

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

Ibis 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	Martin Luther King Florence Nightingale Neil Armstrong	Stone Age	Rainforests (South America)	Endangered animals	India	Inspirational sports people Olympics
Writing Focus	Write to Entertain	Write to Inform	Write to Entertain	Write to discuss	Write to Entertain	Write to Persuade
Suggested Texts	<p>Journey to Jo'burg by Beverley Naidoo (South African Apartheid)</p> <p>The lion above the door by Onjali Q. Rauf (new release oct. 21)</p> <p>Clean Getaway by Nic Stone</p> <p><b>Race to the North by Catherine Johnson</b></p> <p>Rooftoppers by Katherine Rundell (Set in 1890 Paris)</p> <p>Man on the Moon Simon Bartram (Picture book)</p> <p><b>The Jamie Drake Equation by Christopher Edge.</b></p> <p>George's secret key to the universe by Stephen Hawking and Lucy Hawking</p>	<p>Stone Age Boy By Satoshi Kitamura</p> <p>Wolf Brother By Michelle Paver (challenging text)</p> <p>Ug: Boy Genius of the Stone Age (comic style)</p> <p>The Wild Way Home by Sophie Kirtley</p> <p>The 1000 year old boy by Ross Welford</p> <p>The Boy with the Bronze Axe by Kathleen Fidler</p> <p>The Wild Way Home by Sophie Kirtley (Great, but has references to death and illness)</p>	<p>World Burn Down by Steve Cole</p> <p>Running Wild by Michael Morpurgo (Indonesian Rainforest)</p> <p>Gold of the Gods (Mission: Survival) by Bear Grylls</p> <p>A Rainforest Adventure by Sharon C. Williams</p> <p>Lost in the Amazon: A Battle for Survival in the Heart of the Rainforest by Tom Olsen</p>	<p>The White Giraffe by Lauren St. John.</p> <p>Operation Rhino by Lauren St. John.</p> <p>When the Mountains Roared by Jess Butterworth</p> <p>ResQ and the Baby Orangutan by Eva Pell</p> <p>Song of the Dolphin Boy by Elizabeth Laird</p> <p>Running Wild by Michael Morpurgo</p>	<p>Grandpa Chatterji by Jamila Gavin</p> <p>Into the Jungle by Katherine Rundall (based on Jungle book in India)</p> <p>The girl who stole an Elephant by Nizrana Farook.</p> <p>When the Mountains Roared by Jess Butterworth</p> <p>Running on the Roof of the World by Jess Butterworth</p>	<p>The Fastest Boy in the World by Elizabeth Laird</p> <p>The Boy Who Biked the World: On the Road to Africa by Alistair Humphreys</p> <p>The Fox and the Ghost King by Michael Morpurgo</p> <p>Over the Line by Tom Palmer</p> <p>The Dog That Saved the World (Cup) by Phil Earle (could be a bit young – check)</p> <p>The Race by Roy Peachy</p>

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	The Kid Who Came from Space by Ross Welford					
Writing Outcomes	Description of a historical setting. Writing a short story with suspense in the dilemma	Non-Chronological Reports  Writing a newspaper report	Writing a playscript  Diary Entries	Writing a Film Review  Balanced argument	The story from the viewpoint of another character.  Writing Poetry	Writing an advert  Writing a formal letter
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'	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  Secure use of planning tools: story maps, story mountains, boxed up grids  Build in suspense writing to introduce the dilemma	Paragraphs to organise related ideas  Subheadings to label content  Secure us of planning tools: text map, boxed up grid  Ending could include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader	Detailed description  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 on events and or characters	Apostrophes for possession, including singular and plural  Homophones  Words from statutory list that need further learning  Clear distinction between resolution and ending.	Use of 2 <sup>nd</sup> person  Facts and statistics  Adjectives for positive description  Develop hook to introduce and temp reader e.g. Who? What? Where? Why? When? How?  Subheading to introduce section/paragraphs

## English Long Term Plan

### Ibis 2021-2022

			<p>Ending should include reflection on events and or characters</p> <p>Maintain impersonal tone</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>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>Ellipsis to keep the reader hanging on</p> <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</p>	<p>Develop hook to introduce and temp reader e.g. Who? What? Where? Why? When? How?</p> <p>Appropriate choice of pronoun or noun 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</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 possessive s</p> <p>Use figurative language (Metaphors, personification, onomatopoeia) to create interesting settings and characters</p> <p>Expanded 'ing' clauses as starters e.g. Grinning menacingly, he</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 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>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 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>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> <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>

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

	<p>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>Dialogue – powerful speech verbs e.g. whispered</p> <p>Use figurative language (Metaphors, personification, onomatopoeia) to create interesting settings and characters</p>	<p>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>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 Proper nouns</p> <p>Commas to mark clauses and fronted adverbials</p>	<p>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>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>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>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>Use relevant strategies to build vocabulary.</p> <p>Use spoken language to develop understanding through imagining and exploring ideas.</p>	<p>Ask relevant questions to extend their understanding and knowledge.</p> <p>Give well-structured explanations for different purposes.</p> <p>Articulate and justify answers, arguments and opinions.</p>	<p>Give well-structured descriptions and narratives for different purposes, including expressing feelings.</p> <p>Use relevant strategies to build vocabulary.</p>	<p>Articulate and justify answers, arguments and opinions.</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates.</p>	<p>Use spoken language to develop understanding through imagining and exploring ideas.</p> <p>Give well-structured descriptions and narratives for different</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>

## English Long Term Plan

### Ibis 2021-2022

			<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>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>purposes, including expressing feelings.</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 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>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>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>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 presentation contribute to meaning</p> <p>Identifying the main ideas drawn from more than one paragraph and summarising</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 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>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 presentation contribute to meaning</p> <p>Discussing their understanding of words and explaining the meaning of words in context</p>

**English Long Term Plan**

**Ibis 2021-2022**

			Preparing playscripts to read aloud and perform showing understanding through intonation, tone, volume and action		Preparing poems to read aloud and perform showing understanding through intonation,	
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