

**English Long Term Plan**  
**Robin 2023-2024**

Robin	Autumn 1 Dreams & Ambitions	Autumn 2 Journeys Through Time	Spring 1 Extreme Earth	Spring 2 Creatures Great and Small	Summer 1 Around the World	Summer 2 Express Yourself
Topic Focus	People who changed the world	Greeks	Water	Under the Sea Animals	Mexico & Maya	Artists & Musicians
Purpose of writing	Write to Inform/Explain	Write to Entertain	Write to Entertain	Write to Entertain/ Discuss	Write to Entertain/Persuade	Write to Persuade/ Entertain
Suggested Texts	Little People Big Dreams  Great Women who Changed History  The Puffin Book of Big Dreams  Fantastically Great Women who changed the World	Greek Myths by Geraldine McCaughrean  Greek Myths by Marcia Williams (focusing on Pandora's box, Theseus and the Minotaur, Icarus, The Trojan Horse, Perseus and the Gorgon)	Wind in the Willows by Kenneth Grahame	Oliver and the Seawigs by Phillip Reeve	The Great Kapok Tree by Lynne Cherry  The Chocolate Tree: A Mayan Folktale by Linda Lowery & Janice Lee Porter.	The Accidental Rock Star by Tom McLaughlin
Writing Outcomes	Non-chronological report/brochure  Instructions	Informal letter from one character to another  Myth with a similar plotline  Alternative version of a story/tale.	Book reviews  Additional chapter for the story of 'untold' events.  Descriptive opening using a character and setting.  Compare different versions of the same book or	Poems with a structure based inspired by the text  Compare different poems including kennings.  Diary entry	Adverts  Story with a similar plotline	Formal letter to persuade  Diary entry

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Phonics/Spelling	<p>Suffixes from Year 2 ('-s', '-es', '-er', '-ed', '-ing')</p> <p>Revise prefix 'un-' Teach prefix 'dis-' (disappoint, disagree, disobey)</p> <p>Practise prefix 'dis-' Apply prefix 'un-'</p> <p>From Year 2: Apostrophes for contractions</p> <p>words from statutory and personal spelling lists</p> <p>Rarer GPCs: words with the /ei/ sound spelt 'ei' (vein), 'eigh' (eight), 'aigh' (straight) or 'ey' (they)</p> <p>Homophones</p>	<p>Homophones</p> <p>Year 2 prefixes and suffixes</p> <p>Prefixes 'mis-' and 're-'</p> <p>words from statutory and personal spelling lists</p> <p>The /i/ sound spelt 'y'</p> <p>Proofreading</p> <p>Words ending with the /g/ sound spelt '-gue' and the /k/ sound spelt '-que' (French in origin)</p>	<p>From Year 2: suffixes '-ness' and '-ful' following a consonant</p> <p>Prefixes 'sub-' and 'tele-'</p> <p>From Year 2: apostrophe for contraction</p> <p>words from statutory and personal spelling lists</p> <p>Words with the //j/ sound spelt 'ch' (mostly French in origin) as well as 's', 'ss(ion/ure)'</p> <p>Revise suffixes '-ness' and '-ful' Teach suffixes '-less' and '-ly'</p>	<p>Prefixes 'super-' and 'auto-'</p> <p>words from statutory and personal spelling lists</p> <p>homophones</p> <p>Proofreading</p> <p>Words with the /k/ sound spelt 'ch' (Greek in origin)</p>	<p>Previously taught suffixes ('-ed', '-ing', '-s', '-es', '-ness', '-ful', '-less' and '-ly')</p> <p>Suffix '-ly' with root words ending in 'le' and 'ic'</p> <p>From Year 2: Apostrophes for contractions</p> <p>words from statutory and personal spelling lists</p> <p>Rare GPCs (/i/ sound)</p> <p>From Years 1 and 2: vowel digraphs</p>	<p>The /ʌ/ sound spelt 'ou'</p> <p>Homophones</p> <p>Proofreading</p> <p>Words from statutory and personal spelling lists</p> <p>Revision as needed</p>
Text level features	<b>Use of lists – what is needed/lists of steps to be taken</b>	Secure use of planning through story maps and boxed up plans	Secure use of planning through story maps and boxed up plans	Secure use of planning through story maps and boxed up plans	Secure use of planning through story maps and boxed up plans	Secure use of planning through story maps and boxed up plans

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	<p><b>Bullet points for facts</b></p> <p><b>Make a final comment to the reader</b></p> <p>Secure use of planning through boxed up plans</p> <p>Paragraphs to organise ideas around a theme</p> <p>Develop hook in introduction to introduce and tempt reader in (Who...? What...?Where...? When...? Why...? How...?)</p> <p>Group related facts and ideas into paragraphs</p> <p>Topic sentences to introduce paragraphs</p>	<p>Plan opening around character, setting, time of day and type of weather</p> <p>Paragraphs to organise ideas into each story part</p> <p>Extended vocabulary to introduce the 5 story parts: Introduction, build-up, Problem/Dilemma, Resolution, Ending</p>	<p>Paragraphs to organise ideas into each story part</p>	<p>Paragraphs to organise ideas around a theme</p> <p>Group related facts and ideas into paragraphs</p>	<p>Extended vocabulary to introduce the 5 story parts: Introduction, build-up, Problem/Dilemma, Resolution, Ending</p> <p>Personal response in the ending</p> <p>Extra information/reminders in ending</p>	<p>Paragraphs to organise ideas around a theme</p> <p>Group related facts and ideas into paragraphs</p> <p>Personal response in the ending</p> <p>Extra information/reminders in ending</p> <p>Use if perfect form of verbs to mark relationships between time and cause</p>
Sentence level features (including grammar and	<p><b>Demarcation of sentences</b></p> <p><b>Consistent use of</b></p>	<p><b>Demarcation of sentences</b></p> <p><b>Use of the continuous</b></p>	<p><b>Demarcation of sentences</b></p> <p><b>Use of the</b></p>	<p><b>Demarcation of sentences</b></p> <p>Use of the perfect form of verbs to marks</p>	<p><b>Demarcation of sentences</b></p> <p><b>Use of the continuous</b></p>	<p><b>Demarcation of sentences</b></p> <p><b>Consistent use of present tense and past tense</b></p>

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<p>punctuation)</p>	<p>present tense and past tense throughout work.</p> <p>Commas to separate items in a list</p> <p>Generalisers for information e.g. Most cats....</p> <p>Compound sentences (co-ordination) using co-ordinating conjunctions (FANBOYS)</p> <p>Adverbial phrases (fronted adverbials) used as a 'where', 'when', 'how' starter (A few days ago, At the back of the eye, In a strange way)</p> <p>Use of commas after fronted adverbials.</p> <p>Colon before a list</p>	<p>form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting</p> <p>Similes using like</p> <p>Two adjectives to describe a noun</p> <p>Adverbs for description and for information</p> <p>Vary long and short sentences. Long- to add description or information. Short – for emphasis making key points</p> <p>Compound sentences (co-ordination) using co-ordinating conjunctions (FANBOYS)</p> <p>Adverb starters to add detail e.g. Carefully, she crawled along the floor of the cave</p> <p>Use of commas after fronted adverbials.</p>	<p>continuous form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting</p> <p>Adverbial phrases (fronted adverbials) used as a 'where', 'when', 'how' starter (A few days ago, At the back of the eye, In a strange way)</p> <p>Use of commas after fronted adverbials.</p> <p>Ellipses to keep the reader hanging on</p> <p>Secure use of inverted commas for direct speech</p> <p>Powerful verbs</p>	<p>relationships of time and cause e.g. I have written it down so I can check what it said</p> <p>Use of present perfect instead of simple past e.g. He has left his hat behind as opposed to he left his hat behind</p> <p>Use of determiners a or an a.</p>	<p>form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting</p> <p>Adverbial phrases (fronted adverbials) used as a 'where', 'when', 'how' starter (A few days ago, At the back of the eye, In a strange way)</p> <p>Use of commas after fronted adverbials.</p> <p>Ellipses to keep the reader hanging on</p> <p>Secure use of inverted commas for direct speech</p> <p>Prepositions</p>	<p>throughout work.</p> <p>Commas to separate items in a list</p> <p>Use of the perfect form of verbs to marks relationships of time and cause e.g. I have written it down so I can check what it said</p> <p>Use of present perfect instead of simple past e.g. He has left his hat behind as opposed to he left his hat behind</p> <p>Powerful verbs</p> <p>Boastful language</p>
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**English Long Term Plan**  
**Robin 2023-2024**

		Secure use of inverted commas for direct speech				
		Prepositions				
		Powerful verbs				
Spoken Language	<p>Ask relevant questions to extend their understanding and knowledge.</p> <p>Give well-structured explanations for different purposes.</p> <p>Speak audibly and fluently with an increasing command of Standard English.</p>	<p>Give well-structured descriptions and narratives for different purposes.</p> <p>Use relevant strategies to build vocabulary.</p> <p>Use spoken language to develop understanding through imagining and exploring ideas.</p> <p>Participate in discussions.</p>	<p>Give well-structured descriptions and narratives for different purposes, including expressing feelings.</p> <p>Use relevant strategies to build vocabulary.</p> <p>Use spoken language to develop understanding through imagining and exploring ideas.</p> <p>Speak audibly and fluently with an increasing command of Standard English.</p>	<p>Use spoken language to develop understanding through imagining and exploring ideas.</p> <p>Speak audibly and fluently with an increasing command of Standard English.</p> <p>Articulate and justify answers, arguments and opinions.</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates.</p> <p>Listen and respond appropriately to adults and peers.</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and</p>	<p>Use spoken language to develop understanding through imagining and exploring ideas.</p> <p>Give well-structured descriptions and narratives for different purposes, including expressing feelings.</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates.</p>	<p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p>Articulate and justify answers, arguments and opinions.</p>

**English Long Term Plan**  
**Robin 2023-2024**

				responding to comments.		
Reading	<p>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>asking questions to improve their understanding of a text</p> <p>identifying main ideas drawn from more than one paragraph and summarising these</p> <p>identifying how language, structure, and presentation contribute to meaning</p> <p>retrieve and record information from non-fiction</p> <p>using dictionaries to check the meaning of words</p>	<p>discussing words and phrases that capture the reader's interest and imagination</p> <p>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>predicting what might happen from details stated and implied</p> <p>identifying main ideas drawn from more than one paragraph and summarising these</p> <p>participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what</p>	<p>discussing words and phrases that capture the reader's interest and imagination</p> <p>asking questions to improve their understanding of a text</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>predicting what might happen from details stated and implied</p> <p>participate in discussion about both books that are read to them and those they can read for themselves, taking</p>	<p>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>asking questions to improve their understanding of a text</p> <p>identifying how language, structure, and presentation contribute to meaning</p> <p>retrieve and record information from non-fiction</p> <p>using dictionaries to check the meaning of words that they have read</p> <p>identifying themes and conventions in a wide range of books</p>	<p>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>recognising some different forms of poetry [for example, free verse, narrative poetry]</p> <p>discussing words and phrases that capture the reader's interest and imagination</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>predicting what might happen from details stated and implied</p> <p>identifying how language, structure, and presentation contribute to meaning</p>	<p>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>asking questions to improve their understanding of a text</p> <p>identifying main ideas drawn from more than one paragraph and summarising these</p> <p>retrieve and record information from non-fiction</p>

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	that they have read	others say.	turns and listening to what others say.  using dictionaries to check the meaning of words that they have read		identifying themes and conventions in a wide range of books	
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Year 2 objectives to recap

Year 3 objectives