

**English Long Term Plan**  
**Ibis 2022-2023**

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
	Martin Luther King Neil Armstrong	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	Race to the North by Catherine Johnson	Wolf Brother By Michelle Paver (challenging text)  Ug: Boy Genius of the Stone Age (comic style)	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	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
Writing Outcomes	Description of a historical setting.  Writing a descriptive opening	Writing a newspaper report  Non-Chronological Reports	Writing a short story with suspense in the dilemma  Writing a playscript	Diary Entries  Writing a Film Review	Poetry  The story from the viewpoint of another character.	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'	The /g/ sound spelt 'gu'  Words with endings sounding like /tʃə/ spelt '-ture'  Possessive apostrophe with plurals  Homophones	Prefixes 'anti-' and 'inter-'  Endings that sound like //ʃən/ 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 //ʃən/ spelt 'sion'  Apostrophes for possession, including singular and plural	Suffix '-ous'  Prefixes 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-'  Suffix '-ly' added to words ending in 'y', 'le' and 'ic'

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		Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-er', '-en', '-ed')	Error Analysis (teacher to do)		Homophones  words from statutory list that need further learning	
Text level features	<p>Paragraphs to organise ideas into each story part</p> <p>Secure use of planning tools: story maps, story mountains, boxed up grids</p> <p>Detailed description</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>Paragraphs to organise related ideas</p> <p>Subheadings to label content</p> <p>Secure use of planning tools: text map, 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>Build in suspense writing to introduce the dilemma</p> <p>Use of paragraphs to organise in time sequence.</p> <p>Develop understanding of past, present, future tense</p> <p>Secure use of planning tools: text map, boxed up grid</p> <p>Ending should include reflection on events and or characters</p>	<p>Appropriate use of conjunctions</p> <p>Link information within paragraphs with a range of conjunctions</p> <p>Use of paragraphs to organise in time sequence.</p> <p>Ending should include reflection 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>Apostrophes for possession, including singular and plural</p> <p>Homophones</p> <p>Words from statutory list that need further learning</p> <p>Clear distinction between resolution and ending.</p>	<p>Use of 2<sup>nd</sup> person</p> <p>Facts and statistics</p> <p>Adjectives for positive description</p> <p>Develop hook to introduce and temp reader e.g. Who? What? Where? Why? 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>

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

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<p>Reading</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>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>Preparing playscripts to read aloud and perform showing understanding through intonation, tone, volume and action</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>Preparing poems to read aloud and perform showing understanding through intonation,</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>
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