

English Long Term Plan
Robin 2026-2027

Robin	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	Intrepid Explorers	Remembrance Day	People and Places	Cities around the World	Travel and Transport	Africa
Suggested Texts	Can I Build Another Me by Shinsuke Yoshitake Taking Flight- Literacy Shed film	Where the Poppies Now Grow and Peace Lily by Hilary Robinson	Emma Jane's Aeroplane by Katie Haworth The Great Explorer by Chris Judge	Snow White in New York London facts Romulus and Remus story	Little People Big Dreams Amelia Earhart by Maria Isabel Sánchez Vegara Little Boat- Literacy Shed film	Bringing the Rain to Kapiti Plain by Verna Aardema Catch It- Literacy Shed film
Writing Outcomes	Instructions Note –taking Biography Setting Description Diary entries	Acrostic poems Recount Asking questions Letters	Book reviews Additional chapter for the story of 'untold' events. Descriptive opening using a character and setting. Making Predictions Narrative stories	Non-chronological report/brochure Poetry Alternative version Non-fiction recount	Character analysis and descriptions Retelling story from memory Own version Non chronological report Similes and metaphors	Folktale Author Study – compare and contrast Information text Character description Writing a commentary

Writing – composition

- develop positive attitudes towards and stamina for writing by:
 - writing narratives about personal experiences and those of others (real and fictional)

English Long Term Plan

Robin 2026-2027

- writing about real events
- writing poetry
- writing for different purposes
- consider what they are going to write before beginning by:
 - planning or saying out loud what they are going to write about
 - writing down ideas and/or key words, including new vocabulary
 - encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
 - evaluating their writing with the teacher and other pupils
 - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
 - proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- read aloud what they have written with appropriate intonation to make the meaning clear.

Reading – Word reading	Writing – transcription (spelling)	Writing – vocabulary, grammar and punctuation
• continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • read accurately words of two or more syllables that contain the same graphemes as above • read words containing common suffixes • read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • re-read these books to build up their fluency and confidence in word reading.	• spell by: ○ segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly ○ learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones ○ learning to spell common exception words ○ learning to spell more words with contracted forms ○ learning the possessive apostrophe (singular) [for example, the girl's book] ○ distinguishing between homophones and near-homophones • add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly • apply spelling rules and guidance, as listed in English Appendix 1 • write from memory simple sentences dictated by the teacher that include words using the GPCs,	• develop their understanding of the concepts set out in English Appendix 2 by: ○ learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) • learn how to use: ○ sentences with different forms: statement, question, exclamation, command ○ expanded noun phrases to describe and specify [for example, the blue butterfly] ○ the present and past tenses correctly and consistently including the progressive form ○ subordination (using when, if, that, or because) and co-ordination (using or, and, or but) ○ the grammar for year 2 in English Appendix 2

English Long Term Plan
Robin 2026-2027

	common exception words and punctuation taught so far.	○ some features of written Standard English ● use and understand the grammatical terminology in English Appendix 2 in discussing their writing.
Reading – comprehension	Writing – transcription (handwriting)	English Appendix 2: Vocabulary, grammar and punctuation
● develop pleasure in reading, motivation to read, vocabulary and understanding by: ○ listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently ○ discussing the sequence of events in books and how items of information are related ○ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales ○ being introduced to non-fiction books that are structured in different ways ○ recognising simple recurring literary language in stories and poetry ○ discussing and clarifying the meanings of words, linking new meanings to known vocabulary ○ discussing their favourite words and phrases ○ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear ● understand both the books that they can already read accurately and fluently and those that they listen to by: ○ drawing on what they already know or on background information and vocabulary provided by the teacher	● form lower-case letters of the correct size relative to one another ● start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined ● write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters ● use spacing between words that reflects the size of the letters.	Word ● Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] ● Formation of adjectives using suffixes such as –ful, –less ● Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs Sentence ● Subordination (using when, if, that, because) and co-ordination (using or, and, but) ● Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] ● How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command Text ● Correct choice and consistent use of present tense and past tense throughout writing ● Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]

English Long Term Plan
Robin 2026-2027

○ checking that the text makes sense to them as they read and correcting inaccurate reading ○ making inferences on the basis of what is being said and done ○ answering and asking questions ○ predicting what might happen on the basis of what has been read so far • participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.		Punctuation • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • Commas to separate items in a list • Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]
Spoken Language		

English Long Term Plan
Robin 2026-2027

Listen carefully and understand: • Sift information and focus on the important points. • Seek clarification when a message is not clear. • Understand instructions with more than one point.	Develop a wide and interesting vocabulary: • Use subject specific vocabulary to explain and describe. • Suggest words or phrases appropriate to the topic being discussed. • Identify homophones.	Speak with clarity: • Speak in a way that is clear and easy to understand. • Demonstrate good phonic knowledge by clearly pronouncing the sounds within words. • Identify syllables within words.	Tell stories with structure: • Ensure stories have a setting, plot and a sequence of events. • Recount experiences with interesting detail. • Predict events in a story. • Give just enough detail to keep the audience engaged.	Hold conversations and debates: • Take turns to talk, listening carefully to the contributions of others. • Vary language between formal and informal according to the situation. • Add humour to a discussion or debate where appropriate.
---	--	--	---	--