

# Hartington C of E Primary School's English Long Term Curriculum Plan

## Year 4/5/6 Three Year Rolling Programme

### Year A

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Progression of Core Texts</b> Core texts selected by the teacher to secure key areas of the writing curriculum, broaden the range of texts (including poetry) and meet the interest of pupils.		<b>Pugs of the Frozen North</b> <b>Philip Reeve and Sarah McIntyre</b>	<b>Skellig</b> <b>David Almond</b>	<b>The Firework-Makers Daughter</b> <b>Philip Pullman</b>	<b>The Highwayman</b> <b>Alfred Noyes</b>	<b>Everest</b> <b>Alexandra Stewart and Joe Todd-Stanton</b>	<b>Escape from Pompeii</b> <b>Christina Balit</b>
<b>Independent purposeful writing outcomes</b>	<b>Fiction outcomes</b> (3 weeks)	<b>Mixed genre writing:</b> character description, diary	<b>Setting description</b>	Write their own <b>extended story</b> (missing chapter)  <b>Play script</b>		<b>Narrative</b> – develop character, setting, plot; build suspense and tension	<b>Recount letter</b>
	<b>Non-fiction outcomes</b> (2 weeks)	<b>Persuasive letter</b> – Convince the Minister of Education that SATS should be banned	<b>Instructions</b> (linked to science)  <b>Persuasive house advertisement</b>	<b>Non-chronological report</b> – Holidays around the lunar calendar	<b>Newspaper report</b> - Highwayman's death	<b>Explanation</b> – Why should you climb Everest  <b>Biography</b> (in science) about an inspiring scientist	<b>Playscript</b>
	<b>Poetry</b> (1 week)	<b>Haiku</b>	<b>Cinquain</b>	<b>Tanka</b>	<b>Performance Poetry</b>	<b>Narrative Poem</b> based on Everest	<b>Poetry Appreciation Week</b> <b>Pie Corbett</b>

<b>Grammar and Punctuation</b>		Coordinating conjunctions – link ideas with ‘but’, ‘so’, ‘and’ or ‘for’	Commas in a list	Present perfect tense	Expanded noun phrases – add detail using ‘from’ and ‘of’	Rhetorical questions	Consolidating all grammar and punctuation. In different terms, more grammar will be covered depending on the children’s understanding.
		Subordinating conjunctions – expand upon independent clauses with ‘when’, ‘whilst’, ‘before’ or ‘after’	Apostrophes for possession	Relative clauses – embed extra information	Relative clauses (Y5/6)	Ellipses	
		Expanded noun phrases	Parentheses (Y5/6)	Parentheses with brackets, commas and dashes	Conjunctive adverbs (Y5)	Adverbials of manner – say how something is done	
		Commands using the imperative – instruct the reader	Metaphors and similes	Adverbials of time, place and manner	Expanded noun phrases – for exaggeration	Hyphenated words (Y5/6)	
		Modal verbs – for possibility Y6	Personification	Commas after fronted adverbials	Subject and object	Active and passive voice (Y6)	
		Semi-colons and colons Y6	Determiners	Apostrophes for omission	Determiners	Spellings: Words ending in -ly and -ful	
		Hyphens Y5/6	Speech punctuation				
			Bullet points				

<b>Comprehension</b>		Pugs of the Frozen North using READING VIPERS	Skellig using READING VIPERS	Y6 SATS Papers Y4/5 Classic Books Comprehension using READING VIPERS	Y6 SATS Papers Y4/5 Crime and Punishment Comprehension using READING VIPERS	Everest using READING VIPERS	Film VIPERS
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**Overall intent – end of primary expectation**

- **A writer from Hartington C of E Primary School will:**
- **Be able to write legibly and across many genres, using correct grammatical structures and appropriate language features.**
- **Writers will be able to spell most words correctly or will be able to use a dictionary efficiently to check spellings.**
- **Writers will develop a broad and varied vocabulary.**
- **At the end of KS2, writers will be confident in their writing ability and will therefore find that they can meet the expectations of KS3. They will be able to write in clear and articulate manner in all curriculum areas.**