

Preston Primary School: English Year Planning : Y1

	Autumn Term		Spring Term		Summer Term	
Punctuation and Grammar	<p>Leaving spaces between words</p> <p>Using a capital letter for the personal pronoun 'I'</p>	<p>Beginning to punctuate sentences using a capital letter and a full stop.</p>	<p><i>Using a capital letter for names of people, and the personal pronoun 'I'</i></p> <p>Can sequence sentences to form a narrative</p>	<p>Joining words and joining clauses using 'and'</p> <p>Beginning to punctuate sentences using a full stop, question mark or exclamation mark</p> <p>Using grammatical terminology in discussing writing (ie, capital letter, full stop, question mark)</p>	<p>Learning the grammar from the Year 1 part of Appendix 2</p>	
Reading Genres and Writing Composition	<p>Composing a sentence orally before writing it</p>	<p>Leave spaces between words.</p>	<p>Discussing what has been written with a teacher or other pupils</p> <p>Sequencing sentences in chronological order to recount an event or experience.</p>	<p>Reading aloud own writing clearly enough to be heard by other pupils and a teacher (Speaking clearly)</p> <p>Writing sentences by saying out loud what will be written about</p> <p>Know how the prefix "un" can be added to words to change the meaning</p>	<p>Re-reading what has been written to check that it makes sense</p> <p>Can use the suffixes "s", "es", "ed" and "ing" within my writing</p>	
Handwriting	<p>Learning to sit at a table and hold a pencil correctly</p> <p>Beginning to form lower-case letters in the correct direction, starting and finishing in the right place</p>	<p>Understanding which letters belong to which handwriting 'families'</p>	<p>Forming capital letters correctly</p>	<p>Forming the digits 0 to 9 correctly</p>	<p>Can form lower-case letters in the correct direction, starting and finishing in the right place</p>	
Super Sentences	<p>2 Adjectives, ie: The tree was tall and green.</p>		<p>Time Opener, ie: Suddenly the car stopped.</p>		<p>Connectives, ie: Dan shouted because he was scared.</p>	

Preston Primary School: English Year Planning : Y2

	Autumn Term		Spring Term		Summer Term	
Punctuation and Grammar	Using some features of written standard English Using and understanding the grammatical terminology from Appendix 2 when discussing writing Using and understanding grammar from Appendix 2	Using sentences with different forms: exclamation, question, statement, command Expanding noun phrases to describe and specify (ie, the blue butterfly)	Using both familiar and new punctuation correctly (Appendix 2) including full stops, capital letters, question marks, exclamation marks, commas for lists and apostrophes to show contraction	Using the present and past tenses correctly and consistently, including the progressive form apostrophes to show contraction and the possessive singular Exclamation sentences	Using connectives to show subordination (when, if, that, because) and co-ordination (or, and, but)	
Reading Genres and Writing Composition	Proof-reading to check for errors in SPaG Planning or saying out loud what will be written about Evaluating own writing with others Re-reading to check verb tenses and writing makes sense Diaries, Poetry Stories by significant authors	Encapsulating what is wanting to be said, sentence by sentence Stories by the same author Poetry Information texts	Writing about real events Reading aloud what has been written with appropriate intonation to make meaning clear Instructions Acrostic poem Information texts Stories by significant authors	Planning by writing down ideas and/or key words, including new vocabulary Writing narratives about personal experiences and those of others (real or unreal) Adventure stories Stories from other cultures Nursery Rhymes	Writing for different purposes Writing poetry Non-chronological reports Stories from other worlds	Developing positive attitudes towards, and stamina for, writing Poetry/Nursery Rhymes Extended stories Information texts
Handwriting	Writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters Forming lower-case letters of the correct size relative to one another Using spacing between words that reflect the size of the letters	Writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters Forming lower-case letters of the correct size relative to one another Beginning to use the strokes needed to join letters	Writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters Beginning to use the strokes needed to join letters	Beginning to use the strokes needed to join letters	Beginning to use the strokes needed to join letters	Beginning to use the strokes needed to join letters
Super Sentences	3 Adjectives, ie: It was a dark, long, leafy lane.		SOBBY (so, or, but, because, yet), ie: It was getting colder so he put on his coat.		Simile, ie: The moon hung above us like a pale, white face.	

Preston Primary School: English Year Planning : Y3

	Autumn Term		Spring Term		Summer Term	
Punctuation and Grammar	<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>	
Reading Genres and Writing Composition	<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>Descriptive writing</p> <p>Myths and Legends</p>	<p>Reading aloud their own writing, to a group or the whole class, controlling tone and voice so meaning is clear (Christmas Play)</p> <p>Composing and rehearsing sentences orally (including dialogue)</p> <p>Poetry</p> <p>Information texts</p> <p>Diary entry</p>	<p>Discussing writing 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>Letters</p> <p>Persuasive</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>Story writing</p> <p>Descriptive writing</p>	<p>Assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>Information texts</p> <p>Instructions</p>	<p>Newspaper reports</p> <p>Playscripts</p>
Handwriting	<p>Using the correct strokes needed to join letters</p>	<p>Using the correct strokes needed to join letters</p>				
Super Sentences	<p>Emotion-comma, ie: Desperate, she screamed for help.</p>		<p>2 Adverbs, ie: He swam slowly and falteringly.</p>		<p>Personification of weather, ie: The wind screamed through the branches.</p>	

Preston Primary School: Long Term English Planning : Y4

		Autumn Term	Spring Term	Summer Term		
Punctuation and Grammar	<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>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. Terminology: pronoun and possessive pronoun.</p>	<p>Using fronted adverbials.</p> <p>Using commas after fronted adverbials. Terminology: adverbial</p> <p>Using brackets or commas to indicate parenthesis</p>	<p>Using apostrophes correctly to mark singular and plural possession (eg, the girl's name, the girls' names)</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>Using conjunctions, adverbs and prepositions to express time and cause.</p>	
	Reading Genres and Writing Composition	<p>Organising the content of paragraphs (usually around a theme)</p> <p>Myths and Legends Newspaper reports (non-fiction) Diaries</p>	<p>In narratives, creating settings, characters and plot.</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Stories in historical settings (GNMT) Recounts (GNMT) Letter Writing</p>	<p>In non-narrative material, using simple organisational devices [for example, headings and sub-headings].</p> <p>Discussing words and phrases that capture the reader's interest and Imagination (adverts)</p> <p>Instructions Play scripts (Plays related to topic) Persuasive texts (adverts)</p>	<p>Progressively building a varied and rich vocabulary and an increasing range of sentence structures. Identifying themes and conventions in a wide range of books.</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Persuasive texts (letters) Fairy stories (fiction)</p>	<p>In non-narrative material, using simple organisational devices [for example, headings and sub-headings].</p> <p>Explanation texts Reference/Text books (retrieve and record information from non-fiction texts) Poetry (Free verse, narrative)</p>
<p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discuss and record ideas. Assess effectiveness of their own and others' writing, suggesting improvements. Propose changes to improve consistency. Proof-read for errors. Read aloud their own writing. Predicting what might happen from details stated and implied. Using the first 3 letters of the word to find it in the dictionary.</p>						

Handwriting	Understand which letters, when adjacent to one another, are best left unjoined.	Use the diagonal and horizontal strokes that are needed to join letters	Use the diagonal and horizontal strokes that are needed to join letters	Increase the legibility, consistency and quality of their handwriting.	Increase the legibility, consistency and quality of their handwriting.	
Super Sentences	Inverted commas and punctuation for speech, brackets of commas for parenthesis, i.e.:		Fronted adverbial and apostrophes for possession, i.e.:		Extend one clause with a range of conjunctions, subordinate clause and embedded clause, i.e.:	

Preston Primary School: English Year Planning : Y5

	Autumn Term		Spring Term		Summer Term	
Punctuation and Grammar	Understanding that degrees of possibility can be shown using adverbs (eg, perhaps, surely) or modal verbs (eg, might, should, will, must) modal verb	Using brackets, dashes or commas to indicate parenthesis bracket dash parenthesis	Using commas correctly to clarify meaning or avoid ambiguity ambiguity	Using the perfect form of verbs to mark relationships of time and cause	Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie, omitted) pronoun relative clause	Accurately and appropriately using and understanding grammatical terminology: relative pronoun, cohesion
Reading Genres and Writing Composition	Performing own compositions (intonation, volume and movement) Proof reading for spelling and punctuation errors Planning writing by noting and developing initial ideas, drawing on reading and research Diaries, Poetry Story re-telling	Using devices to build cohesion within a paragraph (eg, then, after that, this, firstly) Ensuring correct subject and verb agreement when using singular & plural and when distinguishing between the language of speech & writing Instructions Information text (leaflet) Stories with time slips	Displaying consistent and correct use of tense Selecting appropriate grammar & vocabulary to change and enhance meaning In writing, using what has been learned about how authors develop characters Myths and Legends Letter Writing	Describing settings, characters & integrating dialogue to convey character Linking ideas across paragraphs using adverbials of time, place and number Assessing effectiveness of own & others' writing, proposing changes Traditional stories Recounts	Using organisational and presentational devices to structure text and to guide the reader (eg, headings, bullet points, underlining) Identifying purpose and audience of writing. Play Scripts Persuasive writing	Indicating degrees of possibility using adverbs (eg, perhaps, surely) or modal verbs (eg, might, should, will, must) Organisational and presentational devices (continuation from previous half term) Reference Books Persuasion
Handwriting	Writing legibly and fluently Choosing the writing style that is best suited for the task (eg, quick notes, letters)	Writing legibly and fluently	Choosing which shape of a letter to use when given choices Writing legibly and fluently	Writing legibly and fluently	Writing legibly and fluently	Writing legibly and fluently
Super Sentences	The more, the more, ie: The more upset she was, the more her tears flowed		3-ed, ie: Frightened, terrified, exhausted , they ran from the creature.		-ing, -ed, ie: Walking along the pavement, he gasped to see a car coming straight towards him.	

Preston Primary School: English Long Term Planning : Y6

		Autumn Term	Spring Term	Summer Term		
Punctuation and Grammar	Using the colon (:) to introduce lists	Using the semi-colon within complex lists and also to join two closely connected sentences/clauses (eg, It's raining; I'm fed up)	Understanding how words are related by meaning as synonyms and antonyms.	Using dashes and brackets to separate parts of a sentence	Using hyphens to avoid ambiguity	Revision of key themes in readiness for Year 7
	Use and understand metaphor, simile & alliteration	Using commas to mark boundaries between main and subordinating clauses	Using colons and semi-colons when punctuating bullet points	Using conventions for writing speech	Revision of the uses of a comma (to introduce speech, mark clauses, or to separate items in a list.	
	Use a range of conjunctions to create compound and complex sentences	Revising the key 'parts of speech' – including the 3 noun types, verbs and adverbs	Using and understanding 'past tense', 'present tense' & 'future tense'	Revision of using a wide range of conjunctions to create compound and complex sentences	Using and understanding the terms: ellipsis, hyphen	
		Using and understanding 'active' and 'passive' verbs/voice,	Use & understand modal verbs -- leading to adverbial phrases	Using and understanding the following grammatical terms: subject, object and understand subject/verb agreement	Revision of the use of the apostrophe for possession & contraction	
			Use and identify 'prepositions' & 'pronouns'	Understand the terms: 'statement' & 'command'		
Assessing the effectiveness of own and others' writing, proposing changes to grammar to enhance effects and clarify meaning						
Revision of all elements included in Y6 SPAG test Draft, edit, précis and redraft writing						
Reading Genres and Writing Composition	Using layout devices such as sub-headings, columns, bullets and/or tables, stanza to structure texts	Analysing & using what has been learnt about how authors develop settings – including creating 'mood & atmosphere'	Linking ideas within and across paragraphs using a range of cohesive devices:	Précis of longer passages		
	Poetry, Diary Biographies & Autobiographies	Developing & maintaining viewpoint	Repetition of a word or phrase, grammatical connections and ellipsis	Analysing & using what has been learnt about how authors develop settings – including creating 'mood & atmosphere'		
		Settings Play Scripts	Persuasion/Argument Poetry	Journalistic writing Stories with a dilemma	Information/Explanation Texts	Modern fiction from literary heritage
Handwriting	Writing legibly, fluently and with increasing speed		Knowing when to use an unjoined style (eg, labelling a diagram, writing an email address) and capital letters (eg, for filling in a form)		Writing legibly and fluently	Making decisions, as part of their personal style, whether or not to join specific letters and does so appropriately in their own writing
Super Sentences	3 bad/good - question, ie: Thirst, headache, exhaustion – which would kill him first? Victory, joy, fame – could things get any better?		Some; others ie: Some days are full of enjoyment; others begin and end terribly.		Outside / inside ie: He smiled and shook the man's hand warmly (Inside, however, he felt more angry than he had ever been).	