



LOWER KS2 LONG TERM ENGLISH PLAN 2020-2021

English sits at the heart of our curriculum – it is through language, story and text that children learn to form concepts, connect ideas and express themselves. Through literacy, in all its forms, children learn to both make sense of the world and shape their place within it.

Across both writing and reading, we place a heavy emphasis on developing a child's vocabulary. By the time children leave Westbury Park Primary School in Year 6, the limited word hoard they arrived with in Reception will have expanded enormously, giving them the language they need to understand sophisticated texts and express themselves in a wide range of contexts.

Writing

In all year groups, we teach writing through high-quality texts – ranging from picture books to poetry, immersive real-life experiences, such as school trips, or a combination of both.

Over their time at the school, children will write a variety of fiction and non-fiction texts, including recounts, news reports, explanation texts, poems, plays and stories of all kinds. We use drama, role-play, storytelling and discussion to engage the imagination, before moving on to vocabulary exploration, sentence craft and creative writing.

Throughout the Early Years and Key Stage 1 children are taught the key principles of writing in order to lay a solid foundation for developing their skills later on; during this time Talk for Writing models are used in order for the children to be fully immersed in different text types which continues into lower KS2. Through this approach high level vocabulary and a rigorous approach to accuracy of punctuation is further embedded. An emphasis is also placed on developing and maintaining clear handwriting. Building on their knowledge of phonics, the children are given precision guidance on age-appropriate spelling patterns and shown a variety of strategies to navigate the more esoteric environs of the English language, thus helping them to spell accurately. Our curriculum teaches the children to add variation and description to their work by developing their vocabulary, including the use of interesting adjectives and adverbs and developing sentence structure using conjunctions and sentence openers. During lower KS2, the children are taught the fundamentals of punctuation and grammar. This structural and technical knowledge is fostered alongside developing a love for writing as a lifelong means for communication and expressing oneself.

Reading

Each week, Guided Reading lessons focus on the skills of comprehension, first through unpicking vocabulary, then moving on to unlocking the meaning of whole texts through critical appreciation. Teachers read a wide variety of material regularly with the children including fiction and non-fiction, stories, reports, diaries and poems. Each year group has access to a range of challenging and interesting novels for the teacher to read to the children, exposing them to language and stories which they may find too challenging to read independently. This is further enhanced by the use of the Opening Doors to Famous Poetry and Prose scheme of work which allows the children to sink their teeth into a fantastic range of classic literature. We have a fantastic library where children are able to choose from a carefully selected range of books to read independently, with their teachers and each other. The library is open during lunchtimes for children to change their books and read with and to children of different age groups and has a growing stock of specially edited, dyslexia friendly texts from Barrington Stoke. We also encourage the children to read a range of texts outside of school guiding them to pick ambitious books they might not normally read, including classic texts, non-fiction (linked to their history learning) and poetry., whilst also maintaining those in need of more structured support receive it through a range of reading intervention schemes including Rapid Reading.

Alongside this, we always welcome visiting authors to bring the world of words alive, plan in immersive and cross-curricular literacy weeks and of course celebrate World Book Day in all its glory – one of the highlights of the year!



	Year 3	Year 4
End of Year national curriculum expectations	<p>Reading Use knowledge to read 'exception' words Read range of fiction & non-fiction Use dictionaries to check meaning Prepare poems & plays to perform Check own understanding of reading Draw inferences & make predictions Retrieve & record information from non-fiction books Discuss reading with others</p> <p>English Writing Use prefixes & suffixes in spelling Use dictionary to confirm spellings Write simple dictated sentences Use handwriting joins appropriately Plan to write based on familiar forms Rehearse sentences orally for writing Use varied rich vocabulary Create simple settings & plot Assess effectiveness of own and others' writing</p> <p>Grammar Use range of conjunctions Use perfect tense Use range of nouns & pronouns Use time connectives Introduce speech punctuation Know language of clauses</p> <p>Speaking & listening Give structured descriptions Participate actively in conversation Consider & evaluate different viewpoints</p>	<p>Reading Secure decoding of unfamiliar words Read for a range of purposes Retell some stories orally Discuss words & phrases that capture the imagination Identify themes & conventions Retrieve & record information Make inferences & justify predictions Recognise a variety of forms of poetry Identify & summarise ideas</p> <p>English Writing Correctly spell common homophones Increase regularity of handwriting Plan writing based on familiar forms Organise writing into paragraphs Use simple organisational devices Proof-read for spelling & punctuation errors Evaluate own and others' writing Read own writing aloud</p> <p>Grammar Use wider range of conjunctions Use perfect tense appropriately Select pronouns and nouns for clarity Use & punctuate direct speech Use commas after front adverbials</p> <p>Speaking & listening Articulate & justify opinions Speak audibly in Standard English Gain, maintain & monitor interest of listeners</p>

YEAR 3 Writing	<p>Familiar Setting - The Mouse Hole Cat</p> <p>Fable - The boy who cried Wolf/The Ant and the Grasshopper (dialogue & letter writing). Dictionaries linked to Stone Age</p>	<p>Stone Age Boy by Satoshi Kitamura linked to Stone Age</p> <p>History Topic Instructions - Linked to magnets Science topic</p>	<p>Non-chronological report - Emperor Penguins</p> <p>Adventure story - Ice Palace</p>	<p>Poetry - Rhyming Couplets</p> <p>Traditional tale - Buri</p>	<p>Poetry</p> <p>Explanation text - Plants</p>
YEAR 3 Reading	<p>Over the course of the year, the children will be introduced to a range of text types from a variety of authors from different periods of history, ranging from the historically significant to contemporarily note-worthy. These will form the basis of guided reading sessions, teacher-led discussions and focussed comprehension exercises using a range of resources including Schofield and Sims, Bond, Brilliant and Opening Doors to Famous Poetry and Prose. As a result the children will be encouraged to delve deeper into a range of genres and gain confidence in tackling a variety of question types as the year develops.</p>				



<p>YEAR 4 Writing</p>	<p>Fiction- Escape Story Non-Fiction - Volcano Explanation</p>	<p>Reading Comprehension- Alice in Wonderland Dialogue- Poetry: Personification of Volcano Persuasion: Letter, Speech and Poster- History of Roman/ Celts - Boudicca</p>	<p>Fiction: Suspense- Wolves in the Wall Non-Fiction: Non-chronological reports- Wolves</p>	<p>Fiction- Adventure Story based on Kensuke's Kingdom Poetry- Island Poetry</p>	<p>Fiction- Diary- Henry Box Brown Non-Fiction- Electricity Discussion Fiction - A River ran Wild Persuasive letter Explanation of a waterfall River poetry Shape poem, haiku, kenning, cinquain</p>	<p>Non-Fiction- Letter Writing- Howard Carter Newspaper Report- Ancient Egypt</p>
<p>YEAR 4 Reading</p>	<p>Over the course of the year, the children will be introduced to a range of text types from a variety of authors from different periods of history, ranging from the historically significant to contemporarily note-worthy. These will form the basis of guided reading sessions, teacher-led discussions and focussed comprehension exercises using a range of resources including Schofield and Sims, Bond, Brilliant and Opening Doors to Famous Poetry and Prose. As a result the children will be encouraged to delve deeper into a range of genres and gain confidence in tackling a variety of question types as the year develops.</p>					

Lower Key Stage 2	YEAR 3	YEAR 4
<p>Phonics</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet *read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet *read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>
<p>Trips/enrichment and speakers</p>		<p>Caerleon</p>
<p>CPD</p>		
<p>Cross Curricula</p>	<p>History - Ancient Greeks (T2) Science - magnets (T2) Science/Geography - Climates (T3) Science - Plants (T5) Tudors - recount (T6)</p>	<p>HI</p>
<p>Assessment</p>		