

English Long Term Plan
Ibis 2023-2024

Ibis	Autumn 1 Dreams & Ambitions	Autumn 2 Journeys Through Time	Spring 1 Extreme Earth	Spring 2 Creatures Great and Small	Summer 1 Around the World	Summer 2 Express Yourself
	Romans	Stone Age	Rainforests (South America)	Endangered animals	India	Inspirational sports: Olympics
Focus	Write to Entertain	Write to Inform	Write to Entertain	Write to discuss	Write to Entertain	Write to Persuade
Suggested Texts	The Leopard in the Golden Cage by Julia Edwards Escape from Pompeii by Christina Balit	Ug: Boy Genius of the Stone Age (comic style) The Stolen Spear by Saviour Pirotta & Davide Ortu (Chapter book) The Great Cave by Terry Deary Stone Age Boy by Satoshi Kitamura (Picturebook) https://www.ks2history.com/stone-age-boy-literacy-planning The First Drawing by Mordicai Gerstein (Picturebook)	The Explorer by Katherine Rundell (Amazon Rainforest) The Vanishing Rainforest by Richard Platt Boy Who Grew a Forest : The True Story of Jadav Payeng by Gholz, Sophia & Harren, Kayla Rainforest Warrior by Anita Ganeri My Name is River by Emma Rea Where the Forest meets the sea	When the Mountains Roared by Jess Butterworth	When the Mountains Roared by Jess Butterworth	The Boy Who Biked the World: On the Road to Africa by Alistair Humphreys Dream Big Deloris Jordan
Writing Outcomes	Description of a historical setting.	Writing a newspaper report Non-Chronological Reports	Writing a short story with suspense in the dilemma	Diary Entries Writing a Film	Poetry The story from the	Writing an advert Writing a formal letter

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	Writing a descriptive opening Letter Writing		Writing a playscript	Review	viewpoint of another character.	
Spelling	Words ending /ʒə Learn Strategies for learning words: statutory and personal spelling lists possessive apostrophe with singular proper nouns Homophones	statutory and personal spelling lists Prefixes 'in-', 'il-', 'im-' and 'ir-' Words with the /eɪ/ sound spelt 'ei', 'eigh' or 'ey' Words with the /j/ sound spelt 'ch' and the /ʌ/ sound spelt 'ou' Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-er', '-en', '-ed')	The /g/ sound spelt 'gu' Words with endings sounding like /tʃə/ spelt '-ture' Possessive apostrophe with plurals Homophones Error Analysis (teacher to do)	Prefixes 'anti-' and 'inter-' Endings that sound like /jən/ spelt '-cian', '-sion', '-tion' and '-ssion' words from statutory and personal spelling lists	Words with the /s/ sound spelt 'sc' (Latin in origin) Endings that sound like /jən/ spelt 'sion' Apostrophes for possession, including singular and plural Homophones words from statutory list that need further learning	Suffix '-ous' Prefixes 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-' Suffix '-ly' added to words ending in 'y', 'le' and 'ic
Text level features	Paragraphs to organise ideas into each story part Develop hook to introduce and temp reader e.g. Who? What? Where? Why? When? How? Secure use of planning tools: story maps, story mountains, boxed up grids Detailed description	Use of present perfect instead of time past e.g. He has left his hat behind as opposed to He left his hat behind Subheading to introduce section/paragraphs Paragraphs to organise related ideas Subheadings to label content Secure use of planning tools: text map,	Build in suspense writing to introduce the dilemma Use of paragraphs to organise in time sequence. Develop understanding of past, present, future tense Secure use of planning tools: text map, boxed up grid	Appropriate use of conjunctions Link information within paragraphs with a range of conjunctions Use of paragraphs to organise in time sequence. Ending should include reflection	Apostrophes for possession, including singular and plural Homophones Words from statutory list that need further learning Clear distinction between	Boastful language e.g. Magnificent! Unbelievable! Use of 2 nd person Facts and statistics Adjectives for positive description Develop hook to introduce and temp reader e.g. Who? What? Where? Why?

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	<p>Appropriate choice of pronoun or noun across sentences to aid cohesion</p>	<p>boxed up grid</p> <p>Ending could include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader</p> <p>Maintain impersonal tone</p>	<p>Ending should include reflection on events and or characters</p>	<p>on events and or characters</p> <p>Use of the perfect form of verbs to mark relationships of time and cause e.g I have written it down so I can check what it said</p> <p>Boastful language e.g. Magnificent! Unbelievable!</p> <p>Appropriate choice of pronoun or noun across sentences to aid cohesion</p>	<p>resolution and ending.</p>	<p>When? How?</p> <p>Subheading to introduce section/paragraphs</p> <p>Paragraphs which group related information</p> <p>Use bullet point and diagrams - use colour for advertising.</p> <p>Ending could include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader</p>
<p>Sentence level features (including grammar and punctuation)</p>	<p>Adverb starters e.g. Carefully, ...</p> <p>Adverbial Phrases (Fronted Adverbials) e.g. A few days ago, we discovered a hidden box</p> <p>Dialogue – powerful speech verbs e.g. whispered</p>	<p>Sentence of 3 for description e.g. Rainbow dragons are covered with many different coloured scales, have enormous red eyes and swim on the surface of the water</p> <p>Prepositional phrases to place the action e.g. on the mat, behind the tree, in the air</p> <p>Appropriate choice of pronoun or noun</p>	<p>Starting sentences with a simile e.g. Like a wailing cat, the ambulance screamed down the road</p> <p>The grammatical difference between plural and possessives</p> <p>Ellipsis to keep the reader hanging on</p> <p>Use figurative language</p>	<p>Apostrophes to mark singular and plural possession</p> <p>Use adverbials to provide cohesion across the text e.g. Despite its flaws... On the other hand...</p> <p>Develop complex sentences. Main</p>	<p>Starting sentences with a simile e.g. Like a wailing cat, the ambulance screamed down the road</p> <p>Expanded 'ing' clauses as starters e.g. Grinning menacingly, he slipped the treasure into his</p>	<p>Imperative verbs to convey urgency e.g. Buy it today!</p> <p>Rhetorical questions to engage the reader</p> <p>Noun phrases to add detail and description e.g. Our <i>fantastic hotel</i> has <i>amazing facilities</i> for everyone!</p>

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	<p>Long sentences to enhance description or information</p> <p>Short sentences to move events on quickly</p> <p>Secure use of embellished simple sentences</p> <p>-ed clauses as starters e.g. Frightened, Tom ran straight home to avoid being caught</p> <p>Sentence of 3 for action e.g. Sam rushed down the road, jumped on the bus and sank into his seat</p> <p>Commas to mark clauses and fronted adverbials</p> <p>Full punctuation for direct speech</p> <p>Use figurative language (Metaphors, personification, onomatopoeia) to create interesting settings and characters</p>	<p>across sentences to aid cohesion</p> <p>Using techniques to highlight key words (bold, underline etc)</p> <p>Sentence of 3 for description e.g. Rainbow dragons are covered with many different coloured scales, have enormous red eyes and swim on the surface of the water</p> <p>Standard English for Verb Inflections instead of local spoken forms</p> <p>Secure use of compound sentences using coordinating conjunctions</p> <p>Full punctuation for direct speech</p> <p>Proper nouns</p> <p>Commas to mark clauses and fronted adverbials</p>	<p>(Metaphors, personification, onomatopoeia) to create interesting settings and characters</p> <p>Expanded 'ing' clauses as starters e.g. Grinning menacingly, he slipped the treasure into his rucksack</p> <p>Drop in 'ing' clauses e.g. Jane, laughing at the teacher, fell off her chair</p> <p>Dialogue – verb + adverb e.g. "Hello," she whispered, shyly.</p> <p>Commas to mark clauses and fronted adverbials</p> <p>Full punctuation for direct speech</p>	<p>and subordinate clauses with a range of subordinating conjunctions</p> <p>Develop expanded noun phrases</p> <p>Use of determiners – a or an</p> <p>Appropriate choice of pronoun or noun to avoid ambiguity and repetition.</p> <p>Conditionals e.g. could, should, would</p> <p>Comparative and superlative e.g. small, smaller, smallest</p> <p>Use of semi-colons to mark related clauses e.g some argue...;others say...</p>	<p>rucksac</p> <p>Drop in 'ing' clauses e.g. Jane, laughing at the teacher, fell off her chair</p> <p>Dialogue – verb + adverb e.g. "Hello," she whispered, shyly.</p> <p>Commas to mark clauses and fronted adverbials</p> <p>Full punctuation for direct speech</p> <p>The grammatical difference between plural and possessive s</p> <p>Use figurative language (Metaphors, personification, onomatopoeia) to create interesting settings and characters</p>	<p>Relative clauses to provide additional enticement e.g. Our hotel <i>which has 3 swimming pools</i>, overlooks a beautiful beach</p> <p>Pattern of 3 for persuasion e.g. Visit, swim, enjoy!</p> <p>Colon before a list</p> <p>Standard English for Verb Inflections instead of local spoken forms</p> <p>Planned repetition to persuade e,g Find us to find the fun</p> <p>Conditionals e.g. could, should, would</p> <p>Comparative and superlative e.g. small, smaller, smallest</p> <p>Use commas to make fronted adverbials and subordinate clauses e.g. <i>After your visit, you won't want to leave!</i></p>
Spoken Language	<p>Give well-structured descriptions and narratives for different purposes.</p>	<p>Ask relevant questions to extend their understanding and knowledge.</p> <p>Give well-structured explanations for</p>	<p>Give well-structured descriptions and narratives for different purposes, including</p>	<p>Articulate and justify answers, arguments and opinions.</p>	<p>Use spoken language to develop</p>	<p>Maintain attention and participate actively in collaborative conversations, staying</p>

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	<p>Use relevant strategies to build vocabulary.</p> <p>Use spoken language to develop understanding through imagining and exploring ideas.</p>	<p>different purposes.</p> <p>Articulate and justify answers, arguments and opinions.</p>	<p>expressing feelings.</p> <p>Use relevant strategies to build vocabulary.</p> <p>Use spoken language to develop understanding through imagining and exploring ideas.</p> <p>Speak audibly and fluently with an increasing command of Standard English.</p>	<p>Participate in discussions, presentations, performances, role play, improvisations and debates.</p> <p>Listen and respond appropriately to adults and peers.</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p>Articulate and justify answers, arguments and opinions.</p>	<p>understanding through imagining and exploring ideas.</p> <p>Give well-structured descriptions and narratives for different purposes, including expressing feelings.</p>	<p>on topic and initiating and responding to comments.</p> <p>Articulate and justify answers, arguments and opinions.</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates.</p>
Reading	<p>Discussing words and phrases that capture the readers' interest and imagination</p> <p>Asking questions to improve their understanding of a text</p> <p>Drawing inferences on characters' feelings</p>	<p>Discussing words and phrases that capture the readers' interest and imagination</p> <p>Asking questions to improve their understanding of a text</p> <p>Identifying the main ideas drawn from more than one paragraph and summarising</p> <p>Identifying how language, structure and presentation contribute to meaning</p>	<p>Discussing words and phrases that capture the readers' interest and imagination</p> <p>Discussing their understanding of words and explaining the meaning of words in context</p>	<p>Discussing words and phrases that capture the readers' interest and imagination</p> <p>Asking questions to improve their understanding of a text</p>	<p>Discussing words and phrases that capture the readers' interest and imagination</p> <p>Asking questions to improve their understanding of a text</p>	<p>Discussing words and phrases that capture the readers' interest and imagination</p> <p>Asking questions to improve their understanding of a text</p> <p>Identifying how language, structure and</p>

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	<p>thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Predicting what might happen next from details stated and implied</p>		<p>Asking questions to improve their understanding of a text</p> <p>Drawing inferences on characters' feelings thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Preparing playscripts to read aloud and perform showing understanding through intonation, tone, volume and action</p>	<p>Identifying how language, structure and presentation contribute to meaning</p> <p>Identifying the main ideas drawn from more than one paragraph and summarising</p>	<p>Identifying how language, structure and presentation contribute to meaning</p> <p>Discussing their understanding of words and explaining the meaning of words in context</p> <p>Predicting what might happen next from details stated and implied</p> <p>Preparing poems to read aloud and perform showing understanding through intonation,</p>	<p>presentation contribute to meaning</p> <p>Discussing their understanding of words and explaining the meaning of words in context</p>
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Recapped Y3 objectives