

English Long Term Framework

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Year One	<p>Holding a pencil</p> <p>Letter formation – lower case letters</p> <p>Finger spaces between letters</p> <p>Sentence construction</p> <p>Basic parts of speech (ie. adjectives)</p> <p>Speaking a sentence accurately</p>	<p>Basic punctuation – capital letters, full stops and ? marks</p> <p>Forming capital letters</p> <p>Basic parts of speech (ie. adjectives)</p>	<p>Using a capital letter for names of people, places, days of the week and the personal pronoun 'I'</p> <p>Sequencing sentences to form short narratives</p> <p>Time openers</p>	<p>Joining words and joining clauses using 'and'</p> <p>Writing sentences by saying out loud what will be written</p> <p>Letter formation</p>	<p>Using basic connectives</p> <p>Grammar – basic parts of speech</p> <p>Writing sentences by saying out loud what will be written</p>	<p>Sentence construction</p> <p>Letter formation</p> <p>Verbally rehearse sentences</p> <p>Using adjectives</p>
Year Two	<p>Description Diaries</p> <p>Stories by significant authors</p> <p>Poetry</p> <p>Letter formation</p> <p>Verb tenses</p> <p>Capital letters, full stops and commas</p> <p>Adjectives</p> <p>Apostrophes to mark contractions.</p> <p>Spelling</p>	<p>Stories by the same author</p> <p>Poetry</p> <p>Instructions</p> <p>Information texts</p> <p>Letter formation</p> <p>Exclamation marks, question marks, capital letters, full stops and commas</p> <p>Spelling</p>	<p>Real Events</p> <p>Information texts</p> <p>Poetry</p> <p>Traditional tales</p> <p>Fairy tales</p> <p>Letter formation</p> <p>Apostrophes to show contraction and the possessive singular</p> <p>Conjunctions</p> <p>Spelling suffixes</p>	<p>Adventure stories</p> <p>Traditional tales</p> <p>Nursery Rhymes</p> <p>Verb tenses</p> <p>Punctuation</p> <p>Adjectives</p> <p>Conjunctions</p> <p>Spelling</p>	<p>Information texts</p> <p>Stories from other Cultures</p> <p>Non Chronological reports</p> <p>Punctuation</p> <p>Adjectives</p> <p>Spelling</p>	<p>Poetry/Nursery Rhymes</p> <p>Information texts</p> <p>Joined handwriting</p> <p>Punctuation</p> <p>Spelling</p>
Year Three	<p>Stories with familiar settings / same author</p>	<p>Adventure stories</p> <p>Poetry</p>	<p>Famous authors</p> <p>Reports</p> <p>Discussing writing</p>	<p>Information texts</p> <p>Shape poetry</p>	<p>Letters, Legends</p> <p>Assessing the effectiveness of</p>	<p>Reports</p> <p>Instructions</p> <p>Using simple devices to</p>

	<p>Planning by discussing and recording ideas</p> <p>Composing and rehearsing sentences orally (including dialogue)</p> <p>Choosing pronouns or nouns appropriately for clarity and to avoid repetition</p>	<p>Creating settings, characters and plots in narratives</p> <p>Reading aloud their own writing, to a group or the whole class, controlling tone and voice so meaning is clear</p>	<p>similar to that which they are planning to help understand it more</p> <p>Using simple devices to organise non-fiction such as sub-headings</p> <p>Proof reading for errors</p>	<p>Using paragraphs as a way of grouping related material</p> <p>Using conjunctions, adverbs and prepositions to express time, place and cause.</p>	<p>their own and others' writing and suggesting improvements</p>	<p>organise non-fiction such as sub-headings</p>
	<p>Expressing time, place and cause using conjunctions (eg, when, before, after, while), adverbs (eg, then, next, soon) or prepositions (eg, before, after, during)</p> <p>Using the forms a or an according to whether the next word begins with a consonant or a vowel</p> <p>Using inverted commas to punctuate direct speech</p> <p>Terminology; conjunction, preposition, invert commas, consonant, vowels</p>	<p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, eg, when, if, because, although</p> <p>Terminology: clause, adverb, word family, prefix,</p>	<p>Understanding how word families based on common words are related in form and meaning (Appendix 2)</p>			
Year Four	<p>Myths and Legends</p> <p>Letter writing</p> <p>Newspaper reports (non-fiction)</p> <p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>Using inverted commas and other punctuation to indicate direct speech</p>	<p>Stories in historical settings (GNMT)</p> <p>Diaries</p> <p>Recounts</p> <p>Accurately and appropriately using and understanding the following grammatical terminology: determiner- definite and indefinite article.</p> <p>Making appropriate choices of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</p> <p>Terminology: pronoun and</p>	<p>Instructions</p> <p>Play scripts (Plays related to topic)</p> <p>Persuasive texts (adverts)</p> <p>Using fronted adverbials.</p> <p>Using commas after fronted adverbials.</p> <p>Terminology: adverbial</p> <p>Using brackets or commas to indicate parenthesis</p>	<p>Persuasive texts (letters)</p> <p>Fairy stories (fiction)</p> <p>Using apostrophes correctly to mark singular and plural possession (eg, the girl's name, the girls' names)</p>	<p>Explanation texts</p> <p>Reference/Text books (retrieve and record information from non-fiction texts)</p> <p>Using the present perfect forms of verbs instead of the simple past (eg, He has gone out to play <i>rather than</i> He went out to play.)</p>	<p>Poetry (Free verse, narrative)</p> <p>Using conjunctions, adverbs and prepositions to express time and cause.</p>

		possessive pronoun.				
Year Five	<p>Poetry, Reference text books</p> <p>Understanding that degrees of possibility can be shown by using adverbs (eg, perhaps, surely) or modal verbs (eg, might, should, will, must)</p> <p>Understanding verse, line, stanza etc</p> <p>The more, the more super sentences</p>	<p>Playscripts, Short stories which build up suspense</p> <p>Using brackets, dashes or commas to indicate parenthesis</p> <p>Ensuring subject/verb agreement</p> <p>Ensuring cohesion within paragraphs (eg. soon after, firstly etc.)</p>	<p>Myths and Legends, Books from other cultures and traditions</p> <p>Using commas correctly to clarify meaning or avoid ambiguity</p> <p>Ensuring consistent use of tense.</p> <p>Selecting appropriate grammar & vocabulary to enhance meaning</p> <p>3ed super sentences</p>	<p>Traditional stories, Recounts</p> <p>Describing settings, characters & integrating dialogue to convey character</p> <p>Linking ideas across paragraphs using adverbials of time and place</p>	<p>Instructions Persuasive writing</p> <p>Using relative clauses beginning with who, which, where, when, whose or that</p> <p>Using organisational devices to structure text and to guide the reader (eg, headings, bullet points, underlining)</p> <p>-ing, -ed super sentences</p>	<p>Reference books, Persuasion</p> <p>Understanding that degrees of possibility can be shown by using adverbs (eg, perhaps, surely) or modal verbs (eg, might, should, will, must)</p> <p>Organisational devices (revision of previous work)</p>
Year Six	<p>Poetry Diary Biography Autobiography</p> <p>Using the colon (:) and the semi-colons (;)</p> <p>Punctuating using bullet points</p> <p>Paragraphing (clustering ideas)</p> <p>Proof-reading and improving written work</p>	<p>Flashbacks /time slips Extended narrative – including ‘settings’</p> <p>Punctuating to mark boundaries between main and subordinating /relative clauses</p>	<p>Persuasive Writing Poetry</p> <p>Using speech marks</p> <p>Linking ideas within and across paragraphs using a range of cohesive devices</p>	<p>Journalistic writing Brochures</p> <p>Précis of longer passages</p> <p>Use of the passive voice (eg. –was hit by the car)</p>	<p>Myths and Legends</p> <p>Using hyphens</p> <p>Using the terms: ‘subject’ and ‘object’</p> <p>Ensuring subject/verb agreement</p>	<p>Modern fiction from literary heritage</p> <p>Using complex sentence structures</p> <p>Proof reading</p>