

# Weddington Primary School

Every Child

Every Chance

Every Day



Weddington's vision is for all to thrive. 'Weddy' graduates will venture into the wider world as curious, courageous and confident individuals, who are equipped with the tools for continued success.

## Long Term Plan

Subject: English (including Grammar)

<u>Year Group</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<b>Reception</b>	<p><b>Comprehension</b> Join in with songs and rhymes. Enjoy listening to and talking about stories. Use role play and small world to retell a story.</p> <p><b>Word Reading</b> Read set 1 single letter sounds. Blend sounds orally to make words. Begin to read CVC words.</p> <p><b>Writing</b> Orally segment cvc words. Form set 1 single sound letters correctly. Write cvc words and their own name correctly.</p>	<p><b>Comprehension</b> Understand story structure, retell known stories and make up their own. Identify nonfiction texts and remember facts.</p> <p><b>Word Reading</b> Read books containing set 1 single sounds and special friends and show an understanding of what they have read. Read some common exception words speedily.</p> <p><b>Writing</b> Write most letters correctly, using a comfortable and efficient pencil grip. Write simple captions and words using including set 1 single sounds and special friends and be able to read them to an adult. Spell some common exception words correctly.</p>	<p><b>Comprehension</b> Demonstrate an understanding of what has been read to them by retelling stories. Use and understand recently introduced vocabulary during discussion about stories, rhymes, nonfiction and poems.</p> <p><b>Word Reading</b> Read books containing set 1 and set 2 sounds. Read a wider range of common exception words.</p> <p><b>Writing</b> Write simple sentences using the sounds they know, that can be read by other people. Use finger gaps, capital letters and full stops in their writing.</p>
<b>1</b>	<p>Story Letter Wanted Poster</p> <p><b>Reading</b> <b>R.W.I</b></p> <ul style="list-style-type: none"> <li>- Read phonetically decoding words, captions and sentences in line with their phonic knowledge.</li> <li>- Read compound words.</li> <li>- Read plural words using suffix -s</li> <li>- Read some common exception words</li> <li>- Developing an extended vocabulary through Talk through Stories</li> </ul>	<p>Description of an animal Fact file of an animal Recount of a story</p> <p><b>Reading</b> <b>R.W.I</b></p> <ul style="list-style-type: none"> <li>- Read phonetically decoding words, captions and sentences in line with their phonic knowledge.</li> <li>Read compound words.</li> <li>- Read words using suffix and prefixes <ul style="list-style-type: none"> <li>- s</li> <li>- ed</li> <li>- ing</li> <li>- un</li> </ul> </li> <li>- Read contracted words</li> </ul> <p>Whole class guided reading</p> <ul style="list-style-type: none"> <li>- Introducing reading dogs and skills</li> </ul> <p>Developing an extended vocabulary through Talk through Stories</p>	<p>Biography Letter</p> <p><b>Reading</b> <b>R.W.I</b></p> <ul style="list-style-type: none"> <li>- Read phonetically decoding words, captions and sentences in line with their phonic knowledge.</li> <li>- Read accurately and confidently with fluency, checking as they read that it makes sense.</li> <li>- Make connections between tense that they have read or listened to.</li> </ul> <p>Whole class guided reading Continue develop the skills:</p> <ul style="list-style-type: none"> <li>- Inference</li> <li>- Retrieval</li> <li>- Sequencing</li> <li>- Prediction</li> <li>- Vocabulary</li> </ul>

2	Autumn 1 - Diary entry Informal letter  Autumn 2 - Story opening Information leaflet (Non-Fiction)		Spring 1 - Character description  Non-Chronological report  Spring 2 - Setting description		Summer 1 - Informal letter Middle/end of story Dragon poetry  Summer 2 - Information text SATS
3	Autumn 1	Rewrite the ending Dialogue - 2 characters Rhyming Poem Instruction (Recipe)		Stone Age: Diary Entry (Stone Age Boy) Poetry Letter (Way home) Story description (Way home)	Romans: Non-Chronological Report Diary entry Recount of trip
	Autumn 2	Non-Chronological Report Retelling of story Setting description			
4	Autumn 1	Autobiography  Adventure Story  Haiku - poetry		Advert - Anglo-Saxon Jewellery Non-chronological report Anglo-Saxons  Myths and Legends Story ending - Informal Letter Beowulf  Newspaper report - Vikings Lindesfarne	Shape poetry - A River  Explanation Text - The Water Cycle  Leaflet - Rivers  Letter - formal Diary Role of a character (Edward Tulane)
	Autumn 2	Playscript  The Lonely Scarecrow - Story ending  Instructions			
5	Setting description Narrative rewrite Poetry - emotive language Informal letter Non-chronological report Newspaper report		Persuasive text - formal Informal letter Next chapter rewrite		Instruction writing Diary entry Story ending / sequel

6	Autumn 1	Character description Comic Strip Playscript Persuasive letter - formal	Instruction writing High-level character description Extended narrative Letter writing - informal	Diary entry Explanation text Non-chronological report Formal and informal review
	Autumn 2	School Report - formal and informal writing Diary entry Story ending Non-chronological report Poetry - Blackout Poetry - Cinquain		

