

English Long Term Plan Whole School

LITERACY	Autumn 1 Incredible Me	Autumn 2 Potions	Spring 1 Amazing Animals	Spring 2 Farms and gardens	Summer 1 Castles, cottages and Forests- Traditional Tales	Summer 2 Oh I do like to be beside the seaside!
<p>Key Texts - A selection of these will be taught.</p> <p>Comprehension</p> <p>ELG Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate - where appropriate - key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction,</p>	<p>Pete the Cat Rocking in my School Shoes</p> <p>Harry and the dinosaurs go to school</p> <p>All Kinds of people/You choose</p> <p>Patak's Pumpkins or The Scarecrow's Wedding</p> <p>Awesome Autumn - Non Fiction</p>	<p>Winnie the Witch</p> <p>Magic Porridge Pot</p> <p>The Ginger Bread man</p> <p>Room on the Broom</p> <p>Bonfire Night - Non Fiction</p> <p>Diwali - Non Fiction</p>	<p>The Great Race</p> <p>The Runaway Wok</p> <p>Grumpy Frog</p> <p>Mr Big</p> <p>Handa's Surprise</p> <p>Dear Zoo</p> <p>Celebrating Chinese New Year - Non Fiction</p>	<p>Jack and the Bean Stalk</p> <p>What the ladybird heard</p> <p>Farmer Duck</p> <p>Oliver's Vegetables</p> <p>Katie and the sunflowers</p> <p>Bog Baby</p> <p>Eggs - Non Fictions</p>	<p>Little Red Riding Hood</p> <p>Goldilocks and the Three bears</p> <p>The Gruffalo</p> <p>Small Knight and George and the Royal Chocolate Cake.</p> <p>Usborne - Peep inside the Castle - Non Fiction</p>	<p>Rainbow Fish</p> <p>Sharing a Shell</p> <p>The Singing Mermaid</p> <p>Lola's Sandcastle</p> <p>My First Atlas - Non Fiction</p>

rhymes and poems and during role-play.						
Phonics	Phase 1/2	Phase 2	Phase 3	Phase 3/Phase 4	Phase 4	Phase 4/5
Word Reading ELG Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	Begin to link sounds to letters and blend 2 and 3 letter words	- Read words consistent with their phonic knowledge by sound-blending; Read common exception words for Phase 2.	- Say a sound for each letter in the alphabet and at least 10 digraphs	- Read words consistent with their phonic knowledge by sound-blending - Phase 3 sounds and digraphs - Read common exception words for Phase 3.	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with letters; Write simple phrases and sentences that can be read by others.	Link sounds to letters and begin to form them correctly.	Link sounds to letters and begin to form them correctly. Orally Segment cvc words. Represent some sounds correctly and in sequence.	Write recognisable letters, most of which are correctly formed Spell words by identifying sounds in them and representing the sounds with a letter or letters;	Spell words by identifying sounds in them and representing the sounds with a letter or letters;	Write simple phrases and sentences that can be read by others	Write simple phrases and sentences that can be read by others

Year 1 English Long Term Plan						
English	<p>Beegu</p> <p>Recount (1 week)</p> <p>Narrative character description and setting description. (4 weeks)</p> <p>Instructions (1 week)</p>	<p>The Three Little Pigs</p> <p>Recount (1 week)</p> <p>Poetry - Bonfire night (1 week)</p> <p>Instructions (1 week)</p> <p>Narrative Character description (3 weeks)</p>	<p>Dogger</p> <p>Recount (1 week)</p> <p>Narrative Character description (4 weeks)</p> <p>Senses Poetry - winter (1 week)</p>	<p>Supertato</p> <p>Recount (1 week)</p> <p>Narrative Character description (4 weeks)</p>	<p>Paddington at the Palace</p> <p>Recount (1 week)</p> <p>Postcard/Letter (2 weeks)</p> <p>Narrative Character description (2 weeks)</p>	<p>The Tiger who Came to Tea</p> <p>We're Going on a Bear Hunt</p> <p>Recount (1 week)</p> <p>Non-chronological report (1 week)</p> <p>Poetry - We're going on a bear hunt (1 week)</p> <p>Narrative Character description (3 weeks)</p>
Spelling		<p>Suffixes that can be added to verbs where no change is needed in the spelling of root words -ing, -ed , er</p>	<p>Common exception words spellings</p> <p>The, a, do, to, today, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put</p>	<p>Common exception words spellings push, pull, full, house, our, of, said, says, are, were.</p> <p>Days of the week.</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words -er, - est</p> <p>The split vowel digraphs 'a-e' and 'e-e'</p>	<p>The /yoo/ and /oo/ sounds spelt with the split digraph 'u-e</p> <p>The vowel digraph 'oo' - very few words have oo at the end</p> <p>The sounds/oo/ and /yoo/ spelt with 'ue'</p> <p>'ew'</p> <p>The vowel digraphs 'ow' and 'ou'</p>	<p>The vowel trigraph ear</p> <p>New consonant spelling wh and ph</p> <p>Adding the prefix -un without any changes to the spelling of the root word.</p> <p>Adding - s or -es to words</p> <p>Compound words</p>

				The split vowel digraphs 'i-e' 'o-e'	Words ending with the sound /ee/ spelt with y The vowel digraph or and the vowel trigraph ore The vowel digraphs aw and au	Read words with contractions (Word reading - English)
Punctuation and Grammar	Finger spaces Capital letters to begin sentences Full stops Capital letter for personal pronoun I Combining words to make sentences.	Finger spaces Capital letters to begin sentences Full stops Capital letter for personal pronoun I Combining words to make sentences.	Joining words and clauses using and Capital letters for names Sequencing sentences to form short narratives	Exclamation marks Capital letters for names of places and days of the week. Sequencing sentences to form short narratives	Question marks Capital letters for names of places and days of the week. Sequencing sentences to form short narratives	Sequencing sentences to form short narratives
	Autumn 1 Dinosaur Planet 7 weeks 2 days	Autumn 2 Land Ahoy (Pirates) 7 weeks	Spring 1 Towers & Tunnels 6 Weeks 4 days	Spring 2 Flat Stanley 6 weeks	Summer 1 The Magic Faraway Tree 3 weeks 4 days 4 days	Summer 2 Seashores 6 weeks 4 days
English	Vocabulary, Punctuation & Grammar - Past tense - Present tense - Capital Letters - Full stops - Commands	Vocabulary, Punctuation & Grammar - Question sentences - Exclamation marks - showing	Vocabulary, Punctuation & Grammar - Exclamation sentences - Subordination (when, that)	Vocabulary, Punctuation & Grammar - formation of nouns by compounding - Recap and review	Vocabulary, Punctuation & Grammar - Recap and review Description (1week)	Vocabulary, Punctuation & Grammar - Recap and review Narrative (1week)

	<ul style="list-style-type: none"> - Expanded noun phrases (touch upon commas in a list for two adjectives) - Co-ordination (and, but) - Subordination (because) <p>Recount real life event (2days) Summer holiday using own pictures</p> <p>Recount & Compare texts (1week) Harry and his bucketful of dinosaurs, recount using given picture prompts Compare with other Harry stories</p> <p>Narrative (1week) Plan and write own middle and ending for a Harry story</p> <p>Recount - Fiction (1week) Choose one of the other Harry stories to recount Edit and redraft parts of story</p>	<p>feelings/emotions</p> <ul style="list-style-type: none"> - Commas in a list - Co-ordination (or) - Subordination (if) <p>Recount fiction (1week) The Pirates next door (whole story)</p> <p>Settings descriptive writing (1week) Salty Dogs Adventure through the pirate's islands and write a description at each point of the story</p> <p>Narrative (2 weeks) Plan and write whole story using story mountain</p> <p>Lists & Descriptions (1week)</p>	<ul style="list-style-type: none"> - Use of -ly to turn adjectives into adverbs - progressive form of verbs in the present and past tense to mark actions in progress <p>Recount real life event (4Days) Christmas holiday</p> <p>Narrative (1week) The Tunnel by Anthony Browne Predict ending</p> <p>Character Descriptions (1week) The Tunnel by Anthony Browne Compare Rose and Jack</p> <p>Descriptive Writing - Traditional Tales (2weeks) Tangled & Rapunzel - compare similarities and differences Watch film clips</p>	<p>Recount fiction (1week) Flat Stanley first chapter</p> <p>Instructions (1week) How to make a kite</p> <p>Setting Descriptions (1week)</p> <p>Newspaper report (1week) What happened in the museum?</p> <p>Poetry (1week) Similes</p> <p>Class book - The Wishing Chair, Enid Blyton</p>	<p>Design and describe a new magic land</p> <p>Narrative (1week) Use own magic land to write own chapter</p> <p>Diary Entry (1week) Choose a character to tell a friend their secret (update over a few days)</p> <p>Non-chronological report (1week) The big book of the blue</p> <p>Class book - Harry the poisonous centipede</p>	<p>The boy who sailed the ocean in an armchair Predict what will happen on the return adventure to get back home</p> <p>Setting Descriptions (1week) The secret of Black Rock</p> <p>Letter (1week)</p> <p>Character Profile (1week) Dougal's Deep-Sea Diary</p> <p>Poetry (1week) Use seaside Poems books</p> <p>Class book -Winnie the Witch at the Seaside</p>
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	<p>Character Descriptions (1 week) Trouble at Dinosaur Café</p> <p>Instructions (1 week) Trouble at Dinosaur Café Recipe and instructions for dinosaur Stew</p> <p>Poetry (1week) Rhyming</p> <p>Class book - The owl who was afraid of the dark</p>	<p>Jack and the Flumflum Tree Make a list of objects and write descriptions</p> <p>Make own list and write descriptions</p> <p>1 week - assessment 1 week - Christmas (letters to Santa)</p> <p>Class book - Fluff the farting fish & Bilal's Brilliant Bee (Michael Rosen)</p>	<p>Leaflet (1week) Castles</p> <p>Class book - Fantastic Mr Fox</p>			
<p>Spelling Lesson/Home learning (Thurs) Group 1 (Y1)</p>	<p>'f' 's' spelt 'ff' 'ss'</p> <p>'l' 'k' 'z' spelt 'll' 'ck' 'zz'</p> <p>-ing -ed -er no change to root word</p> <p>'ng' 'nk'</p> <p>'ch' 'tch'</p> <p>'ve' at the end of a word</p>	<p>'ai' 'oi'</p> <p>'ay' 'oy'</p> <p>oa spelt 'oa' 'ow' 'oe'</p> <p>'ee' spelt 'e'</p> <p>'ea'</p> <p>'ie' making the 'igh' and 'ee' sounds</p>	<p>'igh'</p> <p>'ar'</p> <p>'er'</p> <p>'ir' 'ur'</p> <p>'er' 'est' where no change needed</p> <p>Days of the week/Common exception words</p>	<p>'k'</p> <p>'a-e' 'e-e'</p> <p>'i-e' 'o-e'</p> <p>'u-e'</p> <p>'oo'</p> <p>'ue' 'ew'</p>	<p>'ow' 'ou'</p> <p>Words ending 'ee' spelt 'y'</p> <p>'or' 'ore'</p> <p>'aw' 'or'</p> <p>'air' 'are'</p> <p>'ear'</p>	<p>'ph' 'wh'</p> <p>Prefix -un</p> <p>Adding 's' and 'es'</p> <p>Compound words</p> <p>Common exception words</p>
<p>Spelling Lesson/Home</p>	<p>Months of the year Time</p>	<p>'s' sound spelt 'c'</p>	<p>-ed -er -est to words ending in 'y'</p>	<p>Sound u spelt 'o'</p>	<p>'zh' spelt 's'</p>	<p>Contractions</p>

Learning (Thurs) Group 2 (Y2)	Question words (Taken from last 3 weeks of Summer 2) kn gn wr Common exception words	dge ge 'j' sound spelt 'g' 'l' sound spelt 'le' 'el' 'il' 'al' 'igh' spelt 'y' Plurals 'ies' added to words ending in 'y' Common exception words	-ing to words ending in 'y' -ing -ed -er -est -y to words ending in 'e' -ing -ed -er -est -y to words ending in a single consonant after a single vowel Common exception words	Sound ee spelt 'ey' O spelt with an 'a' after 'w' and 'qu' 'er' sound spelt 'or' and 'or' sound spelt 'ar' Common exception words	-ment -ness -ful -less -ly -tion Common exception words	Possessive apostrophe Homophones and near homophones
Phonics/ Y2 Spelling	Below ARE - Little Wandle Phonics At ARE - Phonemes of one or more spelling	Below ARE - Little Wandle Phonics At ARE - suffixes with changes to root word -ing -ed -er -est -y -en -s -es	Below ARE - Little Wandle Phonics At ARE - suffixes with changes to root word -ment -ness -ful -less -y	Below ARE - Little Wandle Phonics At ARE - homophones/near homophones and contracted words	Below ARE - Phonemes of 1 or more spelling At ARE - Possessive apostrophe Common exception words	Below ARE - At ARE - suffixes with changes to root word -ing -ed -er -est -y - en -s -es At ARE - Common exception words Consolidation in preparation for Y3
Year 3 English Long Term Plan 2021-2022						
English	Secret of the Stones Narrative Characters, settings (descriptive writing)	The Worst Witch Narrative Characters, settings	There's a Pharaoh in our Bath Newspaper report - recount Descriptive writing	Beowulf Narrative Characters, settings, building	The Iliad / The Odyssey Playscripts Structure, speech Narrative	James and the Giant Peach Narrative Characters, setting, plot (descriptive writing)

	Poetry - acrostics based on Stonehenge	(descriptive writing) Instructions - recipe	Tomb curses Non-chronological report - building the pyramids Poetry - shape poetry (calligrams)- pyramids	tension(descriptive writing)	Setting, plot (descriptive writing)	Poetry - world poetry
Cross-curricular Writing	Explanation texts Fossilisation process; soil formation (Science) Autobiography Amesbury Archer (History)		Explanation text Mummification process (History) Newspaper report Tutankhamun's tomb (History)	Non-chronological report Life cycles of plants (Science)	Non-chronological report Greek gods (History)	Explanation texts Light and shadows (Science)
Spelling	Words with the long 'a' sound spelt with /ei/ Words with the long 'a' sound spelt with /ey/ Words with the long 'a' sound spelt with /ai/ Words with the 'ur' sound spelt with /ear/ Homophones/near homophones	Creating adverbs using the suffix 'ly' (no change to root word) Creating adverbs using the suffix 'ly' (root word ends in 'y' with more than 1 syllable) Creating adverbs using the suffix 'ly' (root word ends in 'le') Creating adverbs using the suffix 'ly' (root word ends in 'ic' or 'al')	Words with the short 'i' sound spelt with /y/ Adding suffixes beginning with a vowel to words of more than 1 syllable Creating negative meanings using the prefix 'mis' Creating negative meanings using the prefix 'dis' Words with a 'k' sound spelt with /ch/	Homophones and near homophones Adding the prefix 'bi' and 're' Words ending in the 'g' sound spelt with /gue/ Words ending in the 'k' sound spelt with /que/ Words with a 'sh' sound spelt with /ch/ Word list - Years 3 and 4	Words ending in -ary Words with a short 'u' sound spelt with /ou/ Word families (form and meaning)	Words ending in the suffix 'al' Words ending with a 'zhuh' sound spelt with /sure/ Words ending with a 'ch' sound spelt with /ture/ Words ending with a 'cher' sound spelt with /ture/ Silent letters revision

		<p>Creating adverbs using the suffix 'ly' (exceptions to the rules)</p> <p>Word list - Years 3 and 4</p>				
Punctuation and Grammar	<p>Word Classes</p> <p>Nouns, verbs, adjectives, adverbs</p> <p>Expanded noun phrases</p> <p>Prepositions / prepositional phrases</p> <p>Coordinating conjunctions - and, but, so, or (revision from Yr 2)</p> <p>A /an (vowels, consonants)</p> <p>Introduction - subordinating conjunctions</p> <p>Paragraphs - begin to use</p> <p>Speech marks</p> <p>Pronouns</p>	<p>Word Classes - revision</p> <p>Expanded noun phrases - revision</p> <p>Prepositions / prepositional phrases - revision</p> <p>Subordinating conjunctions (when, if, because, although, before, after, while) / subordinate clauses</p> <p>Sentences(main and subordinate clauses) - simple, compound, complex</p> <p>Direct speech punctuation</p> <p>Paragraphs - revision</p> <p>Adverbs</p>	<p>Word Classes - revision</p> <p>Expanded noun phrases - revision</p> <p>Powerful verbs</p> <p>6Ws - who, what, where, when, why, how?</p> <p>Speech punctuation - reporting clauses</p> <p>Paragraphs - headings, subheadings</p> <p>Ellipsis (building suspense)</p> <p>A / an - revision</p> <p>Subordinate clauses - revision</p>	<p>Word classes - revision</p> <p>Expanded noun phrases - revision</p> <p>Powerful verbs - revision</p> <p>Speech punctuation</p> <p>Paragraphs</p> <p>Subordinate clauses - revision</p> <p>Apostrophes for singular possession</p>	<p>Word classes - revision</p> <p>Paragraphs - headings, subheadings</p> <p>Speech format in playscripts</p> <p>Subordinate clauses - revision</p>	<p>Word classes - revision</p> <p>Paragraphs</p> <p>Speech punctuation</p> <p>Synonyms - adjectives</p> <p>Subordinate clauses - revision</p> <p>Prepositional phrases- revision</p> <p>Apostrophes for plural possession (introduction)</p> <p>Tenses - present perfect</p>

Year 4 English Long Term Plan						
English	Stig of the Dump Description (1 week) Advert/ Persuasive Writing (1 weeks) Narrative (2 weeks) Information Text (2 weeks) Poetry- kennings (1 week)	Bill's New Frock Diary Entry (2 weeks) Discussion Text (2 weeks) Letter (1 weeks) Assessment Week	Charlotte's Web Information Text (2 weeks) Description (1 week) Narrative (2 weeks) Diary Entry (2 weeks)	The Twits Description (2 week) Narrative (2 weeks) Poem- to perform (1 week) Assessment Week	Max and the Millions Diary Entry (2 weeks) Instructions (2 weeks) Advert (1 week)	Lizzie Dripping Description (1 week) Narrative (2 weeks) Information Text (2 weeks) Assessment Week
Additional Genres					Explanation Text- <i>see science book</i>	
Spelling	Words with /aw/ spelt with au and augh Adding the prefix -in Adding the prefix -im Adding the prefix -il and the prefix -ir before a root word beginning with r Homophones and near homophones Words with /shun/ endings spelt with sion	Words with /shun/ endings spelt with sion if the root word ends in se, de or d Words with a /shun/ sound spelt sion if the root word ends in ss or mit Words with /shun/ sound spelt tion if root word ends in	Homophones and near homophones Homophones and near homophones Nouns ending in the sion Nouns ending in the sion Plural possessive apostrophe with plural words	Words with the /s/ sound spelt Sc Words with the soft /c/ spelt Ce Words with the soft /c/ spelt Ci Word families based on common words showing words are related in form and meaning Word families based on common words showing	Adding the prefix -inter Adding the prefix -anti Adding the prefix -auto Adding the prefix -ex Adding the prefix -non Words ending in -ar/er	Adding the suffix -ous (change to root) Adding the suffix -ous (definitive root) Adding the suffix -ous (words ending in y become and words ending in our become or) Adding the suffix -ous (words ending in e but not ge) Adverbials of frequency

	if the root word ends in se, de or d	<p>te or t or has no definitive root.</p> <p>Words with a /shun/ sound spelt cian if root word ends in c or cs</p> <p>Words with 'ough' to make a long /o/. /oo/ or /or/ sound.</p> <p>Statutory spelling challenge</p>		<p>words are related in form and meaning</p> <p>Statutory spelling word challenge</p>		<p>possibility</p> <p>Adverbials of manner</p>
Punctuation and Grammar	<p>Nouns (common and proper)</p> <p>Noun phrases</p> <p>Preposition</p> <p>Prepositional phrases</p> <p>Inverted commas</p> <p>Conjunctions- when, if, because, although</p>	<p>Verbs and Verb inflections (we were instead of we was)</p> <p>Present perfect verbs</p> <p>Pronoun and possessive pronouns</p> <p>Contraction apostrophe</p> <p>Possessive apostrophes</p> <p>Plural and possessive plurals</p> <p>Subordinate conjunctions- when, if, because, although</p>	<p>Nouns and noun phrases</p> <p>Adverbial</p> <p>Fronted adverbials</p> <p>Clause</p> <p>Determiner</p> <p>Possessive pronoun</p>	<p>Nouns and noun phrases</p> <p>Adverbial</p> <p>Fronted adverbials</p> <p>Inverted commas</p> <p>Conjunctions- when, if, because, although</p>	<p>Preposition</p> <p>Prepositional phrases</p> <p>Verbs and Verb inflections (I did instead of I done)</p> <p>Present perfect verbs</p> <p>Pronoun and possessive pronouns</p>	<p>Contraction apostrophe</p> <p>Possessive apostrophes</p> <p>Plural and possessive plurals</p> <p>Determiner</p> <p>Clause</p> <p>Subordinate conjunctions- when, if, because, although</p>

	Autumn 1 Rotten Romans 7 weeks and 2 days	Autumn 2 Sites of Cities 7 weeks	Spring 1 Vicious Vikings 6 weeks and 3 days	Spring 2 Food from around the World 5 weeks and 4 days	Summer 1 Terrible Tudors 4 weeks and 3 days	Summer 2 Global Journeys 7 weeks
English Y5	<p>Roald Dahl- The Witches</p> <p>Description (1 week) Similes Newspaper report (1 weeks) Drama Narrative (2 weeks) First person, Informal language Diary entry (1 weeks) Playscripts (2 weeks)</p>	<p>King of the Cloud Forest- Michael Morpurgo</p> <p>Description and characterisation (1 week) Narrative (2 weeks) Persuasive writing/ letters (2 weeks) Poetry (2 weeks)</p>	<p>The Firework Makers Daughter- Phillip Pullman</p> <p>Description (1 week) Narrative Myths and legends (2 weeks) Information text (2 weeks) Poetry (1 week)</p>	<p>Billionaire Boy- David Walliams</p> <p>Explanation text (1 weeks) Narrative (2 weeks) Advert/ campaign/ poster (1 weeks) Recipe/ instructions (1 week)</p>	<p>The Ghost of Thomas Kempe- Penelope Lively</p> <p>Description (1 week) Biography (2 weeks) Letters Inform (2 weeks)</p>	<p>Kate DiCamillo- The Miraculous Journey of Edward Tulane</p> <p>Narrative (2 weeks) Recount/ Diary entry (2 weeks) Advert (2 weeks)</p>
Spelling Y5 (Objectives that are in pink are a Y5/Y6 statutory requirement)	<p>Words with endings that sound like /shuhs/ spelt with -cious</p> <p>Words with endings that sound like /shuhs/ spelt with -tious or -ious</p> <p>Words with the short vowel sound /i/ spelt with y</p> <p>Words with the long vowel sound /i/ spelt with y</p> <p>Homophones & near homophones</p>	<p>Words with 'silent' letters</p> <p>Words with 'silent' letters</p> <p>Modal verbs</p> <p>Words ending in 'ment'</p> <p>Adverbs of possibility and frequency</p> <p>Statutory Spelling Challenge Words</p>	<p>Creating nouns using -ity suffix</p> <p>Creating nouns using -ness suffix</p> <p>Creating nouns using -ship suffix</p> <p>Homophones & Near Homophones</p>	<p>Words with an /or/ sound spelt 'or'</p> <p>Words with /or/ sound spelt 'au'</p> <p>Convert nouns or adjectives into verbs using the suffix -ate</p> <p>Convert nouns or adjectives into verbs using the suffix -ise</p> <p>Convert nouns or adjectives into verbs using the suffix -ify</p> <p>Convert nouns or adjectives into verbs using the suffix -en</p>	<p>Words containing the letter string 'ough'</p> <p>Words containing the letter string 'ough'</p> <p>Adverbials of time</p> <p>Adverbials of place</p> <p>Words with an /ear/ sound spelt 'ere'</p> <p>Statutory Spelling Challenge Words</p>	<p>Unstressed vowels in polysyllabic words</p> <p>Adding verb prefixes de- and re-</p> <p>Adding verb prefix over-</p> <p>Convert nouns or verbs into adjectives using suffix -ful</p> <p>Convert nouns or verbs into adjectives using suffix -ive</p> <p>Convert nouns or verbs into adjectives using suffix -al</p>

Punctuation & Grammar Y5	<u>Choosing nouns or pronouns appropriately for clarity and cohesion;</u> expanded noun phrases; <u>using fronted adverbials</u> , with commas; <u>difference between plural and possessive -s</u> <u>Use of inverted commas and other punctuation to indicate direct speech</u> <u>Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</u>	<u>Using modal verbs to indicate degrees of possibility</u> <u>Using adverbs to indicate degrees of possibility</u>	<u>Using brackets, dashes or commas to indicate parenthesis</u> <u>Using expanded noun phrases to convey complicated information concisely</u>	<u>Using the perfect form of verbs to mark relationships of time and cause</u>	<u>Using commas to clarify meaning or avoid ambiguity in writing</u> Link ideas across paragraphs using adverbials of time	<u>Verb prefixes [for example, dis-, de-, mis-, over- and re-]</u> <u>Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]</u>
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Year 6 English Long Term Plan

English	Street Child Narrative Characters, settings and atmosphere (3 weeks) Non-chron reports (2 weeks) Instructions (1 week)	Skellig Narrative from different perspectives (2 weeks) Letter Writing (1 week) Explanations (2 weeks)	There's a Boy in the Girls' Bathroom Diary (2 weeks) Character descriptions and settings (2 weeks) Newspaper Report	Waiting for Anya Persuasive Writing (2 weeks) Letter (1 week) Playscripts (2 weeks) Poetry	The Highwayman Recount (1 week) Narrative (2 weeks) Balanced Argument (2 weeks)	A Monster Calls Narrative - short stories (2 weeks) Playscripts (1 week) Poetry (1 week)
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	Poetry (1 week)	Poetry (1 week)	(2 weeks)	(1 week)		
Spelling	<p>Year 3 / 4 Word List Revision</p> <p>Strategies at the point of writing</p> <p>Adjectives</p> <p>Homophones</p> <p>ance - ancy</p> <p>Words ending -ence - ency</p> <p>Revise and consolidate Autumn 1</p> <p>Hyphens</p>	<p>Year 3 / 4 Word List Revision</p> <p>able</p> <p>Y5 / 6 Word List Revision</p> <p>ably</p> <p>Common word families</p> <p>Common word families</p> <p>Revise and consolidate Autumn 1 and 2</p> <p>Prefixes - micro and mini</p>	<p>Adding suffixes beginning with vowel letters to words ending in -fer</p> <p>Words with a long /e/ sound spelt 'ie' or 'ei' after c (and exceptions)</p> <p>Word families based on common words, showing how words are related in form and meaning (mit)</p> <p>Word families based on common words, showing how words are related in form and meaning (ter)</p> <p>Statutory Spelling Challenge Words</p>	<p>Words with endings which sound like /shuhl/ after a vowel letter</p> <p>Words with endings which sound like /shuhl/ after a consonant letter</p> <p>Words with a 'soft c' spelt /ce/</p> <p>Word families based on common words, showing how words are related in form and meaning</p>	<p>Revision and consolidation - Sats tests</p> <p>Word families</p> <p>Words that can be nouns and verbs</p> <p>Words with long o spelt ou / ow</p> <p>Words ending in -ible</p> <p>Words ending in -ibly</p>	Synonyms and antonyms
Punctuation and Grammar	<p>Word Classes</p> <p>Nouns, verbs, Adjectives, adverbs</p> <p>Expanded noun phrases</p>	<p>Word Classes Revision</p> <p>Conjunctions - revision</p> <p>Sentences</p>	<p>Punctuating sentences - commas</p> <p>Punctuating sentences - colons, semi-colons, dashes</p>	<p>Revision and consolidation</p> <p>Hyphens and bullet points</p> <p>Inverted commas</p>	<p>Revision and consolidation - Sats Tests</p>	

	Prepositions	Clauses and phrases	Hyphens and bullet points			
	Pronouns	Main and subordinate clauses	Inverted commas			
	Sentences	Relative Clauses	Apostrophes			
	Clauses and phrases		Synonyms and Antonyms			
	Main and subordinate clauses	Active and Passive	Formal Language			
	Relative Clauses	Revision and consolidation	Standard English			
	Conjunctions		Present and Past Progressive tense			
	Determiners					
	Revision and consolidation					

