

Early Years Foundation Stage: Reception

Three and Four Year Olds (Development Matters)
Children in Reception (Development Matters)

Literacy Early Learning Goal

Autumn	Spring	Summer
Literacy Specific Objectives taught: - Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom - Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother - Engage in extended conversations about stories, learning new vocabulary - Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. - Write some or all of their name - Write some letters accurately. - Read individual letters by saying the sounds for them. - Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. - Read some letter groups that each represent one sound and say sounds for them. - Read a few common exception words matched to the school's phonic programme. NB - Once a specific objective is taught it will be revisited several times during the year to embed deep learning.	Literacy Specific Objectives taught: - Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. - Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. - Form lower-case and capital letters correctly. - Spell words by identifying the sounds and then writing the sound with letter/s. - Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. - Re-read what they have written to check that it makes sense. NB - Once a specific objective is taught it will be revisited several times during the year to embed deep learning.	Literacy Specific Objectives taught: Comprehension - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. - Anticipate (where appropriate) key events in stories. - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Word Reading - Say a sound for each letter in the alphabet and at least 10 digraphs. - Read words consistent with their phonic knowledge by sound-blending. - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Writing - Write recognisable letters, most of which are correctly formed. - Spell words by identifying sounds in them and representing the sounds with a letter or letters. - Write simple phrases and sentences that can be read by others. NB - Once a specific objective is taught it will be revisited several times during the year to embed deep learning.



Deighton Gates Primary School Literacy Medium Term Plan



Texts/ Media Studied I'm Special, I'm Me, No Dragons for Tea Paddington Goes to Hospital. You can't call an Elephant an emergency! People who help us: Police People who help us: Firefighters. People who help us: Doctors.	Texts/ Media Studied Man on the Moon. The 3 Little Aliens and the Big Bad Robot Beegu. Look Up! Look inside: Space The Traditional Christmas Story (the nativity)	Texts/ Media Studied Stomp, Dinosaur, Stomp, The Dinosaur that Pooped a Princess. Harry and his Buckefull of Dinosaurs. Little Kids Just big, book of Dinosaurs. (National Geographic) Questions and Answers about Dinosaurs.	Texts/ Media Studied Mad about Mini Beasts. The Very Hungry Caterpillar The Teeny Weeny Tadpole The Very Busy Spider Caterpillar to Butterfly Tadpole to Frog.	Texts/ Media Studied What The Ladybird Heard. Farmer Duck. A Squash and a Squeeze The Little Red Hen. Egg to Chicken. Seed to Sunflower	Texts/ Media Studied Secrets of the Seashore Sharing a Shell. Rainbow Fish. Storm Whale. Billie's Bucket. How does a Lighthouse work? Fish, whales, & sharks. (non- fiction text)
Writing Styles and Genres Traditional tales Poetry - rhyme Posters Name writing Labels	Writing Styles and Genres Traditional tales Poetry - rhyme Posters Name writing Labels	Writing Styles and Genres Explanations Setting description Labels Captions	Writing Styles and Genres Explanations Character description Labels Captions	Writing Styles and Genres Narrative Instructions Recounts Captions	Writing Styles and Genres Narrative Instructions Recounts Captions



Deighton Gates Primary School

Literacy Medium Term Plan

English - Writing



Year 1				
Autumn		Spring		Summer
Specific Objectives taught:		Specific Objectives taught:		Specific Objectives taught:
Spelling: - I know the letters of the alphabet in order. - I can spell words with known phonemes. - I can spell the days of the week. Grammar & punctuation: - I can use capital letters to start sentences. - I can use 'I' - I can use full stops. Composition: - I can join two sentences using 'and'.		Spelling: - I can use syllables to divide words when spelling. - I use what I know about alternative phonemes to narrow down possibilities for accurate spelling. - I can add the suffix -er, -ing, -ed. Grammar & punctuation: - I can use capital letters for names of people, places, days of the week and 'I'. - I can use a question mark. Composition: - I can sequence sentences to form a narrative. - I can re-read what I have written to check that it makes sense. - I can sequence sentences in chronological order to recount an event or experience. - I can join words using the conjunctions 'and', 'because' - I can use a variety of adjectives.		Spelling: - I can use the spelling rule for adding 's' or 'es' for verbs in the 3rd person singular. - I can use letter names to show alternative spellings of the same phoneme. - I can add the prefix - un. - I can add the suffix - er, -ing, -ed, - est, Grammar & punctuation: - I can use an exclamation mark. - I can begin to understand the differences between past and present tense. Composition: - I can join words using the conjunction 'but' - I can discuss my writing with others. - I can use alliteration.
NB – Once a specific objective is taught it will be revisited several times during the year to embed deep learning. Texts/ Media Studied The Perfect Pet The Perfect Present Animal Poems		NB – Once a specific objective is taught it will be revisited several times during the year to embed deep learning. Texts/ Media Studied Stick Man The Owl that was Afraid of the Dark Owl Babies The Scarecrow's Wedding		NB – Once a specific objective is taught it will be revisited several times during the year to embed deep learning. Texts/ Media Studied There's a Tiger in the Garden On Sudden Hill The Scarecrows Wedding The Road Home Katie Cotton Donkey and Gort in the Great Outdoors A First Book of Nature by Nicola Davies and Mark Heard
Ongoing Composition Objectives: - I can compose a sentence orally before writing it. - I can leave spaces between words. - I can combine words to make a sentence.				



Deighton Gates Primary School **Literacy Medium Term Plan**

English - Writing



Writing Styles and Genres Fiction, Non-fiction (describe animals)	Writing Styles and Genres Fiction, Non-fiction (seasons)	Writing Styles and Genres Fiction (same author) Stories from another culture	Writing Styles and Genres Fiction, Stories from another culture Traditional Tales Acrostic Poetry	Writing Styles and Genres Fiction Letter writing Pattern and rhyme.	Writing Styles and Genres Fiction
Ongoing Essentials Spelling: - I can spell words phonetically. - I can spell common exception words. - I can write simple sentences for practice spellings. Handwriting: - I can sit correctly at a table, holding a pencil comfortably and correctly. - I can form lower case letters in the correct direction, starting and finishing in the right place. - I can form capital letters and digits 0-9. - I can include finger spaces. - I can understand which letters belong to the handwriting families.					

Deighton Gates Primary School
Literacy Medium Term Plan
English - Writing

Year 2					
Autumn		Spring		Summer	
Specific Objectives taught:		Specific Objectives taught:		Specific Objectives taught:	
I can use subordination and co-ordination. I can use expanded noun phrases. I use capital letters for names of people, places, day of the week and the personal pronoun 'I'. I can identify use sentences with different forms: statement, question, exclamation, command. I consistently use the present tense and past tense correctly.		I can spell words with contracted forms. I can use apostrophes to show where letters are missing and to mark singular possession in nouns. I can use commas to separate items in a list. I can proof-read to check for errors in spelling, grammar and punctuation.		I can use the progressive forms of verbs in the present and past tense.	
NB - Once a specific objective is taught it will be revisited several times during the year to embed deep learning.		NB - Once a specific objective is taught it will be revisited several times during the year to embed deep learning.		NB - Once a specific objective is taught it will be revisited several times during the year to embed deep learning.	
Texts/ Media Studied Diary of a Wombat Several Anthony Brown Books: My Mum, My Dad, My Brother Katie Morag Delivers the Mail Town Mouse, Country Mouse	Texts/ Media Studied The Tunnel The Little Red Hen Various recipes The Guard Dog - Dick King Smith Little Beauty	Texts/ Media Studied The Twits' Classic Text Mary Seacole Biography	Texts/ Media Studied Traditional Tales "Little Red Riding Hood/Goldilocks The Day the Crayons Quit Info Texts on the Arctic	Texts/ Media Studied Where the Wild Things Are 101 Dalmatians' Classic Text The Egg Pet Dragon	Texts/ Media Studied Various Poetry including a focus on poems by Ken Nesbit The Tin Forest Meerkat Mail
Ongoing Composition Objectives: • I can write narratives about personal experiences and those of others, both real and fictional. • I can write for different purposes, including real events. • I can plan and discuss the content of writing and record my ideas. • I am able to orally rehearse structured sentences or sequences of sentences. • I can evaluate my own writing independently, with friends and with an adult. • I can proof-read to check for errors in spelling, grammar and punctuation.					
Writing Styles and Genres Recount Description Traditional Tales Narrative	Writing Styles and Genres Instructions Narrative Recounts - From characters' perspective	Writing Styles and Genres Character Descriptions Narrative Biography Explanations	Writing Styles and Genres Instructions Explanations Retell Recounts - From characters' perspective Information	Writing Styles and Genres Narrative Recount - Own Experiences Description Letters Persuasion Non-chronological reports Information	Writing Styles and Genres Poetry Information Narrative Rhyming poems



Deighton Gates Primary School
Literacy Medium Term Plan
English - Writing



Ongoing Essentials

Spelling

- I can segment spoken words into phonemes and record these as graphemes.
- I can spell words with alternative spellings, including a few common homophones.
- I can spell longer words using suffixes such as 'ment', 'ness', 'ful', 'less', 'ly'.
- I can use my knowledge of alternative phonemes to narrow down possibilities for accurate spelling.
- I can identify phonemes in unfamiliar words and use syllables to divide words.

Handwriting

- I can form lower-case letters of the correct size relative to one another.
- I can begin to use some of the diagonal and horizontal strokes needed to join letters.
- I show that I know which letters are best left unjoined.
- I use capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
- I use spacing between words that reflects the size of the letters.



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Literacy Medium Term Plan
English - Writing



Year 3					
Autumn		Spring		Summer	
Specific Objectives taught:		Specific Objectives taught:		Specific Objectives taught:	
I can extend sentences using a wide range of conjunctions. I can use conjunctions, adverbs and prepositions to express time and cause. I can use the forms of a and an. I can choose nouns and pronouns appropriately for clarity. I can organise paragraphs around a theme. I can use bullet points for lists. I can use organisational devices in non-fiction. I can discuss and record ideas.		I can compose sentences building a varied and rich vocabulary and range of sentence structures. I can use literary devices such as alliterations, similes, metaphors and personification. I can proof read for spelling and punctuation errors. I can plan my own writing. I can develop character, setting and plot. I can use the possessive apostrophe with plural nouns. I can punctuate direct speech with inverted commas. I can use the present perfect form of verbs in contrast to the past tense.		I can assess own and others writing and suggest improvements to grammar and vocabulary. I can read my own writing aloud using appropriate intonation, controlling the tone and volume so meaning is clear. I can use fronted adverbials.	
NB – Once a specific objective is taught it will be revisited several times during the year to embed deep learning.		NB – Once a specific objective is taught it will be revisited several times during the year to embed deep learning.		NB – Once a specific objective is taught it will be revisited several times during the year to embed deep learning.	
Texts/ Media Studied	Texts/ Media Studied	Texts/ Media Studied	Texts/ Media Studied	Texts/ Media Studied	Texts/ Media Studied
How to wash a Woolly Mammoth	The Firework makers Daughter	Charlie and the Chocolate Factory.	Various non-fiction Roman texts.	Greek Myths	Reverting Rhymes Oliver and the Seawigs
Ongoing Composition Objectives: I can write a narrative with a clear structure, setting, characters and plot. I can write non-narrative using simple organisational devices such as headings and sub-headings. I can plan own writing. I can discuss and record ideas. I can suggest improvements to my own writing and that of others. I can proof read for spelling and punctuation errors.					
Writing Styles and Genres Description – character and setting information/ instruction	Writing Styles and Genres Description – character and setting. Narrative Character perspective recount/ diary entry.	Writing Styles and Genres Persuasive writing. Narrative. Letter	Writing Styles and Genres Non-Chronological – Newspaper report Recount – own experience – visit.	Writing Styles and Genres Narrative / - myths Description Non Chronological – information report	Writing Styles and Genres Poetry – various styles. Character and setting description.



Deighton Gates Primary School
Literacy Medium Term Plan

English - Writing

Ongoing Essentials

Spelling

Check spelling in a dictionary.

Use prefixes and suffixes and know how to add them.

Spell homophones.

Spell words that are often misspelt.

Use the possessive apostrophe accurately in words with regular plurals.

Write from memory simple sentences dictated by the teacher, that include words and punctuation taught so far.

Handwriting

Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.

Increase legibility, consistency and quality.

- The Wish Granter (literacy shed) may be used in summer 1 to support mythical/ fantasy writing.





Deighton Gates Primary School
Literacy Medium Term Plan
English - Writing



Year 4				
Autumn		Spring		Summer
Specific Objectives taught:		Specific Objectives taught:		Specific Objectives taught:
I can use a range of sentence structures and can extend sentences using a wide range of conjunctions. I can use fronted adverbials. I can use commas after fronted adverbials. I can use and punctuate direct speech accurately. I can organise writing into paragraphs. I can expand noun phrases by modifying adjectives, nouns and prepositions. I can identify and use prepositions.		I can identify different types of sentences and how they are used. I can use appropriate nouns and pronouns for clarity and cohesion and to avoid repetition. I can use standard English forms for verb inflections rather than spoken language. I can identify and use determiners.		I understand the difference between plural and possessive apostrophes.
NB – Once an objective is taught, it will be revisited several times during the year to embed learning.		NB – Once an objective is taught, it will be revisited several times during the year to embed learning.		
Texts/ Media Studied	Texts/ Media Studied	Texts/ Media Studied	Texts/ Media Studied	Texts/ Media Studied
Beowulf The Green Ship Spy Fox	The Saga of Eric the Viking Abbey Tomb (Poem) A Viking Village/Jotun (Literacy Shed clip) Viking Blood (Extract)	The Iron Man	The Lighthouse (Literacy Shed clip) Kindlebox	I swapped my Dad for two goldfish. Unicorns (Non-fiction)
Ongoing Composition Objectives: - plan their writing by: - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - discussing and recording ideas - draft and write by: - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) - organising paragraphs around a theme - in narratives, creating settings, characters and plot - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]				

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Literacy Medium Term Plan
English - Writing

- evaluate and edit by:
 - assessing the effectiveness of their own and others' writing and suggesting improvements
 - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors.
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Writing Styles and Genres Narrative Recount	Writing Styles and Genres Narrative Explanation	Writing Styles and Genres Narrative News reports Instruction/Explanation texts	Writing Styles and Genres Persuasion Discussion News reports Leaflets	Writing Styles and Genres Narrative Non-chronological reports	Writing Styles and Genres News reports Persuasive writing Non-chronological reports
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Ongoing Essentials

Spelling

- I can use further prefixes and suffixes and understand how to add them (English Appendix 1)
- I can spell further homophones
- I can spell words that are often misspelt (English Appendix 1)
- I can place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- I can use the first two or three letters of a word to check its spelling in a dictionary
- I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Handwriting

- I can use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].



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Literacy Medium Term Plan
English - Writing



Year 5					
Autumn		Spring		Summer	
Specific Objectives taught:		Specific Objectives taught:		Specific Objectives taught:	
I can start sentences in different ways. I can develop characters through dialogue. I can use similes and metaphors. I can indicate degrees of possibility using modal verbs. I can plan and organise my writing into paragraphs. I can write narratives which describe setting, characters and atmospheres, using a range of techniques: including choice and position of appropriate vocabulary (shown not tell) I can use the progressive forms of the past and present tense		I can use adverbials to link paragraphs and build cohesion. I can use verbs and adverbial phrases to create more effective descriptions. I can Use verb and adverbs to change character traits. I can use relative clauses to add information to a noun. I can use appropriate tone and formality when writing a newspaper article. I can write quotations using direct and reported speech		I can use personification. I can build cohesion within paragraphs. I can link ideas using conjunctions. I can understand bias. I can use brackets and dashes for parenthesis. I can suggest mood and atmosphere through use of descriptive vocabulary. I can use short, snappy sentences to build tension and suspense.	
Texts/ Media Studied Lion Witch and The Wardrobe	Texts/ Media Studied Christmas Truce (clip) Michael Morpurgo Poppy Field Goodnight Mister Tom	Texts/ Media Studied The Planets (Clip) Cosmic	Texts/ Media Studied Street Child	Texts/ Media Studied Butterfly Lion Chaperon Rouge	Texts/ Media Studied Alma (Clip) Highway Man
Ongoing Composition Objectives: I can write from a character's point of view. I can edit and improve my writing. I can use detailed description and figurative language. I can add well-chosen detail to add interest. I can use well-chosen phrases and vocabulary to engage the reader. I can use figurative language.					
Writing Styles and Genres Narrative Play scripts Diary Entry Non Chronological Report	Writing Styles and Genres Diary Entry Letter Setting Description	Writing Styles and Genres Narrative	Writing Styles and Genres Diary Newspaper Biography Poetry	Writing Styles and Genres Balanced arguments Narrative	Writing Styles and Genres Narrative
Ongoing Essentials Spelling • I can form verbs with prefixes. • I can convert nouns or adjectives into verbs by adding a suffix. • I can understand the rules for adding prefixes and suffixes. • I can spell words with silent letters. • I can distinguish between homophones and other words which are often confused. • I can spell the commonly mis-spelt words from the Y5/6 word list. • I can use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary. • I can use a thesaurus. • I can use a range of spelling strategies. Handwriting • I can choose the style of handwriting to use when given a choice. • I can choose the handwriting that is best suited for a specific task.					



Deighton Gates Primary School
Literacy Medium Term Plan
English - Writing



Year 6				
Autumn		Spring		Summer
Specific Objectives taught: I can recognise vocabulary and structures for subject and object, active and passive voice. I can recognise vocabulary and structure for ellipses, hyphen and bullet points. I can identify audience and purpose for writing and select the appropriate form. I can vary sentence length and word order confidently to sustain interest. I can use organisational features and presentational devices to structure a text. I can use passive verbs to present information. I can use hyphens to avoid ambiguity. I can use ellipses to build tension accurately and consistently.		Specific Objectives taught: I can recognise vocabulary and structure for formal and informal writing. I can recognise vocabulary and structure for colon and semi colon. I can distinguish between formal and informal register in writing. I can use cohesive devices links by repetition. I can summarise and organise writing, supporting ideas with factual details. I can use semi colons or dashes between independent clauses. I can use a colon to introduce a list and semi colons within a list.		Specific Objectives taught: I can recognise vocabulary and structures for synonym and antonym. I know how words are related by meaning as synonyms and antonyms.
Texts/ Media Studied Boy Matilda Macbeth	Texts/ Media Studied Holes Ruckus (Literacy Shed Clip)	Texts/ Media Studied Skellig Dracula's Whittyby	Texts/ Media Studied Journey to the River Sea Hunted (Literacy Shed Clip) Day-O (Banana Boat Song)	Texts/ Media Studied Wonder Play script
Ongoing Composition Objectives: I can consider how writing effects the audience and purpose it was intended for. I can link ideas using cohesive devices. I can produce writing that is varied, interesting and thoughtful that is suited for purpose. I can use a wide range of imaginative and ambitious vocabulary. I can draw on new vocabulary and grammatical constructions drawn from reading.				
Writing Styles and Genres Recounts (different character's perspectives) Newspaper Reports Narrative	Writing Styles and Genres Instructions Non-chronological report Formal and Informal letter writing Information Leaflet	Writing Styles and Genres Persuasive Adverts Diary	Writing Styles and Genres Balanced Argument Discussion Persuasive Letter Magazine Article Biography/Autobiography Poetry	Writing Styles and Genres Playscripts Recount Poetry



Deighton Gates Primary School
Literacy Medium Term Plan

English - Writing

Ongoing Essentials

Spelling:-

- I can use prefixes and suffixes and know how to add them consistently
- I can distinguish between homophones and words that are often confused
- I can use knowledge of morphology and etymology in spelling consistently
- I can use dictionaries to check the spelling and meaning of words consistently
- I can spell the commonly misspelt words from the year 5/6 word list

Handwriting:

- I can write legibly, fluently and with speed
- I can develop personal style
- I can adapt handwriting for a range of tasks and purposes, including for effect

