

## Primary English Curriculum Long Term Plan

The children will be assessed using the Read Write Inc. scheme and work will be planned by the class teacher at an appropriate level. Through this scheme they will cover some of the below targets, but once they progress off the scheme the teacher will plan work to meet the below targets and expectations. The teacher will always plan work at the child's academic level and not at their chronological level (unless appropriate). Stories are read in class daily by the class teacher or support staff, children also receive weekly library time where a love of reading is encouraged.

	Reading	Writing	SPAG	Other
Year 1/2	<ul style="list-style-type: none"> <li>• Use Phonics as a primary approach to reading</li> <li>• Recognise graphemes and associated phonemes – blending through words to decode</li> <li>• Recognise and read common exception words</li> <li>• Read most words quickly and accurately using Phonics as the primary strategy for unfamiliar words</li> </ul>	<ul style="list-style-type: none"> <li>• Compose sentences orally</li> <li>• Write simple sentences</li> <li>• Sequence sentences into a short narrative</li> <li>• Begin to include appropriate detail for the reader</li> <li>• Sequence ideas to form short narrative and non-narrative writing</li> <li>• Writing is coherent</li> <li>• Write statements and questions are required in different forms of writing</li> <li>• Include appropriate detail for the reader</li> </ul>	<ul style="list-style-type: none"> <li>• Use capital letters and full stops</li> <li>• Begin to use coordinating conjunctions to link ideas</li> <li>• Use Phonics to support their spelling</li> <li>• Extend ideas within sentences through the use of coordinating and subordinating conjunctions – because, when, if</li> <li>• Proof read for spelling and punctuation errors</li> <li>• Use capital letters, full stops and question marks to demarcate sentences</li> <li>• Use known Phonics and class based resources to support the spelling of unfamiliar words when writing</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to texts read aloud, joining in and asking questions</li> <li>• Read what they have written to check it makes sense</li> <li>• Use self-correction strategies when monitoring comprehension</li> <li>• Retell a range of familiar stories, traditional tales and Fairy stories</li> <li>• Locate key information within a text</li> <li>• Make simple inferences based on what has been read</li> <li>• Explain and discuss their understanding of what has been read</li> </ul>

Year 3/4	<ul style="list-style-type: none"> <li>• Use growing knowledge of root words – prefixes and suffixes to read aloud and build understanding</li> <li>• Locate and retrieve key information</li> <li>• Check understanding of word meaning in context</li> <li>• Show understanding through intonation, tone and volume when reading aloud</li> <li>• Retrieve and record key information</li> </ul>	<p>Discuss the purpose and form of their writing</p> <p>Organise narrative and non-narrative writing into logical chunks using subheadings where appropriate</p> <p>Writing shows an increasing use of varied sentence structure</p> <p>Develop characters and sentences through careful vocabulary choices</p> <p>Develop ideas across a coherent series of linked sentences</p> <p>Identify the purpose and form of their writing</p> <p>Use paragraphs to organise writing</p> <p>Writing is cohesive and ideas are connected through the use of nouns, pronouns and adverbials</p> <p>Manipulate ideas within sentences with varying clause structures</p>	<p>Proof read for spelling and punctuation errors</p> <p>Use inverted commas to indicate direct speech</p>	<p>Predict what might happen from details stated and implied</p> <p>Make simple inferences relating to characters thoughts and feelings</p> <p>Discuss personal responses to a wide range of reading</p> <p>Identify simple themes within familiar stories</p> <p>Use the first 2 or 3 letters of a word to check it's spellings in a dictionary</p> <p>Make sound inferences justifying these with evidence from the text</p> <p>Identify key information within a text</p> <p>Discuss words and phrases that engage the readers interest and imagination</p> <p>Discuss personal responses to wider range of reading</p>
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		<p>Description and detail in narrative and non-narrative writing is expanded through an appropriate and precise range of vocabulary</p> <p>Develop plot through an expansion of events</p>		
Year 5/6	<p>Ask questions to enhance understanding at the point of reading</p> <p>Make comparisons within and across books</p> <p>Draw sound inferences relating to characters feelings, thoughts and motives justifying these with evidence from the text</p> <p>Identify fact and opinion within a text</p> <p>Identify key details across more than one paragraph</p> <p>Discuss and evaluate how the authors use of language impacts on the reader</p> <p>Identify how language, structure and presentation</p>	<p>Discuss the purpose, audience and form of their writing referring to similar writing as models for their own</p> <p>Writing has a logical structure with ideas developed within paragraphs and linked across a series of paragraphs</p> <p>Develop characters, settings and atmosphere through appropriate grammar and vocabulary choice</p> <p>Demonstrate a considered use of clause structures understanding how such choices can enhance meaning</p> <p>Ensure the consistent use</p>	<p>Proof read for spelling and punctuation errors</p> <p>Evaluate the effectiveness of their writing and edit as required</p>	<p>Share preferences for reading and make recommendations for others</p> <p>Provide a succinct summary paraphrasing the main ideas across the text</p> <p>Express personal opinions and discuss these with others</p>

	<p>contribute to meaning  Draw sound inferences relating to characters thoughts, feelings and motives justifying these with evidence</p>	<p>of tense throughout writing  Use organisational and presentational devices to structure text and guide the reader  Recognise how writing requires differing levels of formality and how these are achieved through considered vocabulary and grammar choices  Can vary sentence structure and length for effect  Link ideas across paragraphs using a range of cohesive devices</p>		
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\*To be used in conjunction with Read Write Inc. overview route through Phonics (appendix 1) and Spelling list (appendix 2)

(appendix 1)

Overview — route through Read Write Inco

# Phonics

The chart below shows a summary of the progression of sound teaching in Read Write Inc. Phonics.

New Speed Sounds to learn	Speed Sounds to review	Progression of Storybooks and Get Writing! Books	Extra practice if needed: Non-fiction	Extra practice if needed: Fiction
Set 1 + blending				
	Set 1 + blending	Sound Blending Books (1–10) Red Ditty Books (1–10) Get Writing! Red Ditty Books (1-10)		Ditty Photocopy Masters
Set 2	Set 1 + blending	Storybooks Green Set 1 (1–10) Get Writing! Green Book	Green Non-fiction	Green Set A
Set 2	Set 1 + blending	Storybooks Purple Set 2 (1–10) Get Writing! Purple Book	Purple Non-fiction	Purple set
Sets 2 and 3	Sets 1 and 2	Storybooks Pink Set 3 (1–10) Get Writing! Pink Book	Pink Non-fiction	Pink Set A
Set 3	Sets 1 and 2	Storybooks Orange Set 4 (1–12) Get Writing! Orange Book	Orange Non-fiction	
set 3	Sets 1 and 2	Storybooks Yellow Set 5 (1–10) Get Writing! Yellow Book	Yellow Non-fiction	
Set 3	Sets 1 and 2	Storybooks Blue Set 6 (1–10) Get Writing! Blue Book	Blue Non-fiction	
set 3	Sets 1 and 2	Storybooks Greg Set 7 (1–13) Get Writing! Greg Book	Non-fiction	
Once children are fluent readers and have completed the Greg Storybooks, they can move on to Read Write Inc. Literacy and Language and Read Write Inc. Spelling.				

For example, once children have learnt the Set 1 Speed Sounds and can blend words made up of these sounds, they can start on the Sound Blending Books, then the Red Ditty Books and the Get Writing! Red Ditty Books. When they move onto the Green storybooks and the Get Writing! Green Books, they are taught the Set 2 Speed Sounds and continue to review Set 1 Speed Sounds and blending.

(appendix 2)

Samuel Cody Primary - Spelling Tracker

Green Book words (purple level readers)				
	September	December	Easter	Summer
the				
my				
I				
of				
he				
she				
some				

Purple Book words (pink level readers)				
	September	December	Easter	Summer
I				
my				
the				
he				
she				
to				
me				
you				
of				
was				
do				

Pink Book words (orange level readers)				
	September	December	Easter	Summer
the				
he				
you				
I				
she				
all				
of				
my				
me				
so				
be				
they				

Orange Book words (yellow level readers)				
	September	December	Easter	Summer
you				
the				
I				
want				
to				
my				
me				
what				
do				
all				
of				
she				
her				
he				
we				
they				

Yellow Book words (blue level readers)				
	September	December	Easter	Summer
to				
the				
said				
you				
of				
I've				
I'll				
there				
watch				
they				
are				
your				

Blue Book words (Grey level readers)

	September	December	Easter	Summer
the				
were				
all				
one				
to				
said				
I'm				
their				
who				
they				
of				
where				
what				
do				
you				
come				
your				
you				
water				
are				
there				



Grey Book words (Comprehension level readers)				
	September	December	Easter	Summer
someone				
said				
thought				
was				
of				
the				
do				
you				
there				
come				
what				
your				
to				
some				
where				
wouldn't				
should				
wanted				
were				
there				
water				