



English Long Term Plan

Year 1						
Text	Cave Baby By Julia Donaldson	The Girl and the Dinosaur By Hollie Hughes	Ruckus Literacy Shed Video	Traction Man By Mini Grey	Stanley's Stick By John Hegley & Neal Layton	Storm Whale By Benji Davis
<u>Writing</u>						
GPS Skills	Nouns and Verbs	Simple sentences (statements and commands)	Noun phrases (one adjective)	Questions	Exclamations	Compound sentences (and)
Retrieval	<i>Sentence Not Sentence is to be taught daily to ensure that children are retaining learning taught. Prior to beginning new learning journey, children will complete pre-requisite material to ensure they are well equipped.</i>					
	<ul style="list-style-type: none"> Letter Formation Segmenting words 	<ul style="list-style-type: none"> Noun and verbs Subject and verbs Capital letters & full stops 	<ul style="list-style-type: none"> Nouns and determiners Noun phrases 	<ul style="list-style-type: none"> Noun and verbs Subject and verbs Capital letters & full stops 	<ul style="list-style-type: none"> Noun and verbs Subject and verbs Capital letters & full stops 	<ul style="list-style-type: none"> Noun and verbs Subject and verbs Capital letters & full stops
Phonics: Year 1 children will have daily phonics lessons to underpinned their ability to segment and spell words, which are plausible to their ability.						
Handwriting	<i>Print letter formation will be taught and modelled.</i>					
	Introduce line guide Number formation Curly letter family (lower and uppercase)	Bridge letter family (lower and uppercase) Ladder letter family (lower and uppercase)	Zig zag family (lower and uppercase) Recap letter families.	Letters placement on the line Ascending and descending letter	Exploring letter pairs to be explored to ensure appropriate spacing between digraphs based on current phonics knowledge.	
Genre Outcome	Fact file	Retell	Description	Narrative	Recount	Chronological report
Model & Twist	Model: Fact file about a different dinosaur Twist: Fact file about a mammoth	Model: Retell of the Girl and the Dinosaur Twist: Retell of the story but they girl and dinosaur goes a different place.	Model: Description of the Woody from Toy Story Twist: Description of the Cowboys	Model: Voice over Traction Man solving problems at home Twist: Voice over Traction Man solving problems at school	Model: Diary entry of what Stanley used his stick for. Twist: Diary entry of a different reason to use the stick.	Model: Fact file on an aquatic animal Twist: Fact file on whales
Bug Club Phonics and Early Reading Programme						



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Year 2						
Text	The Café at the edge of the Woods By Mikey Please	Rabbit and the Bear By Julian Gough and Jim Field	The Bear and the Piano By David Lichfield	Lights on Cotton Rock By David Lichfield	The Pirates Next door By Jonny Duddle	Grandad's Island By Benji Davis
Writing						
GPS Skills	Simple sentences	Varied sentence types	Compound sentences ('and' 'but')	Complex sentences ('when' 'if' 'because')	Expanded noun phrases using two adjectives	Adverbs
Retrieval	<i>Sentence Not Sentence is to be taught daily to ensure that children are retaining learning taught. Prior to beginning new learning journey, children will complete pre-requisite material to ensure they are well equipped.</i>					
	<ul style="list-style-type: none"> Noun and verbs Subject and verbs Capital letters & full stops 		<ul style="list-style-type: none"> Noun and verbs Simple sentences Capital letters and full sop 	<ul style="list-style-type: none"> Simple sentences Compound sentences Capital letters and full stops. 	<ul style="list-style-type: none"> Noun phrases Adjectives Simple sentences 	<ul style="list-style-type: none"> Sentence structure Verbs Adjectives
Spellings	Phase 6	Phase 6	Homophones /s/sound spelt 'c' /n/ sound spelt 'gn' and 'kn'	Contractions Suffixes /i/ sound spelt 'y', 'ey' /r/ sound spelt 'wr'	/o/ spelt 'a' Homophones Adding 'es' Contractions	Suffixes 'el' 'ar' 'al' spellings
Handwriting	Form lower-case letters, upper-case letters and numbers.		Form lower-case letters of the correct size relative to one another.		To start using some of the diagonal and horizontal strokes needed to join letters (preursive)	
Genre Outcome	Recount	Problem of Story	Diary Entry	Chronological report	Narrative	Setting description
Model & Twist	Model: Recount of the events of the diary Twist: Recount of the events of café opening at the edge of our forest school.	Model: Problem of how they face the snowstorm. Twist: Problem of how they face the wolf.	Model: Diary entry of the big city. Twist: Diary entry of returning back to city,	Model: Police report on an alien invasion. Twist: Police report on an alien invasion in school.	Model: Narrative of discovering treasure in gardens. Twist: Narrative of discovering treasure in different places of the town.	Model: Description of the Benji's house Twist: Description of the Grandad's island
Reading (Little Wandle Fluency Programme)						
Word Reading				Comprehension		
<ul style="list-style-type: none"> continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes read accurately words of two or more syllables that contain the same graphemes as above read words containing common suffixes read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation reread these books to build up their fluency and confidence in word reading 				<ul style="list-style-type: none"> develop pleasure in reading, motivation to read discussing the sequence of events in books and how items of information are related understand both the books that they can already read accurately and fluently and those that they listen to by: <ul style="list-style-type: none"> - drawing on what they already know or on background information and vocabulary provided by the teacher - checking that the text makes sense to them as they read, and correcting inaccurate reading - making inferences on the basis of what is being said and done - answering and asking questions - predicting what might happen on the basis of what has been read so far. 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 		

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Year 3						
Text	Gigantosaurus Johnny Duddle	Leon and the Place In Between Angela McAllister	The BFG Roald Dahl	Diary of Big Bad Wolf Ben Miller	Cinderella and the Nile Beverley Naidoo	The Wild Robot Peter Brown
<u>Writing</u>						
GPS Skills	Compound Sentences	Complex Sentences: so, as, after, before	Expanded noun (with, like)	Adverbial phrases and prepositional phrases	Consolidation of sentence structure Paragraphing	Direct Speech (reported clause at the end)
Retrieval	<i>Sentence Not Sentence is to be taught daily to ensure that children are retaining learning taught. Prior to beginning new learning journey, children will complete pre-requisite material to ensure they are well equipped.</i>					
Retrieval	<ul style="list-style-type: none"> Noun and verbs Simple sentences Compound sentences using 'and'/'but' 	<ul style="list-style-type: none"> Simple sentences Compound sentences Complex sentences using 'when' 'if' 'because' 	<ul style="list-style-type: none"> Nouns Simple sentences Noun phrases using two adjectives. 	<ul style="list-style-type: none"> Verbs Phrases Sentence construction 	<ul style="list-style-type: none"> Sentence construction Marking sentences by full stops 	<ul style="list-style-type: none"> Sentence construction Subordination
Spellings	Suffixes 'es' 'er' 'ed' 'ing' Prefix 'un' Apostrophes for contraction 'ei' spelling Homophones	Prefix 'mis' and 're' Homophones 'i' spelt as 'y' 'g' spelt as '-gue' 'k' spelt as 'que'	Suffix '-ness' '-ful' Prefix 'sub' and 'tele' Apostrophes for contraction 'ch' spelling as 'ssion and ure' Suffix 'less' 'ly'	Prefix 'super' and 'auto' Homophones 'k' spelt as 'ch'	Suffixes 'ly' words ending 'le' and 'ic' Apostrophes for contraction Rare GPC words Vowel digraphs	The /ʌ/ sound spelt 'ou' Homophones Revision
Handwriting	To review using some of the diagonal and horizontal strokes needed to join letters (precurive)		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 for spelling strings.			
Genre Outcome	Retell of the story	Beginning of narrative	Character Description	Recount	Non-chronological	Problem and resolution
Model & Twist	Model: Recount of the story Twist: Recount of an episode of Gigantosaurus	Model: Beginning of Leon stepping onto the stage about to begin his performance. Twist: Beginning of a different circus act about to step onto the stage.	Model: Description of the Sophie Twist: Description of the BFG	Model: Diary entry of the Big Bad Wolf being sick in Grandma's bed. Twist: Diary of another traditional tale being misjudged.	Model: Non-chronological report on the importance of pharaohs in ancient Egypt. Twist: Non-chronological report on the importance of the River Nile in ancient Egypt.	Model: A storm hits the island & Roz has to protect the animals. Twist: A different weather disaster hits the island & has find ways to help
<i>Writing from a distance is completed as an assessment opportunity for children to apply learnt knowledge.</i>						
<u>Reading</u>						
Accelerated Reading / Little Wandle Fluency Programme				Whole Class Reading Lesson		
<ul style="list-style-type: none"> Read aloud and understand words based on knowledge of root words, prefixes and suffixes Read further exception words, including those with unusual spelling/sound links Retell some fairy tales or traditional tales orally Identify themes and conventions in a range of books Perform plays and poetry aloud using intonation, tone, volume and action Recognise some different forms of poetry Use dictionaries to check the meanings of words 				<ul style="list-style-type: none"> Check that a text makes sense, including explaining the meaning of words in context Identify and summarise the main ideas drawn from more than one paragraph Draw inferences about feelings thoughts and motives Use evidence to justify inferences Discuss words and phrases which capture the reader's interest Identify how language contributes to meaning Identify how structure and presentation contribute to meaning Retrieve and record information from non-fiction texts 		



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Year 4						
Text	Varjak Paw By SF Said	The Iron Man By Ted Hughes	Stig of the Dump By Clive King	Charlie and the Chocolate Factory By Roald Dahl	The Selfish Giant By Oscar Wilde	How to Train your Dragon By Cressida Cowell
<u>Writing</u>						
GPS Skills	Simple and compound sentences: for, yet, nor	Complex sentences: since, while, until, although	Phrases (adverbial, prepositional, expanded)	Fronted adverbials	Paragraphing	Direct Speech (reported clause at the beginning)
Retrieval	<i>Sentence Not Sentence is to be taught daily to ensure that children are retaining learning taught. Prior to beginning new learning journey, children will complete pre-requisite material to ensure they are well equipped.</i>					
	<ul style="list-style-type: none"> Noun and verbs Simple sentences Compound sentences using 'and'/'but'/'so'/'or' 	<ul style="list-style-type: none"> Simple sentences Compound sentences Complex sentences using 'when' 'if' 'because', so, as, after, before 	<ul style="list-style-type: none"> Nouns Simple sentences Expanded noun phrases Adverbials Prepositions 	<ul style="list-style-type: none"> Nouns Simple sentences Adverbials 	<ul style="list-style-type: none"> Simple sentences Compound sentences Complex sentences Fronted adverbials 	<ul style="list-style-type: none"> Simple sentences Independent clauses Paragraphing
Spellings	Words ending in 'sure' Possessive apostrophes Homophones	Prefixes 'in' 'il' 'im' and 'ir' Words with /ei/ sound Words with /ss/ spelt ch Words with /u/ spelt 'ou' Suffixes	/g/ words spelt ;gu' Words ending in 'ture' Possessive apostrophes Homophones	Prefix 'anti' and 'inter' /shun/ endings of words	/s/ spelt 'sc' 'sion' Apostrophes for possession Homophones	Prefixes Suffix 'ous
Handwriting	Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined for spelling patterns.		Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch].			
Genre Outcome	Recount	Non-chronological report	Character description	Build-up of a narrative	Informal letter	3-part narrative
Model & Twist	Model: Diary entry of surviving dangers in the city Twist: Diary entry of surviving their own danger in the city as Varjak	Model: Non-chronological report on the Iron Man Twist: Non-chronological report on a 'material' man	Model: Description of the Barney Twist: Description of the Stig	Model: Problem of Augustus Gloop from the story Twist: Problem of one of the other children (Mike Teevee, Veruca Salt, Violet B)	Model: Letter from the giant to the children telling them to stay away. Twist: Letter from the giant inviting them back to the garden.	Model: Narrative based on Harry Potter is riding Buckbeak Twist: Narrative based on the context of How to Train your Dragon
<u>Reading - Accelerated Reader/ Whole Class Reading Lesson</u>						
<ul style="list-style-type: none"> Read aloud and understand words based on knowledge of root words, prefixes and suffixes Read further exception words, including those with unusual spelling/sound links Retell some fairy tales or traditional tales orally Identify themes and conventions in a range of books Perform plays and poetry aloud using intonation, tone, volume and action Recognise some different forms of poetry Use dictionaries to check the meanings of words 			<ul style="list-style-type: none"> Check that a text makes sense, including explaining the meaning of words in context Identify and summarise the main ideas drawn from more than one paragraph Draw inferences about feelings thoughts and motives Use evidence to justify inferences Discuss words and phrases which capture the reader's interest Identify how language contributes to meaning Identify how structure and presentation contribute to meaning Retrieve and record information from non-fiction texts 			



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Year 5						
Text	The Island By Armin Greder	Anglo-Saxon Boy By Tony Bradman	The Fastest Boy in the World By Elizabeth Laird	Impossible Creatures By Kathrine Rundell	Curiosity By Markus Motum	Percy Jackson and the Lightning Thief By Rick Riordan
Writing						
GPS Skills	Sentence construction	Relative Clauses (at the end)	Parenthesis: commas	Subordinating to go at the beginning	Modal verbs and adverbs for degree of possibility.	Direct speech (range of reported clauses placement)
Retrieval	<i>Sentence Not Sentence is to be taught daily to ensure that children are retaining learning taught. Prior to beginning new learning journey, children will complete pre-requisite material to ensure they are well equipped.</i>					
	<ul style="list-style-type: none"> Noun and verbs Simple sentences Compound sentences using 'and'/'but'/'so'/'or' 	<ul style="list-style-type: none"> Simple sentences Complex sentences 	<ul style="list-style-type: none"> Simple sentences Relative clauses at the end of a sentences Complex sentences 	<ul style="list-style-type: none"> Simple sentences Compound sentences Complex sentences using 'when' 'if' 'because', so, as, after, before 	<ul style="list-style-type: none"> Noun and verbs Sentence structure Adverbs 	<ul style="list-style-type: none"> Sentence construction Subordination Inverted commas Reported clause at the end and beginning.
Spellings	Letter string 'ough' Silent letters 'able' and 'ible' Homophones	Plural 's' 'es' and 'ies' Apostrophes Hyphens	Apostrophes for possession Rare GPC 'ably' and 'ibly' Homophones	Building words from a root word Homophones 'ie' and 'ei'	Etymology Homophones Revision	Problem suffixes Revision
Handwriting	Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch]. Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters linked to spelling					
Genre Outcome	Description of the island	Explanation	Biography	Build up of a story	Advertisement	5 part narrative
Model & Twist	Model: Description of the man Twist: Description of a new character coming to the island	Model: How to become a Roman Warrior Twist: How to become a Anglo-Saxon	Model: Biography of character in the story Twist: Biography of their favourite athlete	Model: Go through the labyrinth, they face difficult obstacles and dangers from story Twist: Go through the labyrinth face new obstacle	Model: Advertisement of going to the Moon. Twist: Advertisement of going to the Mars.	Model: Narrative based on the story Twist: Narrative on a new child character in the story.
Reading - Accelerated Reader/ Whole Class Reading Lesson						
<ul style="list-style-type: none"> Use knowledge of morphology and etymology to read aloud and understand new words Make comparisons within and across books Read a range of modern fiction, fiction from literary heritage and books from other cultures and traditions Identify and discuss themes and conventions across a wide range of writing Discuss understanding of texts, including exploring meaning of words in context Ask questions to improve understanding of texts Summarise ideas drawn from more than one paragraphs, identifying key details 			<ul style="list-style-type: none"> Predict future events from details stated and implied Identify how language, structure and presentation contribute to meaning Discuss how authors use language, including figurative language, to affect the reader Make book recommendations, giving reasons for choices Participate in discussions about books, building on and challenging ideas Explain and discuss understanding of reading Participate in formal presentations and debates about reading Provide reasoned justifications for views 			



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Year 6						
Text	The Last Bear By Hannah Gold	The Last Wild By Piers Torday	The Nowhere Emporium By Ross MacKenzie	The Girl of Ink and Stars By Kiran Millwood Hargrave	Escape Room By Christopher Edge	Holes By Louis Sachar
Writing						
GPS Skills	Active/passive (subjunctive) Modal Verbs	Relative clauses (embedded)	Parenthesis using brackets, commas and dashes.	Semi-colons, dashes and colons for independent clauses	Direct speech to advance an action	Semi-colons in complex lists
Retrieval	<i>Sentence Not Sentence is to be taught daily to ensure that children are retaining learning taught. Prior to beginning new learning journey, children will complete pre-requisite material to ensure they are well equipped.</i>					
	<ul style="list-style-type: none"> Nouns and Verbs Simple Sentences Complex sentences 	<ul style="list-style-type: none"> Simple sentences Subordination Relative clauses 	<ul style="list-style-type: none"> Simple sentences Compound sentences Complex sentences 	<ul style="list-style-type: none"> Simple sentences Compound sentences Complex sentences 	<ul style="list-style-type: none"> Direct speech S Simple sentences 	<ul style="list-style-type: none"> GPS application Relative clauses
Spellings	'ible' and 'able' Suffix 'fer' Proofreading	Homophones 'cious' and 'tious'	'ough' letter string 'cial' and 'tial' Prefixes	Homophones Prefixes and suffix	Race GPC words 'ant' 'ance' and 'ancy' Proofreading	'ent' 'ence' and 'ency' Homophones
Handwriting	Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters linked to spelling					
Genre Outcome	Letter	Narrative	Diary entry	Newspaper Report	Narrative	Explanation
Model & Twist	Model: To a MP about an issue to do with littering in parks. Twist: To a MP about an issue to do with climate change	Model: Based on the animal's red eye disease and there is an antidote to be found. Twist: Based on a different disease for the animal.	Model: Based on the issues that are faced in the room of the Emporium. Twist: Based on a new problem that goes wrong in the Emporium.	Model: Reporting of the missing child/body found in the forest Twist: Reporting on the missing on the governor's daughter now going missing.	Model: Narrative of the escape room problem Twist: Narrative of own created escape room problem	Model: How to survive Camp Green Lake. Twist: How to survive Charnwood Primary Academy.
Reading - Accelerated Reader/ Whole Class Reading Lesson						
<ul style="list-style-type: none"> Use knowledge of morphology and etymology to read aloud and understand new words Make comparisons within and across books Read a range of modern fiction, fiction from literary heritage and books from other cultures and traditions Identify and discuss themes and conventions across a wide range of writing Discuss understanding of texts, including exploring meaning of words in context Ask questions to improve understanding of texts Summarise ideas drawn from more than one paragraphs, identifying key details Predict future events from details stated and implied Identify how language, structure and presentation contribute to meaning Discuss how authors use language, including figurative language, to affect the reader Make book recommendations, giving reasons for choices Participate in discussions about books, building on and challenging ideas Explain and discuss understanding of reading 						