

**English Long Term Plan**  
**Robin 2022-2023**

Robin 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	Celebrating Diversity (Mary Anning Nelson Mandela Female footballer)	Egyptians	Cities around the world	Deadly Animals	Africa	Artists (Andy Warhol Barbara Hepworth)
Purpose of writing	Write to Inform/Entertain	Write to Entertain	Write to Inform/Entertain	Write to Entertain	Write to Entertain/Discuss	Write to Persuade/Entertain
Suggested Texts	Can I Build Another Me by Shinsuke Yoshitake  Stone Girl Bone Girl: The Story of Mary Anning by Laurence Anholt	The Egyptian Cinderella by Shirley Climo & Ruth Heller  There's a Pharaoh in our Bath by Jeremy Strong	Big City Atlas by Maggie Li  Wild Cities by Ben Lerwill	Fantastic Mr Fox by Roald Dahl  A boy and a bear in a boat by Dave Shelton	Bringing the Rain to Kapiti Plain by Verna Aardema  The Butterfly Lion by Michael Morpurgo	The Hundred Mile An Hour Dog Goes for Gold by Jeremy Strong
Writing Outcomes	Instructions  Historical story  Non-chronological report	Diary entry  Informal letter writing  Character descriptions  Additional chapter for the story of 'untold' events.	Non –chronological reports  Poetry	Story with a similar plotline  Book review	Folktale  Author Study – compare and contrast	Persuasive adverts  Humorous story
Phonics/Spelling	Chapter 4C Short Vowels /a/, /o/, /e/, /i/ Long Vowels /ai/, /ee/, /igh/, /oa/, /you/(y//oo/) and /oo/ Strategies for learning words	Chapter 4C Vowel Digraphs/ Trigraphs /oi/, /ow/, /ar/, /or/, /ur/, /air/, /ear/, schwa endings and /ure/,  /dʒ/ sound spelt as 'ge' and 'dge' at the end of	Contractions  /l/ or /əl/ sound spelt '-le' at the end of words and following a consonant Adding endings '-ing', '-ed', '-er', '-'	/ɒ/ spelt 'a' after 'w' and 'qu'  /ʒ/ spelt 's', segmentation and syllable clapping  Homophones	The /l/ or /əl/ sound spelt '-el' at the end of words  Adding endings '-ing', '-ed', '-er', and '-est' to words ending in '-y'  The /ɔ:/ sound spelt 'ar	Spellings and concepts that pupils need to secure  Homophones  /ʌ/ sound spelt 'o'  /l/ or /əl/ sounds spelt 'il' at the end of words

**English Long Term Plan**  
**Robin 2022-2023**

	<p>Strategies at the point of writing Proofreading</p> <p>/aɪ/ spelt 'i' in common exception words</p>	<p>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>est' to words ending in 'e' with a consonant before it</p> <p>/i:/ sound spelt 'ey'</p> <p>/r/ sound spelt 'wr'</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 '-es' to nouns and verbs ending in 'y'</p> <p>Strategies for learning words</p> <p>The possessive apostrophe (singular nouns)</p> <p>Adding suffixes '-ful', '-less' and '-ly'</p> <p>Contractions</p> <p>Words ending '-tion'</p>	<p>'after 'w'</p> <p>Suffixes '-ment' and '-ness'</p> <p>The /ɜ:/ sound spelt 'or' after 'w'</p> <p>The possessive apostrophe (singular nouns)</p> <p>The /l/ or /əl/ sound spelt '-al' at the end of words</p> <p>Common exception words</p>	<p>Revision</p>
	<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</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 /ɪ/ sound spelt 'y'</p> <p>Proofreading</p> <p>Words ending with the /g/ sound spelt '-gue'</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>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>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>

**English Long Term Plan**  
**Robin 2022-2023**

	<p>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>and the /k/ sound spelt '-que' (French in origin)</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'</p> <p>Teach suffixes '-less' and '-ly'</p>		<p>Rare GPCs (/i/ sound)</p> <p>From Years 1 and 2: vowel digraphs</p>	
Text level features	<p>Planning through story mapping and boxed up plans</p> <p>Use of lists – what is needed/lists of steps to be taken</p> <p>Bullet points for facts</p> <p>Make a final comment to the reader</p>	<p>Planning through story mapping and boxed up plans</p> <p>Story parts (beginning, middle and end).</p> <p>Characters</p> <p>Settings</p> <p>Descriptive language</p>	<p>Planning through story mapping and boxed up plans</p> <p>Use of lines and verses in poetry</p>	<p>Planning through story mapping and boxed up plans</p> <p>Story parts (beginning, middle and end).</p> <p>Characters</p> <p>Settings</p> <p>Descriptive language</p>	<p>Planning through story mapping and boxed up plans</p> <p>Story parts (beginning, middle and end).</p> <p>Characters</p> <p>Settings</p> <p>Descriptive language</p>	<p>Planning through story mapping and boxed up plans</p>
	<p>Secure use of planning through story maps and boxed up plans</p> <p>Paragraphs to organise ideas around a theme</p> <p>Develop hook in</p>	<p>Secure use of planning through story maps and boxed up plans</p> <p>Plan opening around character, setting, time of day and type of weather</p> <p>Paragraphs to organise</p>	<p>Secure use of planning through story maps and boxed up plans</p> <p>Develop hook in introduction to introduce and tempt reader in (Who...?</p>	<p>Secure use of planning through story maps and boxed up plans</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>Secure use of planning through story maps and boxed up plans</p> <p>Plan opening around character, setting, time of day and type of weather</p> <p>Paragraphs to organise</p>	<p>Secure use of planning through story maps and boxed up plans</p> <p>Develop hook in introduction to introduce and tempt reader in (Who...? What...?Where...? When...? Why...? How...?)</p>

**English Long Term Plan**  
**Robin 2022-2023**

	<p>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>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>What...?Where...? When...? Why...? How...?)</p> <p>Use if perfect form of verbs to mark relationships between time and cause</p>	<p>Extended vocabulary to introduce the 5 story parts: Introduction, build-up, Problem/Dilemma, Resolution, Ending</p>	<p>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>Extra information/reminders in ending</p>	<p>Personal response in the ending</p>
<p>Sentence level features (including grammar and punctuation)</p>	<p>Demarcation of sentences</p> <p>Use of the 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>Adjectives</p> <p>Noun phrases</p> <p>Understanding clauses and joining clauses using coordination (and, or,</p>	<p>Demarcation of sentences</p> <p>Consistent use of present tense and past tense throughout work.</p> <p>Commas to separate items in a list</p> <p>Types of sentences: statement, question, explanation, command</p> <p>Understanding clauses and joining clauses using coordination (and, or, but)</p>	<p>Demarcation of sentences</p> <p>Generalisers for information e.g. Most cats....</p> <p>Use of the 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>Two adjectives to describe a noun</p>	<p>Demarcation of sentences</p> <p>Commas to separate items in a list</p> <p>Types of sentences: statement, question, explanation, command</p> <p>Understanding clauses and joining clauses using coordination (and, or, but) and subordination (when, if, that, or, because)</p>	<p>Demarcation of sentences</p> <p>Use of the 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>Similes using like</p> <p>Two adjectives to describe a noun</p> <p>Adverbs for description and for information</p>	<p>Demarcation of sentences</p> <p>Consistent use of present tense and past tense throughout work.</p> <p>Commas to separate items in a list</p> <p>Understanding clauses and joining clauses using coordination (and, or, but) and subordination (when, if, that, or, because)</p>

**English Long Term Plan**  
**Robin 2022-2023**

	but)		<p>Similes using like</p> <p>Adverbs for description and for information</p> <p>Understanding clauses and joining clauses using coordination (and, or, but) and subordination (when, if, that, or, because)</p>		<p>Understanding clauses and joining clauses using coordination (and, or, but) and subordination (when, if, that, or, because)</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>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>Secure use of inverted commas for direct</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>Use of determiners a or an a.</p> <p>Powerful verbs</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>Ellipses to keep the reader hanging on</p> <p>Secure use of inverted commas for direct speech</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>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>

**English Long Term Plan**  
**Robin 2022-2023**

	Prepositions	speech				
	Powerful verbs					
Spoken Language	Speak audibly and clearly	Speak audibly and clearly	Speak audibly and clearly	Speak audibly and clearly	Speak audibly and clearly	Speak audibly and clearly
	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

**English Long Term Plan**  
**Robin 2022-2023**

	<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>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, 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>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</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>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>
Reading	<p>Introduced to non-fiction books that are structured in different ways</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</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</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</p>	<p>Recognise simple recurring literacy language in stories in poems</p> <p>Develop a repertoire of poems learnt by heart</p> <p>Introduced to non-fiction books that are structured</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</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>

**English Long Term Plan**  
**Robin 2022-2023**

	<p>related</p> <p>Discuss and clarify meanings of words, linking new meaning to know vocabulary</p> <p>Discuss favourite words and phrases</p> <p>Making inferences on the basis of what is being said and done</p> <p>Answering and asking questions</p> <p>Participate in discussion about texts (taking turns and listening to others)</p> <p>Explain and discuss their understanding of books and other material</p>	<p>stories and traditional tales</p> <p>Discuss and clarify meanings of words, linking new meaning to know vocabulary</p> <p>Discuss favourite words and phrases</p> <p>Making inferences on the basis of what is being said and done</p> <p>Answering and asking questions</p> <p>Predicting what will happen next based on what has been read so far</p> <p>Participate in discussion about texts (taking turns and listening to others)</p> <p>Explain and discuss their understanding of books and other material</p>	<p>with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>Recognise simple recurring literacy language in stories in poems</p> <p>Discuss and clarify meanings of words, linking new meaning to know vocabulary</p> <p>Discuss favourite words and phrases</p> <p>Making inferences on the basis of what is being said and done</p> <p>Answering and asking questions</p> <p>Predicting what will happen next based on what has been read so far</p> <p>Participate in discussion about texts (taking turns</p>	<p>in different ways</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 in poems</p> <p>Discuss and clarify meanings of words, linking new meaning to know vocabulary</p> <p>Discuss favourite words and phrases</p> <p>Making inferences on the basis of what is being said and done</p> <p>Answering and asking questions</p>	<p>stories and traditional tales</p> <p>Discuss and clarify meanings of words, linking new meaning to know vocabulary</p> <p>Discuss favourite words and phrases</p> <p>Making inferences on the basis of what is being said and done</p> <p>Answering and asking questions</p> <p>Predicting what will happen next based on what has been read so far</p> <p>Participate in discussion about texts (taking turns and listening to others)</p> <p>Explain and discuss their understanding of books and other material</p>	<p>Recognise simple recurring literacy language in stories in poems</p> <p>Discuss and clarify meanings of words, linking new meaning to know vocabulary</p> <p>Discuss favourite words and phrases</p> <p>Making inferences on the basis of what is being said and done</p> <p>Answering and asking questions</p> <p>Predicting what will happen next based on what has been read so far</p> <p>Participate in discussion about texts (taking turns and listening to others)</p> <p>Explain and discuss their understanding of books and other material</p>
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**English Long Term Plan**  
**Robin 2022-2023**

			<p>and listening to others)</p> <p>Explain and discuss their understanding of books and other material</p>	<p>Predicting what will happen next based on what has been read so far</p> <p>Participate in discussion about texts (taking turns and listening to others)</p> <p>Explain and discuss their understanding of books and other material</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>identifying main ideas drawn from more than one paragraph and summarising these</p> <p>retrieve and record information from non-fiction</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>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>identifying main ideas drawn from more than one paragraph and summarising these</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>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 turns and</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>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>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>identifying themes and conventions in a wide</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>

**English Long Term Plan**  
**Robin 2022-2023**

	<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 others say.</p>	<p>identifying how language, structure, and presentation contribute to meaning</p> <p>using dictionaries to check the meaning of words that they have read</p>	<p>listening to what others say.</p> <p>using dictionaries to check the meaning of words that they have read</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>	range of books	
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Year 2 objectives

Year 3 objectives