

English Long Term Plan
Owl 2022-2023

Owl 2022/23	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	Medical Pioneers	Castles	Mountains	Nocturnal Animals	The United Kingdom - Geography	Outdoor art
Purpose of writing	Write to Inform	Write to Explain/Entertain	Write to Entertain	Write to Entertain	Write to Inform	Write to Explain/Entertain
Suggested Texts	Little People, BIG DREAMS: Florence Nightingale by Maria Isabel Sanchez Vegara	The Paper Bag Princess by Robert Munsch The Boy Who Grew Dragons by Andy Shepherd & Sara Ogilvie Zog The Dragon Dinosaur Small Knight and George and the Royal Chocolate Cake by Ronda Armitage and Arthur Robin	Ratty's Big Adventure Lara Hawthorne Move, Mr Mountain! Francesca Sanna Up On the Mountain by Peter Donnelly	The Owl Who Was Afraid of the Dark by Jill Tomlinson. What's Next? By Timothy Knapman The Bat Book by Charlotte Milner After Dark: Poems about Nocturnal Animals by David L. Harrison	Katie In London by James Mayhew Katie in Scotland by James Mayhew Paddington's London Treasury by Michael Bond & R.W. Alley	Beautiful Oops by Barney Saltzberg The Crayon Man: The True Story Of The Invention Of Crayola Crayons by Natascha Biebow The Day the Crayons Quit by Drew adywalk and Oliver Jeffers The Pencil by Allan Ahlberg What If... by Samantha Berger The Dot by Peter H. Reynolds Ish by Peter H. Reynolds
Writing Outcomes	Simple sentences with gaps between words and some punctuation	Setting descriptions Simple story Stories from other lands	Letter writing Diary entry Adventure stories	Learning and performing poems Poetry	Character exploration Retelling of a tale Alternative versions of a story	Explanation texts

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	Labels and captions Fact files Instructions					
Phonics/ Spelling	Chapter 2 & 3 consolidation Words containing phonemes already taught Common exception words Naming letters in the alphabet in order	Chapter 4a Words containing phonemes already taught Common exception words Naming letters in the alphabet in order	Chapter 4a & 4b Words containing phonemes already taught Common exception words Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs. Using –ing, -ed, -er and –est where no change is needed in the spelling of roots words	Chapter 4b Words containing phonemes already taught Common exception words Using the prefix un- Using –ing, -ed, -er and –est where no change is needed in the spelling of roots words	Chapter 2 to 4b consolidation Words containing phonemes already taught Common exception words Using letter names to distinguish between alternative spellings of the same sound Using –ing, -ed, -er and –est where no change is needed in the spelling of roots words Days of the week	Chapter 4c Words containing phonemes already taught Common exception words Using letter names to distinguish between alternative spellings of the same sound Days of the week
	Chapter 4c Common exception words and high-frequency words Strategies for learning words Homophones	Chapter 4c Common exception words and high-frequency words Strategies for learning words Homophones	Common exception words and high-frequency words Strategies at the point of writing Contractions Homophones and near homophones Adding endings ‘-ing’, ‘-ed’, ‘-er’, ‘-est’ to	Common exception words and high-frequency words Strategies at the point of writing Contractions Adding ‘-es’ to nouns and verbs ending in ‘y’	Common exception words and high-frequency words Proofreading The possessive apostrophe (singular nouns) Adding endings ‘-ing’, ‘-ed’, ‘-er’, and ‘-est’	Common exception words and high-frequency words Proofreading The possessive apostrophe (singular nouns) The /ɜ:/ sound spelt ‘or’ after ‘w’

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			<p>words ending in 'e' with a consonant before it</p> <p>/dʒ/ sound spelt as 'ge' and 'dge' at the end of words, and sometimes as 'g' elsewhere in words before 'e', 'i' and 'y'</p> <p>/s/ sound spelt 'c' before 'e', 'i' and 'y'</p> <p>/n/ sound spelt 'kn' and 'gn' at the beginning of words</p> <p>/aɪ/ sound spelt 'y'</p> <p>/l/ or /əl/ sound spelt 'le' at the end of words and following a consonant</p>	<p>Adding '-ing', '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant after a single vowel</p> <p>Adding suffixes '-ful', '-less' and '-ly'</p> <p>Words ending '-tion'</p> <p>/i:/ sound spelt 'ey'</p> <p>/r/ sound spelt 'wr'</p> <p>/aɪ/ spelt 'i' in common exception words</p>	<p>to words ending in 'y'</p> <p>Suffixes '-ment' and '-ness'</p> <p>The /l/ or /əl/ sound spelt 'el' at the end of words</p> <p>/ʒ/ spelt 's', segmentation and syllable clapping</p> <p>/ɒ/ spelt 'a' after 'w' and 'qu'</p>	<p>The /ɔ:/ sound spelt 'ar' after 'w'</p> <p>/ʌ/ sound spelt 'o'</p> <p>/l/ or /əl/ sounds spelt 'il' at the end of words</p> <p>The /l/ or /əl/ sound spelt 'al' at the end of words</p>
Text level features	Sequencing sentences	Sequencing sentences to form short narratives.	Sequencing sentences	Sequencing sentences	Sequencing sentences to form short narratives.	Sequencing sentences to form short narratives.
	Understand how labels and captions add to understanding.		Understand how the layout of a letter adds to understanding.	Understand how the layout of a poem is different to a story		
	Layout of instructions					
	Use of lists – what is needed/lists of steps to be taken	Planning through story mapping and boxed up plans	Planning through story mapping and boxed up plans	Use of lines and verses in poetry Planning using boxed up plans	Planning through story mapping and boxed up plans	Use of lists – what is needed/lists of steps to be taken
	Bullet points for facts					Bullet points for facts

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	Make a final comment to the reader	Story parts (beginning, middle and end). Characters Settings Descriptive language	Story parts (beginning, middle and end). Characters Settings Descriptive language		Story parts (beginning, middle and end). Characters Settings Descriptive language	Make a final comment to the reader
Sentence level features (including grammar and punctuation)	Leaving spaces between words. Beginning to punctuate sentences using a capital letter. Beginning to punctuate sentences using a full stop.	Leaving spaces between words. Beginning to punctuate sentences using a capital letter. Beginning to punctuate sentences using a full stop. Using a capital letters for proper nouns.	Leaving spaces between words. Beginning to punctuate sentences using a capital letter. Beginning to punctuate sentences using a full stop, question mark or exclamation mark. Using a capital letters for proper nouns. Joining words and clauses using 'and'	Leaving spaces between words. Beginning to punctuate sentences using a capital letter. Beginning to punctuate sentences using a full stop, question mark or exclamation mark. Using a capital letters for proper nouns. Joining words and clauses using 'and'	Beginning to punctuate sentences using a capital letter. Beginning to punctuate sentences using a full stop, question mark or exclamation mark. Using a capital letters for proper nouns. Joining words and clauses using 'and'	Beginning to punctuate sentences using a capital letter. Beginning to punctuate sentences using a full stop, question mark or exclamation mark. Using a capital letters for proper nouns. Joining words and clauses using 'and'
	Demarcation of sentences Understanding clauses and joining clauses using coordination (and, or, but)	Demarcation of sentences Understanding clauses and joining clauses using coordination (and, or, but)	Demarcation of sentences Understanding clauses and joining clauses using coordination (and, or, but) and	Demarcation of sentences Understanding clauses and joining clauses using coordination (and, or, but) and	Demarcation of sentences Understanding clauses and joining clauses using coordination (and, or, but) and	Demarcation of sentences Understanding clauses and joining clauses using coordination (and, or, but) and

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	Listen and respond appropriately to adults and peers	Listen and respond appropriately to adults and peers	Listen and respond appropriately to adults and peers	Listen and respond appropriately to adults and peers	Listen and respond appropriately to adults and peers	Listen and respond appropriately to adults and peers
	Ask relevant questions to extend their understanding and knowledge	Ask relevant questions to extend their understanding and knowledge	Ask relevant questions to extend their understanding and knowledge	Ask relevant questions to extend their understanding and knowledge	Ask relevant questions to extend their understanding and knowledge	Ask relevant questions to extend their understanding and knowledge
	Give well-structured descriptions, explanations and narratives	Give well-structured descriptions, explanations and narratives	Give well-structured descriptions, explanations and narratives	Give well-structured descriptions, explanations and narratives	Give well-structured descriptions, explanations and narratives	Give well-structured descriptions, explanations and narratives
	Participate in discussions, presentations, performances, role play, improvisations and debates	Participate in discussions, presentations, performances, role play, improvisations and debates	Participate in discussions, presentations, performances, role play, improvisations and debates	Participate in discussions, presentations, performances, role play, improvisations and debates	Participate in discussions, presentations, performances, role play, improvisations and debates	Participate in discussions, presentations, performances, role play, improvisations and debates
	Gain, maintain and monitor the interest of the listeners	Gain, maintain and monitor the interest of the listeners	Gain, maintain and monitor the interest of the listeners	Gain, maintain and monitor the interest of the listeners	Gain, maintain and monitor the interest of the listeners	Gain, maintain and monitor the interest of the listeners Articulate and justify answers, arguments and opinions Consider and evaluate different viewpoints

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Reading	Apply phonic knowledge and skills to decode words.	Apply phonic knowledge and skills to decode words.	Apply phonic knowledge and skills to decode words.	Apply phonic knowledge and skills to decode words.	Apply phonic knowledge and skills to decode words.	Apply phonic knowledge and skills to decode words.
	Re-read books to build up fluency and confidence in word reading.	Re-read books to build up fluency and confidence in word reading.	Re-read books to build up fluency and confidence in word reading.	Re-read books to build up fluency and confidence in word reading.	Re-read books to build up fluency and confidence in word reading.	Re-read books to build up fluency and confidence in word reading.
	Develop pleasure in reading.	Develop pleasure in reading.	Develop pleasure in reading.	Develop pleasure in reading.	Develop pleasure in reading.	Develop pleasure in reading.
	Discuss word meanings, linking new meanings to those already known.	Discuss word meanings, linking new meanings to those already known.	Discuss word meanings, linking new meanings to those already known.	Discuss word meanings, linking new meanings to those already known.	Discuss word meanings, linking new meanings to those already known.	Discuss word meanings, linking new meanings to those already known.
	Explain clearly their understanding of what they have read.	Explain clearly their understanding of what they have read.	Explain clearly their understanding of what they have read.	Explain clearly their understanding of what they have read.	Explain clearly their understanding of what they have read.	Explain clearly their understanding of what they have read.
	Listen to and discuss a wide range of stories.	Listen to and discuss a wide range of stories.	Listen to and discuss a wide range of stories.	Listen to and discuss a wide range of stories.	Listen to and discuss a wide range of stories.	Listen to and discuss a wide range of stories.
	Making inferences on the basis of what is being said and done.	Making inferences on the basis of what is being said and done.	Making inferences on the basis of what is being said and done.	Listen to and discuss a range of poems.	Making inferences on the basis of what is being said and done.	Making inferences on the basis of what is being said and done.
	Make predictions based on what has been read so far.	Make predictions based on what has been read so far.	Make predictions based on what has been read so far.	Learning to appreciate rhymes and poems and to recite some by heart.	Make predictions based on what has been read so far.	Make predictions based on what has been read so far.
			Become familiar with key stories, fairy	Read aloud their writing clearly	Become familiar with key stories, fairy	Become familiar with key stories, fairy stories and traditional

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			<p>stories and traditional tales, retelling them and considering their particular characteristics.</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>enough to be heard by their peers and the teacher.</p>	<p>stories and traditional tales, retelling them and considering their particular characteristics</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p>Re-reading what they have written to make sure it makes sense.</p>	<p>tales, retelling them and considering their particular characteristics</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p>Re-reading what they have written to make sure it makes sense.</p>
	<p>Listen to, discuss and express views about a wide range of texts</p> <p>Discuss sequences of events in books and how information is related</p> <p>Becoming familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>Recognise simple recurring literacy language in stories and poems</p>	<p>Listen to, discuss and express views about a wide range of texts</p> <p>Discuss sequences of events in books and how information is related</p> <p>Becoming familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>Recognise simple recurring literacy language in stories and poems</p>	<p>Listen to, discuss and express views about a wide range of texts</p> <p>Discuss sequences of events in books and how information is related</p> <p>Becoming familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>Recognise simple recurring literacy language in stories and poems</p>	<p>Listen to, discuss and express views about a wide range of texts</p> <p>Discuss sequences of events in books and how information is related</p> <p>Becoming familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>Recognise simple recurring literacy language in stories and poems</p>	<p>Listen to, discuss and express views about a wide range of texts</p> <p>Discuss sequences of events in books and how information is related</p> <p>Becoming familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>Recognise simple recurring literacy language in stories and poems</p>	<p>Listen to, discuss and express views about a wide range of texts</p> <p>Discuss sequences of events in books and how information is related</p> <p>Becoming familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>Recognise simple recurring literacy language in stories and poems</p>

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	Explain and discuss their understanding of books and other material	Explain and discuss their understanding of books and other material	Explain and discuss their understanding of books and other material	Explain and discuss their understanding of books and other material	Explain and discuss their understanding of books and other material	Explain and discuss their understanding of books and other material
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Year 1 objectives

Year 2 objectives