

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

Nightingale 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	Saviours	Anglo Saxons	Natural Disasters	Rainforest Animals	South America	Leisure and Entertainment
Purpose of writing	Write to Inform /Persuade	Write to Entertain	Write to Entertain/Discuss	Write to Inform/Entertain	Write to Entertain	Write to Inform/Discuss
Suggested Texts	Who Was Harriet Tubman?  Dr Barnardo Biography	Beowulf  Anglo-Saxon Boy Tony Bradman	Flood by Alvaro Villa  Tsunami by Kimiko Kajikawa	The Explorer by Katherine Rundell  Running Wild by Michael Morpurgo	The Explorer by Katherine Rundell	The Armistice Runner by Tom Palmer  The Fastest Boy in the World Elizabeth Laird
Writing Outcomes	Biographies and Autobiographies  Persuasive speech	Playscripts  Historical story/ Story with a detailed setting and strong character	Alternate version of part of the story  Compare and Contrast writing	Non-chronological reports  Narrative poems	Alternate version of part of the story  Informal letter from a character	Journalistic writing (newspaper reports)  Review
Spelling	Words with the letter string 'ough'  Words with 'silent' letters  Etymology  Words ending in '-able' and '-ible'  Homophones	From previous years: plurals (adding '-s', '-es' and '-ies')  Apostrophe for contraction and possession  Use of the hyphen  Using a dictionary to support learning.	apostrophe for possession  Rare GPCs  etymology  Words ending in '-ably' and '-ibly'  Homophones	Building words from root words  Homophones  Words with the /i:/ sound spelt 'ei' 'ei' and 'ie' words	Etymology  Homophones	Problem suffixes  Spelling aspects from Year 5 that are not secure
Text	Develop use of a topic	Organise each part	Organise each part of	Develop use of a topic	Secure independent use of	Secure independent use

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level features	<p>sentence</p> <p>Secure independent use of planning tools</p> <p>Vary connectives within paragraphs to build cohesion</p> <p>Use change of place, time and action to link ideas across paragraphs</p>	<p>of the story to indicate a change in place or a jump in time</p> <p>Clear distinction between resolution and ending</p> <p>Secure independent use of planning tools</p> <p>Vary connectives within paragraphs to build cohesion</p> <p>Introductions which include action, description, character and setting</p> <p>Build-up which develops suspense</p> <p>Dilemmas where more than one problem to be solved</p> <p>Endings where character reflects on changes or looks forward to the future</p> <p>Secure use of a</p>	<p>the story to indicate a change in place or a jump in time</p> <p>Clear distinction between resolution and ending</p> <p>Secure independent use of planning tools</p> <p>Vary connectives within paragraphs to build cohesion</p> <p>Introductions which include action, description, character and setting</p> <p>Build-up which develops suspense</p> <p>Dilemmas where more than one problem to be solved</p> <p>Endings where character reflects on changes or looks forward to the future</p>	<p>sentence</p> <p>Use of bullet points and diagrams</p> <p>Secure independent use of planning tools</p> <p>Secure use of a range of layouts suitable to the text</p> <p>Use a variety of ways to draw the reader in and make the purpose clear</p> <p>Use rhetorical questions to draw the reader in</p>	<p>planning tools</p> <p>Vary connectives within paragraphs to build cohesion</p> <p>Introductions which include action, description, character and setting</p>	<p>of planning tools</p> <p>Vary connectives within paragraphs to build cohesion</p> <p>Secure use of a range of layouts suitable to the text</p> <p>Use a variety of ways to draw the reader in and make the purpose clear</p> <p>Use rhetorical questions to draw the reader in</p> <p>Consistently maintain viewpoint</p> <p>Use change of place, time and action to link ideas across paragraphs</p> <p>Express own opinions clearly</p> <p>Clear summary at the end to appeal directly to the reader</p>
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		range of layouts suitable to the text				
Sentence level features (including grammar and punctuation)	<p>Repetition to persuade</p> <p>Short sentence to move events on quickly</p> <p>Prepositions</p> <p>Proper nouns</p> <p>Dialogue – verb + adverb</p> <p>Secure use of simple/embellished simple sentences</p> <p>Secure use of compound sentences</p> <p>Expanded –ed clauses as starters e.g. encouraged by the bright weather, Jane...</p> <p>Use of rhetorical questions</p> <p>Sentence reshaping techniques e.g. lengthening or shortening sentence</p>	<p>Standard English for verb inflections instead of local spoken forms</p> <p>Use of long sentences to enhance description or information</p> <p>Commas to mark clauses and fronted adverbials</p> <p>Relative clauses beginning with who, which, that, where, when, whose</p> <p>Elaboration of starters using adverbial phrases e.g. Beyond the dark gloom of the cave, Zach saw...</p> <p>Moving sentence chunks (how, when, where) for different effects</p> <p>Stage directions in speech (speech +</p>	<p>Appropriate choice of a pronoun or a noun within a sentence to avoid ambiguity</p> <p>Relative clauses beginning with who, which, that, where, when, whose</p> <p>Develop complex sentences using main and subordinate clauses and the full range of conjunctions</p> <p>Expanded –ed clauses as starters</p> <p>Drop in –ed clause e.g. Poor Tim, exhausted by so much effort, ran home</p> <p>Dashes</p> <p>Use of commas to clarify meaning or avoid ambiguity</p> <p>Use of modal verbs to indicate degrees of</p>	<p>Appropriate choice of a pronoun or a noun within a sentence to avoid ambiguity</p> <p>Prepositions</p> <p>Comparatives and superlative adjectives</p> <p>The grammatical difference between plural and possessive s</p> <p>Commas to mark clauses and fronted adverbials</p> <p>Develop complex sentences using main and subordinate clauses and the full range of conjunctions</p> <p>Elaboration of starters using adverbial phrases</p> <p>Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning or effect</p>	<p>Standard English for verb inflections instead of local spoken forms</p> <p>Use of a simile at the start of a sentence</p> <p>Commas to mark clauses and fronted adverbials</p> <p>Full punctuation for direct speech</p> <p>Short sentence to move events on quickly</p> <p>Sentence of three for action e.g. Sam rushed down the road, jumped on the bus and sank into his seat</p> <p>Develop complex sentences using main and subordinate clauses and the full range of conjunctions</p> <p>Elaboration of starters using adverbial phrases</p> <p>Drop in –ed clause</p> <p>Moving sentence chunks</p>	<p>Proper nouns</p> <p>Comparatives and superlatives</p> <p>Apostrophes to mark singular and plural possession</p> <p>Develop complex sentences using main and subordinate clauses and the full range of conjunctions</p> <p>Use of rhetorical questions</p> <p>Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning or effect</p> <p>Use of commas to clarify meaning or avoid ambiguity</p> <p>Colons</p>

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	for meaning or effect  Use of commas to clarify meaning or avoid ambiguity	verb + action)  Developed use of technical language	possibility  Brackets, dashes and commas for parenthesis	Converting nouns or adjectives into verbs using suffixes	(how, when, where) for different effects  Use of modal verbs to indicate degrees of possibility  Brackets, dashes and commas for parenthesis	
Spoken Language	Articulate and justify answers, arguments and opinions  Use relevant strategies to build their vocabulary  Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings  Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings  Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas  Participate in discussions, presentations, performances, role play/improvisations and debates	Use relevant strategies to build their vocabulary  Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings  Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments  Participate in discussions, presentations, performances, role play/improvisations and debates	Use relevant strategies to build their vocabulary  Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings  Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	Articulate and justify answers, arguments and opinions  Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments  Participate in discussions, presentations, performances, role play/improvisations and debates
Reading	Identifying and discussing themes and	Identifying and discussing themes	Identifying and discussing themes and	Identifying and discussing themes and	Identifying and discussing themes and conventions in	Identifying and discussing themes and

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	<p>conventions in and across a wide range of writing</p> <p>Asking questions to improve their understanding</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Provide reasoned justifications for their views.</p> <p>Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</p>	<p>and conventions in and across a wide range of writing</p> <p>Making comparisons within and across books</p> <p>Asking questions to improve their understanding</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Identifying how language, structure and presentation contribute to meaning</p> <p>Participate in</p>	<p>conventions in and across a wide range of writing</p> <p>Making comparisons within and across books</p> <p>Asking questions to improve their understanding</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Provide reasoned justifications for their views.</p> <p>Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main</p>	<p>conventions in and across a wide range of writing</p> <p>Asking questions to improve their understanding</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Identifying how language, structure and presentation contribute to meaning</p> <p>Distinguish between statements of fact and opinion</p> <p>Retrieve, record and present information from non-fiction</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on</p>	<p>and across a wide range of writing</p> <p>Making comparisons within and across books</p> <p>Asking questions to improve their understanding</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Identifying how language, structure and presentation contribute to meaning</p> <p>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views</p>	<p>conventions in and across a wide range of writing</p> <p>Asking questions to improve their understanding</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Provide reasoned justifications for their views.</p> <p>Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</p> <p>Identifying how language, structure and presentation contribute to meaning</p> <p>Distinguish between statements of fact and opinion</p>
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	<p>Identifying how language, structure and presentation contribute to meaning</p> <p>Distinguish between statements of fact and opinion</p> <p>Retrieve, record and present information from non-fiction</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>Provide reasoned justifications for their views.</p>	<p>discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</p> <p>Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p>	<p>ideas</p> <p>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>Provide reasoned justifications for their views.</p>	<p>the topic and using notes where necessary</p> <p>Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <p>Learning a wider range of poetry by heart</p>	<p>courteously</p>	<p>Retrieve, record and present information from non-fiction</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p>
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Recapped Y4 objectives