



Long-Term English Plan

(2020-2021)

including catch-up from lockdown

Year 1	Autumn		Spring		Summer	
	Tales		Adventures		Exploring Our World	
Key Texts	The Dark Little red hen	Runaway Chapati Jack and the beanstalk	Rapunzel-B.Woolvin There is no dragon in this story.	Where the Wild Things Are	Beegu The secret sky garden	Claude in the city One day in our blue planet
Writing	Autumn 1 – Little Red Hen – Caption, labels and basic story sequence, including simple sentences.	<p>To use the correctly.</p> <p>Read and write CVC and CVCC words.</p> <p>Use finger spaces to show where words end and begin.</p> <p>Be able to write on lines and control letters size.</p> <p>Holds paper in position whilst holding the pencil in their preferred hand with the correct grip.</p>	Spring 1 – Rapunzel- A twist on a traditional tale – Narrative	<p>Common exception words.</p> <p>Re-read sentences to check it makes sense.</p> <p>Review Sequence sentences to form short narratives.</p> <p>Punctuate sentences using a capital letter and full stop.</p> <p>Capital letters for the names of people.</p> <p>To use some adjectives for description e.g. colour and size.</p>	Summer 1 - Beegu - a character description- a good friend for Beegu.	<p>Review Sequence sentences to form short narratives.</p> <p>Punctuate sentences using a capital letter and full stop.</p> <p>To use an exclamation mark</p> <p>To use a question mark.</p>
	Autumn 1- Jack and the Beanstalk – character descriptions, wanted posters	<p>Write their first name without a reference.</p> <p>Write labels and captions.</p> <p>Write sentences that include a capital letter at the start and full stops.</p> <p>Read and write tricky words e.g. was, into.</p>	Spring 1- A formal letter to a member of a Royal family (King, queen, prince, or princess) in a castle.	<p>Read and write tricky words I, go, no, to, she, he, they.</p> <p>Adding -s or-es as the plural nouns and verbs.</p> <p>Capital letter for the personal pronoun I</p> <p>Review Punctuate sentences using a capital letter and full stop.</p>	Outcome a guide to using a rocket for Beegu – Top 5 things that Beegu could do on Earth	<p>Read and write tricky words the, go, no, to, she, he, they.</p> <p>Using the pre-fix un-.</p> <p>Review To use some adjectives for description.</p> <p>Capital letters for the names of people, places,</p>



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		<p>To use some adjectives for description e.g. colour and size.</p> <p>Leave spaces between words.</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p>		<p>Capital letters for the names of people.</p>		<p>days of the week and personal pronoun I.</p> <p>To use an exclamation mark</p>
Autumn 1 – Runaway Chapati, a twist on a traditional tale- outcome narrative – orally retell	<p>Read and write sentences in different contexts.</p> <p>Write sentences that include a capital letter at the start and full stops.</p> <p>Orally-> written</p> <p>Sequence sentences to form short narratives.</p> <p>Punctuate sentences using a capital letter and full stop.</p>	<p>Spring 2- There is no dragon in this story.</p> <p>Teacher written dragon story – narrative writing with description.</p>	<p>Capital letters for the days of the week and places.</p> <p>Spell the days of the week correctly.</p> <p>To use an exclamation mark.</p> <p>To use a question mark.</p> <p><u>Review</u> Punctuate sentences using a capital letter and full stop.</p> <p>To use some adjectives for description.</p>	<p>Summer 1 – Claude in our city - Humorous illustrated novel-Claude visiting the Park</p>	<p>To use joining words such as and.</p> <p><u>Review</u> To use some adjectives for description.</p> <p>Capital letters for the names of people, places, days of the week and personal pronoun I.</p> <p>To use an exclamation mark</p>	
Autumn 2 – Runaway Chapati – narrative writing and sequencing and innovate	<p>Orally-> written</p> <p>Write from memory simple sentences dictated by the teacher.</p> <p><u>Review</u> Leave spaces between words</p>	<p>Descriptive poem- to write a repetitive description a poem</p>	<p>Write words with more than one syllable.</p> <p>Write words containing each of the 40+ phonemes already taught (throughout the year).</p>	<p>Summer 2 – One day in our blue planet non-fiction- explanation text</p>	<p>To join clauses with the word and.</p> <p><u>Review</u> To use joining words such as and.</p>	



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		<p>Sequence sentences to form short narratives.</p> <p>Punctuate sentences using a capital letter and full stop.</p>		<p><u>Review</u> To use some adjectives for description.</p> <p>Adding -s or-es as the plural nouns and verbs.</p>		<p>Capital letters for the names of people, places, days of the week and personal pronoun I.</p> <p>To use a question mark (as subheadings).</p>
	<p>Autumn 2 – The dark – Carefully crafted picture book focussing on facing our fears – outcome narrative with a setting description.</p>	<p>Capital letters for the names of people.</p> <p>Read and write tricky words=.</p> <p>Write their full name without a reference.</p> <p><u>Review</u></p> <p>Sequence sentences to form short narratives.</p> <p>Punctuate sentences using a capital letter and full stop.</p> <p>To use some adjectives for description e.g. colour and size.</p>			<p>Summer 2- The secret sky garden – Using drama to make connections to the text – Outcome a narrative, developing character</p>	<p>To use suffixes such as –ing, -ed, -er and –est.</p> <p><u>Review</u> To use joining words such as and.</p> <p>To use some adjectives for description.</p> <p>To use an exclamation mark and question mark.</p> <p>To use pre-fixes and suffixes.</p>
	<p>Assessed Piece - narrative (3 days) - During assessment week</p>	<p><u>Review</u> Sequence sentences to form short narratives.</p> <p>Punctuate sentences using a capital letter and full stop.</p> <p>Capital letters for the names of people.</p>	<p>Assessed Piece narrative– during assessment week</p>	<p><u>Review</u> Punctuate sentences using a capital letter and full stop.</p> <p>To use some adjectives for description.</p>	<p>Assessed Piece - narrative (3 days) - During assessment week</p>	<p><u>Review</u> To use some adjectives for description.</p> <p>Capital letters for the names of people, places, days of the week and personal pronoun I.</p>



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		<p>To use some adjectives for description e.g. colour and size.</p> <p>A .</p> <p>To read aloud their writing clearly (every unit).</p> <p>To discuss what they have written with their teachers and peers (every unit).</p>		<p>Capital letters for the names of people, places, days of the week and personal pronoun I.</p> <p>To use an exclamation mark.</p> <p>A . !</p> <p>To read aloud their writing clearly (every unit).</p> <p>To discuss what they have written with their teachers and peers (every unit).</p>		<p>To use an exclamation mark and question mark.</p> <p>To use and to join words and clauses.</p> <p>A . ! ?</p> <p>To read aloud their writing clearly (every unit).</p> <p>To discuss what they have written with their teachers and peers (every unit).</p>
Reading	<p>Matching key words to pictures, reading captions, following the story, reading story maps, orally answering questions about the story (retrieval and inference), prediction, summary</p> <p>Phonics set 1 review (weeks 1-4) as well as set 2 in groups.</p>		<p>Matching key words to pictures, predictions, captions and labels, summarise, infer character information.</p> <p>Orally answering questions about story and facts.</p> <p>Prediction. Retrieve information. Infer. Summarise.</p>		<p>Matching key words to pictures, reading captions, following the story, reading story maps, orally answering questions about the story (retrieval and inference), prediction, summary</p>	



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Year 2	Autumn		Spring		Summer	
	<u>Who am I?</u>		<u>Great Fire of London</u>		<u>Out of This World</u>	
Key Texts	Wild Patten's pumpkin The storm whale Grace and family		The Great Fire of London Olga-de-Polga Moth		The snail and the whale Man on the Moon Leaf The robot and the blue bird	
Writing	Autumn 1 – Wild- Focus on developing relationships – drama and outcome character description.	<p>Capital letters for the days of the week and places.</p> <p>Spell the days of the week correctly.</p> <p>To write capital letters and digits of the correct size.</p> <p><u>Review</u> To use some adjectives for description.</p> <p>Capital letters for the names of people, places, days of the week and personal pronoun I.</p> <p>To use and to join words and clauses.</p>	Spring 1- Olga-de-Polga-- Diary entry	<p>To use the present tense including the present progressive.</p> <p>To distinguish between homophones and near homophones.</p> <p><u>Review</u> To use capital letters, full stops and exclamation marks accurately.</p> <p>To use a range of sentence types (statement, exclamation).</p> <p>To use noun phrases.</p> <p>To use co-ordinating conjunctions (and, or, but).</p>	Summer 1 - The snail and the whale – Create a narrative	<p>To use suffixes to spell longer words, including –ent, -ness, ful, less, -ly</p> <p><u>Review</u> To use noun phrases.</p> <p>To use co-ordinating and subordinating conjunctions.</p> <p>To use a range of sentence types (statement, exclamation, question).</p>
	Autumn 1- Patten's pumpkin- Narrative and drama- outcome book making	<p>To use an exclamation mark.</p> <p>To use question marks.</p> <p>To use exclamation sentences.</p> <p>To use the past progressive form.</p> <p><u>Review</u> To use the simple past tense.</p>			Summer 1 – Man on the moon – Simple instructions / rules for moon tourists	<p>To use commas to separate items in a list.</p> <p>To use apostrophes for contraction.</p> <p>To sequence with time related words, headings and numbers.</p> <p><u>Review</u> To use noun phrases.</p>



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		<p>Capital letters for the names of people, places, days of the week and personal pronoun I.</p> <p>To use and to join words and clauses.</p>				<p>To use co-ordinating and subordinating conjunctions.</p> <p>To use a range of sentence types (command, statement, exclamation, question).</p>
	<p>Autumn 2 – The storm whale – Narrative focussing on empathy – non-chronological report- on whales</p>	<p>To use and to join words and clauses.</p> <p>To identify and use statement sentences.</p> <p>To proofread to check for basic errors-punctuation (throughout the year). <u>Review</u></p> <p>To use question marks (as subheadings).</p> <p>Capital letters for the names of people, places, days of the week and personal pronoun I.</p>	<p>Spring 1/2- The Great Fire of London- narrative</p>	<p>To use subordinating conjunctions (because, when, if, that).</p> <p>Re-reading to check work makes sense (throughout the year). <u>Review</u></p> <p>To use noun phrases.</p> <p>To use co-ordinating and subordinating conjunctions.</p> <p>To use a range of sentence types (statement, exclamation).</p>	<p>Summer 2 – Leaf- Narrative focusing on developing children empathy – Narrative</p>	<p>To use apostrophes to mark singular possession in nouns. <u>Review</u></p> <p>To use noun phrases.</p> <p>To use co-ordinating and subordinating conjunctions.</p> <p>To use a range of sentence types (statement, exclamation, question).</p>
	<p>Autumn 2- Grace and family – narrative life in another country.</p>	<p>To use suffixes such as –ing, -ed, -er and –est.</p> <p>To use noun phrases.</p> <p>To use co-ordinating conjunctions (and, or, but). <u>Review</u></p> <p>To use some adjectives for description.</p>	<p>Spring 2-Moth- non-chronological report /newspaper</p>	<p>To use question and command sentences correctly. <u>Review</u></p> <p>To use noun phrases.</p> <p>To use co-ordinating and subordinating conjunctions.</p>	<p>Summer 2 – The robot and bluebird - Letter writing from a character’s perspective</p>	<p>To evaluate my work with my peer and teacher. <u>Review</u></p> <p>To use noun phrases.</p> <p>To use co-ordinating and subordinating conjunctions.</p>



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		Capital letters for the names of people, places, days of the week and personal pronoun I. To use a range of sentence types (statement, exclamation).		To use a range of sentence types (statement, exclamation).		To use a range of sentence types (statement, exclamation, question). To use apostrophes for contraction and possession.
	Assessed Piece - narrative (3 days) - during assessment week	<u>Review</u> To use capital letters, full stops and exclamation marks accurately. To use a range of sentence types (statement, exclamation). To use noun phrases. To use co-ordinating conjunctions (and, or, but). !, ? A . ‘ To proof-read punctuation errors (every unit). To evaluate my work with my teacher (every unit).	Assessed Piece – Recount/Explanation - during assessment week	<u>Review</u> To use capital letters, full stops, question marks and exclamation marks accurately. To use a range of sentence types (statement, exclamation, command and question). To use co-ordinating and subordinating conjunctions. !, ? A . ‘ To proof-read punctuation and spelling errors (every unit). To evaluate my work with my teacher (every unit).	Assessed Piece – narrative (3 days) - during assessment week	<u>Review</u> To use noun phrases. To use co-ordinating and subordinating conjunctions. To use a range of sentence types (statement, exclamation, question). To use apostrophes for contraction and possession. To use commas in a list. !, ? A . ‘ To proof-read punctuation, spelling and grammatical errors (every unit). To evaluate my work with my teacher (every unit).



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Reading	1b 1b 1c 1b 1b 1a	Retell	1b 1a 1d 1b 1a	1d 1a 1d 1a 1c
	Phonics set 2 review (weeks 1-4) as well as set 3 in groups.		Retell	



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Year 3	Autumn		Spring		Summer	
	Stone Age and Iron Age		Ancient Egypt		Ancient Greece	
Key Texts	Stone Age Boy Pebble in my pocket Hansel and Gretel - Anthony Browne		Charlie and the Chocolate Factory The story of Tutankhamun Varjak's paw		Aesop's Fables The Odysseus Kindlekrax	
Writing	Autumn 1 - Portal story based on the stone age	To use commas in a list. To use expanded noun phrases. To use an or a correctly. <u>Review</u> To use noun phrases. To use co-ordinating and subordinating conjunctions.	Spring 1- Narrative- stories from Ancient Egypt – How the world was created.	To punctuate direct speech accurately. To evaluate the effectiveness of their own work. <u>Review</u> To use expanded noun phrases. To use commas in a list for adjectives. To use co-ordinating and subordinating conjunctions.	Summer 1 – narrative – Journey Ancient Greece	<u>Review</u> To use expanded noun phrases. To use a wide range of co-ordinating and subordinating conjunctions such as although. To punctuate direct speech accurately.
	Autumn 1- Recount – A day in the life of a stone age child (linked to the visitor).	To use apostrophes for singular possession and contraction. To use the present perfect verb forms instead of the simple past tense. To propose changes to the grammar, accurate use of pronouns. <u>Review</u> To use co-ordinating and subordinating conjunctions. To use commas in a list.	Spring 1- Instructions- Process of mummification	To use a range of adverbs and conjunctions to express time. To propose changes to the vocabulary. <u>Review</u> To use co-ordinating and subordinating conjunctions. To use a range of sentence types (statement, commands exclamation, question). To use apostrophes for possession.	Summer 1 – Formal recount – news report Ancient Greece	<u>Review</u> To use headings and sub-headings. To use a range of adverbs, prepositions and conjunctions to express time. To use a wide range of co-ordinating and subordinating conjunctions such as although.



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	<p>Autumn 2 -Twisted Fairy tale – Anthony Browne- Hansel and Gretel</p>	<p>To use suffixes to spell longer words, including –ent, -ness, ful, less, -ly.</p> <p>To write from memory simple sentences dictated by the teacher.</p> <p>To use commas in a list of adjectives.</p> <p>To use dictionaries to check their spellings. <u>Review</u> To use expanded noun phrases.</p> <p>To use co-ordinating and subordinating conjunctions.</p> <p>To use commas in a list.</p> <p>To use the simple past tense.</p>	<p>Spring 1 - Haiku- Ancient Egyptian Hakius</p>	<p>To identify constants and vowels. <u>Review</u> To use expanded noun phrases.</p> <p>To use commas in a list.</p> <p>To use apostrophes for possession and contraction.</p>	<p>Summer 1 – Poetry Similes - Ancient Greek Heroes</p>	<p>To use a range of pre-fix and suffixes (super-, auto-, anti-).</p> <p>To use similes and alliteration.</p> <p>To locate root words. <u>Review</u> To use expanded noun phrases.</p> <p>To use commas in a list.</p>
	<p>Autumn 2- Non-chronological report based rocks</p>	<p>To sequence with time related words, headings and numbers.</p> <p>To use question and command sentences correctly.</p> <p>To sequence ideas into paragraphs.</p> <p>To use headings and subheadings to organise ideas. <u>Review</u> To use co-ordinating and subordinating conjunctions.</p>	<p>Spring 2- Narrative - Fantasy adventure Charlie and the chocolate factory</p>	<p>To use a range of prepositions to express time.</p> <p>To evaluate the effectiveness of their own and others' work. <u>Review</u> To use co-ordinating and subordinating conjunctions.</p> <p>To use expanded noun phrases.</p> <p>To use apostrophes for possession and contraction.</p>	<p>Summer 2 – Narrative – Aesop's fables</p>	<p><u>Review</u> To punctuate speech correctly.</p> <p>To use expanded noun phrases.</p> <p>To use a range of adverbs, prepositions and conjunctions to express time.</p> <p>To use a wide range of co-ordinating and</p>



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		<p>To use a range of sentence types (statement, exclamation, question).</p> <p>To use apostrophes for possession.</p>		<p>To punctuate direct speech correctly.</p>		<p>subordinating conjunctions such as although.</p>
Autumn 2 Poetry – Jabberwocky focussed on rhyme	<p>To evaluate my work with my peer and teacher.</p> <p>To use suffixes for plurals.</p> <p>To use a dictionary to check the spellings (using the first 2 or 3 letters of words to check). <u>Review</u></p> <p>To use expanded noun phrases.</p> <p>To use nouns or pronouns appropriately for clarity and cohesion to avoid repetition.</p>	Spring 2– Explanation- Willy Wonka Gobstopper machine	<p>To use exclamation sentences.</p> <p>To use a wide range of subordinating conjunctions such as although.</p> <p>To identify main and subordinate clauses. <u>Review</u></p> <p>To use commas in a list.</p> <p>To use co-ordinating conjunctions.</p> <p>To use apostrophes for possession and contraction.</p> <p>To use heading and subheadings to organise ideas.</p>	Summer 2- Persuasion – Don't accept a gift that seems too good to be true? -Aesop's fables	<p>To begin to understand using a possessive apostrophe with a plural noun.</p> <p>Read aloud their work with correct intonation. <u>Review</u></p> <p>To use commas in a list.</p> <p>To use co-ordinating and subordinating conjunctions.</p> <p>To use apostrophes for possession and contraction.</p> <p>To use adverbs, prepositions and conjunctions to express time.</p>	
Assessed Piece – narrative (3 days) - during assessment week	<p><u>Review</u></p> <p>To use expanded noun phrases.</p> <p>To use commas in a list for adjectives.</p>	Assessed Piece – Recount/Explanation - during assessment week	<p><u>Review</u></p> <p>To use expanded noun phrases.</p> <p>To use a range of adverbs, prepositions and conjunctions to express time.</p>	Assessed Piece – Narrative - during assessment week	<p><u>Review</u></p> <p>To punctuate direct speech accurately.</p> <p>To use expanded noun phrases.</p>	



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		<p>To use the present perfect verb forms instead of the simple past tense.</p> <p>To sequence ideas into paragraphs.</p> <p>!, ? A . ‘</p> <p>To proof-read spelling and punctuation errors (every unit).</p> <p>To improve my work with my teacher and peer by extending the vocabulary (every unit).</p> <p>To read my work aloud with the correct intonation (every unit).</p>		<p>To use a wide range of co-ordinating and subordinating conjunctions such as although.</p> <p>To sequence ideas into paragraphs.</p> <p>!, ? A . ‘</p> <p>To proof-read spelling and punctuation errors (every unit).</p> <p>To improve my work with my teacher and peer by extending the vocabulary (every unit).</p> <p>To read my work aloud with the correct intonation (every unit).</p>		<p>To use a range of adverbs, prepositions and conjunctions to express time.</p> <p>To use a wide range of co-ordinating and subordinating conjunctions such as although.</p> <p>!, ? A . ‘</p> <p>To proof-read spelling and punctuation errors (every unit).</p> <p>To improve my work with my teacher and peer by extending the vocabulary (every unit).</p> <p>To read my work aloud with the correct intonation (every unit).</p>															
Reading	<table border="1"> <tr> <td>2b</td> <td>2a</td> <td>2d</td> <td>2b</td> <td>2a</td> <td>2d</td> </tr> </table> <p>2c to be covered in shared read sessions</p> <p>Phonics set 3 review (weeks 1-4) as well as whole class reading.</p>	2b	2a	2d	2b	2a	2d		<table border="1"> <tr> <td>2b</td> <td>2a</td> <td>2d</td> <td>2c</td> <td>2a</td> </tr> </table>	2b	2a	2d	2c	2a		<table border="1"> <tr> <td>2b</td> <td>2a</td> <td>2d</td> <td>2g</td> <td>2a</td> </tr> </table>	2b	2a	2d	2g	2a
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2b	2a	2d	2g	2a																	



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Year 4	Autumn		Spring		Summer	
	Local History...		Early Islamic Civilisation		Roman Empire	
Key Texts	The boy in the back of the class The miraculous journey of Edward Tulane The great Kapok tree		Crusade Arabian nights		Queen of Darkness Escape from Pompeii, so you think you've got it bad	
Writing	Autumn 1 – Narrative journey through time	To use a range of prepositions to express time. <u>Review</u> To punctuate direct speech accurately. To use expanded noun phrases. To use a range of adverbs and conjunctions to express time. To proof-read punctuation errors (throughout the year).	Spring 1 – Narrative --Arabian legend	<u>Review</u> To punctuate direct speech accurately. To use expanded noun phrases. To use fronted adverbials with a succeeding comma (preposition, conjunction, adverbs).	Summer 1 – narrative- Writing an alternative ending/sequel using a quality text – Escape from Pompeii	<u>Review</u> To punctuate direct speech accurately. To use apostrophes for contraction and possession. To use fronted adverbials with a succeeding comma (preposition, conjunction, adverbs).
	Autumn 1- Explanation- Rio carnival	To use a wide range of subordinating conjunctions such as although. To use fronted adverbials with a succeeding comma. <u>Review</u> To use a wide range of coordinating conjunctions. . To use expanded noun phrases. To use fronted adverbials with a comma.	Spring 1 – Formal recount- newspaper report – Children in danger/conflict (possible e-safety link)	To punctuate direct and indirect speech accurately. <u>Review</u> To use a wide range of coordinating and subordinating conjunctions such as although. . To use fronted adverbials with a succeeding comma (preposition, conjunction, adverbs). To use expanded noun phrases with prepositional phrases to develop ideas.	Summer 1 – Explanation text – Why the Roman army was the success of the Empire	To use standard form of verb inflections. <u>Review</u> To use apostrophes for contraction and possession. To use fronted adverbials with a succeeding comma (preposition, conjunction, adverbs). Capital letters for the names of people, places, days of the week and personal pronoun I.



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		To proof-read punctuation and spelling errors (throughout the year).				
Autumn 1 – Poetry kennings – Brazilian culture	<p>To use a range of pre-fix and suffixes (super-, auto-, anti-).</p> <p>To evaluate the effectiveness of their own and others' work.</p> <p>To identify the effect of repetition on the reader. <u>Review</u> To use a and an correctly.</p> <p>To use expanded noun phrases with prepositional phrases to develop ideas.</p> <p>To use expanded noun phrases with prepositional phrases to develop ideas.</p>	Spring 1 – Comparison text – Comparing 2 religions- Christianity and Islam.	<p>To use homophones correctly. <u>Review</u> To use a range of pre-fix and suffixes (super-, auto-, anti-).</p> <p>To use a wide range of co-ordinating and subordinating conjunctions such as although.</p>	Summer 2- Diary entry – natural disaster	<p>To use a possessive apostrophe with a plural noun.</p> <p><u>Review</u> To use expanded noun phrases with prepositional phrases to develop ideas.</p> <p>To use fronted adverbials with a succeeding comma (preposition, conjunction, adverbs).</p>	
Autumn 2- Narrative – Origin story- moving countries (based on the boy in the back of the class).	<p>To identify main and subordinate clauses.</p> <p><u>Review</u> To use a wide range of co-ordinating and subordinating conjunctions such as although.</p> <p>To use expanded noun phrases.</p> <p>To use fronted adverbials with a comma.</p>	Spring 2 – Narrative- Two different characters coming together.	<p>To use nouns or pronouns appropriately for clarity and cohesion to avoid repetition. <u>Review</u> To use fronted adverbials with a succeeding comma (preposition, conjunction, adverbs).</p> <p>To punctuate direct speech correctly.</p> <p>To use expanded noun phrases with prepositional phrases to develop ideas.</p>	Summer 2- narrative Running away from a natural disaster.	<p>To use pre-fixes correctly (un-, dis-, re-). <u>Review</u> To use expanded noun phrases with prepositional phrases to develop ideas.</p> <p>To use fronted adverbials with a succeeding comma (preposition, conjunction, adverbs).</p> <p>To use a range of sentence types (statement, commands exclamation, question).</p>	



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	<p>Autumn 2- Non-chronological report-Sheffield (culture, diversity, history).</p>	<p>To use a possessive apostrophe with a noun.</p> <p><u>Review</u></p> <p>To use a range of sentence types (statement, commands exclamation, question).</p> <p>To use headings and sub-headings.</p>	<p>Spring 2- Poetry – Rhythm and sounds – alliteration, onomatopoeia, syllables (Hot like fire) based on rainforest sounds.</p>	<p>To use onomatopoeia accurately.</p> <p><u>Review</u></p> <p>To use alliteration accurately.</p> <p>To use expanded noun phrases.</p>	<p>Summer 2 – Haiku- describing natural disasters.</p>	<p>To use similes accurately.</p> <p>To punctuate a poem correctly.</p> <p><u>Review</u></p> <p>To use a range of pre-fix and suffixes (super-, auto-, anti-).</p>
	<p>Assessed piece narrative (3 days)- during assessment weeks</p>	<p><u>Review</u></p> <p>To use a wide range of co-ordinating and subordinating conjunctions such as although.</p> <p>.</p> <p>To use expanded noun phrases.</p> <p>To use fronted adverbials with a comma.</p> <p>To sequence ideas into paragraphs.</p> <p>!, ? A . ‘</p> <p>To proof-read spelling and punctuation errors (every unit).</p> <p>To improve my work with my teacher and peers by extending the vocabulary and checking the grammar (every unit).</p>	<p>Assessed piece- Non chronological report/explanation text (3 days)</p>	<p><u>Review</u></p> <p>To use nouns or pronouns appropriately for clarity and cohesion to avoid repetition.</p> <p>To punctuate indirect speech accurately.</p> <p>To use fronted adverbials with a succeeding comma (preposition, conjunction, adverbs).</p> <p>!, ? A . ‘</p> <p>To proof-read spelling and punctuation errors (every unit).</p> <p>To improve my work with my teacher and peers by extending the vocabulary and checking the grammar (every unit).</p>	<p>Assessed piece narrative (3 days)- during assessment weeks</p>	<p><u>Review</u></p> <p>To use nouns or pronouns appropriately for clarity and cohesion to avoid repetition.</p> <p>To punctuate direct speech accurately.</p> <p>To use fronted adverbials with a succeeding comma (preposition, conjunction, adverbs).</p> <p>To use a possessive apostrophe with a plural noun.</p> <p>!, ? A . ‘</p> <p>To proof-read spelling and punctuation errors (every unit).</p> <p>To improve my work with my teacher and peers by</p>



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		To read my work aloud with the correct intonation (every unit).		To read my work aloud with the correct intonation (every unit).		extending the vocabulary and checking the grammar (every unit). To read my work aloud with the correct intonation (every unit).
Reading	2b 2a 2d 2a 2d 2c		2a 2d 2b 2a 2d		2 2 2 2 2 a d g a d	



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<u>Year 5</u>	<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>	
	<u>Anglo Saxons and Scots</u>		<u>Viking Invasions</u>		<u>Tudors</u>	
Key Texts	Anglo-Saxon Boy Beowulf King Arthur and the Knights of the Round Table		Viking Boy Illegal		Treason Macbeth DK Tudors Cosmic	
Writing	Autumn 1- Narrative- The legend of King Arthur Autumn 1- Discussion- Is the legend of King Arthur true?	<p>To use nouns or pronouns appropriately for clarity and cohesion to avoid repetition.</p> <p><u>Review</u></p> <p>To punctuate direct speech accurately.</p> <p>To use fronted adverbials with a succeeding comma (preposition, conjunction, adverbs).</p> <p>To use nouns or pronouns appropriately for clarity and cohesion to avoid repetition.</p> <p>To use pre-fixes correctly (un-, dis-, re-).</p> <p>To use standard form of verb inflections.</p> <p>To use adverbs to indicate possibility.</p> <p><u>Review</u></p> <p>To use a wide range of co-ordinating and subordinating conjunctions such as although.</p>	Spring 1 Narrative- Rites of passage stories – Story slam Spring 1- Diary- Viking boy	<p><u>Review</u></p> <p>To punctuate direct speech accurately.</p> <p>To use fronted adverbials with a succeeding comma (preposition, conjunction, adverbs).</p> <p>To use a possessive apostrophe with a plural noun.</p> <p>To identify word classes (nouns, adjectives, verbs, adverbs).</p> <p>To punctuate relative clauses with commas (parenthesis).</p> <p>To identify and use the past and present progressive tenses.</p> <p><u>Review</u></p> <p>To punctuate direct and indirect speech accurately.</p> <p>To use expanded noun phrases with prepositional phrases to develop ideas.</p>	Summer 1 – Narrative and Playscripts- Macbeth Summer 1- News report- Lady Macbeth	<p><u>Review</u></p> <p>To use commas to avoid ambiguity.</p> <p>To use apostrophes accurately.</p> <p>To use relative clauses to add detail.</p> <p>To punctuate relative clauses with commas.</p> <p>To punctuate relative clauses with dashes (parenthesis).</p> <p>To identify and use the present perfect form.</p> <p><u>Review</u></p> <p>To use relative clauses to add detail.</p> <p>To punctuate relative clauses with commas.</p>



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		<p>To use fronted adverbials with a succeeding comma (preposition, conjunction, adverbs).</p> <p>To use a range of sentence types (statement, commands exclamation, question).</p>		<p>To identify determiners and articles.</p> <p>To proof-read for spelling and punctuation errors (throughout the year).</p>		<p>To use modal verbs accurately.</p>
Autumn 2- narrative- Portal story Narnia	<p>To use relative clauses to add detail with brackets (parenthesis) and a wide range of relative pronouns.</p> <p><u>Review</u> To identify different types of clauses.</p> <p>To use a wide range of co-ordinating and subordinating conjunctions such as although.</p> <p>To use fronted adverbials with a succeeding comma (preposition, conjunction, adverbs).</p>	Spring 1- Imagery – Poems using metaphors and similes (Kennings).	<p>To use metaphors to describe.</p> <p>To identify synonyms and antonyms. <u>Review</u> To use similes, alliteration and onomatopoeia accurately.</p>	Summer 2- Narrative based on a journey to space	<p>To identify and use the past perfect form.</p> <p><u>Review</u> To use relative clauses to add detail and punctate using dashes, brackets and commas.</p> <p>To use a wide range of co-ordinating and subordinating conjunctions such as although.</p> <p>To punctuate direct speech correctly.</p>	
Autumn 2 – Poetry- Epic poems – narrative poetry that retell an event from a legend, focus on verse and stanzas (Beowulf)	<p>To use onomatopoeia accurately.</p> <p>To use similes accurately.</p> <p>To punctuate a poem correctly.</p> <p>To use verses and stanzas correctly.</p> <p>To understand how to use a thesaurus. <u>Review</u> To use alliteration accurately.</p>	Spring 2- Narrative- adventure across lands - Illegal.	<p>To use commas to avoid ambiguity. <u>Review</u> To use similes, metaphors, alliteration and onomatopoeia to describe.</p> <p>To use fronted adverbials with a succeeding comma (preposition, conjunction, adverbs).</p>	Summer 2- Biography – links to Space Neil Armstrong	<p>To identify and use standard English.</p> <p><u>Review</u> To use relative clauses to add detail and punctate using dashes, brackets and commas.</p> <p>To use apostrophes accurately.</p> <p>To use nouns or pronouns appropriately for clarity</p>	



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				To proof-read for spelling and punctuation errors (throughout the year).		and cohesion to avoid repetition. To use commas to avoid ambiguity.
Autumn 2 – Explanation text /Recount- Trade wars	<p>To use modal verbs accurately. <u>Review</u> To use a wide range of co-ordinating and subordinating conjunctions such as although.</p> <p>To use fronted adverbials with a succeeding comma (preposition, conjunction, adverbs).</p> <p>To use expanded noun phrases with prepositional phrases to develop ideas.</p> <p>To identify and use the simple past and present tenses correctly.</p>	Spring 2- Persuasion- is it okay to invade other countries?	<p><u>Review</u> To use pre-fixes, suffixes and homophones correctly (un-, dis-, re-, -ly).</p> <p>To use modal verbs accurately.</p> <p>To use adverbs to indicate possibility.</p> <p>To use fronted adverbials with a succeeding comma (preposition, conjunction, adverbs).</p> <p>To use apostrophes accurately.</p>	Summer 2- Poetry – Song Lyrics – Space Oddity	<p>To use personification to describe. <u>Review</u> To use similes, alliteration, metaphors and onomatopoeia accurately.</p> <p>To use commas to avoid ambiguity.</p>	
Assessed piece narrative (3 days)- during assessment weeks	<p><u>Review</u> To use modal verbs accurately.</p> <p>To use adverbs to indicate possibility.</p> <p>To use a wide range of co-ordinating and subordinating conjunctions such as although.</p> <p>To use fronted adverbials with a succeeding comma (preposition, conjunction, adverbs).</p>	Assessed piece- Non chronological report/explanation text (3 days)- during assessment weeks	<p><u>Review</u> To use modal verbs accurately.</p> <p>To use commas to avoid ambiguity.</p> <p>To use apostrophes accurately.</p> <p>To use relative clauses to add detail and punctuate with commas.</p> <p>To use the correct tenses.</p>	Assessed piece- narrative (3 days)- during assessment weeks	<p><u>Review</u> To use modal verbs accurately.</p> <p>To use commas to avoid ambiguity.</p> <p>To use apostrophes accurately.</p> <p>To use relative clauses to add detail.</p> <p>To punctuate relative clauses with commas.</p>	



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		<p>To use expanded noun phrases with prepositional phrases to develop ideas.</p> <p>! , ? A . ' () -</p> <p>To proof-read spelling and punctuation errors (every unit).</p> <p>To ensure correct use of tense throughout a piece of writing (every unit).</p> <p>To evaluate and improve my work by proposing changes to the vocabulary, grammar and punctuation to enhance and clarify meaning (every unit).</p> <p>To perform my work aloud with the correct intonation, volume and movement (every unit).</p>		<p>To use adverbs to indicate possibility.</p> <p>! , ? A . ' () -</p> <p>To proof-read spelling and punctuation errors (every unit).</p> <p>To ensure correct use of tense throughout a piece of writing (every unit).</p> <p>To evaluate and improve my work by proposing changes to the vocabulary, grammar and punctuation to enhance and clarify meaning (every unit).</p> <p>To perform my work aloud with the correct intonation, volume and movement (every unit).</p>		<p>To punctuate relative clauses with dashes.</p> <p>! , ? A . ' () -</p> <p>To proof-read spelling and punctuation errors (every unit).</p> <p>To ensure correct use of tense throughout a piece of writing (every unit).</p> <p>To evaluate and improve my work by proposing changes to the vocabulary, grammar and punctuation to enhance and clarify meaning (every unit).</p> <p>To perform my work aloud with the correct intonation, volume and movement (every unit).</p>
Reading	2a 2d 2d 2a 2d 2d	2b in shared read sessions	2a 2d 2g 2a 2d		2a 2d 2h 2a 2d	



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<u>Year 6</u>	<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>	
	<u>Victorians</u>		<u>World War Two</u>		<u>1960s – Segregation</u>	
Key Texts	Street Child Rooftoppers A Christmas carol		Goodnight Mister Tom Anne Frank’s diary (extracts) Rose Blanche Travel with Me textbook		The suffragette- The battle for equality Rosa Parks Young, black and Gifted Holes	
Writing	Autumn 1 – Narrative – an orphan trying to find a family (Harry Potter, street child and rooftoppers)	<p>To identify and use standard English.</p> <p>To use dictionaries and thesauruses to develop language. <u>Review</u> To identify synonyms and antonyms.</p> <p>To identify types of words.</p> <p>To use a wide range of co-ordinating and subordinating conjunctions such as although.</p> <p>To use expanded noun phrases.</p> <p>To punctuate direct speech correctly.</p>	Spring 1- Story slam	<p>To identify and improve the subject verb choice. <u>Review</u> To use nouns or pronouns appropriately for clarity and cohesion to avoid repetition.</p> <p>To use apostrophes accurately.</p> <p>To use relative clauses to add detail.</p> <p>To punctuate relative clauses with commas.</p> <p>To punctuate relative clauses with dashes.</p>	Summer 1- Narrative- Flipped story based on Malorie Blackman	<p>To use dashes for a final comment. <u>Review</u> To identify the types of clauses.</p> <p>To use a wide range of co-ordinating and subordinating conjunctions such as although.</p> <p>To integrate dialogue to convey character and advances action.</p>
	Autumn 1- Persuasion/Discussion - Child Labour during the Victorian Era	<p>To identify and use the past perfect form.</p> <p>To punctuate relative clauses with dashes (parenthesis).</p> <p>To use the active and passive voice.</p> <p>To use expanded noun phrases to convey complicated information. <u>Review</u> To use modal verbs accurately.</p>	Spring 1 - Explanation – Blitz	<p>To use semi-colons to mark boundaries between independent clauses. <u>Review</u> To use commas to avoid ambiguity.</p> <p>To use a range of pre-fixes and suffixes.</p>	Summer 1- News report- Rosa parks	<p>To use the subjunctive mood. <u>Review</u> To write in standard English. To use commas to avoid ambiguity.</p>



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		<p>To use adverbs to indicate possibility.</p> <p>To identify phrases and clauses.</p> <p>To use a range of relative clauses and punctuate them with brackets and commas.</p> <p>To use verb forms and tenses correctly.</p>		<p>To use a colon to introduce a list.</p> <p>To use a range of sentence types (statement, commands exclamation, question).</p>		<p>To use apostrophes accurately.</p> <p>To use the correct tense.</p>
Autumn 2- Narrative- Nowhere emporium	<p>To use personification to describe.</p> <p>To use SPACED to build cohesion.</p> <p>To use a variety of descriptive techniques, i.e. show, don't tell. <u>Review</u></p> <p>To use a wide range of co-ordinating and subordinating conjunctions such as although.</p> <p>To use fronted adverbials with a succeeding comma (preposition, conjunction, adverbs).</p> <p>To use a range of figurative language.</p>	Spring 1- Poetry Imagery-war	<p>To use hyphens to avoid ambiguity.</p> <p>To use hyperboles correctly. <u>Review</u></p> <p>To use similes, alliteration, metaphors and onomatopoeia accurately.</p> <p>To use commas to avoid ambiguity.</p>	Summer 2 – Narrative – journey to redemption (Holes)	<p><u>Review</u></p> <p>To identify the types of clauses.</p> <p>To use a semi-colon and colon to mark boundaries.</p> <p>To use a wide range of co-ordinating and subordinating conjunctions such as although.</p> <p>To integrate dialogue to convey character and advances action.</p> <p>To use fronted adverbials with a succeeding comma.</p> <p>To use a range of descriptive writing techniques.</p>	
Autumn 2- Explanation –class system in the Victorian era.	<p>To use commas to avoid ambiguity.</p> <p>To use a colon to introduce a list.</p>	Spring 2– Narrative- spooky stories	<p>To integrate dialogue to convey character and advances action. <u>Review</u></p>	Summer 2 – Persuasion/discussion Is segregation still relevant today?	<p><u>Review</u></p> <p>To use columns, bullet points and tables to structure writing.</p>	



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		<p>To use columns, bullet points and tables to structure writing.</p> <p><u>Review</u></p> <p>To use headings and sub-headings to structure writing.</p> <p>To use a range of sentence types (statement, commands exclamation, question).</p> <p>To use a range of relative clauses and punctuate them with brackets, dashes and commas.</p>		<p>To punctuate direct speech correctly.</p> <p>To use semi-colons to mark boundaries between independent clauses.</p> <p>To use relative clauses to add detail.</p> <p>To use SPACED to build cohesion.</p> <p>To use a variety of descriptive techniques, i.e. show, don't tell.</p>		<p>To use hyphens to avoid ambiguity.</p> <p>To use semi-colons to mark boundaries between independent clauses.</p> <p>To identify and improve the subject verb choice.</p> <p>To use a colon to introduce a list.</p> <p>To use dashes for a final comment.</p>
Autumn 2- A classic narrative poem (Highway man)	<p>To identify the audience and purpose of writing, selecting appropriate features.</p> <p><u>Review</u></p> <p>To use similes, alliteration, metaphors and onomatopoeia accurately.</p> <p>To use commas to avoid ambiguity.</p> <p>To use dictionaries and thesauruses to develop language.</p>	Spring 2- Discussion- Equality (link to geography-living on the edge)	<p>To use colons to mark boundaries between independent clauses.</p> <p><u>Review</u></p> <p>To use columns, bullet points and tables to structure writing.</p> <p>To use a range of sentence types (statement, commands exclamation, question).</p> <p>To use a range of relative clauses and punctuate them with brackets, dashes and commas.</p>	Summer 2 – Poetry – rhyme /rap 60s music/protest	<p><u>Review</u></p> <p>To use a range of figurative language.</p> <p>To use dictionaries and thesauruses to develop language.</p>	
Assessed piece narrative (3 days)- during assessment weeks	<p><u>Review</u></p> <p>To use a colon to introduce a list.</p>	Assessed piece- Non chronological report/explanation text	<u>Review</u>	Assessed piece Narrative (3 days)- during assessment weeks	<p><u>Review</u></p> <p>To use hyphens to avoid ambiguity.</p>	



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		<p>To use SPACED to build cohesion.</p> <p>To use a variety of descriptive techniques, i.e. show, don't tell.</p> <p>To use the active and passive voice.</p> <p>To use expanded noun phrases to convey complicated information.</p> <p>To punctuate speech correctly.</p> <p>!, ? A . ' () - : ; -</p> <p>To proof-read spelling and punctuation errors (every unit).</p> <p>To ensure correct use of tense and subject verb agreement throughout a piece of writing (every unit).</p> <p>To choose the appropriate formality for a piece of writing (every unit).</p> <p>To evaluate and improve my work by proposing changes to the vocabulary, grammar and punctuation to enhance and clarify meaning (every unit).</p> <p>To perform my work aloud with the correct intonation, volume and movement (every unit).</p>	<p>(3 days)- during assessment weeks</p>	<p>To use columns, bullet points and tables to structure writing.</p> <p>To use hyphens to avoid ambiguity.</p> <p>To use semi-colons to mark boundaries between independent clauses.</p> <p>To identify and improve the subject verb choice.</p> <p>To use a colon to introduce a list.</p> <p>!, ? A . ' () - : ; -</p> <p>To proof-read spelling and punctuation errors (every unit).</p> <p>To ensure correct use of tense and subject verb agreement throughout a piece of writing (every unit).</p> <p>To choose the appropriate formality for a piece of writing (every unit).</p> <p>To evaluate and improve my work by</p>		<p>To use semi-colons to mark boundaries between independent clauses.</p> <p>To identify and improve the subject verb choice.</p> <p>To use a colon to introduce a list.</p> <p>To integrate dialogue to convey character and advance action.</p> <p>To use dashes for a final comment.</p> <p>!, ? A . ' () - : ; -</p> <p>To proof-read spelling and punctuation errors (every unit).</p> <p>To ensure correct use of tense and subject verb agreement throughout a piece of writing (every unit).</p> <p>To choose the appropriate formality for a piece of writing (every unit).</p> <p>To evaluate and improve my work by proposing changes to the</p>
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				proposing changes to the vocabulary, grammar and punctuation to enhance and clarify meaning (every unit). To perform my work aloud with the correct intonation, volume and movement (every unit).		vocabulary, grammar and punctuation to enhance and clarify meaning (every unit). To perform my work aloud with the correct intonation, volume and movement (every unit).
Reading	2a 2d 2b 2a 2d 2h	2b and 2a in shared read sessions (daily review)		2a 2d 2f 2a 2d	2a 2d 2g 2a Tests 2b	