

English Long Term Plan
Owl 2024-2025

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| Robin | Autumn 1 Dreams & Ambitions | Autumn 2 Britain through the ages | Spring 1 Extreme Earth | Spring 2 Investigating Places | Summer 1 A Journey Through Time | Summer 2 Around the World |
| Topic Focus | Medical Pioneers | Historical events | Mountains | Maps | Castles | UK |
| Suggested Texts | Stanley's Stick by John Hegley | Vlad and the Great Fire of London by Kate Cunningham Pudding Lane film | Ratty's Big Adventure by Lara Hawthorne | Lost by Mariajo Ilustrajo Lots: The Diversity of Life on Earth by Nicola Davies | Tell me a Dragon by Jackie Morris | Paddington's London Treasury by Michael Bond & R.W. Alley The Disgusting Sandwich by Gareth Edwards |
| Writing Outcomes | Setting description Character exploration Retelling a story | Setting descriptions Diary writing Poetry Learning and performing poems | Character exploration Adventure stories | Poetry Learning and performing poems Diary writing Letter writing | Explanation texts Labels, lists and captions. | Fact files Instructions Adverts |

Writing – composition

- write sentences by:
 - saying out loud what they are going to write about
 - composing a sentence orally before writing it
 - sequencing sentences to form short narratives
 - re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher.

- develop positive attitudes towards and stamina for writing by:
 - writing narratives about personal experiences and those of others (real and fictional)
 - writing about real events
 - writing poetry
 - writing for different purposes
- consider what they are going to write before beginning by:
 - planning or saying out loud what they are going to write about

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- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
 - evaluating their writing with the teacher and other pupils
 - 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
 - proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- read aloud what they have written with appropriate intonation to make the meaning clear.

| Reading – Word reading | Writing – transcription (spelling) | Writing – vocabulary, grammar and punctuation |
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| <ul style="list-style-type: none"> ● apply phonic knowledge and skills as the route to decode words ● respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes ● read accurately by blending sounds in unfamiliar words containing GPCs that have been taught ● read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word ● read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings ● read other words of more than one syllable that contain taught GPCs ● read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) ● 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 ● re-read these books to build up their fluency and confidence in word reading. ● continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent | <ul style="list-style-type: none"> ● spell: <ul style="list-style-type: none"> ○ words containing each of the 40+ phonemes already taught ○ common exception words ○ the days of the week ● name the letters of the alphabet: <ul style="list-style-type: none"> ○ naming the letters of the alphabet in order ○ using letter names to distinguish between alternative spellings of the same sound ● add prefixes and suffixes: <ul style="list-style-type: none"> ○ 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– ○ 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] ● apply simple spelling rules and guidance, as listed in English Appendix 1 ● write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. ● spell by: <ul style="list-style-type: none"> ○ segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly | <ul style="list-style-type: none"> ● develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> ○ leaving spaces between words ○ joining words and joining clauses using and ○ beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark ○ using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ ○ learning the grammar for year 1 in English Appendix 2 ● use the grammatical terminology in English Appendix 2 in discussing their writing. ● develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> ○ 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) ● learn how to use: <ul style="list-style-type: none"> ○ sentences with different forms: statement, question, exclamation, command |

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| <ul style="list-style-type: none"> • 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 • re-read these books to build up their fluency and confidence in word reading. | <ul style="list-style-type: none"> ○ 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 ○ learning to spell common exception words ○ learning to spell more words with contracted forms ○ learning the possessive apostrophe (singular) [for example, the girl’s book] ○ distinguishing between homophones and near-homophones • add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly • apply spelling rules and guidance, as listed in English Appendix 1 • write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. | <ul style="list-style-type: none"> ○ expanded noun phrases to describe and specify [for example, the blue butterfly] ○ the present and past tenses correctly and consistently including the progressive form ○ subordination (using when, if, that, or because) and co-ordination (using or, and, or but) ○ the grammar for year 2 in English Appendix 2 ○ some features of written Standard English • use and understand the grammatical terminology in English Appendix 2 in discussing their writing. |
| <p>Reading – comprehension</p> | <p>Writing – transcription (handwriting)</p> | <p>English Appendix 2: Vocabulary, grammar and punctuation</p> |
| <ul style="list-style-type: none"> • develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> ○ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently ○ being encouraged to link what they read or hear read to their own experiences ○ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics ○ recognising and joining in with predictable phrases ○ learning to appreciate rhymes and poems, and to recite some by heart | <ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0-9 • understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. • form lower-case letters of the correct size relative to one another • 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 | <p>Word</p> <ul style="list-style-type: none"> • Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun • Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) • How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat] • Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] • Formation of adjectives using suffixes such as –ful, –less |

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| <ul style="list-style-type: none"> ○ discussing word meanings, linking new meanings to those already known ● understand both the books they can already read accurately and fluently and those 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 ○ discussing the significance of the title and events ○ making inferences on the basis of what is being said and done ○ predicting what might happen on the basis of what has been read so far ● 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. ● develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> ○ 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 ○ discussing the sequence of events in books and how items of information are related ○ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales ○ being introduced to non-fiction books that are structured in different ways ○ recognising simple recurring literary language in stories and poetry | <ul style="list-style-type: none"> ● write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters ● use spacing between words that reflects the size of the letters. | <ul style="list-style-type: none"> ● Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs <p>Sentence</p> <ul style="list-style-type: none"> ● How words can combine to make sentences ● Joining words and joining clauses using and ● Subordination (using when, if, that, because) and co-ordination (using or, and, but) ● Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] ● How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command <p>Text</p> <ul style="list-style-type: none"> ● How words can combine to make sentences ● Joining words and joining clauses using and ● Correct choice and consistent use of present tense and past tense throughout writing ● Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] <p>Punctuation</p> <ul style="list-style-type: none"> ● Introduction of capital letter, full stops, question marks and exclamation marks to demarcate sentences ● Capital letters for names and for the personal pronoun ● Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences ● Commas to separate items in a list |
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| <ul style="list-style-type: none"> ○ discussing and clarifying the meanings of words, linking new meanings to known vocabulary ○ discussing their favourite words and phrases ○ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear ● 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 ● explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. | | <ul style="list-style-type: none"> ● Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name] |
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| Spoken Language | | | | |
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| <p>Listen carefully and understand:</p> <ul style="list-style-type: none"> ● Sift information and focus on the important points. | <p>Develop a wide and interesting vocabulary:</p> <ul style="list-style-type: none"> ● Use subject specific vocabulary to explain and describe. | <p>Speak with clarity:</p> <ul style="list-style-type: none"> ● Speak in a way that is clear and easy to understand. | <p>Tell stories with structure:</p> <ul style="list-style-type: none"> ● Ensure stories have a setting, plot and a sequence of events. | <p>Hold conversations and debates:</p> <ul style="list-style-type: none"> ● Take turns to talk, listening carefully to the contributions of others. |

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| <ul style="list-style-type: none">• Seek clarification when a message is not clear.• Understand instructions with more than one point. | <ul style="list-style-type: none">• Suggest words or phrases appropriate to the topic being discussed.• Identify homophones. | <ul style="list-style-type: none">• Demonstrate good phonic knowledge by clearly pronouncing the sounds within words.• Identify syllables within words. | <ul style="list-style-type: none">• Recount experiences with interesting detail.• Predict events in a story.• Give just enough detail to keep the audience engaged. | <ul style="list-style-type: none">• Vary language between formal and informal according to the situation.• Add humour to a discussion or debate where appropriate. |
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[Year 1 objectives](#)

[Year 2 objectives](#)