



## KELFORD SCHOOL – LONG TERM PLAN (Language and Literacy)

Key: Fiction, Poetry, Non-Fiction	Autumn 1	Autumn 2	Spring	Summer 1	Summer 2
TOPIC	Who we are and Where we belong	Time travellers	Animal Kingdom	Our Beautiful planet	Lights camera action
Cycle 1	Traditional Tales - predictable phrases  Information	Myths and legends  Fact file	Fables  Non-chronological report	Other cultures – informative  Recount	Poetry - contemporary and classic
TOPIC	Changes	Power to the people	Out of this world	We are the champions	The Carnival
Cycle 2	Patterned language  Explanation	Different stories by the same author  Diaries / letters	Science Fiction  Newspaper report	Fantasy worlds  Biography / Autobiography	Poetry - choral and performance
TOPIC	Evolution and revolution	Celebrate the world	Shaping the world	From Field to Fork – planting and planning	From Field to Fork/Glorious galleries.
Cycle 3	Imaginary world  Recount / Persuasion	Diversity, self- representation and equality  Newspaper report	Quest  Non -chronological report	Folk tales  Instructions	Poetry - shape  Patterns on a page



<p>Cycle 1 Key: <b>Phonics and Morphology, Reading symbols and Vocabulary, Fluency and Comprehension</b></p>	<p><b>Who we are and Where we belong</b></p>	<p><b>Time travellers</b></p>	<p><b>Our Beautiful planet</b></p>	<p><b>Animal Kingdom</b></p>	<p><b>Lights camera action</b></p>
<p>Phase 1 (Year 1-Year 3)</p> <p>Communication, reciting and sentence composition is multi-modal Routine vocabulary Tier 1</p> <p>awareness of vocabulary meaning of objects and print</p> <p>linking auditory to visual building auditory to visual correspondence</p> <p>showing enjoyment in shared text recognising and joining in showing preference</p>	<p><b>Traditional Tales - predictable phrases Information</b></p> <p>recite showing enjoyment – shared attention Communicate linking auditory to visual Choose words or phrases – non-written Patterned language Acknowledge printed material</p>	<p><b>Myths and legends</b> <i>Elements: characters, setting, conflict, plot and resolution</i></p> <p><b>Fact File</b></p> <p>listen to the story with anticipation experiences whole body movements and explores creative materials linked to the sensory story. Explore language and experiences through symbolic play. Reacts and imitates sounds.</p> <p>begin to repeat an auditory sequence – linking auditory to visual stimuli and in context. Preference to texts and retelling - characteristics and main events.</p>	<p><b>Other cultures - informative</b></p> <p>listen to the story Encourage to link to own experiences Familiarity of key stories - characteristics, events and sequence pictorial Begin to understand simple verbs, respond to actions Show anticipation of a favourite visual stimuli, objects or symbols Spot and join in stories</p> <p><b>Recount</b></p> <p>To follow own routines that I am familiar with 1-step Awareness of vocabulary meaning of objects and print Use objects or visuals purposeful to them</p>	<p><b>Fables</b></p> <p>Retell Beginning, middle and end – simple sentences</p> <p><b>Non-chronological report</b></p> <p>Showing preference Awareness of vocabulary meaning and objects</p>	<p><b>Poetry - contemporary and classic</b></p> <p>Responds to a range of songs and rhymes join in rhymes – use of body to move to simple rhythms body percussion acknowledge actions through use of simple verbs</p>



		<p>imagination; setting and characters - villain, problem and solution acknowledge adjectives.</p> <p>complete a sentence with an appropriate word, sign or symbol. Beginning to plan what to write - preferred method of communication. Begin to provide ideas for composition. Express thoughts about stories. Beginning to use some simple punctuation (capital letter and full stop).</p>	<p>Show emergent writing skills (see also motor skills and transcription progression grid)</p> <p>Complete a sentence with an appropriate word, sign or symbol, when the adult pauses (e.g. We are going to the ..... Zoo/park/beach).</p> <p>Choose between symbol and sounds Discriminate between pictures and words Recognise own choice for picture or words</p>		
--	--	---	--	--	--



<p>Phase 2 (Year 4-Year 6)</p>	<p><b>Traditional Tales - predictable phrases</b> <b>Information</b></p> <p>drawing inference; characters' feelings, Main ideas from a sentence</p>	<p><b>Myths and legends</b> <i>Elements: the moral, fact or fiction, opinion-based discussions, change plot or events</i></p> <p><i>build on the characters, setting, conflict, plot and resolution.</i></p> <p><b>Fact File</b></p> <p>Extend ideas Begin to compose extended sentences developing an understanding of question marks to demarcate sentences and exclamation marks. Re-read writing Beginning to use clause 'and' Use spaces between words Justify inference with evidence Maintain tense past and present Use commas to separate items in a list Beginning to understand use of apostrophes for omission</p>	<p><b>Other cultures – informative</b> Main ideas from a paragraph and summarise Use my finger to explore surfaces, objects and symbols</p> <p><b>Recount</b> listening and discussing reference books / text books Range of purposes Language, structure and presentation contribute to meaning</p> <p>Know that print reads from top to bottom</p> <p>Work my way through a book</p> <p>Plan what I am going to write about using my preferred method of communication. I can begin to form the letters in my name. I am beginning to select letters I can pay attention to written output (on paper,</p>	<p><b>Fables</b> Drawing inference; thoughts and motives from their actions</p> <p><b>Non-chronological report</b> Range of purposes Language, structure and presentation contribute to meaning title, layout and captions, structure; sub-headings and introduction</p>	<p><b>Poetry - contemporary and classic</b></p>
--------------------------------	---	--	---	--	---



		<p>Expanded noun phrases for description and specification.</p> <p>Discussion and record ideas to plan and draft.</p> <p>Progressively build a varied and rich vocabulary.</p> <p>Organise ideas / writing into paragraphs.</p> <p>Create settings</p> <p>Create characters and a plot in a narrative.</p> <p>Fronted adverbials</p> <p>Time connectives.</p> <p>Shows increasing attention to spelling patterns and morphology.</p> <p>Begins to build fluency in writing / ideas/ chosen method of communication.</p>	<p>screen, someone else's output)</p> <p>String letters together</p> <p>Begin to use clauses</p> <p>Form a short sentence using graphemes I already know – subject, verb and object.</p> <p>Leave spaces between letter strings</p> <p>Begin to use some simple punctuation (capital letter and a full stop)</p> <p>Read aloud my writing accurately enough to be communicated to peers or adults</p> <p>Write a sentence that I have rehearsed</p> <p>Extend language choice for meaning</p> <p>Use language to play, choose play and plan play</p> <p>Identify simple word types</p> <p>Chose descriptive words to extend</p>		
--	--	---	---	--	--



<p>Phase 3 (Year 7-Year 9)</p>	<p>Traditional Tales - predictable phrases</p> <p>Information</p>	<p><b>Myths and legends</b> <i>Elements: write a sequel or prequel, write a theatre script based on a familiar (studies) myth.</i></p> <p><i>build on the characters, setting, conflict, plot and resolution.</i></p> <p>Sentence length is structured and more varies for 'effect'. Writes with fluency and automaticity. Evaluate impact of whole texts on the reader Comparing texts and understanding reasons for differences. Analysis of vocabulary choices and impact. Understanding synonyms and antonyms. Skilfully controlling overall structure of sentences and text structures to support coherence. Achieving accuracy in spelling – drawing on and applying a wide range of effective strategies for spelling complex words.</p>	<p><b>Other cultures - informative</b></p> <p>Recount</p> <p>Begin to retrieve information from books Enjoy print and access digital print independently Focus on meaningful print in the environment in order to discuss similarities and differences between symbols</p> <p>Connect and draw on different aspects of my emerging literacy experiences</p> <p>Begin to show awareness that print carries meaning</p> <p>Participate in discussions about what is being read</p> <p>Explain my understanding of what has been read</p>	<p><b>Fables</b></p> <p>Non-chronological report</p>	<p>Poetry - contemporary and classic</p>
--------------------------------	---	---	--	--	--



		Fact File	Complex sentences Apostrophes Commas in a list Past and present Develop spelling rules Plurals Word families		
--	--	-----------	--	--	--



Cycle 2	Changes	Power to the people	Out of this world	We are the champions	The Carnival
Phase 1 (Year 1 and 2)	<p><b>Patterned language</b> Developing understanding Familiarity and retelling a wider range Recognising and choose simple recurring literary language when given choices Favourite words and phrases – shows an interest in illustrations</p> <p><b>Explanation</b> collect ideas and communicate – features, structure and vocabulary order</p>	<p><b>Different stories by the same author</b> prediction deepening understanding simple retrieval sequence sentences</p> <p><b>Diaries / letters</b> begin to show some understanding of who/why/where? drawing on <i>background information</i> provided</p>	<p><b>Science Fiction</b> infer through pictures and or text knows that print, visuals carry meaning</p> <p><b>Newspaper report</b> drawing on background information provided Significance of the title and events – information finding Different structures of texts Clarifying new vocabulary Answering and asking questions</p>	<p><b>Fantasy worlds</b> building word-level knowledge fill in missing words of phrases – word, sign, symbol</p> <p><b>Biography / Autobiography</b> Listen and build familiarity and understanding Different structures of texts Answering and beginning to acknowledge questions to ask</p>	<p><b>Poetry - choral and performance</b> preparation and performance Different forms – free verse and narrative poetry recite with some intonation awareness</p>
Phase 2 (Year 5)	<p><b>Patterned language</b></p> <p><b>Explanation</b> identify and discuss themes and summarise make comparisons within and across books</p>	<p><b>Different stories by the same author</b></p> <p><b>Diaries / letters</b> Structure - Discuss (multi-modal) – features, structure (paragraphs) and vocabulary</p>	<p><b>Science Fiction</b></p> <p><b>Newspaper report</b> predict, retrieve, record and present information Structure - title, layout and captions</p>	<p><b>Fantasy worlds</b></p> <p><b>Biography / Autobiography</b> Explore the meaning of words in context</p>	<p><b>Poetry - choral and performance</b></p>





<b>Phase 3 (Year 8)</b>	<p><b>Patterned language</b></p> <p>Explanation</p>	<p><b>Different stories by the same author</b></p> <p>Diaries / letters</p> <p>Structure - Discuss (multi-modal) – features, structure (paragraphs) and vocabulary</p>	<p><b>Science Fiction</b></p> <p>Newspaper report</p> <p>predict, retrieve, record and present information</p> <p>Structure - title, layout and captions</p>	<p><b>Fantasy worlds</b></p> <p>Biography / Autobiography</p> <p>Explore the meaning of words in context</p>	<p>Poetry - choral and performance</p>
-------------------------	---	--	--	--	--

Cycle 3	Evolution and revolution	Celebrate the world	Spring - Shaping the world	From Field to Fork	Glorious Galleries
<p>Phase 1 (Year 3)</p> <p>Environmental vocabulary Tier 1</p> <p>Sequence</p> <p>Sentence rehearsal</p> <p>Proof-read / check</p> <p>Features and structure of text</p> <p>Sub-headings and introduction</p> <p>Expanded noun phrases</p> <p>Conjunctions</p> <p>Exposure to clauses</p>	<p><b>Imaginary world</b></p> <p>Describe events in detail - use environmental Tier 1 vocabulary</p> <p>Recount</p> <p>To follow a series of instructions 2-step</p> <p>Significance of the title and events – information finding</p>	<p><b>Diversity, self-representation and equality</b></p> <p>Sequencing using images</p> <p>print – sentence rehearsal building Tier 1 vocabulary (routine and environmental)</p> <p>Newspaper report</p>	<p><b>Quest</b></p> <p>Develop language choice – begin descriptive Tier 2</p> <p>Non-chronological report</p> <p>Clarifying new vocabulary</p> <p>Answering and asking questions</p> <p>title, layout and captions</p>	<p>Folk tales</p> <p>Instructions</p>	<p>Poetry - shape</p> <p>Patterns on a page</p> <p>Draw on different aspects of emerging literacy experiences</p>



<p>Phase 2 (Year 6)</p>	<p><b>Imaginary world</b></p> <p>Recount</p>	<p>Diversity, self-representation and equality</p> <p>Newspaper report</p>	<p>Quest</p> <p>Non-chronological report statements of <i>fact and opinion</i></p>	<p>Folk tales</p> <p>Instructions</p>	<p>Poetry - shape Patterns on a page</p>
<p>Phase 3 (Year 9)</p> <p>Embedding and extending Tier 1 and 2 vocabulary Building comprehension Beginning to use suffixes and contractions Intonation, tone and volume Beginning to use Tier 3 vocabulary Making choices around vocabulary Complex clauses – audience and purpose</p>	<p><b>Imaginary world</b> Purposeful use of Tier 2 vocabulary Begin to explore suffixes and contractions</p> <p>Recount Choose between a choice of words / symbols purposefully for the genre</p>	<p><b>Diversity, self-representation and equality</b> Introduce opinion Begin to evaluate</p> <p>Newspaper report Generate ideas within a given structure / template Use nouns to name people and objects</p>	<p>Quest Making choices around vocabulary word level Audience and purpose</p> <p>Non -chronological report Generate ideas within a given structure / template Organise words for effect including pictorial</p>	<p>Folk tales Build comprehension through morphology</p> <p>Instructions Sequence and organise ideas Choose vocabulary according to purpose</p>	<p>Poetry - shape Patterns on a page</p> <p>wider range of poems Awareness of audience intonation, tone and volume Use language to instigate Organise words for effect</p>