

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

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|--------------------|---|--|--|--|---|--|
| Owl 2022/23        | Autumn 1<br>Dreams & Ambitions  | Autumn 2<br>Journeys Through Time  | Spring 1<br>Extreme Earth  | Spring 2<br>Creatures Great and Small  | Summer 1<br>Around the World  | Summer 2<br>Express Yourself   |
| Topic Focus        | Medical Pioneers  | Castles  | Mountains  | Nocturnal Animals  | The United Kingdom - Geography  | Outdoor art  |
| 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    | Little People, BIG DREAMS:<br>Florence Nightingale by Maria Isabel Sanchez Vegara | The Paper Bag Princess by Robert Munsch<br><br>The Boy Who Grew Dragons by Andy Shepherd & Sara Ogilvie<br><br>Zog<br><br>The Dragon Dinosaur<br><br>Small Knight and George and the Royal Chocolate Cake by Ronda Armitage and Arthur Robin | Ratty's Big Adventure Lara Hawthorne<br><br>Move, Mr Mountain! Francesca Sanna<br><br>Up On the Mountain by Peter Donnelly | The Owl Who Was Afraid of the Dark by Jill Tomlinson.<br><br>What's Next? By Timothy Knapman<br><br>The Bat Book by Charlotte Milner<br><br>After Dark: Poems about Nocturnal Animals by David L. Harrison | Katie In London by James Mayhew<br><br>Katie in Scotland by James Mayhew<br><br>Paddington's London Treasury by Michael Bond & R.W. Alley | Beautiful Oops by Barney Saltzberg<br><br>The Crayon Man: The True Story Of The Invention Of Crayola Crayons by Natascha Biebow<br><br>The Day the Crayons Quit by Drew adywalk and Oliver Jeffers<br><br>The Pencil by Allan Ahlberg<br><br>What If... by Samantha Berger<br><br>The Dot by Peter H. Reynolds<br><br>Ish by Peter H. Reynolds |
| Writing Outcomes   | Simple sentences with gaps between words and some punctuation                     | Setting descriptions<br>Simple story<br>Stories from other lands   | Letter writing<br>Diary entry<br>Adventure stories   | Learning and performing poems<br>Poetry  | Character exploration<br>Retelling of a tale<br>Alternative versions of a story   | Explanation texts  |

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|                      | Labels and captions<br>Fact files<br>Instructions  |   |  |  |  |   |
| Phonics/<br>Spelling | Chapter 2 & 3 consolidation<br><br>Words containing phonemes already taught<br><br>Common exception words<br><br>Naming letters in the alphabet in order | Chapter 4a<br><br>Words containing phonemes already taught<br><br>Common exception words<br><br>Naming letters in the alphabet in order | Chapter 4a & 4b<br><br>Words containing phonemes already taught<br><br>Common exception words<br><br>Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs.<br><br>Using –ing, -ed, -er and –est where no change is needed in the spelling of roots words | Chapter 4b<br><br>Words containing phonemes already taught<br><br>Common exception words<br><br>Using the prefix un-<br><br>Using –ing, -ed, -er and –est where no change is needed in the spelling of roots words | Chapter 2 to 4b consolidation<br><br>Words containing phonemes already taught<br><br>Common exception words<br><br>Using letter names to distinguish between alternative spellings of the same sound<br><br>Using –ing, -ed, -er and –est where no change is needed in the spelling of roots words<br><br>Days of the week | Chapter 4c<br><br>Words containing phonemes already taught<br><br>Common exception words<br><br>Using letter names to distinguish between alternative spellings of the same sound<br><br>Days of the week |
|                      | Chapter 4c<br><br>Common exception words and high-frequency words<br><br>Strategies for learning words<br><br>Homophones                                 | Chapter 4c<br><br>Common exception words and high-frequency words<br><br>Strategies for learning words<br><br>Homophones                | Common exception words and high-frequency words<br><br>Strategies at the point of writing<br><br>Contractions<br><br>Homophones and near homophones<br>Adding endings ‘-ing’, ‘-ed’, ‘-er’, ‘-est’ to  | Common exception words and high-frequency words<br><br>Strategies at the point of writing<br><br>Contractions<br><br>Adding ‘-es’ to nouns and verbs ending in ‘y’   | Common exception words and high-frequency words<br><br>Proofreading<br><br>The possessive apostrophe (singular nouns)<br><br>Adding endings ‘-ing’, ‘-ed’, ‘-er’, and ‘-est’   | Common exception words and high-frequency words<br><br>Proofreading<br><br>The possessive apostrophe (singular nouns)<br><br>The /ɜ:/ sound spelt ‘or’ after ‘w’  |

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|                     |   |  | <p>words ending in 'e' with a consonant before it</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'</p> <p>/l/ or /əl/ sound spelt '-le' at the end of words and following a consonant</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>Adding suffixes '-ful', '-less' and '-ly'</p> <p>Words ending '-tion'</p> <p>/i:/ sound spelt 'ey'</p> <p>/r/ sound spelt 'wr'</p> <p>/aɪ/ spelt 'i' in common exception words</p> | <p>to words ending in 'y'</p> <p>Suffixes '-ment' and '-ness'</p> <p>The /l/ or /əl/ sound spelt '-el' at the end of words</p> <p>/ʒ/ spelt 's', segmentation and syllable clapping</p> <p>/ɒ/ spelt 'a' after 'w' and 'qu'</p> | <p>The /ɔ:/ sound spelt 'ar' after 'w'</p> <p>/ʌ/ sound spelt 'o'</p> <p>/l/ or /əl/ sounds spelt 'il' at the end of words</p> <p>The /l/ or /əl/ sound spelt '-al' at the end of words</p> |
| Text level features | <p>Sequencing sentences</p> <p>Understand how labels and captions add to understanding.</p> <p>Layout of instructions</p> | <p>Sequencing sentences to form short narratives.</p>    | <p>Sequencing sentences</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>   | <p>Sequencing sentences to form short narratives.</p>   | <p>Sequencing sentences to form short narratives.</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>Planning through story mapping and boxed up plans</p>  | <p>Use of lines and verses in poetry</p> <p>Planning using boxed up plans</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>  |

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|   | <p>Make a final comment to the reader</p>   | <p>Story parts (beginning, middle and end).</p> <p>Characters</p> <p>Settings</p> <p>Descriptive language</p>  | <p>Story parts (beginning, middle and end).</p> <p>Characters</p> <p>Settings</p> <p>Descriptive language</p>  |  | <p>Story parts (beginning, middle and end).</p> <p>Characters</p> <p>Settings</p> <p>Descriptive language</p>   | <p>Make a final comment to the reader</p>   |
| Sentence level features (including grammar and punctuation) | <p>Leaving spaces between words.</p> <p>Beginning to punctuate sentences using a capital letter.</p> <p>Beginning to punctuate sentences using a full stop.</p> | <p>Leaving spaces between words.</p> <p>Beginning to punctuate sentences using a capital letter.</p> <p>Beginning to punctuate sentences using a full stop.</p> <p>Using a capital letters for proper nouns.</p> | <p>Leaving spaces between words.</p> <p>Beginning to punctuate sentences using a capital letter.</p> <p>Beginning to 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>Leaving spaces between words.</p> <p>Beginning to punctuate sentences using a capital letter.</p> <p>Beginning to 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>Beginning to punctuate sentences using a capital letter.</p> <p>Beginning to 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>Beginning to punctuate sentences using a capital letter.</p> <p>Beginning to 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>Demarcation of sentences</p> <p>Understanding clauses and joining clauses using coordination (and, or, but)</p>  | <p>Demarcation of sentences</p> <p>Understanding clauses and joining clauses using coordination (and, or, but)</p>   | <p>Demarcation of sentences</p> <p>Understanding clauses and joining clauses using coordination (and, or, but) and</p>   | <p>Demarcation of sentences</p> <p>Understanding clauses and joining clauses using coordination (and, or, but) and</p>   | <p>Demarcation of sentences</p> <p>Understanding clauses and joining clauses using coordination (and, or, but) and</p>  | <p>Demarcation of sentences</p> <p>Understanding clauses and joining clauses using coordination (and, or, but) and</p>  |



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|  | <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>Participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>Gain, maintain and monitor the interest of the listeners</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>Participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>Gain, maintain and monitor the interest of the listeners</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>Participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>Gain, maintain and monitor the interest of the listeners</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>Participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>Gain, maintain and monitor the interest of the listeners</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>Participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>Gain, maintain and monitor the interest of the listeners</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>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> |
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| Reading | Apply phonic knowledge and skills to decode words.                  | Apply phonic knowledge and skills to decode words.                  | Apply phonic knowledge and skills to decode words.                  | Apply phonic knowledge and skills to decode words.                   | Apply phonic knowledge and skills to decode words.                  | Apply phonic knowledge and skills to decode words.                  |
|         | Re-read books to build up fluency and confidence in word reading.   | Re-read books to build up fluency and confidence in word reading.   | Re-read books to build up fluency and confidence in word reading.   | Re-read books to build up fluency and confidence in word reading.    | Re-read books to build up fluency and confidence in word reading.   | Re-read books to build up fluency and confidence in word reading.   |
|         | Develop pleasure in reading.   | Develop pleasure in reading.  | Develop pleasure in reading.  |
|         | Discuss word meanings, linking new meanings to those already known. | Discuss word meanings, linking new meanings to those already known. | Discuss word meanings, linking new meanings to those already known. | Discuss word meanings, linking new meanings to those already known.  | Discuss word meanings, linking new meanings to those already known. | Discuss word meanings, linking new meanings to those already known. |
|         | Explain clearly their understanding of what they have read.         | Explain clearly their understanding of what they have read.         | Explain clearly their understanding of what they have read.         | Explain clearly their understanding of what they have read.          | Explain clearly their understanding of what they have read.         | Explain clearly their understanding of what they have read.         |
|         | Listen to and discuss a wide range of stories.                      | Listen to and discuss a wide range of stories.                      | Listen to and discuss a wide range of stories.                      | Listen to and discuss a wide range of stories.                       | Listen to and discuss a wide range of stories.                      | Listen to and discuss a wide range of stories.                      |
|         | 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.      | Listen to and discuss a range of poems.                              | Making inferences on the basis of what is being said and done.      | Making inferences on the basis of what is being said and done.      |
|         | Make predictions based on what has been read so far.                | Make predictions based on what has been read so far.                | Make predictions based on what has been read so far.                | Learning to appreciate rhymes and poems and to recite some by heart. | Make predictions based on what has been read so far.                | Make predictions based on what has been read so far.                |
|         |   | Become familiar with key stories, fairy                             | Read aloud their writing clearly                                    | Become familiar with key stories, fairy                              | Become familiar with key stories, fairy stories and traditional     |   |

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|  |   |   | <p>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>enough to be heard by their peers and the teacher.</p>   | <p>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>  | <p>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>  |
|  | <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 and poems</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 and poems</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 and poems</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 and poems</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 and poems</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 and poems</p> |



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|  | 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 |
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Year 1 objectives

Year 2 objectives