

English Long Term Plan
Owl 2023-2024

Owl	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 Inform	Write to Explain/Entertain	Write to Entertain	Write to Entertain	Write to Inform	Write to Explain/Entertain
Suggested Texts	Greta and the Giants	Emma Jane's Aeroplane	Diaries of polar explorers	Secret of Black Rock	Beegu	The One Stop Story Shop Because
Writing Outcomes	Simple sentences with gaps between words and some punctuation Labels and captions Fact files Instructions	Setting descriptions Simple story Stories from other lands	Letter writing Diary entry Adventure stories Polar animal fact file	Learning and performing poems Poetry	Character exploration Retelling of a tale Alternative versions of a story	Explanation texts
Phonics/ Spelling	Chapter 2 & 3 consolidation Words containing phonemes already taught Common exception words Naming letters in the alphabet in order	Chapter 4a Words containing phonemes already taught Common exception words Naming letters in the alphabet in order	Chapter 4a & 4b Words containing phonemes already taught Common exception words 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	Chapter 4b Words containing phonemes already taught Common exception words Using the prefix un- Using -ing, -ed, -er and -est where no change is needed in the spelling of roots words	Chapter 2 to 4b consolidation Words containing phonemes already taught Common exception words Using letter names to distinguish between alternative spellings of the same sound Using -ing, -ed, -er and -est where no change is	Chapter 4c Words containing phonemes already taught Common exception words Using letter names to distinguish between alternative spellings of the same sound Days of the week

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			–est where no change is needed in the spelling of roots words		needed in the spelling of roots words	
					Days of the week	
Chapter 4c	Chapter 4c	Common exception words and high-frequency words	Common exception words and high-frequency words	Common exception words and high-frequency words	Common exception words and high-frequency words	Common exception words and high-frequency words
Common exception words and high-frequency words	Common exception words and high-frequency words	Strategies for learning words	Strategies at the point of writing	Strategies at the point of writing	Proofreading	Proofreading
Strategies for learning words	Strategies for learning words	Homophones	Contractions	Contractions	The possessive apostrophe (singular nouns)	The possessive apostrophe (singular nouns)
Homophones	Homophones	Homophones and near homophones Adding endings ‘-ing’, ‘-ed’, ‘-er’, ‘-est’ to words ending in ‘e’ with a consonant before it	Homophones and near homophones Adding endings ‘-ing’, ‘-ed’, ‘-er’, ‘-est’ to words ending in ‘e’ with a consonant before it	Adding ‘-es’ to nouns and verbs ending in ‘y’ Adding ‘-ing’, ‘-ed’, ‘-er’, ‘-est’ and ‘-y’ to words of one syllable ending in a single consonant after a single vowel	Adding endings ‘-ing’, ‘-ed’, ‘-er’, and ‘-est’ to words ending in ‘-y’ Suffixes ‘-ment’ and ‘-ness’	The /ɜ:/ sound spelt ‘or’ after ‘w’ The /ɔ:/ sound spelt ‘ar’ after ‘w’ /ʌ/ sound spelt ‘o’
			/dʒ/ sound spelt as ‘ge’ and ‘dge’ at the end of words, and sometimes as ‘g’ elsewhere in words before ‘e’, ‘i’ and ‘y’	Adding suffixes ‘-ful’, ‘-less’ and ‘-ly’	The /l/ or /əl/ sound spelt ‘-el’ at the end of words	/l/ or /əl/ sounds spelt ‘il’ at the end of words
			/s/ sound spelt ‘c’ before ‘e’, ‘i’ and ‘y’	Words ending ‘-tion’	/ʒ/ spelt ‘s’, segmentation and syllable clapping	The /l/ or /əl/ sound spelt ‘-al’ at the end of words
			/n/ sound spelt ‘kn’ and ‘gn’ at the beginning of words	/i:/ sound spelt ‘ey’	/ɒ/ spelt ‘a’ after ‘w’ and ‘qu’	
				/r/ sound spelt ‘wr’		

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			/aɪ/ sound spelt 'y' /l/ or /əl/ sound spelt '-le' at the end of words and following a consonant	/aɪ/ spelt 'i' in common exception words		
Text level features	Sequencing sentences Understand how labels and captions add to understanding. Layout of instructions	Sequencing sentences to form short narratives.	Sequencing sentences Understand how the layout of a letter adds to understanding.	Sequencing sentences Understand how the layout of a poem is different to a story	Sequencing sentences to form short narratives.	Sequencing sentences to form short narratives.
	Use of lists – what is needed/lists of steps to be taken Bullet points for facts Make a final comment to the reader	Planning through story mapping and boxed up plans Story parts (beginning, middle and end). Characters Settings Descriptive language	Planning through story mapping and boxed up plans Story parts (beginning, middle and end). Characters Settings Descriptive language	Use of lines and verses in poetry Planning using boxed up plans	Planning through story mapping and boxed up plans Story parts (beginning, middle and end). Characters Settings Descriptive language	Use of lists – what is needed/lists of steps to be taken Bullet points for facts Make a final comment to the reader
Sentence level features (including grammar and punctuation)	Leaving spaces between words. Beginning to punctuate sentences using a capital letter. Beginning to	Leaving spaces between words. Beginning to punctuate sentences using a capital letter. Beginning to	Leaving spaces between words. Beginning to punctuate sentences using a capital letter. Beginning to	Leaving spaces between words. Beginning to punctuate sentences using a capital letter. Beginning to	Beginning to punctuate sentences using a capital letter. Beginning to punctuate sentences using a full stop, question mark or	Beginning to punctuate sentences using a capital letter. Beginning to punctuate sentences using a full stop, question mark or

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	<p>punctuate sentences using a full stop.</p>	<p>punctuate sentences using a full stop.</p> <p>Using a capital letters for proper nouns.</p>	<p>punctuate sentences using a full stop, question mark or exclamation mark.</p> <p>Using a capital letters for proper nouns.</p> <p>Joining words and clauses using 'and'</p>	<p>punctuate sentences using a full stop, question mark or exclamation mark.</p> <p>Using a capital letters for proper nouns.</p> <p>Joining words and clauses using 'and'</p>	<p>exclamation mark.</p> <p>Using a capital letters for proper nouns.</p> <p>Joining words and clauses using 'and'</p>	<p>exclamation mark.</p> <p>Using a capital letters for proper nouns.</p> <p>Joining words and clauses using 'and'</p>
	<p>Demarcation of sentences</p> <p>Understanding clauses and joining clauses using coordination (and, or, but)</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>Demarcation of sentences</p> <p>Understanding clauses and joining clauses using coordination (and, or, but)</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>Demarcation of sentences</p> <p>Understanding clauses and joining clauses using coordination (and, or, but) and subordination (when, if, that, or, because)</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>Adverbs for description and for</p>	<p>Demarcation of sentences</p> <p>Understanding clauses and joining clauses using coordination (and, or, but) and subordination (when, if, that, or, because)</p> <p>Commas to separate items in a list</p> <p>Types of sentences: statement, question, explanation, command</p> <p>Similes using like</p>	<p>Demarcation of sentences</p> <p>Understanding clauses and joining clauses using coordination (and, or, but) and subordination (when, if, that, or, because)</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>Demarcation of sentences</p> <p>Understanding clauses and joining clauses using coordination (and, or, but) and subordination (when, if, that, or, because)</p> <p>Consistent use of present tense and past tense throughout work.</p> <p>Commas to separate items in a list</p> <p>Generalisers for information e.g. Most cats....</p>

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	<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>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>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>
Reading	<p>Apply phonic knowledge and skills to decode words.</p> <p>Re-read books to build up fluency and confidence in word reading.</p> <p>Develop pleasure in reading.</p> <p>Discuss word meanings, linking new meanings to</p>	<p>Apply phonic knowledge and skills to decode words.</p> <p>Re-read books to build up fluency and confidence in word reading.</p> <p>Develop pleasure in reading.</p> <p>Discuss word meanings, linking new meanings to those</p>	<p>Apply phonic knowledge and skills to decode words.</p> <p>Re-read books to build up fluency and confidence in word reading.</p> <p>Develop pleasure in reading.</p> <p>Discuss word meanings, linking new meanings to</p>	<p>Apply phonic knowledge and skills to decode words.</p> <p>Re-read books to build up fluency and confidence in word reading.</p> <p>Develop pleasure in reading.</p> <p>Discuss word meanings, linking new meanings to</p>	<p>Apply phonic knowledge and skills to decode words.</p> <p>Re-read books to build up fluency and confidence in word reading.</p> <p>Develop pleasure in reading.</p> <p>Discuss word meanings, linking new meanings to</p>	<p>Apply phonic knowledge and skills to decode words.</p> <p>Re-read books to build up fluency and confidence in word reading.</p> <p>Develop pleasure in reading.</p> <p>Discuss word meanings, linking new meanings to those</p>

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	<p>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>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>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>Become familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>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>Listen to and discuss a range of poems.</p> <p>Learning to appreciate rhymes and poems and to recite some by heart.</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>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>Become familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p>Re-reading what they have written to make</p>	<p>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>Become familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p>Re-reading what they have written to make sure it makes sense.</p>
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	meanings of words, linking new meaning to know vocabulary	meanings of words, linking new meaning to know vocabulary	meanings of words, linking new meaning to know vocabulary	meanings of words, linking new meaning to know vocabulary	meanings of words, linking new meaning to know vocabulary	meanings of words, linking new meaning to know vocabulary
	Discuss favourite words and phrases	Discuss favourite words and phrases	Discuss favourite words and phrases	Discuss favourite words and phrases	Discuss favourite words and phrases	Discuss favourite words and phrases
	Making inferences on the basis of what is being said and done	Making inferences on the basis of what is being said and done	Making inferences on the basis of what is being said and done	Making inferences on the basis of what is being said and done	Making inferences on the basis of what is being said and done	Making inferences on the basis of what is being said and done
	Answering and asking questions	Answering and asking questions	Answering and asking questions	Answering and asking questions	Answering and asking questions	Answering and asking questions
	Predicting what will happen next based on what has been read so far	Predicting what will happen next based on what has been read so far	Predicting what will happen next based on what has been read so far	Predicting what will happen next based on what has been read so far	Predicting what will happen next based on what has been read so far	Predicting what will happen next based on what has been read so far
	Participate in discussion about texts (taking turns and listening to others)	Participate in discussion about texts (taking turns and listening to others)	Participate in discussion about texts (taking turns and listening to others)	Participate in discussion about texts (taking turns and listening to others)	Participate in discussion about texts (taking turns and listening to others)	Participate in discussion about texts (taking turns and listening to others)
	Explain and discuss their understanding of books and other material	Explain and discuss their understanding of books and other material	Explain and discuss their understanding of books and other material	Explain and discuss their understanding of books and other material	Explain and discuss their understanding of books and other material	Explain and discuss their understanding of books and other material

Year 1 objectives

Year 2 objectives

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