

English Long Term Plans

N	R
Communication and language	Communication and language
<p>Autumn</p> <p>Adult interactions with the children during exploring time, modelling language, asking open-ended questions and encouraging and supporting children's communication</p> <p><u>All About Me, Autumn, Christmas</u></p> <p>Draw pictures of our families and talk about them.</p> <p>Draw around a child and label body parts</p> <p>Circle-time chats about likes and dislikes, families, etc</p> <p>Role-play indoors and outdoors and Small world play</p> <p>"Texture baskets" – Rough and smooth – talk about the way the items feel</p> <p>New Language - Acorns, Pine Cones, Conkers, Hibernate, Store</p> <p>Talk about the changes that occur in Autumn</p> <p>Stories/powerpoints about autumn, hedgehogs, bonfire night to open up discussions</p> <p>Investigating vegetables on tuff tray</p> <p>"Leaf Maze" and instructions</p> <p>Play Autumn I Spy outside</p> <p>Sensory exploration of autumn items, to encourage discussion</p>	<p>Autumn</p> <p><u>Autumn Theme</u></p> <p>Daily – Review – Special Helper reviews their day. Talking about what they have enjoyed, what challenges they encountered & how they overcame these. Adult will model asking "how?" & "why?" questions as well as providing opportunity for other children to ask these to the Special Helper too.</p> <p>Weekly - Snack & Chat – Children take it in turns to share their weekend news using their home Tapestries to support if available. Adults will model "wondering" in response to the children's news as well as encouraging the children to ask questions too. Enhancements – New language linked to theme.</p> <p><u>Christmas Theme</u></p> <p>Daily – Review – Special Helper reviews their day. Talking about what they have enjoyed, what challenges they encountered & how they overcame these. Adult will model asking "how?" & "why?" questions as well as providing opportunity for other children to ask these to the Special Helper too.</p> <p>Weekly - Snack & Chat – Children take it in turns to share their weekend news using their home Tapestries to support if available. Adults will model "wondering" in response to the children's news as well as encouraging the children to ask questions too.</p> <p>Enhancements – New language linked to theme.</p>

English Long Term Plans

<p><u>Spring</u> Adult interactions with the children during exploring time, modelling language, asking open-ended questions and encouraging and supporting children's communication</p> <p><u>Winter</u> Welcome back chat about the Christmas holidays Stories about winter – talk about our experiences of winter time Snack-time chat Ice in the water tray, including items trapped in the ice to encourage discussion “dip and drip” icicles – what do the children notice? Sensory scented “snowflake soup” outside</p> <p><u>Spring</u> Talk about spring-time and experiences of Spring – how, why questions “rainbow foam” in water area to stimulate discussion about changes Continue snack-time questions to each other (eg. what would you like for snack?) round the circle and introduce new questions Listen to stories about growth, Spring-time, etc Planting seeds – discuss what might happen, how to plant, what do the seeds need to grow, etc Talking about our Mummies</p>	<p><u>Spring</u> <u>Winter</u> Daily – Review – Special Helper reviews their day. Talking about what they have enjoyed, what challenges they encountered & how they overcame these. Adult will model asking “how?” & “why?” questions as well as providing opportunity for other children to ask these to the Special Helper too. Weekly - Snack & Chat – Children take it in turns to share their weekend news using their home Tapestries to support if available. Adults will model “wondering” in response to the children's news as well as encouraging the children to ask questions too. Enhancements – New language linked to theme.</p> <p><u>Valentines</u> Daily – Review – Special Helper reviews their day. Talking about what they have enjoyed, what challenges they encountered & how they overcame these. Adult will model asking “how?” & “why?” questions as well as providing opportunity for other children to ask these to the Special Helper too. Enhancements – New language linked to theme.</p> <p><u>Mother's Day</u> Daily – Review – Special Helper reviews their day. Talking about what they have enjoyed, what challenges they encountered & how they overcame these. Adult will model asking “how?” & “why?” questions as well as providing opportunity for other children to ask these to the Special Helper too. Weekly – Encouraging children to develop their listening skills during group carpet time through sitting children who need support with this to the front of the carpet and close to a grown-up who can encourage and support. Enhancements – New language linked to theme.</p> <p><u>Easter</u> Daily – Review – Special Helper reviews their day. Talking about what they have enjoyed, what challenges they encountered & how they overcame these. Adult will model asking “how?” & “why?” questions as well as providing opportunity for other children to ask these to the Special Helper too. Weekly – Encouraging children to develop their listening skills during group carpet time through sitting children who need support with this to the front of the carpet and close to a grown-up who can encourage and support. Focus Child – CLL will be included in observations on Focus Children throughout the term Enhancements – New language linked to theme.</p>
---	--

English Long Term Plans

<p>Summer</p> <p>Adult interactions with the children during exploring time, modelling language, asking open-ended questions and encouraging and supporting children's communication</p> <p><u>Traditional Tales</u></p> <p>Re-telling the traditional tales using spoon puppets, stick puppets, etc.</p> <p>Map on wall at snack table to stimulate discussion</p> <p>to inspire talk and language – outside for use in mud kitchen too Porridge oats in tough spot outside to stimulate speech and language</p> <p>“How” and “why” questions linked to the stories and activities</p> <p>Talk about how the way people look and dress has changed, using pictures of royalty like those in the traditional tales</p> <p><u>Minibeasts</u></p> <p>Talk about our experiences of minibeasts – do we like them? Can we describe them? What do we know about them?</p> <p>“How” and “why” questions linked to the stories and activities</p> <p>Very Hungry Caterpillar finger puppets to re-tell the story</p> <p>“Worm Spaghetti” in tough spot to inspire language</p> <p>Bug scavenger hunt, magnifying glasses, pitfall traps and bug hotel to introduce new language, inspire questions and talk</p>	<p>Summer</p> <p><u>Animals and Plants/Growth and Change</u></p> <p>Daily – Review – Special Helper reviews their day. Talking about what they have enjoyed, what challenges they encountered & how they overcame these. Adult will model asking “how?” & “why?” questions as well as providing opportunity for other children to ask these to the Special Helper too.</p> <p>Weekly – Encouraging children to develop their listening skills during group carpet time through sitting children who need support with this to the front of the carpet and close to a grown-up who can encourage and support.</p> <p>Focus Child – CLL will be included in observations on Focus Children throughout the term</p> <p>Enhancements – New language linked to theme.</p> <p><u>Our Village</u></p> <p>Daily –</p> <p>Review – Special Helper reviews their day. Talking about what they have enjoyed, what challenges they encountered & how they overcame these. Adult will model asking “how?” & “why?” questions as well as providing opportunity for other children to ask these to the Special Helper too.</p> <p>Core/theme daily story – Children vote for the story of their choice, discussed using VIPER questions.</p> <p>Weekly – Encouraging children to develop their listening skills during group carpet time through sitting children who need support with this to the front of the carpet and close to a grown-up who can encourage and support.</p> <p>Focus Child – CLL will be included in observations on Focus Children throughout the term</p> <p>Enhancements – New language linked to theme.</p>
--	---

English Long Term Plans

N	R
Literacy	Literacy
<p>10 key texts for the year: Goldilocks and the Three Bears, The Three Little Pigs, The Little Red Hen, The Gingerbread Man, Owl Babies, We're Going on a Bear Hunt, Harry The Dirty Dog, The Very Hungry Caterpillar, Lucy Cousins big book of Nursery Rhymes, We are family – Daily book choice vote.</p> <p>Autumn (All About Me, Autumn, Christmas Themes)</p> <p>Share stories: Funny Bones, Peace at Last, At the Doctors, Red Rockets and Rainbow Jelly, Owl Babies, Ten Little Fingers and Ten Little Toes, The Shopping Basket, etc, Draw pictures of our families, can the children tell us who they have drawn?</p> <p>“Listening Moments”</p> <p>Share Nursery Rhymes</p> <p>Practise writing name on name-cards and encourage children to write their names on their pictures and creations</p> <p>Share stories: Percy The Park Keeper, One Stormy Night, Owl Babies, Night Monkey, Day Monkey, The Owl who Was Afraid of the Dark, The Very Noisy Night, Stickman</p> <p>Sing songs about autumn – eg, 5 Red Apples</p> <p>Autumn-themed dots and lines sheets</p> <p>Interactive stories – using Owl Babies puppets</p> <p>Daily Phonics and Rhyme Time Sessions</p>	<p><u>Autumn</u></p> <p><u>Autumn Theme</u></p> <p>Weekly - Letter formation, name writing, labelling autumn clothing, CVC word labelling extended into sentence writing. Daily phonics sessions</p> <p>Focus Books</p> <ul style="list-style-type: none"> - The Three Little Pigs - The Three Billy Goats Gruff - Goldilocks * A Dark, Dark tale by Ruth Brown * Whatever Next by Jill Murphy * Goodnight Mr Moon * The Fox in the Dark * Percy the Park Keeper – One Warm Fox, The Lost Acorns * Pumpkin Party – Peter Rabbit & Peppa <p>Pig Focus rhymes:</p> <p>When Goldilocks went to the house of the bears</p> <p>Three Blind Mice</p> <p>5 little speckled frogs</p> <p>5 little ducks</p> <p>5 currant buns</p> <p>5 little men in a flying saucer</p> <p>Enhancements</p> <ul style="list-style-type: none"> * Birthday cards with weekly number (maths) * Woodland animals in Book Area alongside autumn books displayed on shelves. <u>Christmas Theme</u> <p>Daily Routine - * Continue recognising names without coloured border for class register.</p> <p>Daily phonics sessions</p> <p>Weekly – Writing Christmas wish lists & posting in post box, labels for gifts, writing inserts for Christmas cards, Thank you letters (after Christmas)</p> <p>Focus Books</p> <ul style="list-style-type: none"> * The Nativity story * Shhh! <p>Focus rhymes & songs:</p> <ul style="list-style-type: none"> * Twinkle Twinkle * Away in a manger * Little Donkey * Jingle Bells * When Santa got stuck up the chimney * Santa Claus is coming to town * What shall we do with a Christmas pudding? Enhancements * Nativity story & characters added to Book Area * Christmas cards, gift tags & wish lists in writing area

English Long Term Plans

<p>Spring</p> <p><u>Winter</u></p> <p>Share stories, eg. The Gruffalo’s Child, Lost and Found, Penguin, etc</p> <p>Writing/mark making in “snow” in trays with paintbrushes, etc</p> <p>Shaving foam for mark-making</p> <p>Draw spikey and zig-zag lines</p> <p><u>Spring</u></p> <p>Share stories, eg. Jack and The Beanstalk, the Tiny Seed, “The mixed-up chameleon”, “WOW Said the Owl”</p> <p>Outdoor mark-making – Spring pictures using squirty bottles, rollers, twigs and leaves, etc</p> <p>Daffodil painting</p> <p>Encourage children to write their own names on their creations</p> <p>Mark-making activities (big paper, sensory mark-making trays, paper underneath tables, etc) in afternoons</p>	<p>Spring</p> <p><u>Winter</u></p> <p>Daily Routine - * Begin tracing names, forming letters correctly for class register.</p> <p>Daily phonics sessions</p> <p>Weekly – Writing a message to Jack – stop stealing Marshmallows/please make it snow - Finland – what is this country like & would we like to go there? Focus Books</p> <p>Jack Frost by Kazuno Kohara, One Snowy Night By Nick Butterworth, Sneezy the Snowman by Maureen Wright, The Little Book of Snowflakes by Kenneth Libbrecht, The Story of Snow by Mark Cassino</p> <p>Focus rhymes & songs:</p> <p>Do you wanna build a snowman? Snowman song</p> <p>Enhancements</p> <p>* winter/frozen themed page borders with space & lines</p> <p><u>Valentines</u></p> <p>Daily Routine - * Tracing names, forming letters correctly for class register.</p> <p>Daily phonics sessions</p> <p>Weekly – Writing card inserts – family - Writing a message to a friend Focus Books</p> <p>* “Guess How Much I Love You” by Sam McBratney Focus rhymes & songs:</p> <p>* Twinkl valentine poems</p> <p>Enhancements</p> <p>* Love heart themed page borders with space & lines</p> <p>Writing Area</p> <p>* valentine key words * blank cards * blank inserts</p> <p><u>Mother’s Day</u></p> <p>Daily Routine - * Tracing names, forming letters correctly for class register. Daily phonics sessions</p> <p>Weekly – Focus Books</p> <p>* “I Love my Mummy” by Giles Andreae, Why I Love my Mummy” by Daniel Howarth, Guess How Much I love You” by Sam McBratney Handwriting group sessions Focused activity: Writing challenge – Read the book “Why I love my Mummy” and children write about why children love their special ladies. I love my... because...</p> <p>Enhancements</p> <p>* Mother’s Day cards – printed from Twinkl</p> <p>* Blank cards</p> <p>* heart bordered letter paper to write messages for our special ladies.</p>
---	--

English Long Term Plans

	<p>Spring cont...</p> <p><u>Easter</u></p> <p>Daily Routine - * Tracing names, forming letters correctly for class register. Daily phonics sessions</p> <p>Weekly – Focus</p> <p>Books</p> <ul style="list-style-type: none">* Children’s Bible – Easter story* The Easter Journal – Twinkl ebook* “Little Bunny’s Easter” by Sophie Piper Handwriting group sessions Focused activity: <p><u>Writing challenge</u> – Writing about own special family traditions (Easter or other)</p> <p>Enhancements</p> <ul style="list-style-type: none">* Easter cards – printed from Twinkl* Blank cards* Easter bordered pages with lines for children to write own Easter messages
--	---

English Long Term Plans

<p>Summer</p> <p><u>Traditional tales</u></p> <p>Share traditional tales (3 Little Pigs, Goldilocks, Gingerbread Man, Little Red Hen, The Princess and the Pea, Cinderella)</p> <p>Encourage children to join in with repeated refrains.</p> <p>Encourage children to think about what might happen next in the stories –how will it end? Is it always a happy ending</p> <p>Outdoor mark-making –squirty bottles, rollers, twigs and leaves, etc</p> <p>Shopping Lists and recipe books in role play area</p> <p>Name-writing continuous provision</p> <p>Mark-making activities (big paper, sensory mark-making trays, paper underneath tables, etc) in afternoons</p> <p>Oats/Spice and flour in trays for mark-making</p> <p><u>Mini beasts</u></p> <p>Share stories about minibeasts – The very Hungry Caterpillar, What the Ladybird Heard, The Snail and The Whale, Mad About Minibeasts!, etc</p> <p>Encourage children to join in with repeated refrains.</p> <p>Encourage children to think about what might happen next in the stories –how will it end? Is it always a happy ending?</p> <p>Get the children to join in with sound effects in stories</p> <p>Outdoor mark-making –squirty bottles, rollers, twigs and leaves, etc Shopping Lists and recipe books in role play area Mini black boards in mud kitchen to write menus on.</p> <p>Name-writing</p> <p>Mark-making activities (big paper, sensory mark-making trays, paper underneath tables, etc) in afternoons Daily phonics and Rhyme Time sessions</p>	<p>Summer</p> <p><u>Animals and Plants/ Growth and Change</u></p> <p>Daily Routine - * Begin to write own name, unsupported for class register. Both names if ready.</p> <p>Daily phonics sessions</p> <p>Children supported & challenged to learn new sounds at their own pace.</p> <p>Focus Books</p> <p>The Ugly Duckling</p> <p>Dear Zoo by Rod Campbell</p> <p>Grandpa’s Garden by Stella Fry</p> <p>Brenda’s Boring Egg – Twinkl ebook</p> <p>Jack and the Beanstalk</p> <p>Jasper’s Beanstalk</p> <p>“Oliver’s Vegetables” by Vivien French</p> <p>“Oliver’s Fruit Salad” by Vivien French</p> <p>Handwriting group sessions - weekly</p> <p>Focused activity:</p> <p>Writing challenge –</p> <p>* Watch the Twinkl PP – “All About Spring” & “What do you see in Spring?” to begin discussion. Then write about what we like to see, hear, taste, smell or feel in spring time.</p> <p>* The Ugly Duckling – thinking about feelings & how our behaviour can impact on others. Write about how we can behave to make each other & ourselves happy.</p> <p>* Brenda’s Boring Egg – Twinkl eBook – writing about the life cycle of a duck & what we have observed from our eggs hatching.</p> <p>* Writing our own version of the story of The Ugly Duckling</p> <p>* Creating our own healthy tea time plates for Oliver and writing about why these foods are good choices. & How I keep healthy and happy.</p>
--	---

English Long Term Plans

Summer continued...

Our Village

Daily Routine - * Continue to write own name, unsupported for class register. Both names if ready.

Daily phonics sessions

Children supported & challenged to learn new sounds at their own pace.

Focus Books

* *Dinosaurs and all that Rubbish* by Michael Foreman

* *The Little House* by Virginia Lee Burton

Handwriting group sessions - weekly

Focused activity:

Writing challenge -

* Make a “Love where you Live” poster

* Take a photograph and write about your favourite part of the school/village * A photograph of another favourite place – how the same/different?

* Create an “In my community” Activity Booklet – address, family, school, local shops etc

Enhancements

* Blank posters

* Postcards with pictures of a variety of

English Long Term Plans

Y1	Y2
Writing	Writing
<p>Autumn</p> <p>Based on: The Queen's Hat, Prince Ciders, Katie Morag in London and nonfiction texts.</p> <p><i>Genres covered:</i> Poetry, non fiction writing, narrative writing</p> <p>Making predictions, sequencing stories, character descriptions, poems, writing sentences using capital letters and full stops, acting in role, retelling events</p> <p><i>Cross Curricular:</i> Writing a non fiction booklet about London. Writing about famous people.</p> <p><i>Other focus:</i> Writing sentences, Nouns and verbs, Adjectives, Asking questions, using and, onomatopoeia, prefix, similes, proper nouns.</p>	<p>Autumn</p> <p>Based on: Be More Bernard (Literacy Shed), The Day the Crayons Quit (Write Stuff).</p> <p><i>Genres covered:</i> Persuasive Letters, Instructions, Narrative Retelling, Story Openings and Endings, Diary Entry, Fact file.</p> <p><i>Cross curricular:</i></p> <p>Information Text – linked to Microhabitats (Science Topic)</p> <p>Non-fiction diary- linked to Schools in the Past (History Topic)</p> <p><i>Other focus:</i></p> <p>Handwriting (Berol scheme).</p>
<p>Spring</p> <p>Based on: The Lighthouse keepers Lunch, The Storm Whale (Literacy Shed), The Storm Whale in Winter (Literacy Shed), Non – Fiction writing on whales.</p> <p><i>Genres covered:</i> Fiction, Non-fiction, composing sentences, role play, writing short narrative, postcards, non fiction features, writing a non fiction text, character description, story maps, letters, diary entry.</p> <p><i>Cross Curricular:</i> Information report on whales</p> <p><i>Other focus:</i> Making inferences, building sentences and vocabulary, oral dialogue, suffix, expanded nouns, question marks, exclamation marks, writing short narrative, adjectives, alphabetical order, punctuating sentences, non fiction writing.</p>	<p>Spring</p> <p>Based on: 'The Pirates Next Door' (Literacy Shed), 'Grace Darling' (Write Stuff), 'The Snail and the Whale', variety of non-fiction texts</p> <p><i>Genres covered:</i> Diary entry, character description, setting description, short story, biography, postcard, non-fiction writing about whales, poetry, letter</p> <p><i>Cross curricular:</i> Grace Darling biography, information text about whales, <i>Other focus:</i></p> <p>Making predictions, informal/formal language and vocabulary, descriptive language, varied connectives, varied sentence openers, handwriting (Berol scheme).</p>

English Long Term Plans

Summer

Based on: Handa's surprise, Meerkat mail, Non – fiction writing, poetry writing

Genres covered: Riddles, Acrostic poems, Kenning poems, Instructions, Chronological reports, Making a prediction, Diary, Newspaper report, Alternative ending, Role play, Postcard.

Cross Curricular: Animal fact files

Other focus: Writing sentences, Adjectives, Asking questions, alliteration , prefix, suffix.

Summer

Based on: How to hide a lion, Meerkat Mail, Zahra (Literacy Shed), Beatrix Potter stories

Genres covered: Setting Description, Diary Entry, Recount, Wanted Poster, Newspaper Article, Poetry, Character Description, Story Writing, Letters

Cross curricular:

Non-chronological report- Beatrix Potter

Fact file- Meerkats & Beatrix Potter *Other*

focus:

Varied connectives, varied sentence openers, handwriting (Berol scheme).

English Long Term Plans

Y1	Y2
<i>SPAG</i>	<i>SPAG</i>
<p>Autumn</p> <p>Ready to write</p> <p>1. <u>Writing in a Book</u></p> <p>2. <u>Leaving Spaces Between Words</u></p> <p>3. <u>Recognising Space Sizes</u></p> <p>4. <u>Consistent Space Sizes</u></p> <p>5. <u>Consistent Letter Sizes</u></p> <p>6. <u>Spacing Letters and Words</u></p> <p>Punctuating sentences</p> <p>1. The Alphabet</p> <p>2. Introducing Lower-Case Letters</p> <p>3. Introducing Capital Letters</p> <p>4. Lower Case and Capitals</p> <p>5. Full Stops</p> <p>6. Capital Letters at the Start of Sentences and 'I'</p> <p>7. Using Capital Letters and Full Stops</p> <p>8. Recognising a Sentence</p> <p>Word classes</p> <p>1. Nouns</p> <p>2. Verbs</p> <p>3. Noun or Verb?</p> <p>4. Recognising Nouns in Sentences</p> <p>5. Recognising Verbs in Sentences</p> <p>6. Using Nouns and Verbs in Sentences</p> <p>Capital letters</p> <p>1. Recognising and Forming Capital Letters</p> <p>2. Capital Letters for Days of the Week</p> <p>3. Capital Letters for Months</p> <p>4. Writing the Date</p> <p>7. 5. Capital Letters for Names of People</p>	<p>Autumn</p> <p>Ready to write</p> <p><u>Capital Letters</u></p> <p><u>Full stops, Question Marks and Exclamation Marks</u></p> <p><u>Recognising Common Nouns and Proper Nouns</u></p> <p><u>Recognising Sentences</u></p> <p><u>Recognising Sentences using Conjunctions</u></p> <p><u>Using Conjunctions in Sentences</u></p> <p>Commas</p> <p>Recognising Commas in a List</p> <p>Writing Lists Word</p> <p>Classes</p> <p>What are Nouns?</p> <p>What are Adjectives?</p> <p>Recognising Adjectives in Sentences</p> <p>Using Adjectives in Sentences</p> <p>Double Adjectives with Commas</p> <p>Adjectives After the Noun</p> <p>Conjunctions</p> <p>Using 'so', 'and', 'but' and 'or'</p> <p>Recognising 'because' and 'that'</p> <p>Using 'because' and 'that'</p> <p>Recognising 'when' and 'if'</p> <p>Using 'when' and 'if'</p> <p>Using 'because', 'that', 'when' and 'if'</p> <p>Sentence types</p> <p>Recognising Questions</p> <p>Using Questions</p> <p>Recognising Commands</p> <p>Using Commands</p>

English Long Term Plans

<p>Spring</p> <p><u>Conjunctions</u></p> <p>Recognising a Sentence, Recognising 'and, Using 'and', Recognising 'but', Using 'but', Recognising 'or', Using 'or', Using 'and', 'but' and 'or</p> <p><u>Exclamations</u></p> <p>One Word Only, Commands with Exclamations, Exclamation or Full Stop?</p> <p><u>Capital letter</u></p> <p>Capital Letters to Start Sentences, Capital Letters for Dates, Capital Letters for Names of People and I, Capital Letters for Places, Capital Letters for Places, Consolidating Capital Letter.</p>	<p>Spring</p> <p>Word classes:</p> <p>Different Types of Verbs</p> <p>What are Adverbs</p> <p>Adding -ly (to words)</p> <p>Recognising Adverbs in sentences</p> <p>Using Adverbs in Sentences</p> <p>Apostrophes:</p> <p>Recognising Simple Contractions</p> <p>Using Simple Contractions</p> <p>Introducing Possession</p> <p>Plural or Possessive</p> <p>Sentence types:</p> <p>Recognising Exclamations</p> <p>Using Exclamations</p> <p>Recognising statements</p> <p>Using statements</p> <p>All four sentence types</p> <p>Tenses:</p> <p>Recognising simple past and present tenses</p> <p>Using simple past and present tenses</p> <p>Recognising past progressive tense</p> <p>Using past progressive tense</p> <p>Recognising present progressive tense</p> <p>Using present progressive tense</p> <p>Suffixes:</p> <p>Compound nouns</p> <p>Adding '-ment', '-er' and '-ness</p> <p>Adding '-ful' and '-less</p>
--	---

English Long Term Plans

Summer

Leaving spaces between words.

Use joining words

To begin to use capital letters and full stops.

To ask questions

To understand singular and plural and how to change a word to be singular or plural.

Capital letters for names and the personal pronoun I

Nouns, verbs and adjectives.

Using prefixes and suffixes.

Summer

Sentences with different forms: statement, question, exclamation, command.

Subordination (using when, if, that, or because) and co-ordination (using or, and, or but).

Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) Formation of nouns and adjectives using suffixes.

Use of adverbs (ly to turn adjectives into adverbs).

Choosing the present and/or past tense.

Questions.

Y1	Y2
Spelling	Spelling
<p>Autumn</p> <ul style="list-style-type: none"> Name the letters of the alphabet. Spell words containing the phonemes already taught: Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw Spell some common exception words. Write from memory simple sentences. Learning to read/ spell tricky words: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today their people oh your Mr Mrs Ms ask* could would should our house mouse water want 	<p>Autumn</p> <p>The 'j' sound spelled -dge. The 'j' sound spelled -ge. The 'j' sound spelled with a g. The 's' sound spelled c before e, i and y. The 'n' sound spelled kn and gn. The 'r' sound spelled wr. The 'l' or 'ul' sound spelled le. The 'l' or 'ul' sound spelled el. The 'l' or 'ul' sound spelled al. Words ending in -il. The long vowel i spelled y. The -es suffix with words ending y.</p>

English Long Term Plans

<p>Spring</p> <ul style="list-style-type: none"> - Name the letters of the alphabet. - Using letter names to distinguish between alternative spelling of the same sound. - Spell words containing the 40+ phonemes already taught. - Spell some common exception words. - Write from memory simple sentences. - Using the spelling rule for adding s or es. - <i>spell words containing the phonemes already taught:</i> <p>/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone, /l/ le al apple metal /s/ c ice /v/ ve give, /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey, /oo/ u ew ue u-e ui ou oo fruit soup /ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa, /ur/ or word /oo/ u oul awful would /air/ are share /or/ au aur oor al author dinosaur floor walk, /ch/ tch match /ch/ ture adventure /ar/ al half* /ar/ a father*, /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there, /ur/ ear learn /r/ wr wrist /s/ st sc whistle science schwa at the end of words: actor, /c/ ch school /sh/ ch chef /z/ ze freeze</p> <p><i>-learning to spell tricky words: any many again who whole where two school call different thought through friend work once laugh because eyes</i></p>	<p>Spring</p> <p>*Little Wandle Tricky Words recap</p> <ul style="list-style-type: none"> -Words where ‘y’ makes an /igh/ sound -Words where ‘-es’ is added to words ending in ‘y’ -Words where ‘-ed’ is added to words ending in ‘y’ -Words where ‘-er’ and ‘-est’ are added to words ending in ‘y’ -Words where ‘-ing’ is added to words ending in ‘e’ -Words where ‘-er’, ‘-est’ and ‘-ed’ is added to words ending in ‘e’ -Words where ‘-ing’ is added to single syllable words -Words where ‘-ed’ is added to single syllable words -Words where ‘a’ makes an /or/ sound -Words where ‘o’ makes an /u/ sound -Words where ‘ey’ makes an /ee/ sound -Words where ‘a’ makes an /o/ sound
<p>Summer</p> <ul style="list-style-type: none"> - Name the letters of the alphabet. - Using letter names to distinguish between alternative spelling of the same sound. - Spell words containing the 40+ phonemes already taught. - Spell some common exception words. - Write from memory simple sentences. - Using the spelling rule for adding s or es. - Using the prefix un- - Using -ing, -ed, -er and -est where no change is needed in the spelling of root words. 	<p>Summer</p> <ul style="list-style-type: none"> - Segmenting spoken words into phonemes and representing these by graphemes. - Learning new ways of spelling phonemes for which 1 or more spellings are already known. - Learning to spell common exception words. - Learning to spell more words with contracted forms. - Learning the possessive apostrophe (singular). <p>Distinguishing between homophones and near-homophones.</p> <ul style="list-style-type: none"> - Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly -

English Long Term Plans

Y1	Y2
Reading	Reading
<p>Autumn</p> <p>Texts covered: Katie Morag in London, Prince Ciders, The Queen's hat and non fiction texts:</p> <ul style="list-style-type: none"> • Read common exception words. • Read aloud, accurately and independently books that are consistent with their developing phonics. • Respond speedily with the correct sound to graphemes for all 40+ phonemes. • Checking the text makes sense as they read and self correct mistakes. • Predicting what might happen from what has been read so far. • Retelling well known stories. • Participating in discussions about both books that are read to them and those they can read for themselves. • Reading words containing the phonemes already taught: Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw • Learning to read tricky words: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today, their people oh your Mr Mrs Ms ask* could would should our house mouse water want • 	<p>Autumn</p> <p>Texts covered: <i>Paddington Bear</i>, <i>Toby and the Great Fire of London (Literacy Shed)</i>, <i>The Great Fire of London: Anniversary Edition of the Great Fire of 1666 (Write Stuff)</i>.</p> <p>Read the common exception words. Read words with contractions. Read accurately by applying phonic knowledge and blending until decoding has become embedded and reading is fluent Checking the text makes sense as they read and self-correcting mistakes Making inferences from the text based on what is said and done in the book. Predicting what might happen from what has been read so far. Retelling well known stories. Participating in discussions about books and listening to what others say.</p>

English Long Term Plans

<p>Spring</p> <p>Texts covered: Lost and Found, The Storm Whale, The Storm Whale in Winter, Non-Fiction writing</p> <ul style="list-style-type: none"> • Read common exception words. • Read aloud, accurately and independently books that are consistent with their developing phonics. • Respond speedily with the correct sound to graphemes for all 40+ phonemes. • Checking the text makes sense as they read and self-correct mistakes. • Predicting what might happen from what has been read so far. • Retelling well known stories. • Participating in discussions about both books that are read to them and those they can read for themselves. • Apply phonic knowledge and skills as the route to decode word • Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings • Read words with contractions, and understand that the apostrophe represents the omitted letters. • Develop pleasure in reading and read a wide range of books. • Participate in discussions about what has been reads to them. • Learning to read words with the phonemes already taught: /ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder/igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone, /l/ le al apple metal /s/ c ice /v/ ve give, /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey, /oo/ u ew ue u-e ui ou oo fruit soup /ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa, /ur/ or word /oo/ u oul awful would /air/ are share /or/ au aur oor al author dinosaur floor walk, /ch/ tch match /ch/ ture adventure /ar/ al half* /ar/ a father*, /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there, /ur/ ear learn 	<p>Spring</p> <p>Texts covered: Grace Darling, The Pirates Next Door, The Snail and the Whale, variety of non-fiction texts</p> <p>Read the common exception words.</p> <p>Read words with contractions.</p> <p>Read accurately by applying phonic knowledge and blending until decoding has become embedded and reading is fluent</p> <p>Checking the text makes sense as they read and self-correcting mistakes</p> <p>Read non-fiction books organized in different ways</p> <p>Making inferences from the text based on what is said and done in the book.</p> <p>Predicting what might happen from what has been read so far.</p> <p>Retelling well known stories.</p> <p>Participating in discussions about books and listening to what others say..</p>
--	--

English Long Term Plans

<p>/r/ wr wrist /s/ st sc whistle science schwa at the end of words: actor, /c/ ch school /sh/ ch chef /z/ ze freeze</p> <ul style="list-style-type: none"> learning to read tricky words: any many again who whole where two school call different thought through friend work once laugh because eyes 	
<p>Summer</p> <p><i>Texts covered: The Ugly Sharkling (Literacy Shed film), Storm Whale (Literacy Shed), Starry eyed Stan, Zahra (Literacy Shed film), Ronald the Rhino, Jungle Poems</i></p> <p>Read common exception words.</p> <p>Read aloud, accurately and independently books that are consistent with their developing phonics.</p> <p>Respond speedily with the correct sound to graphemes for all 40+ phonemes.</p> <p>Checking the text makes sense as they read and self correct mistakes.</p> <p>Predicting what might happen from what has been read so far.</p> <p>Making inferences from the text based on what is said and done in the book.</p> <p>Retelling well known stories.</p> <p>Participating in discussions about both books that are read to them and those they can read for themselves.</p> <p>Apply phonic knowledge and skills as the route to decode word</p> <p>Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</p> <p>Read words with contractions, and understand that the apostrophe represents the omitted letters.</p> <p>Develop pleasure in reading and read a wide range of books. Participate in discussions about what has been read to them.</p>	<p>Summer</p> <p><i>Texts covered: Beatrix Potter stories, Meerkat Mail, How to Hide a Lion, Zahara.</i></p> <p>Read the common exception words.</p> <p>Read words with contractions.</p> <p>Read words containing common suffixes.</p> <p>Read words with two or more syllables.</p> <p>Read accurately by applying phonic knowledge and blending until decoding has become embedded and reading is fluent</p> <p>Checking the text makes sense as they read and self-correcting mistakes</p> <p>Asking and answering questions.</p> <p>Making inferences from the text based on what is said and done in the book.</p> <p>Predicting what might happen from what has been read so far.</p> <p>Retelling well known stories.</p> <p>Participating in discussions about books and listening to what others say.</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>

English Long Term Plans

Y3	Y4
Writing	Writing
<p>Autumn</p> <p><i>Based on:</i> The Miraculous Journey of Edward Tulane, The Stone Age Boy</p> <p><i>Genres covered:</i> Letter, Diary Entry, Narrative, Newspaper Report, Book Review, Setting Description, Instructions, Comprehension, Interviews</p> <p><i>Cross curricular:</i></p> <p><i>Other focus:</i></p> <p>Recap of basic sentence structure, neat handwriting, letter formation</p>	<p>Autumn</p> <p><i>Based on:</i> How to Train your Dragon (The Literacy Shed Unit), Charlie and the Chocolate Factory (The Write Stuff Unit).</p> <p><i>Genres covered:</i> Narrative writing, Diary Entry, Non-Chronological report, Book Review, 1st Person retelling, Setting Description, Character description.</p> <p><i>Comprehension, Cross curricular:</i></p> <p>Descriptive writing linking to Vikings and Anglo-Saxons history topics, Charlie and The Chocolate Factory linked to P.E dance unit</p> <p><i>Other focus:</i></p> <p>Figurative language, prepositional phrases, characters emotions, punctuating speech, varied sentence openers, legible fluent handwriting.</p>
<p>Spring</p> <p><i>Based on:</i> The Green Ship by Quentin Blake, The Secret of Black Rock by Joe Todd Stanton</p> <p><i>Genres covered:</i> Speech bubbles, Character Description, Freeze frames, Poetry, Debate and argument, Story mapping, Book review, Comparing characters, Researching Authors, Book Blurbs, Book Review, Letters ,</p> <p><i>Cross curricular:</i> Science/ geography</p> <p><i>Other focus:</i></p> <p>Recap of basic sentence structure, neat handwriting and letter formation and punctuation, spelling and grammar.</p>	<p>Spring</p> <p><i>Based on:</i> Sicily Holiday Brochure, The Great Chocoplot by Chris Callaghan (The Write Stuff unit)</p> <p><i>Genres covered:</i> Persuasive writing, Adventure, Narrative, Setting Description, Book Review, Letter Writing.</p> <p><i>Cross curricular:</i></p> <p>Persuasive writing linked to Geography 'Rainforest' topic</p> <p><i>Other focus:</i></p> <p>Varied sentence openers, pronouns, legible fluent handwriting, apostrophes, using commas, editing and correcting a piece of writing.</p>

English Long Term Plans

Summer

Based on: The Iron Man, Please Mrs Butler, Girl and Robot (Literacy Shed Film Unit)

Genres covered: Poetry, Diary Writing, Newspaper Report Writing, TV News Report, Persuasive letters, Humorous poetry, Instructions, Recount

Cross curricular: Diary entry for a Roman soldier, (history) Recount from Field visit (Geography)

Other focus: Recap of basic sentence structure, neat handwriting and letter formation and punctuation, spelling and grammar. More complex sentences, using commas, varied sentence openers.

Summer

Based on: The River by Valerie Bloom, The Lost Thing by Shaun Tan (The Write Stuff Unit)

Genres covered: Poetry, Fantasy, Diary Entry, Recount, Book Review, Setting Description

Writing, Newspaper Article. *Cross*

curricular: Poetry linked to

Geography 'Rivers' unit and water cycle in science.

Instructional writing for Science 'States of Matter Investigation.

Other focus: Varied sentence openers, using a dictionary, legible fluent handwriting, editing and correcting a piece of writing.

English Long Term Plans

Y3			Y4		
SPAG			SPAG		
<p>Autumn</p> <p><u>Ready to write</u></p> <p>Noun Phrases</p> <p>What is a Sentence?</p> <p>Different Types of Sentences</p> <p>Expanding Sentences</p> <p>Commas</p> <p>Apostrophes</p>	<p><u>Determiners</u></p> <p>What is a Vowel?</p> <p>What is a Consonant?</p> <p>'the', 'a' or 'an'?</p> <p>Recognising Determiners</p> <p>Using Determiners</p>	<p><u>Conjunctions</u></p> <p>What is a Clause?</p> <p>Coordinating Conjunctions</p> <p>Subordinating Conjunctions</p> <p>Using Conjunctions to</p> <p>Express Time</p> <p>Using Conjunctions to</p> <p>Express Place</p>	<p>Autumn</p> <p><u>Ready to write:</u></p> <p>Using determiners</p> <p>Clauses</p> <p>Expanding sentences with conjunctions</p> <p>Expanding sentences with adverbs</p> <p>Direct speech</p> <p>Past tense</p> <p>Paragraphs</p>	<p><u>Using speech</u></p> <p>Recognising Speech</p> <p>Punctuating Direct Speech</p> <p>Direct Speech or Indirect Speech?</p>	<p><u>Pronouns</u></p> <p>Recognising Nouns</p> <p>Recognising Pronouns</p> <p>Using Pronouns</p> <p>Pronoun or Noun?</p> <p>Using a range of pronouns</p>

English Long Term Plans

<p><u>Spring Adverbs</u></p> <p>1. What is an Adverb?</p> <p>2. Using Adverbs to Express Time</p> <p>3. Using Adverbs to Express Place</p> <p>4. Using Adverbs to Express Cause</p> <p>5. Using Adverbs to Express Time, Place and Cause</p>	<p><u>Preposition</u></p> <p>1. What is a Preposition?</p> <p>2. Prepositional Phrases</p> <p>3. Using Prepositions to Express Time</p> <p>4. Using Prepositions to Express Place</p> <p>5. Using Prepositions to Express Cause</p> <p>6. Using Prepositions to Express Time, Place and Cause</p>	<p><u>Speech</u></p> <p>1. Recognising Direct Speech</p> <p>2. Punctuating Direct Speech</p> <p>3. Writing Direct Speech</p>	<p><u>Tenses</u></p> <p>1. Recognising the Present Perfect Form in Sentences</p> <p>2. Using the Present Perfect Form in Sentences</p> <p>Additional Step: Introducing Present Perfect Form</p>	<p><u>Apostrophes</u></p> <p>Recognising Apostrophes</p> <p>Using Apostrophes for Plural Possession</p> <p>Using Apostrophes for Possession or Contraction</p>	<p><u>Noun phrases</u></p> <p>Identifying Noun Phrases</p> <p>Modifying Adjectives and Nouns</p> <p>Determiners Before Modifiers</p> <p>Prepositional Phrases</p> <p>Using Expanded Noun Phrases</p>	<p><u>Fronted Adverbials</u></p> <p>What is an adverbial?</p> <p>Recognising Fronted Adverbials</p> <p>Time Specific Adverbials</p> <p>Place Specific (Prepositional)</p> <p>Descriptive Fronted Adverbials</p> <p>Recognising Fronted Adverbials</p> <p>Using Fronted Adverbials with a comma</p>
--	---	--	---	--	--	--

English Long Term Plans

Summer Speech Tenses Nouns Paragraphs Word families Prefixes	<u>Standard English:</u> 'Were' or 'Was' and 'Did' or 'Done' 'I' or 'Me' 'Have' not 'Of' and 'These/Those' not 'Them'	<u>Paragraphs:</u> Identifying Paragraphs Using Fronted Adverbials in Paragraphs Using Pronouns and Conjunctions in Paragraphs Using Speech in Paragraphs More Than One Paragraph Sequencing Paragraphs	<u>Consolidation:</u> Consolidating Determiners Consolidating Coordinating Conjunctions Consolidating Subordinating Conjunctions Consolidating Adverbs Consolidating Prepositions Consolidating Speech Consolidating Tenses Consolidating Noun Types Consolidating Root Words Consolidating Fronted Adverbials
--	---	--	---

English Long Term Plans

Y3	Y4
Spelling	Spelling
<p>Autumn</p> <p>The ow sound spelled ou</p> <p>The u sound spelled ou</p> <p>The i sound spelled y</p> <p>Words ending in sound ze spelled sure</p> <p>Words ending in sound ch spelled ture</p> <p>Challenge words</p> <p>Words with prefix re</p> <p>Words with prefix dis</p> <p>Words with prefix mis</p> <p>Adding suffix not doubling the last letter</p> <p>Adding suffix doubling last letter</p> <p>Challenge words</p> <p>The long vowel a sound spelled ai</p>	<p>Autumn</p> <p>-homophones</p> <p>-prefix 'in-' meaning not</p> <p>- prefixes 'il-', 'im-' and 'ir-'</p> <p>- prefix 'sub-' meaning 'below' or 'further divided'</p> <p>- prefix 'inter-' meaning 'between' or 'among'</p> <p>- Challenge words</p> <p>- Words with the suffix '-ation'</p> <p>- Challenge words</p> <p>- Words with the suffix '-ly'</p> <p>- Words ending in '-lly'</p> <p>- Words where 'ch' makes a /sh/ sound</p> <p>- Words ending in '-sion'</p>
<p>Spring</p> <p>Ai and aigh</p> <p>Ei eigh</p> <p>Ey and ay</p> <p>Adding suffix ly to turn adjective into adverb</p> <p>Homophones</p> <p>Challenge words</p> <p>The l sound spelled al</p> <p>The l sound spelled le</p> <p>Adding suffix ly, when the root word ends in le, it is replaced with ly</p> <p>When the root word ends in ic, add suffix ally</p> <p>Adding suffix ly to other root words which don't follow the rules</p> <p>Challenge words</p> <p>Words ending in er when the root word ends in (t)ch</p> <p>K sound using ch</p>	<p>Spring</p> <p>- Words ending in '-ous'</p> <p>- Words ending in '-ous' including those where 'ge' from the base word remains</p> <p>- Words where a suffix is added to words ending in 'y'</p> <p>- Words ending in '-ious' and '-eous'</p> <p>- Challenge words</p> <p>- Words where 'au' makes an /or/ sound</p> <p>- Words ending in '-tion'</p> <p>- Words ending in '-ssion'</p> <p>- Words ending in '-cian'</p> <p>- Words that are adverbs of manner</p> <p>- Challenge words</p>

English Long Term Plans

Summer

- suffix 'ally'
- suffix 'ly'
- 'er'
- k sound 'ch'
- g sound 'gue'
- s sound 'sc'
- homophones
- suffix 'sion'

Summer

- Words that are homophones
- Words with 'c' before 'i' and 'e'
- Words containing 'sol' and 'real'
- Words containing 'phon' and 'sign'
- Words with the prefixes 'super-', 'anti-' and 'auto-'
- Words with the prefix 'bi-' meaning 'two'
- Challenge words
- Words that are plurals with possessive apostrophes
- Revision Words

English Long Term Plans

Y3	Y4
Reading	Reading
Ongoing across Year 3 & Year 4: Read common exception words, Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meanings of new words, Asking questions to improve their understanding, Checking the book makes sense to them and exploring the meaning of words in context, Identifying and discussing themes and conventions in and across a wide range of writing	
<p>Autumn <i>Texts covered: The Stone Age Boy by Satoshi Kitamura</i> <i>The Miraculous Journey of Edward Tulane by Kate DiCamillo</i> Predict what might happen from details stated and implied Drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Making comparisons with and across books Participating in discussions about books, explaining their understanding of what they have read and provide reasoned justification for their views</p>	<p>Autumn <i>Texts covered: How To Train Your Dragon, Charlie and The Chocolate Factory</i> Predict what might happen from details stated and implied Drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Making comparisons with and across books Participating in discussions about books, explaining their understanding of what they have read and provide reasoned justification for their views.</p>
<p>Spring <i>Texts covered: The Secret of Black Rock by Joe Todd Stanton , The Green Ship by Quentin Blake</i> Predict what might happen from details stated and implied Drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Making comparisons with and across books Participating in discussions about books, explaining their understanding of what they have read and provide reasoned justification for their views Retrieving, recording and presenting information from non-fiction</p>	<p>Spring <i>Texts covered: Sicily Holiday Brochure, The Great Chocoplot</i> Predict what might happen from details stated and implied Drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Making comparisons with and across books. Participating in discussions about books, explaining their understanding of what they have read and provide reasoned justification for their views. Retrieving, recording and presenting information from non-fiction.</p>

English Long Term Plans

Summer

Texts covered: The Iron Man, Please Mrs Butler and other Allan Ahlberg poems

Predict what might happen from details stated and implied

Drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Making comparisons with and across books

Participating in discussions about books, explaining their understanding of what they have read and provide reasoned justification for their view.

To discuss the structure of poems, specifically the effect of use of rhyme.

To learn by heart and perform the poem in front of an audience.

Poetry comprehension – searching the text for clues/ inference

Recognise some different forms of poetry

Summer

Texts covered: The River, The Lost Thing

Predict what might happen from details stated and implied

Drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Making comparisons with and across books.

Participating in discussions about books, explaining their understanding of what they have read and provide reasoned justification for their views.

Identify main ideas drawn from more than one paragraph and summarise them

Discuss words and phrases that captures the readers interest and imagination and how these contribute to meaning

Identify how language, structure and presentation contribute to meaning

English Long Term Plans

Y5	Y6
Writing	Writing
<p>Autumn <i>Based on:</i> Letters from the Lighthouse, Gorilla (The Write Stuff), Christmas Truce (Literacy Shed film) <i>Genres covered:</i> letter, diary entry, play script, narrative, character description <i>Cross curricular:</i> Letters from the Lighthouse work links to WW2 in History (evacuee diary entry); non chronological report on women in WW2; play scripts, descriptive writing and letters linked to WW1; informative writing ‘Why do oceans matter?’ in Geography <i>Other focus:</i> Figurative language, varied sentence openers, using a thesaurus, legible fluent handwriting</p>	<p>Autumn <i>Based on:</i> Macbeth (Literacy Shed), Alma (Literacy Shed video) <i>Genres covered:</i> Letter, Diary Entry, Play script, Narrative, Book Review, Information text, Newspaper article, Poetry, Recount <i>Cross curricular:</i> Balanced argument – Henry VIII: Fair Ruler or a Tyrant? Information text based on renewable energy. <i>Other Focuses:</i> Figurative language, varied sentence openers, using thesaurus and dictionary, legible fluent handwriting</p>
<p>Spring <i>Based on:</i> Wonder, Titanium (Literacy Shed film), The Present (The Write Stuff) & The Highwayman <i>Genres covered:</i> setting description, emails, balanced argument, diary entry, character description, persuasion, poetry, formal report, persuasive letter, narrative, interview, narrative <i>Cross curricular:</i> Non- chronological report on Ancient Greece in History; advert about the Alps in Geography <i>Other focus:</i> Subordinate clauses, expanded noun phrases, figurative language, speech, varied sentence openers, using a thesaurus, legible fluent handwriting</p>	<p>Spring <i>Based on:</i> The Vanishing Trick (Literacy Shed), Francis (Literacy Shed) <i>Genres covered:</i> biography, narrative, character description, nonchronological report, persuasive text, news report and poetry <i>Cross curricular:</i> Information text on life in Victorian Workhouses, Research piece what life was like for children in our local area. <i>Other focuses:</i> To proof-read for spelling and punctuation errors, to ensure the consistent and correct use of tense throughout a piece of writing.</p>
<p>Summer <i>Based on:</i> Refugees (The Write Stuff), The Boy at the Back of the Class (Literacy Shed) & Pandora (Literacy Shed film) <i>Genres covered:</i> narrative, information text, discussion, formal letter, newspaper report, speech, non-chronological report <i>Cross curricular:</i> Diary entry (Mary Bucktrout – Census); report on fieldwork findings in Geography <i>Other focus:</i></p>	<p>Summer <i>Based on:</i> Nowhere Emporium (Literacy Shed), Ruin (Literacy Shed) <i>Genres covered:</i> Biography, Diary, Letter, Narrative, Poetry <i>Cross curricular:</i> Biography of a significant person ion History, Diary of a Victorian child, report on Geography fieldwork <i>Other focus:</i></p>

English Long Term Plans

	To proof-read for spelling and punctuation errors, to ensure the consistent and correct use of tense throughout a piece of writing.
Fronted adverbials, reported and direct speech, figurative language, connectives, cohesion, legible fluent handwriting	To proof-read for spelling and punctuation errors, to ensure the consistent and correct use of tense throughout a piece of writing, using thesaurus and dictionary, legible fluent handwriting

English Long Term Plans

Y5	Y6
<i>SPAG</i>	<i>SPAG</i>
<p>Autumn</p> <p>Ready to write</p> <ul style="list-style-type: none"> -Pronouns -Expanding Noun Phrases -Fronted Adverbials -Plural and Possessive -Direct and Indirect Speech <p>Relative Clauses</p> <ul style="list-style-type: none"> -Relative Pronouns -Recognising Relative Clauses -Using Relative Clauses -Omitting Relative Pronouns <p>Modal Verbs</p> <ul style="list-style-type: none"> -Recognising Modal verbs -Using Modal Verbs <p>Adverbs</p> <ul style="list-style-type: none"> -Recognising Adverbs -Using Adverbs -Recognising Adverbs to Indicate Degrees of Possibility -Using Adverbs to Indicate Degrees of Possibility 	<p>Autumn</p> <p>Ready to write: Relative clauses, modal verbs, adverbs, parenthesis, expanded noun phrases, commas, present tense, past tense</p> <p>Synonyms & antonymns</p> <p>Word classes in sentences: nouns, verbs, adjectives, adverbs, subjects, objects, determiners, conjunctions, prepositions</p> <p>Recognising and using subjunctive form</p>

English Long Term Plans

<div>Spring</div> <div>Use adverbs.</div> <div>Different types of noun</div> <div>Recognise parenthesis.</div> <div>Present perfect form</div> <div>Using brackets to indicate parenthesis</div> <div>Past and present tense</div> <div>Subordinate clauses</div>	<div>Spring</div> <div>Modal verbs</div> <div>Pronouns</div> <div>Prepositions</div> <div>Phrases/clauses</div> <div>Active and passive voice</div> <div>Homophones/homonyms</div> <div>Direct and reported speech.</div> <div>Punctuation for parenthesis</div> <div>Colons and semi colons.</div>
---	---

English Long Term Plans

Summer
Commas in lists
Prefixes
Adverbials
Suffixes
Clauses
Antonyms/ Synonyms
Commas to avoid ambiguity
Pronouns to avoid repetition

Summer
Comparative/superlative
Adverbials
Co-ordinating/subordinating conjunctions
Subject/verb agreement
Standard English
Double negatives
Bullet points
Hyphens
Dashes
Question tags and sentence types
Subject – object- verb – article

English Long Term Plans

Y5	Y6
Spelling	Spelling
<p>Autumn</p> <ul style="list-style-type: none"> -Non-negotiable spellings -Words ending in -tious & -ious -Words ending in -cious -Words ending in -cial -Words ending in -tial -Words ending in -cial & -tial -Challenge words -Words ending in -ant -Words ending in -ance & -ancy -Words ending in -ent & -ence -Words ending in -able & -ible -Words ending in -ably & -ibly -Challenge words 	<p>Autumn</p> <ul style="list-style-type: none"> - non-negotiable spelling - year 5/6 spellings - use a dictionary - Y5 & 6 Challenge words - short vowel sound (i) spelled (y)
<p>Spring</p> <ul style="list-style-type: none"> - Non-negotiable spelling - ei after c - adverbs of time - ough where sound is aw - adding suffixes to -fer endings - ough where sound is o or ow - silent letters - adverbs of possibility - ie after c - challenge words - use a dictionary 	<p>Spring:</p> <ul style="list-style-type: none"> - non-negotiable spelling - words that can be nouns and verbs -year 5/6 spellings - 'ou' and 'ow' words - using a dictionary - words with a soft c, spelt 'ce' - the suffixes 'over' and 'ful'

English Long Term Plans

Summer

- homophones or near homophones: same pronunciation, different spellings or meaning
- hyphens
- revision: Year 5 words

Summer:

- non-negotiable spellings and Yr 5+6 spellings
- unstressed vowel sounds
- 'acc' words - 'ably'
- 'ible' / 'ibly'
- 'ent' → 'ence' - 'er / or / ar'

English Long Term Plans

Y5	Y6
Reading	Reading
Ongoing throughout Year 5 & 6: Read common exception words, Asking questions to improve their understanding, Checking the book makes sense to them and exploring the meaning of words in context, Predicting what might happen from details stated and implied, Identifying and discussing themes and conventions in and across a wide range of writing, Making comparisons with and across books	
<p>Autumn <i>Texts covered: Letters from the Lighthouse</i> Predict what might happen from details stated and implied Drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Making comparisons with and across books Participating in discussions about books, explaining their understanding of what they have read and provide reasoned justification for their views Retrieving, recording and presenting information from non-fiction Learning poetry/play scripts by heart to perform, showing understanding through intonation, tone, volume and action</p>	<p>Autumn <i>Texts covered: Macbeth, The Boy at the Back of the Class</i> Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. Drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Making comparisons with and across books Participating in discussions about books, explaining their understanding of what they have read and provide reasoned justification for their views Retrieving, recording and presenting information from non-fiction</p>
<p>Spring <i>Texts covered: Wonder, The Highwayman</i> Predict what might happen from details stated and implied Asking questions to improve their understanding Drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Retrieving, recording and presenting information from non-fiction (WW2) Discussing and evaluating how authors use language, including figurative language, considering the impact on the reader and how it contributes to meaning. Answer a variety of questions on a written reading comprehension</p>	<p>Spring <i>Texts covered: The Vanishing Trick</i> Applies growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet Quickly retrieves and records information from non-fiction, using the structure of the text to support. Uses skills of skimming, scanning and text marking to locate relevant information. Generally, records information from non-fiction text appropriately.</p>
<p>Summer <i>Texts covered: The Boy at the Back of the Class</i> Evaluate and collect information from, instructions, poems and newspapers Make predictions about a text Drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p>Summer <i>Texts covered: The Nowhere Emporium</i> Applies growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.</p>
<p>Retrieving, recording and presenting information from non-fiction (The Titanic) Discussing and evaluating how authors use language, including figurative language, considering the impact on the reader and how it contributes to meaning. Answer a variety of questions on a written reading comprehension Recommending books that they have read to their peers, giving reasons for their choices.</p>	<p>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction and reference books Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>

