
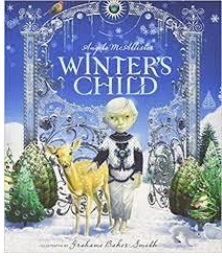

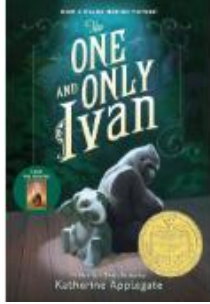

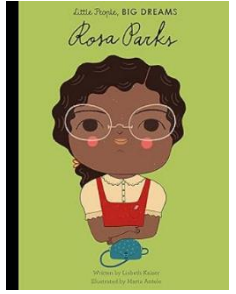



Allanson Street Primary School – Long Term Plan



Class Novel						
English	 <p>Text: 'The Dot' – Peter Reynolds Audience: Children Purpose: To entertain Outcome: To write a short prequel to the story. Outcome: To write an acrostic poem. Supporting Texts: Dear Teacher – Amy Husband</p>	 <p>Text: 'Tuesday' by David Wiesner (Recount writing) Audience: Children Purpose: To inform Mini Outcome: Short paragraphs retelling part of the story between two of the characters Outcome 1: Write a recount (in the form of a newspaper report or diary entry) about what happened on 'Tuesday'. Supporting Texts: The Day I Swapped my Dad for Two Goldfish – Neil Gaiman</p>	 <p>Text: The Zoo by Anthony Browne (stimulus for persuasive writing) Audience: Children/ adults Purpose: To inform/ influence Outcome: To write a balanced argument. Supporting Texts: Rainbow Bear – Michael Morpurgo Folktales from Africa – The Baboons who went this way and that – Alexander McCall Smith</p>	 <p>Text: Mary Anning – Little People, Big Dreams series Audience: Children/ adults Purpose: to inform/ entertain Outcome: To write a biography of Mary Anning Supporting Texts: The Street Beneath my Feet</p>	 <p>Text: George's Marvellous medicine Audience: Children Purpose: To inform/ instruct Outcome: To write a recipe / set of instructions Supporting Texts: Nadiya's Bake me a Story – Nadiya Hussain</p>	 <p>Text: Battle Bunny Audience: Children Purpose: To inform/ instruct Outcome: To rewrite their own version of Birthday Bunny including direct speech. Outcome 2: To edit and improve given text.</p>

	 <p>Text: Orion and the Dark (Story with a familiar setting) Audience: Children Purpose: To describe, to entertain Outcome: Two descriptions of a street setting, showing contrast (eg: times, moods and feelings) Supporting Texts: The Owl who was Afraid of the Dark – Jill Tomlinson</p>	 <p>Text: The Winter's Child by Angela McCallister (book) and 'The Fight of the Year' by Roger McGough (poem) – A poetry unit. Audience: Children Purpose: To describe/entertain Outcome: To write a seasonal poem, exploring word families and similes</p>	 <p>Text: Iron Man Audience: Children Purpose: To recount Outcome 1: To write a formal letter or Outcome 2: to write a newspaper report</p>	 <p>Text: One and Only Ivan Audience: Children/Adults Purpose: Inform, Guide, Explain Mini outcome: Short paragraph retelling part of the story between two of the characters Outcome: To write a non-chronological report about an endangered species. (Look at prvs non chron planning)</p>	 <p>Text: Matilda Roald Dahl Audience: Children Purpose: To recount Outcome: Diary entry or letter</p>	<p>BLACK HISTORY MONTH</p>  <p>Text: Rosa Parks Audience: Children Purpose: To inform Outcome: To write a poem from the perspective of Rosa Parks</p> <p>NB: This will be completed October 2025</p>
<p>Guided Reading</p>	<p>Fiction</p> 					

Non-fiction



Poetry



Grammar and Punctuation

The Dot
Synonyms, adverbs and adverbials of time, Sentence types (revision from Y2)

Orion and the Dark
Conjunctions (cause), Commas in a list (Y2 revision), Adverbs, Adverbials of time, Paragraphs

Tuesday
Determiners (a or an)
Conjunctions (time, place and cause) Use of present perfect tense Correct use of 1st person (I, we), direct speech paragraphs.

Winters child - Poetry Unit
Word families, Similes

The Zoo
Headings and subheadings
Prepositions – eg before, after, during, I and because of.

One and Only Ivan
Inverted commas for direct speech, paragraphs, use of present perfect tense, conjunctions, subordinate clause

One and Only Ivan
Headings and subheadings
Conjunctions (and, but, so)
Clause; subordinate clause

Iron Man

Birthday Bunny
Editing and proof reading
Direct speech
Subordinate clauses

Georges Marvelous Medicine
Headings and Subheadings

Matilda

Mary Anning

Rosa Parks

Revisit, retain, recap grammar

Y2 - Capital Letters, Full stops, question marks and exclamation marks

Y2 - Sentence with different forms: statement, question, exclamation mark, command.

Y1 - -Regular plural noun suffix -s or -es

Y1 - Suffixes that can be added to verbs were no change is needed in the spelling

Y2 - To us present and past tense

Y2 - Use of progressive form of verbs in the present and past tense to mark actions in progress.

Y2 - Commas to separate a list

and punctuation	<p>Y2 - Expanded noun phrases to describe and specify</p> <p>Y2 - Subordination: Subordinating conjunctions (when, if, that or because).</p> <p>Y2 - Co-ordination: Co-ordinating conjunctions (or, and, or, but)</p>	<p>Y1 - Using a capital letter for the personal pronoun 'I'</p> <p>Y2 - Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns. Eg: girl's</p>	
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English – Appendix 2: Vocabulary, grammar and punctuation

Year 3: Detail of content to be introduced (statutory requirement)	
Word	<p>Formation of nouns using a range of prefixes [for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>]</p> <p>Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <u>a</u> rock, <u>an</u> open box]</p> <p>Word families based on common words, showing how words are related in form and meaning [for example, <i>solve</i>, <i>solution</i>, <i>solver</i>, <i>dissolve</i>, <i>insoluble</i>]</p>
Sentence	<p>Expressing time, place and cause using conjunctions [for example, <i>when</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>so</i>, <i>because</i>], adverbs [for example, <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>], or prepositions [for example, <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>, <i>because of</i>]</p>
Text	<p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]</p>
Punctuation	<p>Introduction to inverted commas to punctuate direct speech</p>

Year 3: Detail of content to be introduced (statutory requirement)	
Terminology for pupils	<p>preposition, conjunction</p> <p>word family, prefix</p> <p>clause, subordinate clause</p> <p>direct speech</p> <p>consonant, consonant letter vowel, vowel letter</p> <p>inverted commas (or 'speech marks')</p>

Spelling

Autumn 1	Spring 1																		
<table border="1" style="width: 100%;"> <tr> <td style="text-align: center;">Week 1</td> <td style="text-align: center;">Week 2</td> <td style="text-align: center;">Week 3</td> </tr> <tr> <td style="text-align: center;">Words with the long / ai/ sound spelt with ei</td> <td style="text-align: center;">Words with the long / ai/ sound spelt with ey</td> <td style="text-align: center;">Words with the long / ai/ sound spelt with ai</td> </tr> </table>	Week 1	Week 2	Week 3	Words with the long / ai/ sound spelt with ei	Words with the long / ai/ sound spelt with ey	Words with the long / ai/ sound spelt with ai	<table border="1" style="width: 100%;"> <tr> <td style="text-align: center;">Week 1</td> <td style="text-align: center;">Week 2</td> <td style="text-align: center;">Week 3</td> </tr> <tr> <td style="text-align: center;">Words with short /i/ sound spelt with 'y'</td> <td style="text-align: center;">Adding suffixes beginning with a vowel (er/ed/ing) to words with more than one syllable (unstressed last syllable - DO NOT double the final consonant)</td> <td style="text-align: center;">Adding suffixes beginning with a vowel (er/ed/en/ing) to words with more than one syllable (stressed last syllable - double the final consonant)</td> </tr> <tr> <td style="text-align: center;">Week 4</td> <td style="text-align: center;">Week 5</td> <td style="text-align: center;">Week 6</td> </tr> <tr> <td style="text-align: center;">Creating negative meanings using prefix mis-</td> <td style="text-align: center;">Creating negative meanings using prefix dis-</td> <td style="text-align: center;">Words with a /k/ sound spelt with 'ch'</td> </tr> </table>	Week 1	Week 2	Week 3	Words with short /i/ sound spelt with 'y'	Adding suffixes beginning with a vowel (er/ed/ing) to words with more than one syllable (unstressed last syllable - DO NOT double the final consonant)	Adding suffixes beginning with a vowel (er/ed/en/ing) to words with more than one syllable (stressed last syllable - double the final consonant)	Week 4	Week 5	Week 6	Creating negative meanings using prefix mis-	Creating negative meanings using prefix dis-	Words with a /k/ sound spelt with 'ch'
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Summer 1		
Week 1	Week 2	Week 3
Words ending in -ary	Words with a short /u/ sound spelt with 'o'	Words with a short /u/ sound spelt with 'ou'
Week 4	Week 5	Week 6
Word families based on common words, showing	Word families based on common words, showing	Word families based on common words, showing
Week 1	Week 2	Week 3
Words ending in the suffix -al	Words ending with an /zhuh/ sound spelt with 'sure'	Words ending with a /chuh/ sound spelt with 'ture'
Week 4	Week 5	Week 6
Words ending with a /cher/ sound spelt as 'ture'	Silent Letters Revision	Silent Letters Revision

Summer 2

	<table border="1"> <tr> <td>Week 4 Words with /ur/sound spelt with ear</td> <td>Week 5 Homophones & near homophones</td> <td>Week 6 Homophones & near homophones</td> </tr> </table> <p>Autumn 2</p> <table border="1"> <tr> <td>Week 1 Creating adverbs using the suffix -ly (no change to root word)</td> <td>Week 2 Creating adverbs using the suffix -ly (root word ends in 'y' with more than one syllable)</td> <td>Week 3 Creating adverbs using the suffix -ly (root word ends in 'le')</td> </tr> <tr> <td>Week 4 Creating adverbs using the suffix -ly (root word ends in 'ic' or 'al')</td> <td>Week 5 Creating adverbs using the suffix -ly (exceptions to the rules)</td> <td>Week 6 Statutory Spelling Challenge Words</td> </tr> </table> <p><i>Children on RWI to practise spellings specific to book band level</i></p>	Week 4 Words with /ur/sound spelt with ear	Week 5 Homophones & near homophones	Week 6 Homophones & near homophones	Week 1 Creating adverbs using the suffix -ly (no change to root word)	Week 2 Creating adverbs using the suffix -ly (root word ends in 'y' with more than one syllable)	Week 3 Creating adverbs using the suffix -ly (root word ends in 'le')	Week 4 Creating adverbs using the suffix -ly (root word ends in 'ic' or 'al')	Week 5 Creating adverbs using the suffix -ly (exceptions to the rules)	Week 6 Statutory Spelling Challenge Words	<p>Spring 2</p> <table border="1"> <tr> <td>Week 1 Homophones & Near Homophones</td> <td>Week 2 Homophones & Near Homophones</td> <td>Week 3 Adding the prefix bi- (meaning 'two' or 'twice') and Adding the prefix re- (meaning 'again' or back)</td> </tr> <tr> <td>Week 4 Words ending in the 'g/' sound spelt 'gue' and the 'k/' sound spelt 'que'</td> <td>Week 5 Words with a /sh/ sound spelt with 'ch'</td> <td>Week 6 Statutory Spellings Challenge Words</td> </tr> </table> <p><i>Children on RWI to practise spellings specific to book band level</i></p>	Week 1 Homophones & Near Homophones	Week 2 Homophones & Near Homophones	Week 3 Adding the prefix bi- (meaning 'two' or 'twice') and Adding the prefix re- (meaning 'again' or back)	Week 4 Words ending in the 'g/' sound spelt 'gue' and the 'k/' sound spelt 'que'	Week 5 Words with a /sh/ sound spelt with 'ch'	Week 6 Statutory Spellings Challenge Words	<p><i>Children on RWI to practise spellings specific to book band level</i></p>
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<p>NC Objectives Lower Key Stage 2 Reading</p>	<p>Reading - word reading</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see 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 <p>Reading – comprehension</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop positive attitudes to reading, and an 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 • 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 																	

	<ul style="list-style-type: none"> • 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 1 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
<p>NC Objectives Lower Key Stage 2 Writing</p>	<p>Writing - transcription Spelling - see English appendix 1 Pupils should be taught to:</p> <ul style="list-style-type: none"> - use further prefixes and suffixes and understand how to add them - see English appendix 1 - spell further homophones - spell words that are often misspelt - see 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 2 or 3 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 <p>Handwriting and presentation</p> <ul style="list-style-type: none"> - 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, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] <p>Writing – composition</p> <ul style="list-style-type: none"> - plan their writing by: <p>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>discussing and recording ideas</p> <ul style="list-style-type: none"> - draft and write by: <p>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2</p> <p>organising paragraphs around a theme</p> <p>in narratives, creating settings, characters and plot</p> <p>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p>

	<ul style="list-style-type: none"> - evaluate and edit by: <ul style="list-style-type: none"> 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 proofread for spelling and punctuation errors read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear <p>Writing - vocabulary, grammar and punctuation</p> <p>develop their understanding of the concepts set out in English appendix 2 by:</p> <ul style="list-style-type: none"> • 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] <p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> • 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
<p>NC objectives Year 1 – 6 Spoken Language</p>	<p>Spoken language</p> <ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play/improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication

