



## English Long-Term Plan

### **Purpose of Study [from National Curriculum]:**

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

### **Whitecote Curriculum Intent Statement:**

### **Aims [from National Curriculum]:**

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

### **Whitecote Way [School Context]**

- [Add additional aims linked to Whitecote Way]



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<b>Spoken Language Requirements [Years 1-6]:</b>	<b>Whitecote Way [School Context]</b>
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>listen and respond appropriately to adults and their peers</li> <li>ask relevant questions to extend their understanding and knowledge</li> <li>use relevant strategies to build their vocabulary</li> <li>articulate and justify answers, arguments and opinions</li> <li>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>speak audibly and fluently with an increasing command of Standard English</li> <li>participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>gain, maintain and monitor the interest of the listener(s)</li> <li>consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>select and use appropriate registers for effective communication.</li> </ul>	<p>In addition to the statutory requirements, at Whitecote we will also:</p> <ul style="list-style-type: none"> <li>Make sure children answer questions, written or verbal, in full sentences.</li> </ul>

<b>English National Curriculum: Writing Skills</b>			
<b>Year</b>	<b>Transcription</b>	<b>Composition</b>	<b>Handwriting</b>
<b>Nursery</b>			
<b>Rec.</b>	Children at the expected level of development will: <ul style="list-style-type: none"> <li>Write simple phrases and sentences that can be read by others.</li> </ul>		Children at the expected level of development will: <ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed.</li> </ul>
<b>Year 1</b>	Pupils should be taught to:  spell: <ul style="list-style-type: none"> <li>words containing each of the 40+ phonemes already taught</li> <li>common exception words</li> <li>the days of the week</li> </ul> name the letters of the alphabet: <ul style="list-style-type: none"> <li>naming the letters of the alphabet in order</li> <li>using letter names to distinguish between alternative spellings of the same sound</li> </ul>	Pupils should be taught to:  write sentences by: <ul style="list-style-type: none"> <li>saying out loud what they are going to write about</li> <li>composing a sentence orally before writing it</li> <li>sequencing sentences to form short narratives</li> <li>re-reading what they have written to check that it makes sense</li> <li>discuss what they have written with the teacher or other pupils</li> <li>read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>	Pupils should be taught to: <ul style="list-style-type: none"> <li>sit correctly at a table, holding a pencil comfortably and correctly</li> <li>begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>form capital letters</li> <li>form digits 0-9</li> <li>understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</li> </ul>



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	<p>add prefixes and suffixes:</p> <ul style="list-style-type: none"> <li>• using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs using the prefix un–</li> <li>• using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</li> <li>• apply simple spelling rules and guidance, as listed in English Appendix 1</li> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul>		
<b>Year 2</b>	<p>Pupils should be taught to:</p> <p>spell by:</p> <ul style="list-style-type: none"> <li>• segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>• learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> <li>• learning to spell common exception words</li> <li>• learning to spell more words with contracted forms</li> <li>• learning the possessive apostrophe (singular) [for example, the girl’s book]</li> <li>• distinguishing between homophones and near-homophones</li> <li>• add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</li> </ul>	<p>Pupils should be taught to:</p> <p>develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li>• writing narratives about personal experiences and those of others (real and fictional)</li> <li>• writing about real events</li> <li>• writing poetry</li> <li>• writing for different purposes</li> </ul> <p>consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> <li>• planning or saying out loud what they are going to write about</li> <li>• writing down ideas and/or key words, including new vocabulary</li> <li>• encapsulating what they want to say, sentence by sentence</li> </ul> <p>make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> <li>• evaluating their writing with the teacher and other pupils</li> <li>• re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>• proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> <li>• read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• form lower-case letters of the correct size relative to one another</li> <li>• start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>• write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>• use spacing between words that reflects the size of the letters.</li> </ul>
<b>LKS2</b>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> <li>• spell further homophones</li> <li>• spell words that are often misspelt (English Appendix 1)</li> <li>• place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s]</li> <li>• use the first two or three letters of a word to check its spelling in a dictionary</li> </ul>	<p>Pupils should be taught to:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> <li>• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• discussing and recording ideas</li> <li>• draft and write by:</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <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>

	<ul style="list-style-type: none"> <li>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>	<p>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</p> <ul style="list-style-type: none"> <li>organising paragraphs around a theme</li> <li>in narratives, creating settings, characters and plot</li> <li>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> <p>evaluate and edit by:</p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>proof-read for spelling and punctuation errors</li> </ul> <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>UKS2</b>	<p>Pupils should be taught to:</p> <p>use further prefixes and suffixes and understand the guidance for adding them</p> <ul style="list-style-type: none"> <li>spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>continue to distinguish between homophones and other words which are often confused</li> <li>use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</li> <li>use dictionaries to check the spelling and meaning of words</li> <li>use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>use a thesaurus.</li> </ul>	<p>Pupils should be taught to:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> <p>draft and write by:</p> <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>precising longer passages</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> <p>evaluate and edit by:</p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> </ul>	<p>Pupils should be taught to:</p> <p>write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>choosing the writing implement that is best suited for a task.</li> </ul>



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- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
  - proof-read for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

### Written Grammar Progression

Reception	Year 1	Year 2	LKS2	UKS2
	<p>Pupils should be taught to:</p> <p>develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>• leaving spaces between words</li> <li>• joining words and joining clauses using and</li> <li>• beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>• using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>• learning the grammar for year 1 in English Appendix 2</li> <li>• use the grammatical terminology in English Appendix 2 in discussing their writing.</li> </ul> <p>See also, Letters and Sounds for relevant phonics phase.</p> <p>Terminology:</p> <ul style="list-style-type: none"> <li>• letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</li> </ul>	<p>Pupils should be taught to:</p> <p>develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>• learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> </ul> <p>learn how to use:</p> <ul style="list-style-type: none"> <li>• sentences with different forms: statement, question, exclamation, command</li> <li>• expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>• the present and past tenses correctly and consistently including the progressive form</li> <li>• subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>• the grammar for year 2 in English Appendix 2</li> <li>• some features of written Standard English</li> </ul>	<p>Pupils should be taught to:</p> <p>develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>• extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>• using the present perfect form of verbs in contrast to the past tense</li> <li>• choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>• using conjunctions, adverbs and prepositions to express time and cause</li> <li>• using fronted adverbials</li> <li>• learning the grammar for years 3 and 4 in English Appendix 2</li> </ul> <ul style="list-style-type: none"> <li>• indicate grammatical and other features by:</li> <li>• using commas after fronted adverbials</li> <li>• indicating possession by using the possessive apostrophe with plural nouns</li> <li>• using and punctuating direct speech</li> </ul> <p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>	<p>Pupils should be taught to:</p> <p>develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>• recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>• using passive verbs to affect the presentation of information in a sentence</li> <li>• using the perfect form of verbs to mark relationships of time and cause</li> <li>• using expanded noun phrases to convey complicated information concisely</li> <li>• using modal verbs or adverbs to indicate degrees of possibility</li> <li>• using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>• learning the grammar for years 5 and 6 in English Appendix 2</li> </ul> <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>• using commas to clarify meaning or avoid ambiguity in writing</li> <li>• using hyphens to avoid ambiguity</li> <li>• using brackets, dashes or commas to indicate parenthesis</li> <li>• using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>• using a colon to introduce a list</li> <li>• punctuating bullet points consistently</li> </ul> <p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</p>



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Written Grammar Progression				
Reception	Year 1	Year 2	LKS2	UKS2
		<ul style="list-style-type: none"> <li>use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</li> <li>apostrophes to show possession in a person's name</li> </ul> <p>Terminology: noun, noun phrase, statement, questions, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past tense), apostrophe, comma</p>		

English National Curriculum: Reading Skills		
Year	Word Reading	Comprehension
<b>Nursery</b>		
<b>Rec.</b>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>Read words consistent with their phonic knowledge by sound-blending.</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>Anticipate – where appropriate – key events in stories.</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul>
<b>Year 1</b>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>apply phonic knowledge and skills as the route to decode words</li> <li>respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li> <li>read other words of more than one syllable that contain taught GPCs</li> </ul>	<p>Pupils should be taught to:</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>being encouraged to link what they read or hear to their own experiences</li> <li>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>recognising and joining in with predictable phrases</li> </ul>



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	<ul style="list-style-type: none"> <li>• read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</li> <li>• read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li> <li>• re-read these books to build up their fluency and confidence in word reading.</li> </ul>	<ul style="list-style-type: none"> <li>• learning to appreciate rhymes and poems, and to recite some by heart discussing word meanings, linking new meanings to those already known</li> </ul> <p>understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> <li>• drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>• discussing the significance of the title and events</li> <li>• making inferences on the basis of what is being said and done</li> <li>• predicting what might happen on the basis of what has been read so far</li> <li>• participate in discussion about what is read to them, taking turns and listening to what others say explain clearly their understanding of what is read to them.</li> </ul>
<b>Year 2</b>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>• read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>• read accurately words of two or more syllables that contain the same graphemes as above</li> <li>• read words containing common suffixes</li> <li>• read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>• read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>• re-read these books to build up their fluency and confidence in word reading.</li> </ul>	<p>Pupils should be taught to:</p> <p>develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>• listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li> <li>• discussing the sequence of events in books and how items of information are related</li> <li>• becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>• being introduced to non-fiction books that are structured in different ways</li> <li>• recognising simple recurring literary language in stories and poetry</li> <li>• discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>• discussing their favourite words and phrases</li> <li>• continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul> <p>understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> <li>• drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>• making inferences on the basis of what is being said and done</li> <li>• answering and asking questions</li> <li>• predicting what might happen on the basis of what has been read so far</li> <li>• participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</li> <li>• explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> </ul>
<b>LKS2</b>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</li> <li>• read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul>	<p>Pupils should be taught to:</p> <p>develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• reading books that are structured in different ways and reading for a range of purposes</li> <li>• using dictionaries to check the meaning of words that they have read</li> <li>• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> </ul>





## English Long-Term Plan

Text Type Coverage Progression						
<b>Explanation</b>						
<b>Persuasion</b>						
<b>Play Script</b>						
<b>Discussion</b>						

Text / Topic Overview per Year Group			
Year Group	Autumn	Spring	Summer
<b>Nursery</b>			
<b>Reception</b>	<b>Fiction:</b> <b>Non-Fiction:</b> <b>Poetry:</b>	<b>Fiction:</b> <b>Non-Fiction:</b> <b>Poetry:</b>	<b>Fiction:</b> <b>Non-Fiction:</b> <b>Poetry:</b>
<b>1</b>	<b>Topic: Castles, Dragons, and Knights</b>	<b>Topic: Explorers</b>	<b>Topic: Seaside</b>
	<b>Fiction:</b> Narrative: Discovery Story Narrative: T4W Jack and the Beanstalk Narrative: Fairy Tale [J&B] Letter: to Santa  <b>Non-Fiction:</b> Description: Castles Non-Chronological Report: Castles Non-Chronological Report: Animals	<b>Fiction:</b> Narrative: T4W Lost and Found  <b>Non-Fiction:</b> Biography: Amelia Earhart Biography: Ernest Shackleton Instructions: Planting a Seed Description: South Pole	<b>Fiction:</b> Narrative: T4W Snail and the Whale  <b>Non-Fiction:</b> Instructions: Making a Lunch (Sandwich) Biography: Grace Darling Recount: Grace Darling (Rescue) Description: The Seaside Non-Chronological Report: The Seaside



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Text / Topic Overview per Year Group			
Year Group	Autumn	Spring	Summer
	<b>Poetry:</b> Caterpillar (LBH)	<b>Poetry:</b> Mary Had A Little Dog (LBH)	<b>Poetry:</b> A Little Seed (LBH)
2	<b>Topic: London</b>	<b>Topic: Arctic</b>	<b>Topic: Space</b>
	<b>Fiction:</b> Narrative: Adventure (Escape [Great Fire]) story Recount: Diary Extract [Type]: Letter  <b>Non-Fiction:</b> Non-fiction text (Report) Recount: School 'Trip' to London Newspaper Report: Great Fire of London Recount: Diary of Great Fire Description: London  <b>Poetry:</b> Poem – Remember, Remember	<b>Fiction:</b> Narrative: Adventure story Description: Character  <b>Non-Fiction:</b> Recount: 'Trip' to the Arctic Non-Chronological Report: Animals in the Arctic  <b>Poetry:</b> Riddles	<b>Fiction:</b> Narrative: Adventure (Space) story  <b>Non-Fiction:</b> Instructions: How to Live in Space Biography: Neil Armstrong Explanation: Letter to Orion  <b>Poetry:</b> Aliens From The Planet Trouble (LBH)
3	<b>Topic: Stone Age</b>	<b>Topic: Ancient Egypt</b>	<b>Topic: It's All Greek To Me!</b>
	<b>Fiction:</b> Narrative: Cave Story (for Younger Children) Description: Setting (Life in the Stone Age)  <b>Non-Fiction:</b> Biography: Ruby Bridges Non-Chronological Report: Stone Age Instructions: Building a Den	<b>Fiction:</b> Narrative: Own Chapter Description: Character  <b>Non-Fiction:</b> Non-Chronological Report: Ancient Egyptians Non-Chronological Report: River Nile (Fact File) Description: Setting (Life in Ancient Egypt) Explanation: Forces in Nature (Sir Isaac Newton)	<b>Fiction:</b> Narrative: [Greek] Myth  <b>Non-Fiction:</b> Explanation (x3) Description: Setting (Life in Ancient Greece) Non-Chronological Report: Greece



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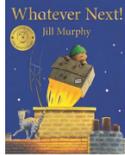
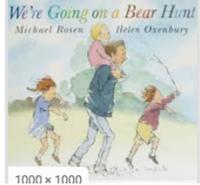
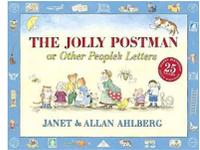
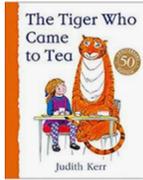
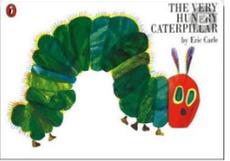
Text / Topic Overview per Year Group			
Year Group	Autumn	Spring	Summer
	<b>Poetry:</b> None	<b>Poetry:</b> Uncle Dave's Car (LBH) by Helen Ksyпка	<b>Poetry:</b> Alligator by Grace Nicholls (LBH)
4	<b>Topic: What did the Romans ever do for us?</b>	<b>Topic: Ancient Mayans</b>	<b>Topic:</b>
	<b>Fiction:</b> Narrative: Adventure Story Narrative: Ghost Story Recount: Diary [Roman]  <b>Non-fiction:</b> Letter: Informal Speeches Non-Chronological Report: Italy  <b>Poetry:</b> Anti-Bullying Poetry	<b>Fiction:</b> Narrative: Narrative [Myth] Recount: Newspaper [Street Artists]  <b>Non-Fiction:</b> Non-Chronological Report: The Five Pillars of Islam Description: Setting (Life in Mayan Times) Explanation: The Water Cycle  <b>Poetry:</b> Leisure by WH Davies	<b>Fiction:</b> Narrative: Crime []  <b>Non-Fiction:</b> Non-Chronological Report: [Context] Explanation: [Context]  <b>Poetry:</b> Haiku The Ruin – Anglo-Saxon Poem (Bath)
5	<b>Topic: Vikings</b>	<b>Topic: Changing Power of The Monarchy</b>	<b>Topic: Space – The Final Frontier</b>
	<b>Fiction:</b> Narrative: Viking [Time Slip] <del>Story Opening</del> Description: Character <del>Middle/end story</del>  <b>Non-Fiction:</b> Non-Chronological Report: Vikings in Britain Biography: Tom Palmer Description: Life in Viking Britain Persuasion: Letter	<b>Fiction:</b> Narrative: Mystery [Secret Garden] Description: Setting  <b>Non-Fiction:</b> Biography: Henry VIII Explanation: Life Cycle of Mammals	<b>Fiction:</b> Narrative: Adventure [Lost in Space] Description: Character  <b>Non-Fiction:</b> Non-Chronological Report: [Context] Explanation: Earth and Space Explanation: Extreme Earth

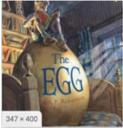
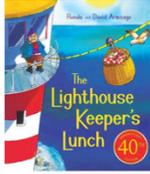
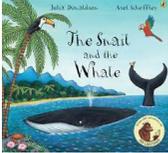


## English Long-Term Plan

Text / Topic Overview per Year Group				
Year Group	Autumn	Spring	Summer	
	<b>Poetry:</b> Back In The Playground Blues	<b>Poetry:</b> Daffodils by Wordsworth (LBH) Highwayman	<b>Poetry:</b> Space by Ted Hughes (LBH) E.g. Civil War on the Moon	
6	<b>Topic: Victorians</b>	<b>Topic: WW2</b>	<b>Topic: Rainforests</b>	<b>Topic: Best of British</b>
	<b>Fiction:</b> Narrative: Character P.O.V Narrative – conversation  <b>Non-Fiction:</b> Persuasion: Letter [Refugee] Explanation: Tour Guide – Bramley Biography: Recount: Diary Letter: Informal  <b>Poetry:</b> Windrush Child	<b>Fiction:</b> Writing an extra chapter Narrative: Adventure Story (WWII Battle)  <b>Non-Fiction:</b> Recount: Diary (Blitz) Non-chronological report Persuasion: Letter to convince parents to evacuate their children  <b>Poetry:</b> Flanders’ Fields	<b>Fiction:</b> Narrative: Adventure Story (Escape the Jungle)  <b>Non-Fiction:</b> Persuasion: End Deforestation Explanation  <b>Poetry:</b> <b>If (LBH)</b>	<b>Non-Fiction:</b>          <b>Poetry:</b> <b>None</b>

Reading Spine / Text Progression						
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery						

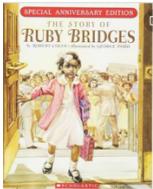
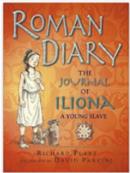
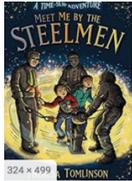
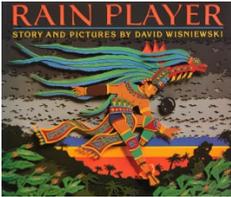
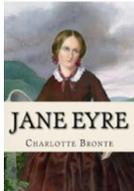
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<b>Reception</b>	<p style="text-align: center;">Shark In The Park</p> <div style="text-align: center;">  </div>	<p style="text-align: center;">Whatever Next</p> <div style="text-align: center;">  </div>	<p style="text-align: center;">The Gingerbread Man</p> <div style="text-align: center;">  </div>	<p style="text-align: center;">We're Going On A Bear Hunt</p> <div style="text-align: center;">  <p style="font-size: small;">1000 x 1000</p> </div> <p style="text-align: center;">The Jolly Postman</p> <div style="text-align: center;">  </div>	<p style="text-align: center;">The Tiger Who Came to Tea</p> <div style="text-align: center;">  </div>	<p style="text-align: center;">The Very Hungry Caterpillar</p> <div style="text-align: center;">  </div> <p style="text-align: center;">LUFC Football Book</p> <div style="text-align: center;">  </div>																																					
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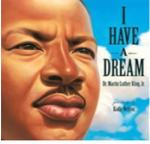
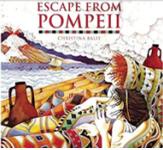
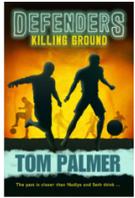
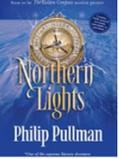
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<b>Year 1</b>	The Egg		The Suitcase		The Lighthouse Keeper's Lunch	The Snail and the Whale																												
																																		
			Lost and Found		Grace Darling																													
																																		
<b>Year 2</b>	Katie Goes to London		The Lion, The Witch and The Wardrobe (abridged)	The Great Explorer	Man on the Moon																													

Reading Spine / Text Progression

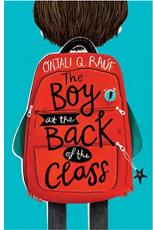
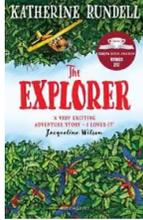
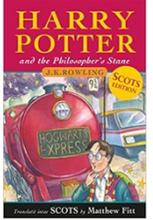
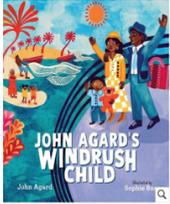
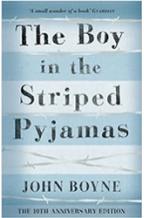
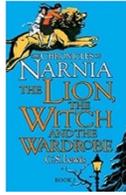
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Stone Age Boy 	Firework Maker's Daughter 	The Egyptian Cinderella 	Charlie and the Chocolate Factory 	Greek Myths 	Variety of Non-fiction Texts
	Stig Of The Dump 	The Boy With The Bronze Axe 		Variety of Non-fiction Texts	Theseus and The Minotaur 	
	Ruby Bridges			Revolting Rhymes	Perseus and the Gorgon	

## Reading Spine / Text Progression

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
						
					<p>Pandora's Box</p> 	
Year 4	<p>The Journal of Iliona</p> 	<p>Meet Me by the Steelmen</p> 	<p>The Rain Player</p> 	<p>Ancient Mayans</p>	<p>Beowulf</p> 	<p>Jane Eyre</p> 
	Rosa Parks	A Christmas Carol			Anglo-Saxon Boy	

Reading Spine / Text Progression						
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
						
	<p>I Have A Dream</p> 	<p>Find Out About Romans</p> 				
		<p>Escape From Pompeii</p> 				
Year 5	<p>Killing Ground</p> 			<p>The Highwayman</p> 	<p>Northern Lights</p> 	<p>Non-fiction Texts</p>
				<p>The Secret Garden</p>		

Reading Spine / Text Progression

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
						
Year 6	<p>The Boy At The Back of the Class</p> 	<p>Street Child</p> 	<p>Goodnight Mister Tom</p> 	<p>Various Non-fiction Texts</p>	<p>The Explorer</p> 	<p>Harry Potter</p> 
	<p>Windrush Child</p> 		<p>The Boy in the Striped Pyjamas</p> 	<p>The Lion, The Witch and the Wardrobe</p> 	<p>Kensuke's Kingdom</p> 	



## English Long-Term Plan

### Pedagogical Sequence of Learning for Writing: Five Phased Planning

Phase	Progression Step	Explanation	Additional
<b>Prediction</b>	<b>Prediction</b>	Make predictions about the purpose of the text; and about the story / writing type using the title, image, and blurb.	<p><b>Reading:</b> Relevant reading skills should be taught alongside each unit of work. There should be evidence that children are developing key performance indicators based on ongoing assessment. Learning opportunities should be provided to read regularly.</p> <p><b>Short-Burst Writing:</b> Should be daily in order to practice increasing knowledge of skills.</p>
	<b>Audience and Purpose</b>	Discuss who the text is for and why to give context to the later stages, <i>i.e.</i> , <i>language choices to scare people in a ghost story.</i>	
<b>Com.</b>	<b>Comprehension</b>	Answer retrieval and inference questions and define new vocabulary.	
<b>Text, Structure, Organisation</b>	<b>Language and Vocabulary</b>	Identify and rehearse any further features, structures, or organisational devices from pre-existing version – add to success criteria; improve own vocabulary by drawing on class novels, thesaurus and dictionary work.	
	<b>Grammar</b>	Identify relevant grammar (to year group and genre) and rehearse and practice – <i>add to success criteria.</i> Revisit relevant previously taught grammar and apply in context. <i>See also, grammar teaching structure.</i>	
	<b>Layout and Structure</b>	Identify areas of the text that are organised or laid out in specific ways as a precursor to planning, <i>for example, the structure of an adventure story or the layout of a newspaper.</i>	
	<b>Summarising</b>	<i>[Where applicable]</i> Summarise parts of the text to inform the boxing-up plan for structure in fiction or for research headings in non-fiction.	
	<b>Researching</b>	<i>[Where applicable – non-fiction only]</i> Conduct relevant research to answer questions from summarising section.	
<b>Drafting and Editing</b>	<b>Planning</b>	Make plans based on previous section(s) using boxing-up strategy.	



## English Long-Term Plan

	<b>Drafting</b>	Draft sentences and paragraphs using plan and previously taught grammar. Improve independently and through collaboration.	
	<b>Editing</b>	Write and re-write paragraphs or sections using previously learnt skills, including appropriate grammar, language and organisational devices from previous.	
<b>Publishing</b>	<b>Publishing</b>	Assess the written piece so far and improve them for grammar, language, vocabulary, and structure.	
	<b>Exhibition</b>	Exhibit or perform the piece to an individual, small group, class, or other.	

Pedagogical Sequence of Learning for Reading: Five Phased Planning			
#	Phase	Explanation	Additional
1.	<b>Prediction</b>	Make predictions about the purpose of the text; and about the story / writing type using the title, image, and blurb.	<b>Short-Burst Writing:</b> Should be daily in order to practice increasing knowledge of skills.
2.	<b>Reading</b>	Teacher read aloud and echo reading strategies are to be used to share the text.	
3.	<b>Vocabulary</b>	Introduce new vocabulary and clarify meaning of unknown words.	
4.	<b>Comprehension</b>	Answer retrieval, inference and summarising questions and use a variety of graphic questions.	
5.	<b>Skills Check</b>	Using a new text check children's understanding and application of the new skills learnt.	



## English Long-Term Plan

### Phonic Code and Spelling Rule Progression

Nursery	Reception	Year 1	Year 2	LKS2	UKS2
Phase 1 Phonics Letters and Sounds • [List Aspects]	s a t p i n m d g o c k -ck e u r h b g -ff l -ll -le -ss j v w x y z -zz qu ch sh th -ng -dge -ve wh -cks -tch -nk ai ee -igh oa -oo oo ar or ur ow oi ear air er -er -ue -ue -ure -ture  Spell words by identifying sounds in them and representing the sounds with a letter or letters;	a e i o u s t p n m d g c k -ck r h b f -ff l -ll -le -ss j v w x y z -zz qu ch sh th -ng -nk ai -igh oa -oo oo or ur er – er ow oi ear air /ai/ ai ay /oi/ oi oy /ee/ ee ea /igh/ -igh -ie /oa/ oa ow /yoo/ -ue ew long /oo/ oo -ew /ou/ ow ou /ur/ ur ir /or/ or aw /eer/ ear eer /air/ air -are /s/ s -ce /e/ e -ea /u/ u o -ed /d/ /t/ /ai/ ai ay eigh -ey /ai/ a a-e -ae -ea /ee/ ee e -y -ey /ee/ ea e-e -ie /igh/ -igh i -y /igh/ -ie i-e /oa/ oa ow o /oa/ -oe o-e -ough -eau /j/ j ge gi gy /j/ -ge -dge	-dge -ge /s/ c /n/ kn gn /r/ wr /l/ -le -el -al -il /al/ -y  plural: -es nouns and verbs ending in -y  -ed -ing -er -est words ending with [consonant] y  -ed -ing -er -est -y words ending with [consonant] e  -ed -ing -er -est -y one syllable, single consonant letter after single vowel letter  /or/ al [call] /u/ o /i:/ -ey /o/ a /ur/ or /or/ ar /zh/ s  Suffixes: -ment, - ness, -ful, -less, -ly	/l/ spelt y /u/ ou  <b>Prefix:</b> un- dis- mis- in- il- im- ir- re- sub- inter- super- anti- auto-  <b>Suffix:</b> -ation -ly -sure -ture -sion -ous -ian -ion -ssion -sion  /k/ ch /sh/ ch /g/ -gue /k/ -que /s/ sc	<b>Endings with:</b> -cious -tious -cial -tial -ant -ance / -ancy -ation -ent -ence / -ency -able ible -ably -ibly -fer  Using a hyphen  /ee/ ei 'i before, except after c'  -ough-  Words with silent letters  Homophones



## English Long-Term Plan

### Phonic Code and Spelling Rule Progression

Nursery	Reception	Year 1	Year 2	LKS2	UKS2	
		/ul/ -le -el /ul/ -al -il /yoo/ -ue u /yoo/ ew u-e eu long /oo/ oo u-e -o -ou -ough long /oo/ -ue -ew ui u /oi/ oi oy /ou/ ow ou -ough /or/ or -our /or/ aw au -al war quar /ur/ ur ir er /ur/ ear (w)or (schwa) -re -our /u/ u o -ou -ough /ar/ ar a al /zh/ -s -si ge /w/ w wh -u /f/ f -ff /f/ ph -gh ch /ch/ /k/ /sh/ -ie /igh/ /ee/ (/i-ee/) ow /ou/ /oa/ a /a/ /ai/ /o/ as in (w)a & alt /ch/ ch -tch /chu/ -ture /sh/ sh ch /sh/ -ti -ci -ssi -sci /g/ g gu -gue gh /eer/ ear eer -ere -ier	Contractions  Possessive Apostrophe  -tion  Homophones / Near-Homophones  Common Exception Words	/ai/ ei eigh ey  Possessive Apostrophes Plural Words Homophones / Near-Homophones		



## English Long-Term Plan

### Phonic Code and Spelling Rule Progression

Nursery	Reception	Year 1	Year 2	LKS2	UKS2
		/air/ air -are -ear -ere /n/ n -nn kn gn /r/ r -rr wr rh /m/ m -mm -mb -mn /k/ c k -ck ch qu que /or/ or ore -our -oor oar /or/ aw au -al augh ough			

### Spelling and Keyword List

Reception	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
after all are as be day do first go good has he her his I like me my	no of once our play she small so the they time to us want was we went you	ask[ed] by call[ed] come give have here little live look[ed] more most move	Mr. Mrs. old one sea some there what when where who why your	any beautiful because before between body came children could does door every everyone great house know many everybody	people picture said school should someone something their those thought through together very watch water were while would	actual(ly) address answer appear arrive believe bicycle breathe caught centre circle complete consider continue decide describe difficult disappear	group guard guide heard heart height history imagine increase important interest learn notice often pressure promise quarter question	accident(ally) breath build busy business calendar century certain different early eight/h exercise experience extreme February island knowledge length	opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes probably purpose recent regular reign separate special straight	according ancient apparent attached available average bargain bruise category cemetery communicate community competition desperate determined develop dictionary disastrous	individual interfere interrupt language leisure lightning marvellous muscle occupy occur programme recognise restaurant rhyme shoulder signature sincere(ly) soldier	



## English Long-Term Plan

### Spelling and Keyword List

Spelling and Keyword List												
Reception	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
	name need				people	write	earth enough experiment famous favourite forward(s) fruit grammar	remember sentence suppose surprise weight woman/en	library material medicine mention minute natural naughty occasion(ally)	strange strength therefore though although thought through various	equip (-ment, -ped) especially excellent explanation forty identity immediate(ly)	stomach suggest symbol system temperature vegetable vehicle

### Handwriting Progression [Within Handwriting Families]

Family	Handwriting Letter Formation
c	<i>c a o d g q s</i>
r	<i>r n m h b k p</i>
l	<i>l t i u y j</i>
e	<i>e f</i>
v	<i>v w</i>
z	<i>z x</i>
digraph / trigraph vowel bottom joins	<i>ar ai is ir in it ie if us ur up ul ue ee er ey ew</i>



## English Long-Term Plan

### Handwriting Progression [Within Handwriting Families]

Family	Handwriting Letter Formation
digraph / trigraph vowel top joins	<i>oo or on oi oe ow</i>
digraph / trigraph consonant bottom joins	<i>ck</i>
digraph / trigraph consonant top joins	
consonant blends bottom joins	<i>cr</i>
consonant blends top joins	

### Useful Websites

- [www.my.pobble.com](http://www.my.pobble.com)
- [www.literacyshed.com](http://www.literacyshed.com)