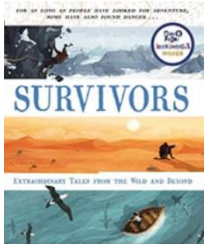
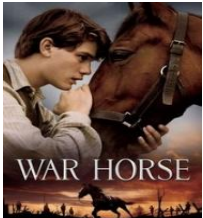

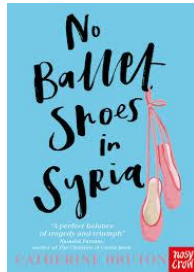
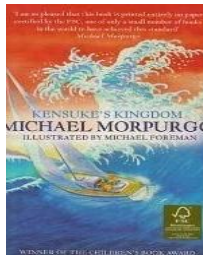
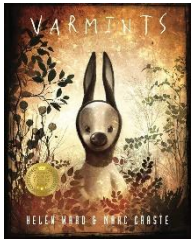
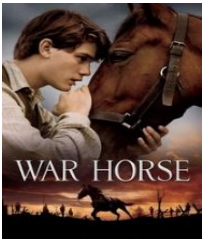
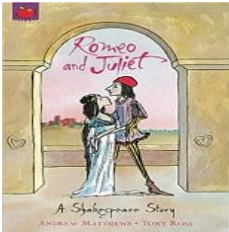
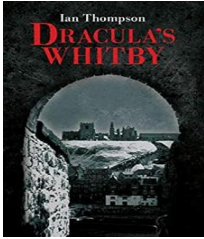

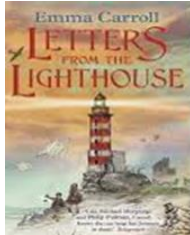
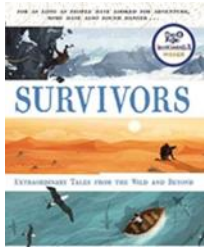


# Allanson Street Primary School – Long Term Plan



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class Novel	 <p>Survivors by David Long</p>	 <p>War Horse by Michael Morpurgo</p>	 <p>The Final Year by Matt Goodfellow</p>	 <p>No Ballet Shoes in Syria by Catherine Bruton</p>	 <p>Kensuke's Kingdom by Michael Morpurgo</p>	
English	 <p><b>Short Pieces &amp; Alternative Ending to a narrative</b>  <b>Text:</b> Varmints by Helen Ward  <b>Audience:</b> Children UKS2  <b>Purpose:</b> To entertain and fuel the imagination.                      To analyse wider philosophical ideas and themes of sustainability, hope, perseverance etc.  <b>Outcome:</b>                      Small Pieces: Comparison, Character Description, Debate                      To write a follow on/alternative ending to the story using the same larger themes from the book.</p>	 <p><b>Recount from the perspective of a character</b>  <b>Text:</b> War Horse by Michael Morpurgo  <b>Audience:</b> Adults  <b>Purpose:</b> To entertain  <b>Outcome:</b> To write a narrative recount from the perspective of Joey the horse using language to describe settings, characters and atmosphere.</p>	 <p><b>TV news report</b>  <b>Linked text:</b> Romeo and Juliet  <b>Audience:</b> Adults  <b>Purpose:</b> To retell a series of events  <b>Outcome:</b> To recount a series of events in the form of a TV news report using journalistic language and techniques.</p>	 <p><b>Setting and Character Description</b>  <b>Stimulus:</b> Video on Literacy Shed – Dracula's Whitby /extracts from text by Ian Thompson  <b>Audience:</b> Adults/ children  <b>Purpose:</b> To entertain and fuel the imagination  <b>Outcome:</b> To write a setting and character description using emotive language to scare the reader.</p>	 <p><b>Flashback narrative</b>  <b>Stimulus:</b> Video clip: The piano  <b>Audience:</b> Adults/ children  <b>Purpose:</b> To create empathy  <b>Outcome:</b> To write a flashback in narrative form using a mixture of past and present tenses</p>	 <p><b>Letter</b>  <b>Text:</b> Letters from the Lighthouse by Emma Carroll  <b>Audience:</b> Adults/ children  <b>Purpose:</b> To tell a story  <b>Outcome:</b> Story of Olive thinking her mum was dead, and then her mother turning up, but from the perspective of another patient in the hospital.</p>



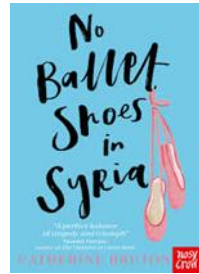
**Diary Entry**

**Text:** Survivors by David Long

**Audience:** Adults

**Purpose:** To record events of a traumatic experience

**Outcome:** Diary entry.



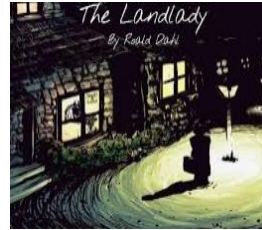
**Discussion Text**

**Text:** No Ballet Shoes in Syria

**Audience:** Children/Adults

**Purpose:** To ask people to consider multiple viewpoints with given information

**Outcome:** Discussion Text – Why is it important to be kind in our world?



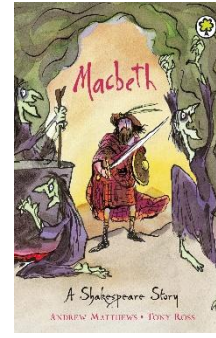
**A Letter from The Landlady**

**Text:** The Landlady by Roald Dahl

**Audience:** Adults

**Purpose:** To reflect on a character and their motives.

**Outcome:** To reflect on the landlady's actions from her point of view, giving an insight into her motives and presenting them in a persuasive style asking for sympathy and mercy.



**Balanced Argument**

**Text:** Macbeth

**Audience:**



**Review – Non-Fiction**

**Audience:** Adults

**Purpose:** To review and inform an experience

**Outcome:** A written review of a business or experience with fictional elements.



**Poetry**

**Text:** The Final Year by Matt Goodfellow

**Audience:** Children/ adults

**Purpose:** To entertain

**Outcome:**

To write a poem using their own voices, inspired by their own lives, and their experiences of school and their upcoming transition to Y7.

<p><b>Grammar and Punctuation</b></p>	<p><u>Short Pieces</u></p> <ul style="list-style-type: none"> <li>• Use expanded noun phrases to convey complicated information concisely</li> <li>• Basic punctuation</li> <li>• Conjunctions</li> <li>• Parenthesis</li> </ul> <p><u>Survivors</u></p> <p>Colons and hyphenated words</p>	<p><u>Recount – War Horse</u></p> <ul style="list-style-type: none"> <li>• Using modal verbs and adverbs to indicate degree of possibility</li> </ul> <p><u>Balanced Argument</u></p> <ul style="list-style-type: none"> <li>• Recognising differences (vocab and structures) between formal and informal speech</li> <li>• Conjunctions</li> <li>• Adverbials</li> <li>•</li> </ul>	<p><u>TV news report</u></p> <ul style="list-style-type: none"> <li>• Subject and Object</li> <li>• Passive and Active</li> <li>• Fronted adverbials</li> </ul> <p><u>Newspaper report</u></p> <ul style="list-style-type: none"> <li>• Using Passive Voice</li> <li>• Use semi-colon, colon and dash to mark the boundary between independent clauses.</li> </ul>	<p><u>Setting and Character Description</u></p> <ul style="list-style-type: none"> <li>• Linking ideas across paragraphs using a wider range of cohesive devices</li> </ul> <p><u>Poem</u></p> <p>Using a range of interesting sentence Starters</p> <ul style="list-style-type: none"> <li>• Hyphens</li> </ul>	<p><u>Flashback Narrative</u></p> <ul style="list-style-type: none"> <li>• Use of tenses</li> </ul> <p>Non-Chronological report – Anne Frank</p> <p>Using passive voice</p>	<p><u>Letters from the Lighthouse</u></p> <ul style="list-style-type: none"> <li>• Relative pronouns</li> </ul> <p><u>Explanation</u></p> <ul style="list-style-type: none"> <li>• Layout devices (subheadings, columns, bullet points or tables) to structure texts.</li> <li>• Use bullet points</li> <li>• Use of subjunctive forms</li> </ul>
<p><b>Revisit, retain, recap grammar and punctuation</b></p>	<ul style="list-style-type: none"> <li>• Nouns, verbs, adverbs (various year groups)</li> <li>• Basic punctuation</li> <li>• Apostrophes for contraction (Y3)</li> </ul>	<ul style="list-style-type: none"> <li>• Fronted adverbials (Y4)</li> <li>• Using commas after fronted adverbials (Y4)</li> <li>• express time and cause using conjunctions, adverbs and</li> </ul>	<ul style="list-style-type: none"> <li>• Standard English forms for verb inflections instead of local speaking forms (Y4)</li> <li>• Determiners (Y4)</li> </ul>	<ul style="list-style-type: none"> <li>• Nouns, verbs, adverbs (various year groups)</li> <li>• Basic punctuation</li> <li>• Apostrophes for contraction (Y3)</li> </ul>	<ul style="list-style-type: none"> <li>• Fronted adverbials (Y4)</li> <li>• Using commas after fronted adverbials (Y4)</li> <li>• express time and cause using conjunctions,</li> </ul>	<ul style="list-style-type: none"> <li>• Standard English forms for verb inflections instead of local speaking forms (Y4)</li> <li>• Determiners (Y4)</li> <li>• Formal Writing (Y5)</li> <li>• Tense Choices (Y5)</li> </ul>

- possessive apostrophe with singular and plural nouns (Y4)
  - Extending the range of sentences with more than one clause using a wider range of conjunctions eg: when, if, because, though (Y4)
  - using nouns or pronouns for clarity, cohesion and to avoid repetition. (Y4)
  - Use paragraphs to organise around a theme. (Y4)
  - Expanded noun phrases (Y4)
  - Brackets, dashes, commas to indicate parenthesis (Y5)
  - Adverbials of time, place and number (Y5)
- Impersonal writing (Y5)  
Figurative Language (Y5)

- prepositions. (Y4)
- using and punctuation direct speech (Y4)
  - Devices to build cohesion within a paragraph (Y5)
  - Relative Pronouns (Y5)
  - Relative Clauses (Y5)

- Formal Writing (Y5)
- Tense Choices (Y5)

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  - Adverbials of time, place and number (Y5)
- Impersonal writing (Y5)  
Figurative Language (Y5)

- adverbs and prepositions. (Y4)
- using and punctuation direct speech (Y4)
  - Devices to build cohesion within a paragraph (Y5)
  - Relative Pronouns (Y5)
  - Relative Clauses (Y5)

<p><b>Spelling</b></p>	<p><b>Autumn 1</b></p> <ul style="list-style-type: none"> <li>• Endings – cious, tious</li> <li>• Endings – cial, tial</li> <li>• Words with a soft c spelt /ce/</li> <li>• Homophones and near homophones</li> </ul> <p><b>Autumn 2</b></p> <ul style="list-style-type: none"> <li>• Adjectives ending in <i>ant</i> into nouns ending in <i>ance/ancy</i></li> <li>• Adjectives ending in <i>ent</i> into nouns ending in <i>ence/ency</i></li> <li>• Homophones and near homophones</li> </ul>	<p><b>Spring 1</b></p> <ul style="list-style-type: none"> <li>• Words ending in -able/ably (used if there's a related ation ending)</li> <li>• Words ending in <i>able</i> after <i>ce</i> or <i>ge</i></li> <li>• Words that can be nouns and verbs</li> </ul> <p><b>Spring 2</b></p> <ul style="list-style-type: none"> <li>• Words ending in <i>able</i> and <i>ably</i></li> <li>• Words ending in <i>ible</i> and <i>ibly</i></li> </ul> <p>Adding suffixes beginning with vowel letters to words ending in -fer (r is doubled if the -fer is stressed when the ending is added – e.g. referred, referral) r is not doubled if the -fer is no longer stressed after adding the ending e.g. reference, referee</p>	<p><b>Summer 1</b></p> <ul style="list-style-type: none"> <li>• i before e, except after c</li> <li>• Words with long /e/ sound spelt <i>ei</i> after c (e.g. deceive, conceive, ceiling)</li> <li>• Words spelt <i>ei</i> though not after c</li> <li>• Words containing the letter strings <i>ough</i></li> <li>• Words with silent letters: b, n, h, g, k, c</li> </ul> <p><b>Summer 2</b></p> <ul style="list-style-type: none"> <li>• Homophones and other words that are often confused (e.g. advise/advice, licence/license, practise/practice, prophecy/prophesy etc.)</li> <li>• Revision</li> </ul>
<p><b>NC Objectives Upper key stage 2 Reading</b></p>	<p>Reading - word reading</p> <ul style="list-style-type: none"> <li>• apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, both to read aloud and to understand the meaning of new words</li> </ul> <p>Reading – comprehension</p> <ul style="list-style-type: none"> <li>• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• reading books that are structured in different ways and reading for a range of purposes</li> <li>• increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>• recommending books that they have read to their peers, giving reasons for their choices</li> <li>• identifying and discussing themes and conventions in and across a wide range of writing</li> <li>• making comparisons within and across books</li> <li>• learning a wider range of poetry by heart</li> <li>• preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience <ul style="list-style-type: none"> <li>- understand what they read by: <ul style="list-style-type: none"> <li>• checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>• asking questions to improve their understanding</li> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• predicting what might happen from details stated and implied</li> <li>• summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</li> <li>• identifying how language, structure and presentation contribute to meaning</li> </ul> </li> </ul> </li> </ul>		

- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views
- meaning of new words that they meet

**NC  
Objectives  
Upper key  
stage 2  
Writing**

Writing - transcription

**Spelling** - see [English appendix 1](#)

Pupils should be taught to:

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in [English appendix 1](#)
- use dictionaries to check the spelling and meaning of words
- use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus

Handwriting and presentation

- write legibly, fluently and with increasing speed by:
  - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
  - choosing the writing implement that is best suited for a task

Writing – composition

- plan their writing by:
  - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
  - noting and developing initial ideas, drawing on reading and research where necessary
  - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- draft and write by:
  - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
  - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
  - précising longer passages
  - using a wide range of devices to build cohesion within and across paragraphs

- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- evaluate and edit by:
- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proofread for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Writing - vocabulary, grammar and punctuation

- develop their understanding of the concepts set out in English appendix 2 by:
- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- using passive verbs to affect the presentation of information in a sentence
- using the perfect form of verbs to mark relationships of time and cause
- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun
- learning the grammar for years 5 and 6 in English appendix 2
- indicate grammatical and other features by:
- using commas to clarify meaning or avoid ambiguity in writing
- using hyphens to avoid ambiguity
- using brackets, dashes or commas to indicate parenthesis
- using semicolons, colons or dashes to mark boundaries between independent clauses
- using a colon to introduce a list
- punctuating bullet points consistently
- use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading

**NC  
objectives  
Year 1 – 6  
Spoken  
Language**

Spoken language

- 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