

English Long Term Plan
Robin 2021-2022

Robin 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	People who changed the world	Greeks	Water	Under the Sea Animals	Mexico & Maya	Artists & Musicians
Purpose of writing	Write to Inform/Explain	Write to Entertain	Write to Entertain	Write to Entertain/ Discuss	Write to Entertain/Persuade	Write to Persuade/ Entertain
Suggested Texts	Little People Big Dreams Great Women who Changed History The Puffin Book of Big Dreams Fantastically Great Women who changed the World	Greek Myths by Geraldine McCaughrean Greek Myths by Marcia Williams (focusing on Pandora's box, Theseus and the Minotaur, Icarus, The Trojan Horse, Perseus and the Gorgon)	Wind in the Willows by Kenneth Grahame	Oliver and the Seawigs by Phillip Reeve A boy and a bear in a boat by Dave Shelton	The Great Kapok Tree by Lynne Cherry The Chocolate Tree: A Mayan Folktale by Linda Lowery & Janice Lee Porter.	The Accidental Rock Star by Tom McLaughlin
Writing Outcomes	Non-chronological report/brochure Instructions	Informal letter from one character to another Myth with a similar plotline Alternative version of a story/tale.	Book reviews Additional chapter for the story of 'untold' events. Descriptive opening using a character and setting. Compare different versions of the same book or	Poems with a structure based inspired by the text Compare different poems including kennings. Diary entry	Adverts Story with a similar plotline	Formal letter to persuade Diary entry

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Phonics/Spelling	<p>Phase 5 GPCs including polysyllabic words. Strategies for learning words</p> <p>Strategies at the point of writing Proofreading</p> <p>/aɪ/ spelt 'i' in common exception words</p>	<p>/dʒ/ sound spelt as 'ge' and 'dge' at the end of words, and sometimes as 'g' elsewhere in words before 'e', 'i' and 'y'</p> <p>/s/ sound spelt 'c' before 'e', 'i' and 'y'</p> <p>/n/ sound spelt 'kn' and 'gn' at the beginning of words</p>	<p>/aɪ/ sound spelt 'y' Contractions</p> <p>/l/ or /əl/ sound spelt '-le' at the end of words and following a consonant</p> <p>Adding endings '-ing', '-ed', '-er', '-est' to words ending in 'e' with a consonant before it</p> <p>/i:/ sound spelt 'ey'</p> <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>	<p>/ɒ/ spelt 'a' after 'w' and 'qu'</p> <p>/ʒ/ spelt 's', segmentation and syllable clapping</p> <p>Homophones</p> <p>Adding '-es' to nouns and verbs ending in 'y'</p> <p>Strategies for learning words</p> <p>The possessive apostrophe (singular nouns)</p> <p>Adding suffixes '-ful', '-less' and '-ly'</p> <p>Contractions</p> <p>Words ending '-tion'</p>	<p>The /l/ or /əl/ sound spelt '-el' at the end of words</p> <p>Adding endings '-ing', '-ed', '-er', and '-est' to words ending in '-y'</p> <p>The /ɔ:/ sound spelt 'ar' after 'w'</p> <p>Suffixes '-ment' and '-ness'</p> <p>The /ɜ:/ sound spelt 'or' after 'w'</p> <p>The possessive apostrophe (singular nouns)</p> <p>The /l/ or /əl/ sound spelt '-al' at the end of words</p> <p>Common exception words</p>	<p>Spellings and concepts that pupils need to secure</p> <p>Homophones</p> <p>/ʌ/ sound spelt 'o'</p> <p>/l/ or /əl/ sounds spelt 'il' at the end of words</p> <p>Revision</p>
	<p>Suffixes from Year 2 ('-s', '-es', '-er', '-ed', '-ing')</p> <p>Revise prefix 'un-'</p> <p>Teach prefix 'dis-'</p>	<p>Homophones</p> <p>Year 2 prefixes and suffixes</p> <p>Prefixes 'mis-' and 're-'</p>	<p>From Year 2: suffixes '-ness' and '-ful' following a consonant</p> <p>Prefixes 'sub-' and</p>	<p>Prefixes 'super-' and 'auto-'</p> <p>words from statutory and personal spelling lists</p>	<p>Previously taught suffixes ('-ed', '-ing', '-s', '-es', '-ness', '-ful', '-less' and '-ly')</p> <p>Suffix '-ly' with root</p>	<p>The /ʌ/ sound spelt 'ou'</p> <p>Homophones</p> <p>Proofreading</p>

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	<p>(disappoint, disagree, disobey)</p> <p>Practise prefix 'dis-' Apply prefix 'un-'</p> <p>From Year 2: Apostrophes for contractions</p> <p>words from statutory and personal spelling lists</p> <p>Rarer GPCs: words with the /eɪ/ sound spelt 'ei' (vein), 'eigh' (eight), 'aigh' (straight) or 'ey' (they)</p> <p>Homophones</p>	<p>words from statutory and personal spelling lists</p> <p>The /ɪ/ sound spelt 'y'</p> <p>Proofreading</p> <p>Words ending with the /g/ sound spelt '-gue' and the /k/ sound spelt '-que' (French in origin)</p>	<p>'tele-'</p> <p>From Year 2: apostrophe for contraction</p> <p>words from statutory and personal spelling lists</p> <p>Words with the /ʃ/ sound spelt 'ch' (mostly French in origin) as well as 's', 'ss(ion/ure)'</p> <p>Revise suffixes '-ness' and '-ful' Teach suffixes '-less' and '-ly'</p>	<p>homophones</p> <p>Proofreading</p> <p>Words with the /k/ sound spelt 'ch' (Greek in origin)</p>	<p>words ending in 'le' and 'ic'</p> <p>From Year 2: Apostrophes for contractions</p> <p>words from statutory and personal spelling lists</p> <p>Rare GPCs (/ɪ/ sound)</p> <p>From Years 1 and 2: vowel digraphs</p>	<p>Words from statutory and personal spelling lists</p> <p>Revision as needed</p>
<p>Text level features</p>	<p>Planning through story mapping and 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>Planning through story mapping and boxed up plans</p> <p>Story parts (beginning, middle and end).</p> <p>Characters</p> <p>Settings</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>Planning through story mapping and boxed up plans</p> <p>Use of lines and verses in poetry</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>Planning through story mapping and boxed up plans</p>

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	Make a final comment to the reader	Descriptive language	Descriptive language		Descriptive language	
	Secure use of planning through story maps and boxed up plans Paragraphs to organise ideas around a theme Develop hook in introduction to introduce and tempt reader in (Who...? What...?Where...? When...? Why...? How...?) Group related facts and ideas into paragraphs Topic sentences to introduce paragraphs	Secure use of planning through story maps and boxed up plans Plan opening around character, setting, time of day and type of weather Paragraphs to organise ideas into each story part Extended vocabulary to introduce the 5 story parts: Introduction, build-up, Problem/Dilemma, Resolution, Ending Paragraphs to organise ideas into each story part	Secure use of planning through story maps and boxed up plans Plan opening around character, setting, time of day and type of weather Paragraphs to organise ideas into each story part Extended vocabulary to introduce the 5 story parts: Introduction, build-up, Problem/Dilemma, Resolution, Ending	Secure use of planning through story maps and boxed up plans Develop hook in introduction to introduce and tempt reader in (Who...? What...?Where...? When...? Why...? How...?) Use if perfect form of verbs to mark relationships between time and cause	Secure use of planning through story maps and boxed up plans Plan opening around character, setting, time of day and type of weather Paragraphs to organise ideas into each story part Extended vocabulary to introduce the 5 story parts: Introduction, build-up, Problem/Dilemma, Resolution, Ending Paragraphs to organise ideas into each story part Extra information/reminders in ending	Secure use of planning through story maps and boxed up plans Develop hook in introduction to introduce and tempt reader in (Who...? What...?Where...? When...? Why...? How...?) Personal response in the ending
Sentence level features (including grammar and	Demarcation of sentences Use of the	Demarcation of sentences Consistent use of	Demarcation of sentences Use of the	Demarcation of sentences Generalisers for	Demarcation of sentences Use of the continuous	Demarcation of sentences Consistent use of present tense and past tense

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<p>punctuation)</p>	<p>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>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>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 clauses and joining clauses using coordination (and, or, but) and subordination (when, if, that, or, because)</p>	<p>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, if, that, or, because)</p>	<p>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 clauses and joining clauses using coordination (and, or, but) and subordination (when, if, that, or, because)</p>	<p>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>
	<p>Vary long and short sentences. Long- to add description or information. Short – for emphasis making key points</p> <p>Compound</p>	<p>Compound sentences (co-ordination) using co-ordinating conjunctions (FANBOYS)</p> <p>Adverbial phrases (fronted adverbials) used as a ‘where’, ‘when’, ‘how’ starter (A</p>	<p>Adverbial phrases (fronted adverbials) used as a ‘where’, ‘when’, ‘how’ starter (A few days ago, At the back of the eye, In a strange way)</p>	<p>Use of the perfect form of verbs to marks relationships of time and cause e.g. I have written it down so I can check what it said</p> <p>Use of present perfect instead of simple past e.g.</p>	<p>Adverbial phrases (fronted adverbials) used as a ‘where’, ‘when’, ‘how’ starter (A few days ago, At the back of the eye, In a strange way)</p> <p>Use of commas after</p>	<p>Use of the perfect form of verbs to marks relationships of time and cause e.g. I have written it down so I can check what it said</p> <p>Use of present perfect instead of simple past e.g.</p>

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	<p>sentences (co-ordination) using co-ordinating conjunctions (FANBOYS)</p> <p>Adverb starters to add detail e.g. Carefully, she crawled along the floor of the cave</p> <p>Use of commas after fronted adverbials.</p> <p>Prepositions</p> <p>Powerful verbs</p>	<p>few days ago, At the back of the eye, In a strange way)</p> <p>Use of commas after fronted adverbials.</p> <p>Colon before a list</p> <p>Secure use of inverted commas for direct speech</p>	<p>Use of commas after fronted adverbials.</p> <p>Ellipses to keep the reader hanging on</p> <p>Secure use of inverted commas for direct speech</p> <p>Powerful verbs</p>	<p>He has left his hat behind as opposed to he left his hat behind</p> <p>Use of determiners a or an a.</p>	<p>fronted adverbials.</p> <p>Ellipses to keep the reader hanging on</p> <p>Secure use of inverted commas for direct speech</p> <p>Prepositions</p>	<p>He has left his hat behind as opposed to he left his hat behind</p> <p>Powerful verbs</p> <p>Boastful language</p>
Spoken Language	<p>Speak audibly and clearly</p> <p>Listen and respond appropriately to adults and peers</p> <p>Ask relevant questions to extend their understanding and knowledge</p> <p>Give well-</p>	<p>Speak audibly and clearly</p> <p>Listen and respond appropriately to adults and peers</p> <p>Ask relevant questions to extend their understanding and knowledge</p> <p>Give well-structured descriptions,</p>	<p>Speak audibly and clearly</p> <p>Listen and respond appropriately to adults and peers</p> <p>Ask relevant questions to extend their understanding and knowledge</p> <p>Give well-</p>	<p>Speak audibly and clearly</p> <p>Listen and respond appropriately to adults and peers</p> <p>Ask relevant questions to extend their understanding and knowledge</p> <p>Give well-structured descriptions, explanations and narratives</p>	<p>Speak audibly and clearly</p> <p>Listen and respond appropriately to adults and peers</p> <p>Ask relevant questions to extend their understanding and knowledge</p> <p>Give well-structured descriptions,</p>	<p>Speak audibly and clearly</p> <p>Listen and respond appropriately to adults and peers</p> <p>Ask relevant questions to extend their understanding and knowledge</p> <p>Give well-structured descriptions, explanations and narratives</p>

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	<p>structured descriptions, explanations and narratives</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>Gain, maintain and monitor the interest of the listeners</p>	<p>explanations and narratives</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>Gain, maintain and monitor the interest of the listeners</p>	<p>structured descriptions, explanations and narratives</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>Gain, maintain and monitor the interest of the listeners</p>	<p>Participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>Gain, maintain and monitor the interest of the listeners</p>	<p>explanations and narratives</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>Gain, maintain and monitor the interest of the listeners</p>	<p>Participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>Gain, maintain and monitor the interest of the listeners</p> <p>Articulate and justify answers, arguments and opinions</p> <p>Consider and evaluate different viewpoints</p>
	<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</p>	<p>Ask relevant questions to extend their understanding and knowledge.</p> <p>Give well-structured explanations for different purposes.</p> <p>Speak audibly and fluently with an increasing command of Standard English.</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>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>

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	<p>understanding through imagining and exploring ideas.</p> <p>Participate in discussions.</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>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p>		
Reading	<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>Discuss and clarify meanings of words, linking new meaning to know vocabulary</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>Discuss and clarify meanings of words, linking new meaning to know vocabulary</p> <p>Discuss favourite words and phrases</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>Recognise simple recurring literacy language in stories in poems</p> <p>Develop a repertoire of poems learnt by heart</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</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>Discuss and clarify meanings of words, linking new meaning to know vocabulary</p> <p>Discuss favourite words and phrases</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>

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	<p>Discuss favourite 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>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>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>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>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>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>Discuss favourite 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>
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	<p>discussing words and phrases that capture the reader's interest and imagination</p> <p>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>identifying main ideas drawn from more than one paragraph and summarising these</p> <p>retrieve and record information from non-fiction</p> <p>participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	<p>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>asking questions to improve their understanding of a text</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>identifying main ideas drawn from more than one paragraph and summarising these</p> <p>identifying how language, structure, and presentation contribute to meaning</p> <p>using dictionaries to check the meaning of words that they have read</p>	<p>discussing words and phrases that capture the reader's interest and imagination</p> <p>asking questions to improve their understanding of a text</p> <p>predicting what might happen from details stated and implied</p> <p>participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p> <p>using dictionaries to check the meaning of words that they have read</p>	<p>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>recognising some different forms of poetry [for example, free verse, narrative poetry]</p> <p>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>asking questions to improve their understanding of a text</p> <p>identifying how language, structure, and presentation contribute to meaning</p> <p>retrieve and record information from non-fiction</p> <p>using dictionaries to check the meaning of words that they have</p>	<p>discussing words and phrases that capture the reader's interest and imagination</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>predicting what might happen from details stated and implied</p> <p>identifying how language, structure, and presentation contribute to meaning</p> <p>identifying themes and conventions in a wide range of books</p>	<p>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>asking questions to improve their understanding of a text</p> <p>identifying main ideas drawn from more than one paragraph and summarising these</p> <p>retrieve and record information from non-fiction</p>
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				read identifying themes and conventions in a wide range of books		
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Year 2 objectives
Year 3 objectives