



# **Sherdley Primary School**

## **English Long Term Plan.**



# Sherdley Primary School

## Year 1 Curriculum Map for English - Reading

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Texts used	The Bog Baby	Lost and Found	Beegu	Dogger	The Rabbit Problem	The Naughty Bus  The Dinosaur Rap
AREs taught	Joining in discussions  Making predictions  Making inferences	Drawing on what they already know or on background information provided by the teacher  Making predictions  Making inferences	Explaining clearly their understanding of what is read to them  Making predictions  Making inferences	Linking what they read to their own experiences  Making predictions  Making inferences	Discussing the significance of events  Making predictions  Making inferences	Learning to appreciate rhymes and poems and to recite some by heart  Making predictions  Making inferences

\*We don't do specific texts linked to reading only. For our Guided Reading sessions, we use the KS1 GR books. The texts above are the texts that we use for our English lessons, and through these we cover some of the Year 1 Reading AREs.



# Sherdley Primary School

Year 2

## Curriculum Map for English - Reading

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Texts used</b>	Wild – Emily Hughes  Poo in the zoo – Steve Smallman	Man on the moon – Simon Bartram  Space poems – G Morgan	Traction man – Mini Grey  The day the crayons quit – Drew Daywalt	Little Evie in the wild wood – Jacquie Morris  The three little wolves and the big bad pig – Eugene Trivizas	The great dragon rescue – M.P Robertson  Mufaro’s beautiful daughters – John Steptoe	Lylah and the secret of the rain – David Conway  Non – fiction texts related to Kenya.
<b>Genres of writing/reading skills.</b>	Recounts, reciprocal reading, vocabulary building, narratives and character descriptions.	Reading skills, instructions, non-chronological reports, narratives, character descriptions and poetry.	Letters of complaint, persuasive letters, narratives, reading skills, balanced arguments and instructions.	Narratives, reading skills, alternative fairy tales, instructions and letters.	Non-chronological reports, instructions, narratives with a moral, stories from another culture and reading skills.	Non-chronological reports, instructions, narratives with a moral, stories from another culture and reading skills.



# Sherdley Primary School

## Year 3 Curriculum Map for English - Reading

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Texts used</b>	<p>Stone Age Boy( by Satashi Kitamora)</p> <p>How to Wash a Woolly Mammoth (by Michelle Robinson)</p> <p>James and the Giant Peach (by Roald Dahl)</p> <p>About Elephants (Literacy World Essential Non-Fiction)</p> <p>Bullying Poem part of a Drama workshop with Sutton Academy</p>	<p>The Secret of Black Rock (by Joe Todd Stanton)</p> <p>Magic Tree House Books - Racing with Gladiators (by Mary Pope Osborne)</p>	<p>The Happy Prince (by Oscar Wilde)</p> <p>The Selfish Giant (by Oscar Wilde)</p> <p>The Flood (by Alvaro F Villa)</p> <p>Bear Grylls Adventure The Volcano Challenge (by Bear Grylls and Emma McCann)</p> <p>Non Fiction: Roman Sports and Games</p> <p>Children in Roman Times ( Literacy World Essential Non- Fiction)</p>	<p>The True Story of The Three Little Pigs ( by Jon Scieszka)</p> <p>The Flower (John Light)</p> <p>A Child’s Garden (by Michael Foreman)</p> <p>Esio Trot (by Roald Dahl)</p> <p>Stranded (Literacy World Essential Fiction)</p>	<p>How to Build A Robot Dog</p>	<p>Wolves in the wall</p>
<b>AREs taught</b>	<p>Read and discussing a wide range of non-fiction, fiction and poetry</p> <p>Make links between the book they are reading and other books they have read</p> <p>Using dictionaries to check the meaning of words that they have read</p>	<p>Read and discussing a wide range of non-fiction, fiction and poetry</p> <p>Read age appropriate books with confidence and fluency (including whole novels)</p> <p>Using dictionaries to check the meaning of words that they have read</p>	<p>Read and discussing a wide range of non-fiction, fiction and poetry</p> <p>Make links between the book they are reading and other books they have read</p> <p>Read age appropriate books with confidence and fluency (including whole novels)</p>	<p>Read and discussing a wide range of non-fiction, fiction and poetry</p> <p>Read age appropriate books with confidence and fluency (including whole novels)</p> <p>Increase their familiarity with a wide range of books, including fairy stories, and retell some of these orally</p>		

	<p>Discussing words and phrases that capture the reader's interest and imagination</p> <p>Drawing inferences on the basis of what is said and done</p> <p>Identifying main ideas drawn from one paragraph</p> <p>Retrieve and record information from non-fiction</p> <p>Preparing poems to read aloud and to perform,</p>	<p>Discussing words and phrases that capture the reader's interest and imagination</p> <p>Drawing inferences on the basis of what is said and done</p> <p>Predicting what might happen on the basis of what has been read so far</p>	<p>Using dictionaries to check the meaning of words that they have read</p> <p>Discussing words and phrases that capture the reader's interest and imagination</p> <p>Drawing inferences on the basis of what is said and done</p> <p>Predicting what might happen on the basis of what has been read so far</p> <p>Identifying main ideas drawn from one paragraph</p> <p>Retrieve and record information from non-fiction</p>	<p>Using dictionaries to check the meaning of words that they have read</p> <p>Drawing inferences on the basis of what is said and done</p> <p>Predicting what might happen on the basis of what has been read so far</p>		
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Texts used</b>	Aladdin (Write Stuff Unit)  Information text about Ancient Civilisations	The Blue Umbrella (Write Stuff Unit)  Playscripts – Gruffalo/Fantastic Mr Fox	The Promise By Nicola Davies  The Lost Thing By Shaun Tan (Write Stuff Unit)	Charlie and the Chocolate Factory (Write Stuff Unit)  Variety of poetry	Variety of Greek Myths	Holiday Brochure (Write Stuff Unit)  Iron Man (Write Stuff Unit)
<b>AREs taught</b>	Discussing words and phrases that capture interest.  Explain the meaning of words in context.  Predicting what might happen from details stated.  Participate in discussions about the text.  Use dictionaries and thesaurus'.  Record, retrieve information from non-fiction, reference or text books.  Identify main ideas drawn from one or more paragraphs.	Discussing words and phrases that capture interest.  Explain the meaning of words in context.  Drawing inferences and justifying with evidence.  Predicting what might happen from details stated.  Use dictionaries and thesaurus'.  Participate in discussions about the text.  Preparing playscripts to read aloud and perform.  Recognising some forms of playscripts.  Show understanding through intonation, volume, tone and action.	Discussing words and phrases that capture interest.  Explain the meaning of words in context.  Drawing inferences and justifying with evidence.  Predicting what might happen from details stated. Use dictionaries and thesaurus'.  Participate in discussions about the text.  Identify main ideas drawn from one or more paragraphs.	Discussing words and phrases that capture interest.  Explain the meaning of words in context.  Participate in discussions about the text.  Identify main ideas drawn from one or more paragraphs. Use dictionaries and thesaurus'.  Identify how language, structure and presentation contribute to meaning.	Increasing their familiarity with a wide range of books, including books from other cultures and traditions, and retelling some of these orally  Discussing words and phrases that capture interest.  Explain the meaning of words in context.  Drawing inferences and justifying with evidence.  Predicting what might happen from details stated.  Use dictionaries and thesaurus'.  Participate in discussions about the text.  Identify main ideas drawn from one or more paragraphs.	Record, retrieve information from non-fiction, reference or text books.  Explain the meaning of words in context.  Identify how language, structure and presentation contribute to meaning.  Predicting what might happen from details stated.  Participate in discussions about the text.  Drawing inferences and justifying with evidence.



# Sherdley Primary School

Year 5

## Curriculum Map for English - Reading

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Texts used</b>	The Nowhere Emporium	Cosmic	The Highway man Non-fiction texts	Viking boy	Journey to Jo'burg	Poetry & Non fiction
<b>ARE's taught</b>	<p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Asking questions to improve their understanding</p> <p>Predicting what might happen from details stated and implied</p> <p>Provide reasoned justifications for their views.</p>	<p>Asking questions to improve their understanding</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Predicting what might happen from details stated and implied</p> <p>Provide reasoned justifications for their views.</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p>	<p>Identifying how language, structure and presentation contribute to meaning</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Predicting what might happen from details stated and implied</p> <p>Provide reasoned justifications for their views.</p> <p>Distinguish between statements of fact and opinion</p> <p>Retrieve, record and present information from non-fiction</p>	<p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Predicting what might happen from details stated and implied</p> <p>Provide reasoned justifications for their views.</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p>	<p>Asking questions to improve their understanding</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Predicting what might happen from details stated and implied</p> <p>Provide reasoned justifications for their views.</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p>	<p>Learning a wider range of poetry by heart</p> <p>Distinguish between statements of fact and opinion</p> <p>Retrieve, record and present information from non-fiction</p>

These objectives will be covered throughout the year in both Reading sessions (individual reading and whole class reading) and English lessons.

- Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Reading books that are structured in different ways and for a range of purposes
- Identifying and discussing themes and conventions across a wide range of writing
- Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- Recommending books that they have read to their peers, giving reasons for their choices
- Making comparisons within and across books





# Sherdley Primary School

Year 6

## Curriculum Map for English - Reading

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Texts used</b>	The Great Kapok Tree  The Explorer	Nightmare Hour- Short stories  Holes	Brightstorm	War Horse	Letters from the Lighthouse  Blitzed  <b>or</b>	
<b>AREs taught</b>	Making comparisons within and across books  Identifying how language, structure and presentation contribute to meaning  Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence  Predicting what might happen from details stated and implied  Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary  Provide reasoned justifications for their views.	Predicting what might happen from details stated and implied  Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience (Christmas production)  Use quotations for illustration of ideas  Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	Making comparisons within and across books  Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence  Predicting what might happen from details stated and implied  Use quotations for illustration of ideas  Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas  Distinguish between statements of fact and opinion	Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary  Provide reasoned justifications for their views.  Use quotations for illustration of ideas  Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas  Distinguish between statements of fact and opinion	Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary  Provide reasoned justifications for their views.  Use quotations for illustration of ideas  Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas  Distinguish between statements of fact and opinion	Learning a wider range of poetry by heart  Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience (End of year assembly)

	<p>Use quotations for illustration of ideas</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>Distinguish between statements of fact and opinion</p> <p>Retrieve, record and present information from non-fiction</p>		<p>Retrieve, record and present information from non-fiction</p>	<p>Retrieve, record and present information from non-fiction</p>	<p>Retrieve, record and present information from non-fiction</p>	
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**Ongoing:**  
Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), to read aloud and to understand the meaning of new words  
Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks which are structured in different ways for a range of purposes  
Identifying and discussing themes and conventions across a wide range of writing  
Continue to increase familiarity with a wide range of texts, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions  
Recommending books that they have read to their peers, giving reasons for their choices  
Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context  
Asking questions to improve their understanding  
Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously