




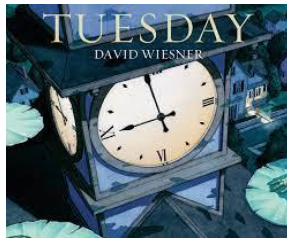
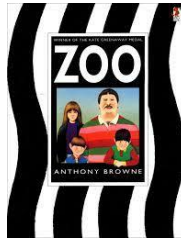



Allanson Street Primary School – Long Term Plan



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class Novel						
English	 <p>Text: 'The Dot' – Peter Reynolds Audience: Children Purpose: To entertain Outcome: To write a short prequel to the story. Supporting Texts: Dear Teacher – Amy Husband</p>	 <p>Text: 'Marshmallows' short film clip (stimulus for non-chronological report about new, mysterious creatures) Audience: Children Purpose: To inform/guide/explain Outcome: To write a non-chronological report about a mythical creature. Supporting Texts: The Gruffalo and Zog - Julia Donaldson</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: 'Tuesday' by David Wiesner (Recount writing) Audience: Children Purpose: To inform Outcome: Write a recount (in the form of a newspaper report) 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 Morpergo This is Botswana – Peter Joyce Folktales from Africa – The Baboons who went this way and that – Alexander McCall Smith</p>	 <p>Text: George's Marvellous medicine Audience: Children Purpose: To inform/instruct Outcome: To write a recipe Supporting Texts: Nadiya's Bake me a Story – Nadiya Hussain</p>

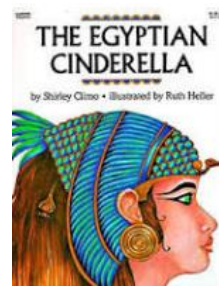


Text: Orion and the Dark (Story with a familiar setting)
Audience: Children
Purpose: To describe, to entertain
Outcome: Two descriptions of a street setting, showing contrasting times, moods and feelings
Supporting Texts: The Owl who was Afraid of the Dark – Jill Tomlinson



Text: 'Excitable Edgar' short film clip – Christmas theme.
Audience: Children
Purpose: To describe, to entertain.
Outcome: To write a new episode for the story.

Supporting Texts: The Works – chosen by Paul Cookson



Text: The Egyptian Cinderella
Audience: Children/ adults
Purpose: To entertain
Outcome: To rewrite the beginning of the story.
Supporting Texts: Cinderella (traditional tale)



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



Text: Reverso (film clip)
Audience: Children
Purpose: To recount/ to entertain
Outcome: To write a diary extract as the main character in the film.

Grammar and Punctuation

The Dot
 Synonyms, 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

'Marshmallows'
 Headings and subheadings
 Conjunctions (and, but, so)
 Clause; subordinate clause

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

Poetry Unit
 Word families, Similes

The Egyptian Cinderella narrative
 Inverted commas for direct speech, paragraphs, use of present perfect tense

Revisit, retain, recap grammar and punctuation

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

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

Y2 - Expanded noun phrases to describe and specify

Y2 - Subordination: Subordinating conjunctions (when, if, that or because).

Y2 - Co-ordination: Co-ordinating conjunctions (or, and, or, but)

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

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

Y1 - Using a capital letter for the personal pronoun 'I'

Y2 - Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns. Eg: girl's

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

Spelling

Autumn 1

Week 1 Words with the long / ai/ sound spelt with ei	Week 2 Words with the long / ai/ sound spelt with ey	Week 3 Words with the long / ai/ sound spelt with ai
Week 4 Words with /ur/sound spelt with ear	Week 5 Homophones & near homophones	Week 6 Homophones & near homophones

Autumn 2

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

Children on RWI to practise spellings specific to book band level

Spring 1

Week 1 Words with short /i/ sound spelt with 'y'	Week 2 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)	Week 3 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 Creating negative meanings using prefix mis-	Week 5 Creating negative meanings using prefix dis-	Week 6 Words with a /k/ sound spelt with 'ch'

Spring 2

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

Children on RWI to practise spellings specific to book band level

Summer 1

Week 1 Words ending in -ary	Week 2 Words with a short /u/ sound spelt with 'o'	Week 3 Words with a short /u/ sound spelt with 'ou'
Week 4 Word families based on common words, showing how words are related in form and meaning	Week 5 Word families based on common words, showing how words are related in form and meaning	Week 6 Word families based on common words, showing how words are related in form and meaning

Summer 2

Week 1 Words ending in the suffix -al	Week 2 Words ending with an /zhuh/ sound spelt with 'sure'	Week 3 Words ending with a / chuh/ sound spelt with 'ture'
Week 4 Words ending with a / cher/ sound spelt as 'ture'	Week 5 Silent Letters Revision	Week 6 Silent Letters Revision

Children on RWI to practise spellings specific to book band level

**NC
Objectives
Lower Key
Stage 2
Reading**

Reading - word reading

Pupils should be taught to:

- 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

Reading – comprehension

Pupils should be taught to:

- 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
- 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

**NC
Objectives
Lower Key
Stage 2
Writing**

Writing - transcription

Spelling - see [English appendix 1](#)

Pupils should be taught to:

- 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

Handwriting and presentation

- 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]

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

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

Writing - vocabulary, grammar and punctuation

develop their understanding of the concepts set out in [English appendix 2](#) by:

- 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

	<ul style="list-style-type: none"> • 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