

**English Long Term Plan**  
**Owl 2021-2022**

Owl 2021/22	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
Topic Focus	Children who have changed the world	History of Flight	Climates - weather	Habitats	Cultures & Continents	Performing Puppeteers
Purpose of writing	Write to Entertain	Write to Inform/Explain	Write to Entertain/Inform	Write to discuss/explain	Write to Entertain	Write to entertain/persuade
Suggested Texts	Little People, Big Dreams: Malala Yousafzai Greta Thunberg	Taking Flight: How the Wright Brothers Conquered the Skies  Little People, Big Dreams: Amelia Earhart  Emma Jane's Aeroplane	Froggy Day  Tree: Seasons Come, Seasons Go  First News Newspapers	The Coral Kingdom  Whose Habitat is That?	Last Stop on Market Street  The World Around Me	The Story of Pinocchio  Because
Writing Outcomes	Simple sentences with gaps between words and some punctuation  Setting descriptions Adventure stories	Labels and captions Instructions  Letter writing Diary entry	Learning and performing poems  Poetry Journalistic writing	Fact files  Explanation texts	Simple story Retelling of a tale  Stories from other lands/alternative versions of a story	Character exploration  Shakespeare
Phonics/ Spelling	Phase 3 and 4 Recap  Naming letters in the alphabet in order  Words containing phonemes already taught  Common exception words	Phase 5 Part A  Words containing phonemes already taught  Common exception words	Phase 5 Part B  Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs.  Using –ing, -ed, -er and –est where no change is needed in the spelling of roots words	Phase 5 Part C  Using the prefix un-  Using –ing, -ed, -er and –est where no change is needed in the spelling of roots words  Days of the week  Words containing phonemes already	Phase 5 Part C  Using letter names to distinguish between alternative spellings of the same sound  Using –ing, -ed, -er and –est where no change is needed in the spelling of roots words  Days of the week	Phase 5 Part C  Using letter names to distinguish between alternative spellings of the same sound  Days of the week  Words containing phonemes already taught

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			Days of the week  Words containing phonemes already taught  Common exception words	taught  Common exception words	Words containing phonemes already taught  Common exception words	Common exception words
	Phase 5 GPCs including polysyllabic words.  Homophones  Strategies for learning words  Strategies at the point of writing  common exception words  Proofreading  /aɪ/ spelt 'i' in common exception words	Common exception words and personal words  Phase 5 GPCs that are not secure  Homophones  /dʒ/ sound spelt as 'ge' and 'dge' at the end of words, and sometimes as 'g' elsewhere in words before 'e', 'i' and 'y'  /s/ sound spelt 'c' before 'e', 'i' and 'y'  /n/ sound spelt 'kn' and 'gn' at the beginning of words	/aɪ/ sound spelt 'y'  common exception words and high-frequency words  Contractions  /l/ or /ə/ sound spelt 'le' at the end of words and following a consonant  Proofreading  Adding endings '-ing', '-ed', '-er', '-est' to words ending in 'e' with a consonant before it  /i:/ sound spelt 'ey'  Homophones and near homophones	/ɒ/ spelt 'a' after 'w' and 'qu'  /ʒ/ spelt 's', segmentation and syllable clapping  Homophones  Adding '-es' to nouns and verbs ending in 'y'  Strategies for learning words  The possessive apostrophe (singular nouns)  Adding suffixes '-ful', '-less' and '-ly'  Contractions  Words ending '-tion'	The /l/ or /ə/ sound spelt '-el' at the end of words  Adding endings '-ing', '-ed', '-er', and '-est' to words ending in '-y'  The /ɔ:/ sound spelt 'ar' after 'w'  Suffixes '-ment' and '-ness'  The /ɜ:/ sound spelt 'or' after 'w'  The possessive apostrophe (singular nouns)  The /l/ or /ə/ sound spelt '-al' at the end of words	Spellings and concepts that pupils need to secure  Homophones  /ʌ/ sound spelt 'o'  /l/ or /ə/ sounds spelt 'il' at the end of words  Revision

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			<p>/r/ sound spelt 'wr'</p> <p>Adding '-ing', '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant after a single vowel</p>		Common exception words	
Text level features	Sequencing sentences to form short narratives.	<p>Understand how labels and captions add to understanding.</p> <p>Layout of instructions</p> <p>Understand how the layout of a letter adds to understanding.</p>	<p>Sequencing sentences</p> <p>Understand how the layout of a poem is different to a story</p>	Sequencing sentences	Sequencing sentences to form short narratives.	Sequencing sentences to form short narratives.
	<p>Planning through story mapping and boxed up plans</p> <p>Story parts (beginning, middle and end).</p> <p>Characters</p> <p>Settings</p> <p>Descriptive language</p>	<p>Use of lists – what is needed/lists of steps to be taken</p> <p>Bullet points for facts</p> <p>Make a final comment to the reader</p>	<p>Planning using boxed up plans</p> <p>Settings</p> <p>Descriptive language</p> <p>Make a final comment to the reader</p> <p>Use of lines and verses in poetry</p>	<p>Planning using boxed up plans</p> <p>Use of lists – what is needed/lists of steps to be taken</p> <p>Bullet points for facts</p> <p>Make a final comment to the reader</p>	<p>Planning through story mapping and boxed up plans</p> <p>Story parts (beginning, middle and end).</p> <p>Characters</p> <p>Settings</p> <p>Descriptive language</p>	<p>Planning through story mapping and boxed up plans</p> <p>Story parts (beginning, middle and end).</p> <p>Characters</p> <p>Settings</p> <p>Descriptive language</p>
Sentence level features (including grammar and punctuation)	<p>Leaving spaces between words.</p> <p>Beginning to</p>	<p>Leaving spaces between words.</p> <p>Beginning to</p>	<p>Leaving spaces between words.</p> <p>Beginning to</p>	<p>Leaving spaces between words.</p> <p>Beginning to</p>	<p>Beginning to punctuate sentences using a capital letter.</p>	<p>Beginning to punctuate sentences using a capital letter.</p>

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	<p>punctuate sentences using a capital letter.</p> <p>Beginning to punctuate sentences using a full stop.</p>	<p>punctuate sentences using a capital letter.</p> <p>Using a capital letters for proper nouns.</p> <p>Beginning to punctuate sentences using a full stop.</p>	<p>punctuate sentences using a capital letter.</p> <p>Using a capital letters for proper nouns.</p> <p>Beginning to punctuate sentences using a full stop, question mark or exclamation mark.</p> <p>Joining words and clauses using 'and'</p>	<p>punctuate sentences using a capital letter.</p> <p>Using a capital letters for proper nouns.</p> <p>Beginning to punctuate sentences using a full stop, question mark or exclamation mark.</p> <p>Joining words and clauses using 'and'</p>	<p>Using a capital letters for proper nouns.</p> <p>Beginning to punctuate sentences using a full stop, question mark or exclamation mark.</p> <p>Joining words and clauses using 'and'</p>	<p>Using a capital letters for proper nouns.</p> <p>Beginning to punctuate sentences using a full stop, question mark or exclamation mark.</p> <p>Joining words and clauses using 'and'</p>
	<p>Demarcation of sentences</p> <p>Use of the continuous form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting</p> <p>Adjectives</p> <p>Noun phrases</p> <p>Understanding clauses and joining clauses using coordination (and, or, but)</p>	<p>Demarcation of sentences</p> <p>Consistent use of present tense and past tense throughout work.</p> <p>Commas to separate items in a list</p> <p>Types of sentences: statement, question, explanation, command</p> <p>Understanding clauses and joining clauses using coordination (and, or, but)</p>	<p>Demarcation of sentences</p> <p>Use of the continuous form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting</p> <p>Two adjectives to describe a noun</p> <p>Similes using like</p> <p>Adverbs for description and for information</p> <p>Understanding</p>	<p>Demarcation of sentences</p> <p>Generalisers for information e.g. Most cats....</p> <p>Commas to separate items in a list</p> <p>Types of sentences: statement, question, explanation, command</p> <p>Understanding clauses and joining clauses using coordination (and, or, but) and subordination (when,</p>	<p>Demarcation of sentences</p> <p>Use of the continuous form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting</p> <p>Similes using like</p> <p>Two adjectives to describe a noun</p> <p>Adverbs for description and for information</p> <p>Understanding</p>	<p>Demarcation of sentences</p> <p>Consistent use of present tense and past tense throughout work.</p> <p>Commas to separate items in a list</p> <p>Understanding clauses and joining clauses using coordination (and, or, but) and subordination (when, if, that, or, because)</p>





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	<p>meanings to those already known.</p> <p>Explain clearly their understanding of what they have read.</p> <p>Listen to and discuss a wide range of stories.</p> <p>Making inferences on the basis of what is being said and done.</p> <p>Make predictions based on what has been read so far.</p>	<p>meanings to those already known.</p> <p>Explain clearly their understanding of what they have read.</p> <p>Listen to and discuss a wide range of stories.</p>	<p>meanings to those already known.</p> <p>Read words containing taught GPCs and –s, -es, -ing, -er and –est endings.</p> <p>Explain clearly their understanding of what they have read.</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p>Listen to and discuss a wide range of stories.</p> <p>Making inferences on the basis of what is being said and done.</p> <p>Make predictions based on what has been read so far.</p> <p>Become familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular</p>	<p>meanings to those already known.</p> <p>Read words containing taught GPCs and –s, -es, -ing, -er and –est endings.</p> <p>Explain clearly their understanding of what they have read.</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p>Listen to and discuss a wide range of stories.</p> <p>Making inferences on the basis of what is being said and done.</p> <p>Become familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p>	<p>meanings to those already known.</p> <p>Read words containing taught GPCs and –s, -es, -ing, -er and –est endings.</p> <p>Explain clearly their understanding of what they have read.</p> <p>Re-reading what they have written to make sure it makes sense.</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p>Listen to and discuss a range of poems.</p> <p>Learning to appreciate rhymes and poems and to recite some by heart.</p>	<p>meanings to those already known.</p> <p>Re-reading what they have written to make sure it makes sense.</p> <p>Explain clearly their understanding of what they have read.</p> <p>Re-reading what they have written to make sure it makes sense.</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p>Listen to and discuss a wide range of stories.</p>
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			characteristics.			
	<p>Listen to, discuss and express views about a wide range of texts</p> <p>Discuss sequences of events in books and how information is related</p> <p>Becoming familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>Recognise simple recurring literacy language in stories in poems</p> <p>Discuss and clarify meanings of words, linking new meaning to know vocabulary</p> <p>Discuss favourite words and phrases</p> <p>Making inferences on the basis of what is being said and done</p>	<p>Introduced to non-fiction books that are structured in different ways</p> <p>Listen to, discuss and express views about a wide range of texts</p> <p>Discuss sequences of events in books and how information is related</p> <p>Becoming familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>Recognise simple recurring literacy language in stories in poems</p> <p>Discuss and clarify meanings of words, linking new meaning to know vocabulary</p> <p>Discuss favourite</p>	<p>Listen to, discuss and express views about a wide range of texts</p> <p>Discuss sequences of events in books and how information is related</p> <p>Develop a repertoire of poems learnt by heart</p> <p>Becoming familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>Recognise simple recurring literacy language in stories in poems</p> <p>Discuss and clarify meanings of words, linking new meaning to know vocabulary</p> <p>Discuss favourite words and phrases</p>	<p>Introduced to non-fiction books that are structured in different ways</p> <p>Listen to, discuss and express views about a wide range of texts</p> <p>Discuss sequences of events in books and how information is related</p> <p>Becoming familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>Recognise simple recurring literacy language in stories in poems</p> <p>Discuss and clarify meanings of words, linking new meaning to know vocabulary</p> <p>Discuss favourite</p>	<p>Listen to, discuss and express views about a wide range of texts</p> <p>Discuss sequences of events in books and how information is related</p> <p>Becoming familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>Recognise simple recurring literacy language in stories in poems</p> <p>Discuss and clarify meanings of words, linking new meaning to know vocabulary</p> <p>Discuss favourite words and phrases</p> <p>Making inferences on the basis of what is being said and done</p>	<p>Listen to, discuss and express views about a wide range of texts</p> <p>Discuss sequences of events in books and how information is related</p> <p>Becoming familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>Recognise simple recurring literacy language in stories in poems</p> <p>Discuss and clarify meanings of words, linking new meaning to know vocabulary</p> <p>Discuss favourite words and phrases</p> <p>Making inferences on the basis of what is being said and done</p>

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	<p>Answering and asking questions</p> <p>Predicting what will happen next based on what has been read so far</p> <p>Participate in discussion about texts (taking turns and listening to others)</p> <p>Explain and discuss their understanding of books and other material</p>	<p>words and phrases</p> <p>Making inferences on the basis of what is being said and done</p> <p>Answering and asking questions</p> <p>Predicting what will happen next based on what has been read so far</p> <p>Participate in discussion about texts (taking turns and listening to others)</p> <p>Explain and discuss their understanding of books and other material</p>	<p>Making inferences on the basis of what is being said and done</p> <p>Answering and asking questions</p> <p>Predicting what will happen next based on what has been read so far</p> <p>Participate in discussion about texts (taking turns and listening to others)</p> <p>Explain and discuss their understanding of books and other material</p>	<p>words and phrases</p> <p>Making inferences on the basis of what is being said and done</p> <p>Answering and asking questions</p> <p>Predicting what will happen next based on what has been read so far</p> <p>Participate in discussion about texts (taking turns and listening to others)</p> <p>Explain and discuss their understanding of books and other material</p>	<p>Answering and asking questions</p> <p>Predicting what will happen next based on what has been read so far</p> <p>Participate in discussion about texts (taking turns and listening to others)</p> <p>Explain and discuss their understanding of books and other material</p>	<p>Answering and asking questions</p> <p>Predicting what will happen next based on what has been read so far</p> <p>Participate in discussion about texts (taking turns and listening to others)</p> <p>Explain and discuss their understanding of books and other material</p>
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Year 1 objectives  
Year 2 objectives