as the plural).</li> <li>• Using prefix un-</li> <li>• Using -ing, -ed, -er, &amp; -est (when not changing root word).</li> <li>• Write simple sentences dictated by the teacher (applying GPCs &amp; common exception words taught).</li> </ul>	<ul style="list-style-type: none"> <li>• Segment words into phonemes and generally choose the correct grapheme to represent these.</li> <li>• Spelling s should be phonetically plausible.</li> <li>• Learn new ways of spelling phonemes for which one or more spellings are already known.</li> <li>• Spell common exception words.</li> <li>• Spell more words with contracted forms.</li> <li>• Learn the possessive apostrophe.</li> <li>• Distinguish between homophones and near-homophones.</li> <li>• Add suffixes to spell longer words, -ment, -ness, -ful, -less, -ly.</li> <li>• Write simple sentences dictated by the teacher (applying GPCs, common exception words &amp; punctuation taught).</li> </ul>	<ul style="list-style-type: none"> <li>• Spell common words correctly.</li> <li>• Use further prefixes and suffixes (dis-, mis-, -ation, -ly) and understand how to use them.</li> <li>• Spell further homophones.</li> <li>• Spell words that are often misspelt.</li> <li>• Use the possessive apostrophe accurately (regular and irregular plurals).</li> <li>• Spell the words in the Y3/4 wordlist.</li> <li>• Use the first two or three letters of a word to check its spelling in a dictionary.</li> <li>• Write simple sentences dictated by the teacher (applying words &amp; punctuation taught so far).</li> </ul>	<ul style="list-style-type: none"> <li>• Use further prefixes and suffixes (-fer, -able, ible, -cial) and understand how to use them.</li> <li>• Spell words with 'silent' letters (e.g. psalm, solemn).</li> <li>• Continue to distinguish between homophones.</li> <li>• Use knowledge of morphology and etymology to understand that the spelling of some words needs to be learnt specifically.</li> <li>• Spell the words in the Y5/6 wordlist.</li> <li>• Use dictionaries to check the spelling and meaning of words.</li> <li>• Use the first three or four letters of a word to check its spelling and/or meaning in a dictionary.</li> <li>• Use a thesaurus.</li> </ul>

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# St George's Central CE Primary School and Nursery

## Long Term Plan for Grammar and Punctuation Year 1 – Year 6

### National Curriculum Statements

Year 1	Year 2	Year 3/4	Year 5/6
<ul style="list-style-type: none"> <li>• Leave spaces between words.</li> <li>• Join words and clauses using 'and' learn the grammar for Year 1.</li> <li>• Use grammatical terminology.</li> <li>• Beginning to punctuate sentences.</li> <li>• Using a capital letter and a full stop, question mark or exclamation mark.</li> <li>• Use capital letter for names of people, places, days of the week &amp; personal pronoun 'I'.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn how to use sentences with different forms (statement, question, exclamation, command).</li> <li>• Expand noun phrases to describe and specify (the blue butterfly).</li> <li>• Use present and past tenses correctly &amp; consistently.</li> <li>• Use subordination (using <b>when, if, that</b> or <b>because</b>) and co-ordination (using <b>or, and</b> and <b>but</b>).</li> <li>• Learn the grammar for Year 2 and use the grammatical terminology.</li> <li>• Learn how to use some features of written Standard English.</li> <li>• Use both familiar and new punctuation correctly, including: full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes (for possession and contraction).</li> </ul>	<ul style="list-style-type: none"> <li>• Teach grammar explicitly (including terminology) and let pupils apply in own writing.</li> <li>• Use clauses – if, when, because, although.</li> <li>• Use present perfect form of verbs and past tense.</li> <li>• Use nouns and pronouns used for clarity and cohesion.</li> <li>• Use conjunctions, adverbs and prepositions (time &amp; cause).</li> <li>• Use fronted adverbials.</li> <li>• Indicate possession using possessive apostrophe.</li> <li>• Use and punctuate direct speech.</li> <li>• Learn the grammar for Years 3 &amp; 4 and use the grammatical terminology.</li> <li>• Learn some of the differences between Standard English and non-Standard English.</li> <li>• Use inverted commas to indicate direct speech.</li> <li>• Use commas after fronted adverbials.</li> <li>• Use other punctuation in direct speech.</li> <li>• Use apostrophes to mark plural possession.</li> </ul>	<ul style="list-style-type: none"> <li>• Use and understand grammatical terminology accurately and appropriately.</li> <li>• Recognise vocabulary and structures that are appropriate for formal writing.</li> <li>• Use passive verbs.</li> <li>• Use the perfect form of verbs (time &amp; cause).</li> <li>• Use expanded noun phrases to convey complicated information concisely.</li> <li>• Use modal verbs or adverbs (degrees of possibility).</li> <li>• Use relative clauses beginning with <i>who, which, where, when, whose</i>.</li> <li>• Learn the grammar for Years 5 &amp; 6.</li> <li>• Discuss the effective use of grammar in pupils' own writing.</li> <li>• Use commas to clarify meaning.</li> <li>• Use hyphens to avoid confusion.</li> <li>• Use brackets, dashes or commas (indicate parenthesis).</li> <li>• Use semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>• Use a colon (to introduce a list).</li> <li>• Punctuate bullet points consistently.</li> </ul>

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## Long Term Plan for Handwriting

### Year 1 – Year 6

#### National Curriculum Statements

Year 1	Year 2	Year 3/4	Year 5/6
<ul style="list-style-type: none"><li>• Sit correctly and hold a pencil correctly.</li><li>• Form lower-case, capitals letters and 0-9 digits correctly.</li><li>• Left handed pupils should receive specific teaching to meet their needs.</li></ul>	<ul style="list-style-type: none"><li>• Form lower-case letters of the correct size relative to one another.</li><li>• Start using some of the diagonal &amp; horizontal strokes needed to join letters and understand which letters (when adjacent) are best left unjoined.</li><li>• Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</li><li>• Revise and practice correct letter formation frequently.</li><li>• Should be taught to join as soon as they can form letters securely with correct orientation.</li></ul>	<ul style="list-style-type: none"><li>• Joined handwriting <u>should be</u> the norm.</li><li>• Use the diagonal and horizontal strokes that are needed to join letters and understand which letters (when adjacent) are best left unjoined.</li><li>• Handwriting should continue to be taught – increase the legibility, consistency, quality and pace should increase.</li></ul>	<ul style="list-style-type: none"><li>• Write legibly, fluently and with increasing speed.</li><li>• Be clear about what standard of handwriting is appropriate for a particular task. For example, quick notes, formal presentation, printed for form filling etc.</li><li>• Choose the writing implement best suited to a task.</li><li>• Handwriting should continue to be practised to increase the speed.</li></ul>

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