

**Stukeley Federation**  
**LKS2 Literacy Long Term Planning Map**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Composition</b>	<p><i>Pupils should be taught to:</i> <i>plan their writing by:</i></p> <p>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>discussing and recording ideas</p> <p><i>draft and write by:</i></p> <p>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (<a href="#">English Appendix 2</a>)</p> <p>in narratives, creating settings, characters</p> <p><i>evaluate and edit by:</i></p> <p>proof-read for <b>punctuation errors</b></p> <p>read aloud their own writing, to a group or</p>	<p><i>Pupils should be taught to:</i> <i>plan their writing by:</i></p> <p>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>discussing and recording ideas</p> <p><i>draft and write by:</i></p> <p>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (<a href="#">English Appendix 2</a>)</p> <p>organising paragraphs around a theme</p> <p>in narratives, creating settings, characters</p> <p><i>evaluate and edit by:</i></p> <p>assessing the effectiveness of <b>their</b></p>	<p><i>Pupils should be taught to:</i> <i>plan their writing by:</i></p> <p>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>discussing and recording ideas</p> <p><i>draft and write by:</i></p> <p>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (<a href="#">English Appendix 2</a>)</p> <p>organising paragraphs around a theme</p> <p>in narratives, creating plots</p> <p><i>evaluate and edit by:</i></p> <p>assessing the effectiveness of <b>their</b></p>	<p><i>Pupils should be taught to:</i> <i>plan their writing by:</i></p> <p>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>discussing and recording ideas</p> <p><i>draft and write by:</i></p> <p>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (<a href="#">English Appendix 2</a>)</p> <p>in narratives, creating settings, characters</p> <p><i>evaluate and edit by:</i></p> <p>proof-read for <b>punctuation errors</b></p> <p>read aloud their own writing, to a group or</p>	<p><i>Pupils should be taught to:</i> <i>plan their writing by:</i></p> <p>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>discussing and recording ideas</p> <p><i>draft and write by:</i></p> <p>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (<a href="#">English Appendix 2</a>)</p> <p>organising paragraphs around a theme</p> <p>in narratives, creating settings, characters</p> <p><i>evaluate and edit by:</i></p> <p>assessing the effectiveness of <b>their</b></p>	<p><i>Pupils should be taught to:</i> <i>plan their writing by:</i></p> <p>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>discussing and recording ideas</p> <p><i>draft and write by:</i></p> <p>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (<a href="#">English Appendix 2</a>)</p> <p>organising paragraphs around a theme</p> <p>in narratives, creating plots</p> <p><i>evaluate and edit by:</i></p> <p>assessing the effectiveness of <b>their</b></p>

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	the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	<p><b>own</b> writing and suggesting improvements</p> <p><b>proposing changes to vocabulary</b> to improve consistency, including the accurate use of pronouns in sentences</p> <p>proof-read for <b>spelling and punctuation errors</b></p> <p>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.</p>	<p><b>own and others'</b> writing and suggesting improvements</p> <p><b>proposing changes to grammar and vocabulary</b> to improve consistency, including the accurate use of pronouns in sentences</p> <p>proof-read for spelling and punctuation errors</p> <p>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.</p>	the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	<p><b>own</b> writing and suggesting improvements</p> <p><b>proposing changes to vocabulary</b> to improve consistency, including the accurate use of pronouns in sentences</p> <p>proof-read for <b>spelling and punctuation errors</b></p> <p>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.</p>	<p><b>own and others'</b> writing and suggesting improvements</p> <p><b>proposing changes to grammar and vocabulary</b> to improve consistency, including the accurate use of pronouns in sentences</p> <p>proof-read for spelling and punctuation errors</p> <p>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.</p>
<b>Vocabulary, Punctuation &amp; Grammar</b>	<p><i>Pupils should be taught to: develop their understanding of the concepts set out in <a href="#">English Appendix 2</a> by:</i></p> <p>extending the <b>range of sentences with more than one clause</b> by using a wider range of <b>conjunctions</b>, including when, if, because, although</p> <p>using the present perfect form of <b>verbs</b> in contrast to the past tense</p>	<p><i>Pupils should be taught to: develop their understanding of the concepts set out in <a href="#">English Appendix 2</a> by:</i></p> <p><b>extending the range of sentences with more than one clause</b> by using a wider range of <b>conjunctions</b>, including when, if, because, although</p> <p>using conjunctions, <b>adverbs</b> and prepositions to express</p>	<p><i>Pupils should be taught to: develop their understanding of the concepts set out in <a href="#">English Appendix 2</a> by:</i></p> <p>using conjunctions, adverbs and <b>prepositions</b> to express time and cause</p> <p>using <b>fronted adverbials</b></p> <p><i>indicate grammatical and other features by:</i></p> <p>using <b>commas</b> after <b>fronted adverbials</b></p>	<p><i>Pupils should be taught to: <b>apply</b> their understanding of the concepts set out in <a href="#">English Appendix 2</a> by:</i></p> <p>extending the <b>range of sentences with more than one clause</b> by using a wider range of <b>conjunctions</b>, including when, if, because, although</p> <p>using the present perfect form of <b>verbs</b> in contrast to the past tense</p>	<p><i>Pupils should be taught to: <b>apply</b> their understanding of the concepts set out in <a href="#">English Appendix 2</a> by:</i></p> <p><b>extending the range of sentences with more than one clause</b> by using a wider range of <b>conjunctions</b>, including when, if, because, although</p> <p>using conjunctions, <b>adverbs</b> and prepositions to express</p>	<p><i>Pupils should be taught to: <b>apply</b> their understanding of the concepts set out in <a href="#">English Appendix 2</a> by:</i></p> <p>using conjunctions, adverbs and <b>prepositions</b> to express time and cause</p> <p>using <b>fronted adverbials</b></p> <p><i>indicate grammatical and other features by:</i></p> <p>using <b>commas</b> after <b>fronted adverbials</b></p>

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	<p>choosing <b>nouns</b> or <b>pronouns</b> appropriately for clarity and cohesion and to avoid repetition</p> <p>learning the grammar for years 3 and 4 in English Appendix 2</p> <p><b>adjectives</b> <b>consonant</b> <b>vowel</b> <b>prefix</b> <b>determiner</b></p>	<p>time and cause</p> <p>indicating possession by using the <b>possessive apostrophe</b> with <b>plural nouns</b></p> <p><b>complex sentences</b> <b>commas in lists</b> <b>paragraphs as a simple organisational device</b> <b>adverbial phrase</b> <b>word family</b> <b>possessive pronoun</b></p>	<p>indicating possession by using the possessive apostrophe with <b>plural nouns</b></p> <p>using and punctuating <b>direct speech</b></p> <p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p> <p><b>paragraphs around a theme</b> <b>cohesion</b> <b>prepositions</b> <b>subordinate clause</b> <b>inverted commas</b></p>	<p>choosing <b>nouns</b> or <b>pronouns</b> appropriately for clarity and cohesion and to avoid repetition</p> <p>learning the grammar for years 3 and 4 in English Appendix 2</p> <p><b>adjectives</b> <b>consonant</b> <b>vowel</b> <b>prefix</b> <b>determiner</b></p>	<p>time and cause</p> <p>indicating possession by using the <b>possessive apostrophe</b> with <b>plural nouns</b></p> <p><b>complex sentences</b> <b>commas in lists</b> <b>paragraphs as a simple organisational device</b> <b>adverbial phrase</b> <b>word family</b> <b>possessive pronoun</b></p>	<p>indicating possession by using the possessive apostrophe with <b>plural nouns</b></p> <p>using and punctuating direct speech</p> <p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p> <p><b>paragraphs around a theme</b> <b>cohesion</b> <b>prepositions</b> <b>subordinate clause</b> <b>inverted commas</b></p>
<b>Reading – word reading</b>	<p><i>Pupils should be taught to:</i></p> <p>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <a href="#">English Appendix 1</a>, both to read aloud and to understand the meaning of new words they meet</p>	<p><i>Pupils should be taught to:</i></p> <p>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <a href="#">English Appendix 1</a>, both to read aloud and to understand the meaning of new words they meet</p>	<p><i>Pupils should be taught to:</i></p> <p>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <a href="#">English Appendix 1</a>, both to read aloud and to understand the meaning of new words they meet</p> <p>read further exception words, noting the unusual</p>	<p><i>Pupils should be taught to:</i></p> <p>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p><i>Pupils should be taught to:</i></p> <p>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p><i>Pupils should be taught to:</i></p> <p>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>

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			correspondences between spelling and sound, and where these occur in the word.			
<b>Reading – comprehension</b>	<p><i>develop positive attitudes to reading and understanding of what they read by:</i></p> <p>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>reading books that are structured in different ways and reading for a range of purposes</p> <p><b>using dictionaries to check the meaning of words that they have read</b></p> <p>identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>discussing words and phrases that capture the reader's interest and</p>	<p><i>develop positive attitudes to reading and understanding of what they read by:</i></p> <p>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>reading books that are structured in different ways and reading for a range of purposes</p> <p>using dictionaries to check the meaning of words that they have read</p> <p>identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>discussing words and phrases that capture the reader's interest and</p>	<p><i>develop positive attitudes to reading and understanding of what they read by:</i></p> <p>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>reading books that are structured in different ways and reading for a range of purposes</p> <p>using dictionaries to check the meaning of words that they have read</p> <p>identifying themes and conventions in a wide range of books discussing words and phrases that capture the reader's interest and imagination</p> <p><i>understand what they read, in books they can read independently, by:</i></p> <p>checking that the text makes sense to them, discussing their</p>	<p><i>develop positive attitudes to reading and understanding of what they read by:</i></p> <p>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>reading books that are structured in different ways and reading for a range of purposes</p> <p>using dictionaries to check the meaning of words that they have read</p> <p>identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>discussing words and phrases that capture the reader's interest and</p>	<p><i>develop positive attitudes to reading and understanding of what they read by:</i></p> <p>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>reading books that are structured in different ways and reading for a range of purposes</p> <p>using dictionaries to check the meaning of words that they have read</p> <p>identifying themes and conventions in a wide range of books discussing words and phrases that capture the reader's interest and imagination</p> <p>recognising some different forms of poetry [for example, free verse, narrative poetry]</p>	<p><i>develop positive attitudes to reading and understanding of what they read by:</i></p> <p>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>reading books that are structured in different ways and reading for a range of purposes</p> <p>using dictionaries to check the meaning of words that they have read</p> <p>identifying themes and conventions in a wide range of books discussing words and phrases that capture the reader's interest and imagination</p> <p><i>understand what they read, in books they can read independently, by:</i></p> <p>checking that the text makes sense to them, discussing their</p>

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	<p>imagination</p> <p><i>understand what they read, in books they can read independently, by:</i></p> <p>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>asking questions to improve their understanding of a text</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	<p>imagination</p> <p><i>understand what they read, in books they can read independently, by:</i></p> <p>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>asking questions to improve their understanding of a text</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>identifying main ideas drawn from more than one paragraph and summarising these</p> <p>identifying how language, structure, and presentation contribute to meaning</p> <p>participate in discussion about both books that are read to them and those they can read for themselves, taking turns</p>	<p>understanding and explaining the meaning of words in context</p> <p>asking questions to improve their understanding of a text</p> <p>predicting what might happen from details stated and implied</p> <p>participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	<p>imagination</p> <p><i>understand what they read, in books they can read independently, by:</i></p> <p>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>asking questions to improve their understanding of a text</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>identifying main ideas drawn from more than one paragraph and summarising these</p> <p>identifying how language, structure, and presentation contribute to meaning</p> <p>participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what</p>	<p><i>understand what they read, in books they can read independently, by:</i></p> <p>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>asking questions to improve their understanding of a text</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	<p>understanding and explaining the meaning of words in context</p> <p>asking questions to improve their understanding of a text</p> <p>predicting what might happen from details stated and implied</p> <p>identifying main ideas drawn from more than one paragraph and summarising these</p> <p>identifying how language, structure, and presentation contribute to meaning</p> <p>participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>
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		and listening to what others say.		others say.		
<b>Transcription</b>	<p><i>Pupils should be taught to:</i></p> <p>use further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <p>spell further homophones</p> <p>use the first two or three letters of a word to check its spelling in a dictionary</p> <p>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p><i>Pupils should be taught to:</i></p> <p>use further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <p>spell further homophones</p> <p>spell words that are often misspelt (English Appendix 1)</p> <p>place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</p> <p>use the first two or three letters of a word to check its spelling in a dictionary</p> <p>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p><i>Pupils should be taught to:</i></p> <p>spell words that are often misspelt (English Appendix 1)</p> <p>place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</p> <p>use the first two or three letters of a word to check its spelling in a dictionary</p> <p>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p><i>Pupils should be taught to:</i></p> <p>use the first two or three letters of a word to check its spelling in a dictionary</p> <p>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p><i>Pupils should be taught to:</i></p> <p>use the first two or three letters of a word to check its spelling in a dictionary</p> <p>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p><i>Pupils should be taught to:</i></p> <p>use the first two or three letters of a word to check its spelling in a dictionary</p> <p>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>

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<b>Handwriting</b>	<p><i>Pupils should be taught to:</i></p> <p>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</p> <p>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].</p>
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**Theme dependent:**

**Reading – comprehension**

*develop positive attitudes to reading and understanding of what they read by:*

- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally

*understand what they read, in books they can read independently, by:*

- retrieve and record information from non-fiction

**Composition**

*Draft and write by:*

- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]