

English Long Term Plans

Y5	Y6
Writing	Writing
<p><b>Autumn</b>  <i>Based on:</i> Wonder, Refugees (The Write Stuff), Christmas Truce (Literacy Shed film)  <i>Genres covered:</i> Letter, Diary Entry, play script, Narrative, Formal Report, Emails, Balanced argument, Book Review, Setting Description, Persuasion, Character description, Speech  <i>Cross curricular:</i>                      Biography based on Mother Theresa; play scripts, descriptive writing and letters linked to WW1,  <i>Other focus:</i>                      Figurative language, varied sentence openers, using a thesaurus, legible fluent handwriting</p>	<p><b>Autumn</b>  <i>Based on:</i> Macbeth (Literacy Shed), Hansel and Gretel (The Write Stuff), Alma (Literacy Shed video)  <i>Genres covered:</i> Letter, Diary Entry, Play script, Narrative, Book Review, Information text, Newspaper article, Poetry, Recount  <i>Cross curricular:</i>                      Information text on an aspect of Tudor life, presentation on the impact of volcanoes on the lives of people in Hiemaey.  <i>Other focus:</i>                      Figurative language, varied sentence openers, using thesaurus and dictionary, legible fluent handwriting</p>
<p><b>Spring</b>  <i>Based on:</i> Skellig, Titanium (Literacy Shed film), &amp; The Highwayman  <i>Genres covered:</i> Setting Description, Diary Entry, Character Description, Poetry, Persuasive Letter, Narrative, Interview, Newspaper Report, Monologue, Estate Agent’s Advert  <i>Cross curricular:</i>                      Non-chronological report about WW2, diary entry of the Easter story, biography of Ann Frank  <i>Other focus:</i>                      Subordinate clauses, expanded noun phrases, figurative language, speech, varied sentence openers, using a thesaurus, legible fluent handwriting</p>	<p><b>Spring</b>  <i>Based on:</i> Wolves in the Walls, Street Child  <i>Genres covered:</i> Setting description, narrative, character description, non-chronological report, persuasive text, news report and poetry  <i>Cross curricular:</i>                      Information text on life in Victorian Workhouses, Research piece what life was like for children in Victorian Britain and non-chronological report of school trip to Magistrates Court.  <i>Other focuses:</i>                      To proof-read for spelling and punctuation errors, to ensure the consistent and correct use of tense throughout a piece of writing.</p>
<p><b>Summer</b>  <i>Based on:</i> Kaspar, Prince of Cats &amp; Pandora (Literacy Shed film)  <i>Genres covered:</i> Instructions, Poetry, Narrative, Setting Description, Interview, Newspaper Report, Character Description, Fiction report  <i>Cross curricular:</i>                      Chronological report about The Titanic, advertisement for The Titanic, newspaper report about the Titanic  <i>Other focus:</i>                      Fronted adverbials, reported and direct speech, figurative language, connectives, cohesion, legible fluent handwriting</p>	<p><b>Summer</b>  <i>Based on:</i> Francis (Literacy Shed), Ruin (Literacy Shed)  <i>Genres covered:</i> Biography, Diary, Instructions, Letter, Narrative, Poetry  <i>Cross curricular:</i>                      Biography of William Morris, Diary of a Victorian child  <i>Other focus:</i>                      To proof-read for spelling and punctuation errors, to ensure the consistent and correct use of tense throughout a piece of writing, using thesaurus and dictionary, legible fluent handwriting</p>

English Long Term Plans

Y5	Y6
SPAG	SPAG
<p><b>Autumn</b>  <b>Ready to write</b>                      -Pronouns                      -Expanding Noun Phrases                      -Fronted Adverbials                      -Plural and Possessive                      -Direct and Indirect Speech  <b>Relative Clauses</b>                      -Relative Pronouns                      -Recognising Relative Clauses                      -Using Relative Clauses                      -Omitting Relative Pronouns  <b>Modal Verbs</b>                      -Recognising Modal verbs                      -Using Modal Verbs  <b>Adverbs</b>                      -Recognising Adverbs                      -Using Adverbs                      -Recognising Adverbs to Indicate Degrees of Possibility                      -Using Adverbs to Indicate Degrees of Possibility</p>	<p><b>Autumn</b>  <b>Ready to write:</b> Relative clauses, modal verbs, adverbs, parenthesis, expanded noun phrases, commas, present tense, past tense  <b>Synonyms &amp; antonyms</b>  <b>Word classes in sentences:</b> nouns, verbs, adjectives, adverbs, subjects, objects, determiners, conjunctions, prepositions  <b>Recognising and using subjunctive form</b></p>
<p><b>Spring</b>                      Use adverbs.                      Different types of noun                      Recognise parenthesis.                      Present perfect form                      Using brackets to indicate parenthesis                      Past and present tense                      Subordinate clauses</p>	<p><b>Spring</b>                      Modal verbs                      Pronouns                      Prepositions                      Phrases/clauses                      Active and passive voice                      Homophones/homonyms                      Direct and reported speech.                      Punctuation for parenthesis                      Colons and semi colons.</p>

## English Long Term Plans

### Summer

Commas in lists

Prefixes

Adverbials

Suffixes

Clauses

Antonyms/ Synonyms

Commas to avoid ambiguity

Pronouns to avoid repetition

### Summer

Comparative/superlative

Adverbials

Co-ordinating/subordinating conjunctions

Subject/verb agreement

Standard English

Double negatives

Bullet points

Hyphens

Dashes

Question tags and sentence types

Subject - object- verb - article

Y5	Y6
Spelling	Spelling
<p><b>Autumn</b></p> <ul style="list-style-type: none"> <li>-Non-negotiable spellings</li> <li>-Words ending in -tious &amp; -ious</li> <li>-Words ending in -cious</li> <li>-Words ending in -cial</li> <li>-Words ending in -tial</li> <li>-Words ending in -cial &amp; -tial</li> <li>-Challenge words</li> <li>-Words ending in -ant</li> <li>-Words ending in -ance &amp; -ancy</li> <li>-Words ending in -ent &amp; -ence</li> <li>-Words ending in -able &amp; -ible</li> <li>-Words ending in -ably &amp; -ibly</li> <li>-Challenge words</li> </ul>	<p><b>Autumn</b></p> <ul style="list-style-type: none"> <li>- non-negotiable spelling</li> <li>- year 5/6 spellings</li> <li>- use a dictionary</li> <li>- Y5 &amp; 6 Challenge words</li> <li>- short vowel sound (i) spelled (y)</li> </ul>
<p><b>Spring</b></p> <ul style="list-style-type: none"> <li>- Non-negotiable spelling</li> <li>- ei after c</li> <li>- adverbs of time</li> <li>- ough where sound is aw</li> <li>- adding suffixes to -fer endings</li> <li>- ough where sound is o or ow</li> <li>- silent letters</li> <li>- adverbs of possibility</li> <li>- ie after c</li> <li>- challenge words</li> <li>- use a dictionary</li> </ul>	<p><b>Spring:</b></p> <ul style="list-style-type: none"> <li>- non-negotiable spelling</li> <li>- words that can be nouns and verbs</li> <li>-year 5/6 spellings</li> <li>- 'ou' and 'ow' words</li> <li>- using a dictionary</li> <li>- words with a soft c, spelt 'ce'</li> <li>- the suffixes 'over' and 'ful'</li> </ul>
<p><b>Summer</b></p> <ul style="list-style-type: none"> <li>- homophones or near homophones: same pronunciation, different spellings or meaning</li> <li>- hyphens</li> <li>- revision: Year 5 words</li> </ul>	<p><b>Summer:</b></p> <ul style="list-style-type: none"> <li>- non-negotiable spellings and Yr 5+6 spellings</li> <li>- unstressed vowel sounds</li> <li>- 'acc' words</li> <li>- 'ably'</li> <li>- 'ible'/'ibly'</li> <li>- 'ent' → 'ence'      - 'er / or / ar'</li> </ul>

English Long Term Plans

Y5	Y6
Reading	Reading
<p>Ongoing throughout Year 5 &amp; 6: Read common exception words, Asking questions to improve their understanding, Checking the book makes sense to them and exploring the meaning of words in context, Predicting what might happen from details stated and implied, Identifying and discussing themes and conventions in and across a wide range of writing, Making comparisons with and across books</p>	
<p><b>Autumn</b>  <i>Texts covered: Wonder</i>                      Predict what might happen from details stated and implied                      Drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence                      Making comparisons with and across books                      Participating in discussions about books, explaining their understanding of what they have read and provide reasoned justification for their views                      Retrieving, recording and presenting information from non-fiction                      Learning poetry/play scripts by heart to perform, showing understanding through intonation, tone, volume and action</p>	<p><b>Autumn</b>  <i>Texts covered: Macbeth, The day I was erased</i>                      Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.                      Drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence                      Making comparisons with and across books                      Participating in discussions about books, explaining their understanding of what they have read and provide reasoned justification for their views                      Retrieving, recording and presenting information from non-fiction</p>
<p><b>Spring</b>  <i>Texts covered: Skellig, The Highwayman</i>                      Predict what might happen from details stated and implied                      Asking questions to improve their understanding                      Drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence                      Retrieving, recording and presenting information from non-fiction (WW2)                      Discussing and evaluating how authors use language, including figurative language, considering the impact on the reader and how it contributes to meaning.                      Answer a variety of questions on a written reading comprehension</p>	<p><b>Spring</b>  <i>Texts covered: Wolves in the Walls Street Child, Horrible Histories Vile Victorians, My Brother is a Superhero and Noughts and Crosses</i>                      Applies growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet                      Quickly retrieves and records information from non-fiction, using the structure of the text to support. Uses skills of skimming, scanning and text marking to locate relevant information. Generally, records information from non-fiction text appropriately.</p>
<p><b>Summer</b>  <i>Texts covered: Kaspar, Prince of Cats</i>                      Evaluate and collect information from, instructions, poems and newspapers                      Make predictions about a text                      Drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence                      Retrieving, recording and presenting information from non-fiction (The Titanic)                      Discussing and evaluating how authors use language, including figurative language, considering the impact on the reader and how it contributes to meaning.                      Answer a variety of questions on a written reading comprehension                      Recommending books that they have read to their peers, giving reasons for their choices.</p>	<p><b>Summer</b>  <i>Texts covered: A Boy Called Hope, Splat! The Most Exciting Artists of all time, Children's Book of Art, Eren</i>                      Applies growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.                      Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books                      Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence                      Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>

English Long Term Plans

Y3	Y4
Writing	Writing
<p><b>Autumn</b>  <i>Based on:</i> The Miraculous Journey of Edward Tulane, The Stone Age Boy  <i>Genres covered:</i> Letter, Diary Entry, Narrative, Newspaper Report, Book Review, Setting Description, Instructions, Comprehension, Interviews  <i>Cross curricular:</i>                      Instructions linked to making healthy sandwiches in Science and woolly mammoths as part of the Stone Age topic in History.  <i>Other focus:</i>                      Recap of basic sentence structure, neat handwriting, letter formation</p>	<p><b>Autumn</b>  <i>Based on:</i> How to Train your Dragon, The Princess and the Pea (Write Stuff unit)  <i>Genres covered:</i> Instructional Writing, Diary Entry, Play script, Narrative, Debate, Book Review, Setting Description, Letter Writing, Poetry,  <i>Cross curricular:</i>                      Balanced argument about myths; narrative, descriptive writing and letters linked to Vikings. Poetry linked to Remembrance Day.  <i>Other focus:</i>                      Figurative language, varied sentence openers, using a dictionary, legible fluent handwriting.</p>
<p><b>Spring</b>  <i>Based on:</i> The Green Ship by Quentin Blake, George’s Marvelous Medicine, For the birds (Literacy Shed Film Unit)  <i>Genres covered:</i> Speech bubbles, Character Description, Freeze frames, Poetry, Debate and argument, Story mapping, Book review, Comparing characters, Researching Authors, Book Blurbs, Book Review, Letters , Persuasive argument  <i>Cross curricular:</i>                      Instructions linked to making a volcano in DT, non-chronological report on earthquake in New Zealand in Geography  <i>Other focus:</i>                      Recap of basic sentence structure, neat handwriting and letter formation and punctuation, spelling and grammar.</p>	<p><b>Spring</b>  <i>Based on:</i> The Lost Twin, Feast (Write Stuff film unit), Taking Flight (Literacy Shed film unit)  <i>Genres covered:</i> Instructional Writing, Diary Entry, Narrative, Book Review, Setting Description, Letter Writing, Non-chronological report, Poetry.  <i>Cross curricular:</i>                      Non-chronological reports linked to Geography ‘Florida’ topic, and History ‘Anglo Saxons’ topic, explanation in Science  <i>Other focus:</i>                      Varied sentence openers, using a dictionary, legible fluent handwriting. Editing and correcting a piece of writing.</p>
<p><b>Summer</b>  <i>Based on:</i> The Iron Man, Please Mrs Butler, Girl and Robot (Literacy Shed Film Unit)  <i>Genres covered:</i> Poetry, Diary Writing, Newspaper Report Writing, TV News Report, Persuasive letters, Humorous poetry, Instructions, Recount  <i>Cross curricular:</i> Diary entry for a Roman soldier, (history) Recount from Field visit (Geography)  <i>Other focus:</i> Recap of basic sentence structure, neat handwriting and letter formation and punctuation, spelling and grammar. More complex sentences, using commas, varied sentence openers.</p>	<p><b>Summer</b>  <i>Based on:</i> Cogheart, Aladdin and the Enchanted Lamp by Philip Pullman (Write Stuff Unit) Soar (Literacy Shed film unit)  <i>Genres covered:</i> Diary Entry, Recount, Book Review, Setting Description, Letter Writing, Newspaper Article.  <i>Cross curricular:</i>                      Non-chronological reports linked to Geography ‘Megacities’ topic, Biography linked to History ‘Normans’ topic. Instructional writing for Science ‘States of Matter Investigation.  <i>Other focus:</i> Varied sentence openers, using a dictionary, legible fluent h/wr. Editing and correcting a piece of writing.</p>

English Long Term Plans

Y3			Y4		
SPAG			SPAG		
<p><b>Autumn</b> <u>Ready to write</u></p> <p>Noun Phrases</p> <p>What is a Sentence?</p> <p>Different Types of Sentences</p> <p>Expanding Sentences</p> <p>Commas</p> <p>Apostrophes</p>	<p><u>Determiners</u></p> <p>What is a Vowel?</p> <p>What is a Consonant?</p> <p>'the', 'a' or 'an'?</p> <p>Recognising Determiners</p> <p>Using Determiners</p>	<p><u>Conjunctions</u></p> <p>What is a Clause?</p> <p>Coordinating Conjunctions</p> <p>Subordinating Conjunctions</p> <p>Using Conjunctions to Express Time</p> <p>Using Conjunctions to Express Place</p>	<p>1. Using Determiners</p> <p>2. Clauses</p> <p>3. Expanding Sentences using Conjunctions</p> <p>4. Expanding Sentences using Adverbs</p> <p>5. Expanding Sentences using Prepositions</p> <p>6. Direct Speech</p> <p>7. Past Tense</p> <p>8. Present Tense</p> <p>9. Present Perfect or Simple Past?</p> <p>10. Using Paragraphs</p>	<p><b>Pronouns</b></p> <p>1. Recognising Nouns</p> <p>2. Recognising Pronouns</p> <p>3. Using Pronouns</p> <p>4. Pronoun or Noun?</p>	<p><b>Fronted Adverbials</b></p> <p>1. What is an adverbial?</p> <p>2. Recognising Fronted Adverbials</p> <p>1</p> <p>3. Time Specific Adverbials</p> <p>4. Place Specific (Prepositional)</p> <p>5. Descriptive Fronted Adverbials</p> <p>6. Recognising Fronted Adverbials</p> <p>2</p> <p>7. Using Fronted Adverbials</p>
<p><b>Spring</b></p> <p>Vowels</p> <p>Consonants</p> <p>A or An</p> <p>Recognising and using determiners</p> <p>Clauses</p> <p>Subordinating conjunctions</p> <p>Adverbs</p> <p>Prepositions</p> <p>Speech</p> <p>Tenses</p> <p>Nouns</p>			<p><b>Apostrophes</b></p> <p>1. Recognising Apostrophes</p> <p>2. Using Apostrophes for Plural Possession</p> <p>3. When Should you NOT use an Apostrophe</p> <p>4. Using Apostrophes for Possession or Contraction</p>	<p><b>Speech</b></p> <p>1. Recognising Speech</p> <p>2. Punctuating Direct Speech</p> <p>3. Direct Speech or Indirect Speech?</p> <p>Suffixes</p> <p>1. Word Families</p> <p>2. Words Ending in '-sure', '-ture' or '-cher'</p> <p>3. Adding '-ation', '-sion', '-ssion', '-tion' or '-cian'</p> <p>4. Using Suffixes</p>	<p><b>Direct Speech</b></p> <p>1. Identifying Noun Phrases</p> <p>2. Modifying Adjectives and Nouns</p> <p>3. Determiners Before Modifiers</p> <p>4. Prepositional Phrases</p> <p>5. Using Expanded Noun Phrases</p>

English Long Term Plans

<p><b>Summer</b> Speech Tenses Nouns Paragraphs Word families Prefixes</p>	<p><b>Standard English</b> 1. 'Were' or 'Was' and 'Did' or 'Done' 2. 'I' or 'Me' 3. 'Have' not 'Of' and 'These/Those' not 'Them'</p>	<p><b>Paragraphs</b> 1. Identifying Paragraphs 2. Using Fronted Adverbials in Paragraphs 3. Using Pronouns and Conjunctions in Paragraphs 4. Using Speech in Paragraphs 5. More Than One Paragraph 6. Sequencing Paragraphs</p>	<p><b>Consolidation</b> 1. Consolidating Determiners 2. Consolidating Coordinating Conjunctions 3. Consolidating Subordinating Conjunctions 4. Consolidating Adverbs 5. Consolidating Prepositions 6. Consolidating Speech 7. Consolidating Tenses 8. Consolidating Noun Types 9. Consolidating Root Words 10. Consolidating Fronted Adverbials</p>
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Y3	Y4
<b>Spelling</b>	<b>Spelling</b>
<p><b>Autumn</b></p> <ul style="list-style-type: none"> <li>The ow sound spelled ou</li> <li>The u sound spelled ou</li> <li>The i sound spelled y</li> <li>Words ending in sound ze spelled sure</li> <li>Words ending in sound ch spelled ture</li> <li>Challenge words</li> <li>Words with prefix re</li> <li>Words with prefix dis</li> <li>Words with prefix mis</li> <li>Adding suffix not doubling the last letter</li> <li>Adding suffix doubling last letter</li> <li>Challenge words</li> <li>The long vowel a sound spelled ai</li> </ul>	<p><b>Autumn</b></p> <ul style="list-style-type: none"> <li>-homophones</li> <li>- in- prefix</li> <li>- sub- prefix</li> <li>- ation suffix</li> <li>- ous suffix</li> <li>- challenge words</li> <li>- use a dictionary</li> </ul> <ul style="list-style-type: none"> <li>- sion suffix</li> <li>-il- and ir- prefix</li> <li>- inter- prefix</li> <li>- sh and ch words</li> <li>- ly suffix</li> <li>- non-negotiable spellings</li> </ul>
<p><b>Spring</b></p> <ul style="list-style-type: none"> <li>- long /a/ sound spelled ai</li> <li>- long /a/ sound spelled ey</li> <li>- homophones</li> <li>- long /a/ sound spelled ei</li> <li>- suffix -ly</li> <li>- ending with the /l/ sound spelled -al</li> <li>- ending with the /l/ sound spelled -le</li> </ul>	<p><b>Spring</b></p> <ul style="list-style-type: none"> <li>- the suffix -sion</li> <li>- the suffix -ous</li> <li>- the /ee/ sound, spelt with an 'i'</li> <li>- the digraph au</li> <li>- the suffix -ation</li> <li>- the suffix -tion</li> <li>- challenge words</li> </ul> <ul style="list-style-type: none"> <li>- use a dictionary</li> <li>-non-negotiable spellings</li> </ul>
<p><b>Summer</b></p> <ul style="list-style-type: none"> <li>- suffix 'ally'</li> <li>- suffix 'ly'</li> <li>- 'er'</li> <li>- k sound 'ch'</li> <li>- g sound 'gue'</li> <li>- s sound 'sc'</li> <li>- homophones</li> <li>- suffix 'sion'</li> </ul>	<p><b>Summer</b></p> <p><i>Objectives:</i></p> <ul style="list-style-type: none"> <li>- the suffix -tion</li> <li>- the suffix -ssion</li> <li>-adverbs of manner</li> <li>-/s/ sounds, spelled 'c'</li> <li>-prefixes super-, anti- and auto-</li> <li>- the prefix bi-</li> <li>- challenge words</li> </ul> <ul style="list-style-type: none"> <li>- use a dictionary</li> <li>- the digraph au</li> <li>- the suffix -cian</li> <li>-homophones</li> <li>- 'sol' and 'real' word families</li> <li>- 'phon' and 'sign' word families</li> <li>-plural possessive apostrophes</li> <li>-non-negotiable spellings</li> </ul>

English Long Term Plans

Y3	Y4
Reading	Reading
<p>Ongoing across Year 3 &amp; Year 4: Read common exception words, Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meanings of new words, Asking questions to improve their understanding, Checking the book makes sense to them and exploring the meaning of words in context, Identifying and discussing themes and conventions in and across a wide range of writing</p>	
<p><b>Autumn</b>  <i>Texts covered: The Stone Age Boy by Satoshi Kitamura</i>  <i>The Miraculous Journey of Edward Tulane by Kate DiCamillo</i>                      Predict what might happen from details stated and implied                      Drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence                      Making comparisons with and across books                      Participating in discussions about books, explaining their understanding of what they have read and provide reasoned justification for their views</p>	<p><b>Autumn</b>  <i>Texts covered: How To Train Your Dragon, Princess and the Pea</i>                      Predict what might happen from details stated and implied                      Drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence                      Making comparisons with and across books                      Participating in discussions about books, explaining their understanding of what they have read and provide reasoned justification for their views.</p>
<p><b>Spring</b>  <i>Texts covered: Roald Dahl</i>                      Predict what might happen from details stated and implied                      Drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence                      Making comparisons with and across books                      Participating in discussions about books, explaining their understanding of what they have read and provide reasoned justification for their views                      Retrieving, recording and presenting information from non-fiction</p>	<p><b>Spring</b>  <i>Texts covered: The Lost Twin, Feast</i>                      Predict what might happen from details stated and implied                      Drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence                      Making comparisons with and across books.                      Participating in discussions about books, explaining their understanding of what they have read and provide reasoned justification for their views.                      Retrieving, recording and presenting information from non-fiction.</p>
<p><b>Summer</b>  <i>Texts covered: The Iron Man, Please Mrs Butler and other Allan Ahlberg poems</i>                      Predict what might happen from details stated and implied                      Drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence                      Making comparisons with and across books                      Participating in discussions about books, explaining their understanding of what they have read and provide reasoned justification for their view.                      To discuss the structure of poems, specifically the effect of use of rhyme.                      To learn by heart and perform the poem in front of an audience.                      Poetry comprehension – searching the text for clues/ inference                      Recognise some different forms of poetry</p>	<p><b>Summer</b>  <i>Texts covered: Cogheart, Aladdin and the Enchanted Lamp</i>                      Predict what might happen from details stated and implied                      Drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence                      Making comparisons with and across books.                      Participating in discussions about books, explaining their understanding of what they have read and provide reasoned justification for their views.                      Identify main ideas drawn from more than one paragraph and summarise them                      Discuss words and phrases that captures the readers interest and imagination and how these contribute to meaning                      Identify how language, structure and presentation contribute to meaning</p>

English Long Term Plans

Y1	Y2
Writing	Writing
<p><b>Autumn</b></p> <p><b>Based on:</b> The Queen’s Hat, Prince Ciders, Katie Morag in London and non-fiction texts.</p> <p><b>Genres covered:</b> Poetry, non fiction writing, narrative writing</p> <p>Making predictions, sequencing stories, character descriptions, poems, writing sentences using capital letters and full stops, acting in role, retelling events</p> <p><b>Cross Curricular:</b> Writing a non fiction booklet about London. Writing about famous people.</p> <p><b>Other focus:</b> Writing sentences, Nouns and verbs, Adjectives, Asking questions, using and, onomatopoeia, prefix, similes, proper nouns.</p>	<p><b>Autumn</b></p> <p><b>Based on:</b> Paddington Bear, Toby and the Great Fire of London (Literacy Shed), The Great Fire of London: Anniversary Edition of the Great Fire of 1666 (Write Stuff).</p> <p><b>Genres covered:</b> Recount, Instructions, Changing a Story, Post Card, Setting Description, Character Description, Poetry, diary.</p> <p><b>Cross curricular:</b></p> <p>Information Text – linked to Great Fire of London topic.</p> <p>Fact File- Samuel Pepys.</p> <p>Non-fiction diary- linked to the Great Fire of London topic.</p> <p><b>Other focus:</b></p> <p>Varied connectives, varied sentence openers, handwriting (Berol scheme).</p>
<p><b>Spring</b></p> <p><b>Based on:</b> The Emperors Egg, Lost and Found (Literacy Shed), Mrs Mole I’m Home (Literacy Shed), The Clock Tower (Literacy Shed film), Jim’s Beanstalk</p> <p><b>Genres covered:</b> Sequencing stories, Making predictions, Character descriptions, Book review, Letter writing, Writing labels, Instructions, Writing a non-chronological report, Acrostic poem, News report, Diary entry.</p> <p><b>Cross Curricular:</b> Retelling religious stories, Facts about Arctic and Antarctica and writing about Arctic animals.</p> <p><b>Other focus:</b> Writing sentences, Adjectives, Asking questions.</p>	<p><b>Spring</b></p> <p><b>Based on:</b> Book of Butterflies (Literacy Shed), Caterpillar Shoes (Literacy Shed), Katie Morag stories, Superworm, various mini beast poems</p> <p><b>Genres covered:</b> Diary, Letter, Recount, Character Comparison, Setting Description, Character Description, Poetry (Haikus &amp; Kennings), Wanted Poster, Story Writing- changing the ending/main character, Job Advert, Instructions.</p> <p><b>Cross curricular:</b></p> <p>Non-chronological report- mini beasts.</p> <p>Fact file- Amelia Earhart</p> <p><b>Other focus:</b></p> <p>Varied connectives, varied sentence openers, handwriting (Berol scheme).</p>
<p><b>Summer</b></p> <p><b>Based on:</b> The Ugly Sharkling (Literacy Shed film), Storm Whale (Literacy Shed), Starry eyed Stan, Zahra (Literacy Shed film), Ronald the Rhino, Jungle Poems</p> <p><b>Genres covered:</b> Riddles, Acrostic poems, Kenning poems, Senses poems, Instructions, Chronological reports, Making a prediction, Diary, Newspaper report, Alternative ending, Role play, Postcard.</p> <p><b>Cross Curricular:</b> Animal fact files, Writing a diary by Christopher Columbus</p> <p><b>Other focus:</b> Writing sentences, Adjectives, Asking questions, alliteration , prefix, suffix.</p>	<p><b>Summer</b></p> <p><b>Based on:</b> How to hide a lion, Meerkat Mail, Zahra (Literacy Shed), Beatrix Potter stories</p> <p><b>Genres covered:</b> Setting Description, Diary Entry, Recount, Wanted Poster, Newspaper Article, Poetry, Character Description, Story Writing, Letters</p> <p><b>Cross curricular:</b></p> <p>Non-chronological report- Beatrix Potter</p> <p>Fact file- Meerkats &amp; Beatrix Potter</p> <p><b>Other focus:</b></p> <p>Varied connectives, varied sentence openers, handwriting (Berol scheme).</p>

English Long Term Plans

Y1	Y2
SPAG	SPAG
<p><b>Autumn</b>  <b>Ready to write</b></p> <ol style="list-style-type: none"> <li>1 Writing in a Book</li> <li>2. Leaving Spaces Between Words</li> <li>3. Recognising Space Sizes</li> <li>4. Consistent Space Sizes</li> <li>5. Consistent Letter Sizes</li> <li>6. Spacing Letters and Words</li> </ol> <p><b>Punctuating sentences</b></p> <ol style="list-style-type: none"> <li>1.The Alphabet</li> <li>2.Introducing Lower-Case Letters</li> <li>3.Introducing Capital Letters</li> <li>4.Lower Case and Capitals</li> <li>5.Full Stops</li> <li>6.Capital Letters at the Start of Sentences and ‘I’</li> <li>7.Using Capital Letters and Full Stops</li> <li>8.Recognising a Sentence</li> </ol> <p><b>Word classes</b></p> <ol style="list-style-type: none"> <li>1.Nouns</li> <li>2.Verbs</li> <li>3.Noun or Verb?</li> <li>4.Recognising Nouns in Sentences</li> <li>5.Recognising Verbs in Sentences</li> <li>6.Using Nouns and Verbs in Sentences</li> </ol>	<p><b>Autumn</b>  <b>Ready to write</b></p> <p>Capital Letters  Full stops, Question Marks and Exclamation Marks  Recognising Common Nouns and Proper Nouns  Recognising Sentences  Recognising Sentences using Conjunctions  Using Conjunctions in Sentences</p> <p><b>Commas</b>  Recognising Commas in a List  Writing Lists</p> <p><b>Word Classes</b>  What are Nouns?  What are Adjectives?  Recognising Adjectives in Sentences  Using Adjectives in Sentences  Double Adjectives with Commas  Adjectives After the Noun</p> <p><b>Conjunctions</b>  Using ‘so’, ‘and’, ‘but’ and ‘or’  Recognising ‘because’ and ‘that’  Using ‘because’ and ‘that’  Recognising ‘when’ and ‘if’  Using ‘when’ and ‘if’  Using ‘because’, ‘that’, ‘when’ and ‘if’</p> <p><b>Sentence types</b>  Recognising Questions  Using Questions  Recognising Commands  Using Commands</p>

## English Long Term Plans

<p><b>Capital letters</b></p> <ol style="list-style-type: none"><li>1. Recognising and Forming Capital Letters</li><li>2. Capital Letters for Days of the Week</li><li>3. Capital Letters for Months</li><li>4. Writing the Date</li><li>5. Capital Letters for Names of People</li></ol>	
<p><b>Spring</b></p> <p>Leaving spaces between words. Use joining words To begin to use capital letters and full stops. To ask questions To understand singular and plural and how to change a word to be singular or plural. Capital letters for names and the personal pronoun I Nouns, verbs and adjectives.</p>	<p><b>Spring</b></p> <p>Sentences with different forms: statement, question, exclamation, command. Subordination (using when, if, that, or because) and co-ordination (using or, and, or but). Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) Formation of nouns and adjectives using suffixes. Use of adverbs (ly to turn adjectives into adverbs). Choosing the present and/or past tense. Questions.</p>
<p><b>Summer</b></p> <p>Leaving spaces between words. Use joining words To begin to use capital letters and full stops. To ask questions To understand singular and plural and how to change a word to be singular or plural. Capital letters for names and the personal pronoun I Nouns, verbs and adjectives. Using prefixes and suffixes.</p>	<p><b>Summer</b></p> <p>Sentences with different forms: statement, question, exclamation, command. Subordination (using when, if, that, or because) and co-ordination (using or, and, or but). Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) Formation of nouns and adjectives using suffixes. Use of adverbs (ly to turn adjectives into adverbs). Choosing the present and/or past tense. Questions.</p>

Y1	Y2
Spelling	Spelling
<p><b>Autumn</b></p> <ul style="list-style-type: none"> <li>Name the letters of the alphabet.</li> <li>Spell words containing the phonemes already taught: Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw</li> <li>Spell some common exception words.</li> <li>Write from memory simple sentences.</li> <li>Learning to read/ spell tricky words: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today</li> <li>their people oh your Mr Mrs Ms ask* could would should our house mouse water want</li> </ul>	<p><b>Autumn</b></p> <ul style="list-style-type: none"> <li>The 'j' sound spelled -dge.</li> <li>The 'j' sound spelled -ge.</li> <li>The 'j' sound spelled with a g.</li> <li>The 's' sound spelled c before e, i and y.</li> <li>The 'n' sound spelled kn and gn.</li> <li>The 'r' sound spelled wr.</li> <li>The 'l' or 'ul' sound spelled le.</li> <li>The 'l' or 'ul' sound spelled el.</li> <li>The 'l' or 'ul' sound spelled al.</li> <li>Words ending in -il.</li> <li>The long vowel i spelled y.</li> <li>The -es suffix with words ending y.</li> </ul>
<p><b>Spring</b></p> <ul style="list-style-type: none"> <li>Name the letters of the alphabet.</li> <li>Using letter names to distinguish between alternative spelling of the same sound.</li> <li>Spell words containing the 40+ phonemes already taught.</li> <li>Spell some common exception words.</li> <li>Write from memory simple sentences.</li> <li>Using the spelling rule for adding s or es.</li> </ul>	<p><b>Spring</b></p> <ul style="list-style-type: none"> <li>Segmenting spoken words into phonemes and representing these by graphemes.</li> <li>Learning new ways of spelling phonemes for which 1 or more spellings are already known.</li> <li>Learning to spell common exception words.</li> <li>Learning to spell more words with contracted forms.</li> <li>Learning the possessive apostrophe (singular).</li> <li>Distinguishing between homophones and near-homophones.</li> <li>Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</li> </ul>

## English Long Term Plans

### Summer

- Name the letters of the alphabet.
- Using letter names to distinguish between alternative spelling of the same sound.
- Spell words containing the 40+ phonemes already taught.
- Spell some common exception words.
- Write from memory simple sentences.
- Using the spelling rule for adding s or es.
- Using the prefix un-
- Using -ing, -ed, -er and -est where no change is needed in the spelling of root words.

### Summer

- Segmenting spoken words into phonemes and representing these by graphemes.
- Learning new ways of spelling phonemes for which 1 or more spellings are already known.
- Learning to spell common exception words.
- Learning to spell more words with contracted forms.
- Learning the possessive apostrophe (singular).
- Distinguishing between homophones and near-homophones.
- Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly

Y1	Y2
Reading	Reading
<p><b>Autumn</b>            Texts covered: Katie Morag in London, Prince Ciders, The Queen’s hat and non fiction texts:</p> <ul style="list-style-type: none"> <li>• Read common exception words.</li> <li>• Read aloud, accurately and independently books that are consistent with their developing phonics.</li> <li>• Respond speedily with the correct sound to graphemes for all 40+ phonemes.</li> <li>• Checking the text makes sense as they read and self correct mistakes.</li> <li>• Predicting what might happen from what has been read so far.</li> <li>• Retelling well known stories.</li> <li>• Participating in discussions about both books that are read to them and those they can read for themselves.</li> <li>• Reading words containing the phonemes already taught:            Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw</li> <li>• Learning to read tricky words: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today, their people oh your Mr Mrs Ms ask* could would should our house mouse water want</li> </ul>	<p><b>Autumn</b>            Texts covered: Paddington Bear, Toby and the Great Fire of London (Literacy Shed), The Great Fire of London: Anniversary Edition of the Great Fire of 1666 (Write Stuff).</p> <p>Read the common exception words.            Read words with contractions.            Read accurately by applying phonic knowledge and blending until decoding has become embedded and reading is fluent            Checking the text makes sense as they read and self-correcting mistakes            Making inferences from the text based on what is said and done in the book.            Predicting what might happen from what has been read so far.            Retelling well known stories.            Participating in discussions about books and listening to what others say.</p>
<p><b>Spring</b>            Texts covered: The Emperors Egg, Lost and Found (Literacy Shed), Mrs Mole I’m Home (Literacy Shed), The Clock Tower (Literacy Shed film), Jim’s Beanstalk            Read common exception words.            Read aloud, accurately and independently books that are consistent with their developing phonics.</p>	<p><b>Spring</b>            Texts covered: Katie Morag stories, Superworm, various mini beast poems.</p> <p>Read the common exception words.            Read words with contractions.</p>

## English Long Term Plans

<p>Respond speedily with the correct sound to graphemes for all 40+ phonemes.          Checking the text makes sense as they read and self correct mistakes.          Predicting what might happen from what has been read so far.          Retelling well known stories.          Understand the particular characteristics of fairy tales          Participating in discussions about both books that are read to them and those they can read for themselves.          Apply phonic knowledge and skills as the route to decode word          Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings          Read words with contractions, and understand that the apostrophe represents the omitted letters.          Develop pleasure in reading and read a wide range of books.          Participate in discussions about what has been read to them.          Linking their own experiences to their reading to help with understanding          To read other words of more than one syllable that contains GPCs</p>	<p>Read accurately by applying phonic knowledge and blending until decoding has become embedded and reading is fluent          Checking the text makes sense as they read and self-correcting mistakes          Read non-fiction books organized in different ways          Making inferences from the text based on what is said and done in the book.          Predicting what might happen from what has been read so far.          Retelling well known stories.          Participating in discussions about books and listening to what others say.</p>
<p><b>Summer</b>  <i>Texts covered: The Ugly Sharkling (Literacy Shed film), Storm Whale (Literacy Shed), Starry eyed Stan, Zahra (Literacy Shed film), Ronald the Rhino, Jungle Poems</i>          Read common exception words.          Read aloud, accurately and independently books that are consistent with their developing phonics.          Respond speedily with the correct sound to graphemes for all 40+ phonemes.          Checking the text makes sense as they read and self correct mistakes.          Predicting what might happen from what has been read so far.          Making inferences from the text based on what is said and done in the book.          Retelling well known stories.          Participating in discussions about both books that are read to them and those they can read for themselves.          Apply phonic knowledge and skills as the route to decode word          Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings          Read words with contractions, and understand that the apostrophe represents the omitted letters.          Develop pleasure in reading and read a wide range of books.          Participate in discussions about what has been read to them.</p>	<p><b>Summer</b>  <i>Texts covered: Beatrix Potter stories, Meerkat Mail, How to Hide a Lion, Zahara.</i>          Read the common exception words.          Read words with contractions.          Read words containing common suffixes.          Read words with two or more syllables.          Read accurately by applying phonic knowledge and blending until decoding has become embedded and reading is fluent          Checking the text makes sense as they read and self-correcting mistakes          Asking and answering questions.          Making inferences from the text based on what is said and done in the book.          Predicting what might happen from what has been read so far.          Retelling well known stories.          Participating in discussions about books and listening to what others say.          Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>

English Long Term Plans

N	R
Communication and language	Communication and language
<p><b>Autumn (All About Me, Autumn, Christmas)</b>            Draw pictures of our families and talk about them.            Draw around a child and label body parts            Circle-time chat about likes and dislikes, families, etc            Role-play indoors and outdoors and Small world play            “Texture baskets” – Rough and smooth – talk about the way the items feel            Play “Guess the Smell” using “smelly socks” and match pairs with the same smell            New Language - Acorns, Pine Cones, Conkers, Hibernate, Store            Talk about the changes that occur in Autumn            Stories/powerpoints about autumn, hedgehogs, bonfire night to open up discussions            “Leaf Maze” and instructions            Play Autumn I Spy outside            Sensory exploration of autumn items, to encourage discussion</p>	<p><b>Autumn</b>  <u>Autumn Theme</u>  <b>Daily</b> – Review – Special Helper reviews their day. Talking about what they have enjoyed, what challenges they encountered &amp; how they overcame these. Adult will model asking “how?” &amp; “why?” questions as well as providing opportunity for other children to ask these to the Special Helper too.  <b>Weekly</b> - Snack &amp; Chat – Children take it in turns to share their weekend news using their home Tapestries to support if available. Adults will model “wondering” in response to the children’s news as well as encouraging the children to ask questions too.  <b>Enhancements</b> – New language linked to theme.</p> <p><u>Christmas Theme</u>  <b>Daily</b> – Review – Special Helper reviews their day. Talking about what they have enjoyed, what challenges they encountered &amp; how they overcame these. Adult will model asking “how?” &amp; “why?” questions as well as providing opportunity for other children to ask these to the Special Helper too.  <b>Weekly</b> - Snack &amp; Chat – Children take it in turns to share their weekend news using their home Tapestries to support if available. Adults will model “wondering” in response to the children’s news as well as encouraging the children to ask questions too.  <b>Enhancements</b> – New language linked to theme.</p>
<p><b>Spring</b>  <u>Winter</u>            Welcome back chat about the Christmas holidays            Stories about winter – talk about our experiences of winter time            Snack-time questions to each other (eg. what would you like for snack?) round the circle            Ice in the water tray, including items trapped in the ice to encourage discussion            “dip and drip” icicles – what do the children notice?            Sensory scented “snowflake soup” outside</p> <p><u>Spring</u>            Talk about spring-time and experiences of Spring – how, why questions            “rainbow foam” in water area to stimulate discussion about changes            Continue snack-time questions to each other (eg. what would you like for snack?) round the circle and introduce new questions            Listen to stories about growth, Spring-time, etc            Planting seeds – discuss what might happen, how to plant, what do the seeds need to grow, etc            Talking about our Mummies</p>	<p><b>Spring</b>  <u>Winter</u>  <b>Daily</b> – Review – Special Helper reviews their day. Talking about what they have enjoyed, what challenges they encountered &amp; how they overcame these. Adult will model asking “how?” &amp; “why?” questions as well as providing opportunity for other children to ask these to the Special Helper too.  <b>Weekly</b> - Snack &amp; Chat – Children take it in turns to share their weekend news using their home Tapestries to support if available. Adults will model “wondering” in response to the children’s news as well as encouraging the children to ask questions too.  <b>Enhancements</b> – New language linked to theme.</p> <p><u>Valentines</u>  <b>Daily</b> – Review – Special Helper reviews their day. Talking about what they have enjoyed, what challenges they encountered &amp; how they overcame these. Adult will model asking “how?” &amp; “why?” questions as well as providing opportunity for other children to ask these to the Special Helper too.  <b>Enhancements</b> – New language linked to theme.</p> <p><u>Mother’s Day</u>  <b>Daily</b> – Review – Special Helper reviews their day. Talking about what they have enjoyed, what challenges they encountered &amp; how they overcame these. Adult will model asking “how?” &amp; “why?” questions as well as providing opportunity for other children to ask these to the Special Helper too.  <b>Weekly</b> – Encouraging children to develop their listening skills during group carpet time through sitting children who need support with this to the front of the carpet and close to a grown-up who can encourage and support.  <b>Enhancements</b> – New language linked to theme.</p>

## English Long Term Plans

	<p><b>Spring Continued...</b></p> <p><u>Easter</u>  <b>Daily</b> – Review – Special Helper reviews their day. Talking about what they have enjoyed, what challenges they encountered &amp; how they overcame these. Adult will model asking “how?” &amp; “why?” questions as well as providing opportunity for other children to ask these to the Special Helper too.  <b>Weekly</b> – Encouraging children to develop their listening skills during group carpet time through sitting children who need support with this to the front of the carpet and close to a grown-up who can encourage and support.  <b>Focus Child</b> – CLL will be included in observations on Focus Children throughout the term  <b>Enhancements</b> – New language linked to theme.</p>
<p><b>Summer</b></p> <p><u>Traditional Tales</u>  Re-telling the traditional tales using spoon puppets, stick puppets, etc.  Continue snack-time questions to each other (eg. what would you like for snack?) round the circle and introduce new questions  Investigating vegetables (tough spot, knives, spoons, cups to collect seeds, etc) to inspire talk and language – outside for use in mud kitchen too?  Porridge oats in tough spot outside to stimulate speech and language  “How” and “why” questions linked to the stories and activities  Talk about how the way people look and dress has changed, using pictures of royalty like those in the traditional tales</p> <p><u>People who help us</u>  Talk about our experiences of seeing people who help us.  “How” and “why” questions linked to the stories and activities  What would we like to be when we grow up? Why?  Role-play and small-world play involving emergency services props and objects  Humpty Dumpty Crime Scene and investigation  Talk about staying safe and phoning 999 in an emergency</p> <p><u>Minibeasts</u>  Talk about our experiences of minibeasts – do we like them? Can we describe them? What do we know about them?  “How” and “why” questions linked to the stories and activities  Very Hungry Caterpillar finger puppets to re-tell the story  “Worm Spaghetti” in tough spot to inspire language  Bug scavenger hunt, magnifying glasses, pitfall traps and bug hotel to introduce new language, inspire questions and talk</p>	<p><b>Summer</b></p> <p><u>Animals and Plants/Growth and Change</u>  <b>Daily</b> – Review – Special Helper reviews their day. Talking about what they have enjoyed, what challenges they encountered &amp; how they overcame these. Adult will model asking “how?” &amp; “why?” questions as well as providing opportunity for other children to ask these to the Special Helper too.  <b>Weekly</b> – Encouraging children to develop their listening skills during group carpet time through sitting children who need support with this to the front of the carpet and close to a grown-up who can encourage and support.  <b>Focus Child</b> – CLL will be included in observations on Focus Children throughout the term  <b>Enhancements</b> – New language linked to theme.</p> <p><u>Our Village</u>  <b>Daily</b> –  Review – Special Helper reviews their day. Talking about what they have enjoyed, what challenges they encountered &amp; how they overcame these. Adult will model asking “how?” &amp; “why?” questions as well as providing opportunity for other children to ask these to the Special Helper too.  Core/theme daily story – Children vote for the story of their choice, discussed using VIPER questions.  <b>Weekly</b> – Encouraging children to develop their listening skills during group carpet time through sitting children who need support with this to the front of the carpet and close to a grown-up who can encourage and support.  <b>Focus Child</b> – CLL will be included in observations on Focus Children throughout the term  <b>Enhancements</b> – New language linked to theme.</p>

English Long Term Plans

N Literacy	R Literacy
<p>10 key texts for the year: Goldilocks and the Three Bears, The Three Little Pigs, The Little Red Hen, The Gingerbread Man, Owl Babies, We're Going on a Bear Hunt, Harry The Dirty Dog, The Very Hungry Caterpillar, Lucy Cousins big book of Nursery Rhymes, We are family</p> <p><b>Autumn (All About Me, Autumn, Christmas Themes)</b>            Share stories: Funny Bones, Peace at Last, At the Doctors, Red Rockets and Rainbow Jelly, Owl Babies, Ten Little Fingers and Ten Little Toes, The Shopping Basket, etc,            Draw pictures of our families, can the children tell us who they have drawn?            "Listening Walks" (baseline) using "Listening Ears"            Sing Nursery Rhymes, encouraging children to join in (home time and circle time)            Practise writing name on name-cards (registration?? - over-writing, copying underneath) and encourage ch to write their names on their pictures and creations            Share stories: Percy The Park Keeper, One Stormy Night, Owl Babies, Night Monkey, Day Monkey, The Owl who Was Afraid of the Dark, The Very Noisy Night, Stickman            Sing songs about autumn - eg, 5 Red Apples            Pumpkin and Autumn-themed dots and lines sheets            Make Natural Paint Brushes from sticks and leaves, etc            Interactive stories - using Owl Babies puppets            Get the children to join in with the sound effects in stories, eg. The Very Noisy Night</p>	<p><b>Autumn</b>  <u>Autumn Theme</u>  <b>Weekly</b> - Letter formation, name writing, labelling autumn clothing, CVC word labelling extended into sentence writing.  <b>Daily phonics sessions</b>  <b>Focus Books</b>            - The Three Little Pigs            - The Three Billy Goats Gruff            - Goldilocks            * A Dark, Dark tale by Ruth Brown            * Whatever Next by Jill Murphy            * Goodnight Mr Moon            * The Fox in the Dark            * Percy the Park Keeper - One Warm Fox, The Lost Acorns            * Pumpkin Party - Peter Rabbit &amp; Peppa Pig  <b>Focus rhymes:</b>            When Goldilocks went to the house of the bears            Three Blind Mice            5 little speckled frogs            5 little ducks            5 currant buns            5 little men in a flying saucer  <b>Enhancements</b>            * Birthday cards with weekly number (maths)            * Woodland animals in Book Area alongside autumn books displayed on shelves.  <u>Christmas Theme</u>  <b>Daily Routine</b> - * Continue recognising names without coloured border for class register.  <b>Daily phonics sessions</b>  <b>Weekly</b> - Writing Christmas wish lists &amp; posting in post box, labels for gifts, writing inserts for Christmas cards, Thank you letters (after Christmas)  <b>Focus Books</b>            * The Nativity story            * Shhh!  <b>Focus rhymes &amp; songs:</b>            * Twinkle Twinkle            * Away in a manger            * Little Donkey            * Jingle Bells            * When Santa got stuck up the chimney            * Santa Claus is coming to town            * What shall we do with a Christmas pudding?  <b>Enhancements</b>            * Nativity story &amp; characters added to Book Area            * Christmas cards, gift tags &amp; wish lists in writing area</p>

## English Long Term Plans

### **Spring**

#### Winter

Share stories about winter and the polar regions, eg. The Gruffalo's Child, Lost and Found, Penguin, etc

Writing/mark making in "snow" in trays with paintbrushes, etc

Shaving foam for mark-making

Get the children to join in with the sound effects in stories and repeated refrains

Draw spikey and zig-zag lines

#### Spring

Share stories about Spring and growth, eg. Jack and The Beanstalk, the Tiny Seed etc.

Stories about rainbows and colours - "The mixed-up chameleon", "WOW Said the Owl"

Outdoor mark-making - Spring pictures using squirty bottles, rollers, twigs and leaves, etc

Daffodil painting

Get the children to join in with the sound effects in stories and repeated refrains

Name-writing out in continuous provision

Mark-making activities (big paper, sensory mark-making trays, paper underneath tables, etc) in afternoons

### **Spring**

#### Winter

**Daily Routine** - \* Begin tracing names, forming letters correctly for class register.

#### **Daily phonics sessions**

**Weekly** - Writing a message to Jack - stop stealing Marshmallows/please make it snow  
- Finland - what is this country like & would we like to go there?

#### **Focus Books**

Jack Frost by Kazuno Kohara, One Snowy Night By Nick Butterworth, Sneezzy the Snowman by Maureen Wright, The Little Book of Snowflakes by Kenneth Libbrecht, The Story of Snow by Mark Cassino

#### **Focus rhymes & songs:**

Do you wanna build a snowman? Snowman song

#### **Enhancements**

\* winter/frozen themed page borders with space & lines

#### Valentines

**Daily Routine** - \* Tracing names, forming letters correctly for class register.

#### **Daily phonics sessions**

**Weekly** - Writing card inserts - family - Writing a message to a friend

#### **Focus Books**

\* "Guess How Much I Love You" by Sam McBratney

#### **Focus rhymes & songs:**

\* Twinkl valentine poems

#### **Enhancements**

\* Love heart themed page borders with space & lines

#### **Writing Area**

\* valentine key words \* blank cards \* blank inserts

#### Mother's Day

**Daily Routine** - \* Tracing names, forming letters correctly for class register.

#### **Daily phonics sessions**

**Weekly** -

#### **Focus Books**

\* "I Love my Mummy" by Giles Andreae, Why I Love my Mummy" by Daniel Howarth, Guess How Much I love You" by Sam McBratney

#### **Handwriting group sessions**

#### **Focused activity:**

Writing challenge - Read the book "Why I love my Mummy" and children write about why children love their special ladies. I love my... because...

#### **Enhancements**

\* Mother's Day cards - printed from Twinkl

\* Blank cards

\* heart bordered letter paper to write messages for our special ladies.

## English Long Term Plans

	<p><b>Spring cont...</b>  <u>Easter</u>  <b>Daily Routine</b> - * Tracing names, forming letters correctly for class register.  <b>Daily phonics sessions</b>  <b>Weekly -</b>  <b>Focus Books</b>  * Children’s Bible – Easter story  * The Easter Journal – Twinkl ebook  * “Little Bunny’s Easter” by Sophie Piper  <b>Handwriting group sessions</b>  <b>Focused activity:</b>  <u>Writing challenge</u> – Writing about own special family traditions (Easter or other)  <b>Enhancements</b>  * Easter cards – printed from Twinkl  * Blank cards  * Easter bordered pages with lines for children to write own Easter messages</p>
<p><b>Summer</b>  <u>Traditional tales</u>  Share traditional tales (3 Little Pigs, Goldilocks, Gingerbread Man, Little Red Hen, The Princess and the Pea, Cinderella)  Encourage children to join in with repeated refrains.  Encourage children to think about what might happen next in the stories –how will it end? Is it always a happy ending  Outdoor mark-making –squirty bottles, rollers, twigs and leaves, etc  Shopping Lists and recipe books in role play area  Get the children to join in with the sound effects in stories  Name-writing continuous provision  Mark-making activities (big paper, sensory mark-making trays, paper underneath tables, etc) in afternoons  Oats/Spice and flour in trays for mark-making  “en” words, etc – rhyming activity/reading  <u>People who help us</u>  Share stories about People Who Help Us  Encourage children to join in with repeated refrains.  Encourage children to think about what might happen next in the stories –how will it end? Is it always a happy ending?  Get the children to join in with sound effects in stories  Outdoor mark-making –squirty bottles, rollers, twigs and leaves, etc  Shopping Lists and recipe books in role play area  Mini black boards in mud kitchen to write menus on.  Name-writing in afternoon Daily phonics lessons  Mark-making activities in afternoons</p>	<p><b>Summer</b>  <u>Animals and Plants/ Growth and Change</u>  <b>Daily Routine</b> - * Begin to write own name, unsupported for class register. Both names if ready.  <b>Daily phonics sessions</b>  Children supported &amp; challenged to learn new sounds at their own pace.  <b>Focus Books</b>  The Ugly Duckling  Dear Zoo by Rod Campbell  Grandpa’s Garden by Stella Fry  Brenda’s Boring Egg – Twinkl ebook  Jack and the Beanstalk  Jasper’s Beanstalk  “Oliver’s Vegetables” by Vivien French  “Oliver’s Fruit Salad” by Vivien French  <b>Handwriting group sessions - weekly</b>  <b>Focused activity:</b>  Writing challenge –  * Watch the Twinkl PP – “All About Spring” &amp; “What do you see in Spring?” to begin discussion. Then write about what we like to see, hear, taste, smell or feel in spring time.  * The Ugly Duckling – thinking about feelings &amp; how our behaviour can impact on others. Write about how we can behave to make each other &amp; ourselves happy.  * Brenda’s Boring Egg – Twinkl eBook – writing about the life cycle of a duck &amp; what we have observed from our eggs hatching.  * Writing our own version of the story of The Ugly Duckling  * Creating our own healthy tea time plates for Oliver and writing about why these foods are good choices. &amp; How I keep healthy and happy.</p>

## English Long Term Plans

<p><b>Summer continued...</b></p> <p><u>Mini beasts</u> Share stories about People minibeasts – The very Hungry Caterpillar, What the Ladybird Heard, The Snail and The Whale, Mad About Minibeasts!, etc Encourage children to join in with repeated refrains. Encourage children to think about what might happen next in the stories –how will it end? Is it always a happy ending? Get the children to join in with sound effects in stories Outdoor mark-making –squirty bottles, rollers, twigs and leaves, etc Shopping Lists and recipe books in role play area Mini black boards in mud kitchen to write menus on. Name-writing (Caterpillar name-writing) Mark-making activities (big paper, sensory mark-making trays, paper underneath tables, etc) in afternoons Daily phonics lessons cvc reading and writing activities</p>	<p><b>Summer continued...</b></p> <p><u>Our Village</u> <b>Daily Routine</b> - * Continue to write own name, unsupported for class register. Both names if ready. <b>Daily phonics sessions</b> Children supported &amp; challenged to learn new sounds at their own pace.</p> <p><b>Focus Books</b> * <i>Dinosaurs and all that Rubbish</i> by Michael Foreman * <i>The Little House</i> by Virginia Lee Burton</p> <p><b>Handwriting group sessions - weekly</b></p> <p><b>Focused activity:</b> <u>Writing challenge</u> – * Make a “Love where you Live” poster * Take a photograph and write about your favourite part of the school/village * A photograph of another favourite place – how the same/different? * Create an “In my community” Activity Booklet – address, family, school, local shops etc</p> <p><b>Enhancements</b> * Blank posters * Postcards with pictures of a variety of</p>
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