

English Long Term Plan
Ibis 2026-2027

Ibis	Autumn 1 Dreams & Ambitions	Autumn 2 Britain through the ages	Spring 1 Extreme Earth	Spring 2 Investigating Places	Summer 1 A Journey Through Time	Summer 2 Around the World
Topic Focus	Romans	Stone Age	Rainforests (South America)	Global, National and Local knowledge	Olympics	India
Suggested Texts	The Leopard in the Golden Cage by Julia Edwards	Stone Age Boy by Satoshi Kitamura	Ride of Passage film	The Last Bear by Hannah Gold	The Boy Who Biked the World: On the Road to Africa by Alistair Humphreys	Cinnamon by Neil Gaiman
Writing Outcomes	Historical Story Informal letter Non-chronological report	Diary Entry Alternative Version/ Adventure story	Retelling a story Different types of poems (similes and metaphors, Haiku, acrostic)	Diary Entry Informal letters Debate	Instructions Explanation Text Newspaper article	Own version fable Writing an advert Formal letters Limericks

Writing – composition

- plan their writing by:
 - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
 - discussing and recording ideas
- draft and write by:
 - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
 - organising paragraphs around a theme
 - in narratives, creating settings, characters and plot
 - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- evaluate and edit by:
 - assessing the effectiveness of their own and others' writing and suggesting improvements
 - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Reading – Word reading

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in

Writing – transcription (spelling)

- use further prefixes and suffixes and understand how to add them (English Appendix 1)

Writing – vocabulary, grammar and punctuation

- develop their understanding of the concepts set out in English Appendix 2 by:

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English Appendix 1, both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	• spell further homophones • spell words that are often misspelt (English Appendix 1) • place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • use the first two or three letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	○ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although ○ using the present perfect form of verbs in contrast to the past tense ○ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition ○ using conjunctions, adverbs and prepositions to express time and cause ○ using fronted adverbials ○ learning the grammar for years 3 and 4 in English Appendix 2 • indicate grammatical and other features by: ○ using commas after fronted adverbials ○ indicating possession by using the possessive apostrophe with plural nouns ○ using and punctuating direct speech • use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.
Reading – comprehension	Writing – transcription (handwriting)	English Appendix 2: Vocabulary, grammar and punctuation
• develop positive attitudes to reading and understanding of what they read by: ○ listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ○ reading books that are structured in different ways and reading for a range of purposes ○ using dictionaries to check the meaning of words that they have read ○ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally	• use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]	Word • Formation of nouns using a range of prefixes [for example super-, anti-, auto-] • Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] • Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] • The grammatical difference between plural and possessive –s

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○ identifying themes and conventions in a wide range of books ○ preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action ○ discussing words and phrases that capture the reader's interest and imagination ○ recognising some different forms of poetry [for example, free verse, narrative poetry] • understand what they read, in books they can read independently, by: ○ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context ○ asking questions to improve their understanding of a text ○ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ○ predicting what might happen from details stated and implied ○ identifying main ideas drawn from more than one paragraph and summarising these ○ identifying how language, structure, and presentation contribute to meaning • retrieve and record information from non-fiction • 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.		• Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] Sentence • Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) • Fronted adverbials [for example, Later that day, I heard the bad news.] Text • Introduction to paragraphs as a way to group related material • Headings and sub-headings to aid presentation • Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] • Use of paragraphs to organise ideas around a theme • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Punctuation • Introduction to inverted commas to punctuate direct speech
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		• Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”] • Apostrophes to mark plural possession [for example, the girl’s name, the girls’ names] • Use of commas after fronted adverbials		
Spoken Language				
Listen carefully and understand: • Engage in discussions, making relevant points. • Ask for specific additional information to clarify. • Understand the meaning of some phrases beyond the literal interpretation.	Develop a wide and interesting vocabulary: • Use time, size and other measurements to quantify. • Use interesting adjectives, adverbial phrases and extended noun phrases in discussion. • Use vocabulary that is appropriate to the topic being discussed or the audience that is listening.	Speak with clarity: • Use verbs with irregular endings. • Use a mixture of sentence lengths to add interest to discussions and explanations. • Use intonation to emphasise grammar and punctuation when reading aloud.	Tell stories with structure: • Bring stories to life with expression and intonation. • Read the audience to know when to add detail and when to leave it out.	Hold conversations and debates: • Make relevant comments or ask questions in a discussion or a debate. • Seek clarification by actively seeking to understand others’ points of view. • Respectfully challenge opinions or points, offering an alternative.

Year 3 specific objectives