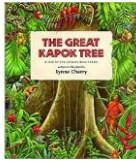


Allanson Street Primary School – Long Term Plan



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class Novel	<p>The Day I Fell Into A Fairy Tale</p> 		<p>The Last Bear</p> 		<p>The Beast and the Bethany</p> 	
English	 <p>Text: Oscar and the Bird Audience: Children & Adults Purpose: To explain Outcomes: To write an explanation text.</p>	 <p>Text: The Last Post Audience: Children Purpose: To describe Outcome: To write a descriptive letter</p>	 <p>Text: Flotsam Audience: Children Purpose: To persuade Outcomes: To write a newspaper report</p>	 <p>Text: Escape from Pompeii Audience: Children Purpose: To describe Outcome: To write a diary entry.</p>	 <p>Text: Rosa Parks Audience: Children & Adults Purpose: To inform Outcome: To write a biography</p>	 <p>Text: Canary Across the Mersey Audience: Children Purpose: To inform Outcome: To write a set of instructions.</p>

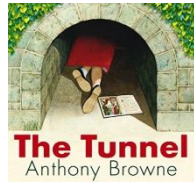


Text: The Great Kapok Tree

Audience: Children

Purpose: To describe

Outcome: To describe a setting

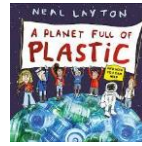


Text: The Tunnel

Audience: Children

Purpose: To entertain

Outcomes: To write a story



Text: Planet full of Plastic

Audience: Adults

Purpose: To persuade and inform

Outcome: To write a persuasive informal letter



Text: Queen of Darkness

Audience: Adults

Purpose: To inform

Outcome: To create a non-chronological report

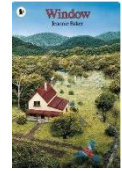


Text: Birthday Bunny

Audience: Children

Purpose: To describe, to entertain

Outcome: To write a story with an original character



Text: Window

Audience: Children

Purpose: To describe

Outcome: To write a poem

<p>Grammar and Punctuation</p>	<ul style="list-style-type: none"> -Use paragraphs to organise around a theme. - Using nouns or pronouns for clarity, cohesion and to avoid repetition. - Express time and cause using conjunctions, adverbs and prepositions. - Extending the range of sentences with more than one clause using a wider range of conjunctions e.g. when, if, because, though. -Standard English forms for verb inflections instead of local speaking forms 	<ul style="list-style-type: none"> - Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. -Extending the range of sentences with more than one clause using a wider range of conjunctions e.g. when, if, because, though. -Using and punctuating direct speech. -Standard English forms for verb inflections instead of local speaking forms 	<ul style="list-style-type: none"> - Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. -Extending the range of sentences with more than one clause using a wider range of conjunctions e.g. when, if, because, though. -Standard English forms for verb inflections instead of local speaking forms. -Express time and cause using conjunctions, adverbs and prepositions. -Using fronted adverbials -Using commas after fronted adverbials. 	<ul style="list-style-type: none"> -Use paragraphs to organise around a theme. - Using nouns or pronouns for clarity, cohesion and to avoid repetition. - Express time and cause using conjunctions, adverbs and prepositions. - Extending the range of sentences with more than one clause using a wider range of conjunctions e.g. when, if, because, though. -Standard English forms for verb inflections instead of local speaking forms. - Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. 	<ul style="list-style-type: none"> -Use paragraphs to organise around a theme. -Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns. E.g. girl's. -Standard English forms for verb inflections instead of local speaking forms. - Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. - Extending the range of sentences with more than one clause using a wider range of conjunctions e.g. when, if, because, though. 	<ul style="list-style-type: none"> -Use paragraphs to organise around a theme. -Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns. E.g. girl's. -Standard English forms for verb inflections instead of local speaking forms. - Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. - Extending the range of sentences with more than one clause using a wider range of conjunctions e.g. when, if, because, though. -Commas to separate a list.
<p>Revisit, retain, recap grammar and punctuation</p>	<ul style="list-style-type: none"> - Headings and subheadings to aid presentation. - Features of standard English. - Capital Letters, Full stops, question marks and exclamation marks. 	<ul style="list-style-type: none"> - Choosing nouns or pronouns appropriately to for clarity and cohesion to avoid repetition. -Capital Letters, Full stops, question marks and exclamation marks. -Sentence with different forms: statement, question, exclamation mark, command 	<ul style="list-style-type: none"> - Choosing nouns or pronouns appropriately to for clarity and cohesion to avoid repetition. -Capital Letters, Full stops, question marks and exclamation marks 	<ul style="list-style-type: none"> -Capital Letters, Full stops, question marks and exclamation marks. -Choosing nouns or pronouns appropriately to for clarity and cohesion to avoid repetition. -Sentence with different forms: statement, question, exclamation mark, command. 	<ul style="list-style-type: none"> -Capital Letters, Full stops, question marks and exclamation marks. -Choosing nouns or pronouns appropriately to for clarity and cohesion to avoid repetition. -Sentence with different forms: statement, question, exclamation mark, command. 	<ul style="list-style-type: none"> -Capital Letters, Full stops, question marks and exclamation marks. -Choosing nouns or pronouns appropriately to for clarity and cohesion to avoid repetition.

Spelling

Autumn 1

Week 4 Adding the prefix il- (before a root word starting with 'l') and the prefix ir- (before a root word starting with 'r')	Week 5 Homophones & near homophones	Week 6 Words with /shun/ endings spelt with 'sion' (if root word ends in 'se', 'de' or 'd')
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Week 1 Words with /aw/ spelt with augh and au	Week 2 Adding the prefix in- (meaning 'not' or 'into')	Week 3 Adding the prefix im- (before a root word starting with 'm' or 'p')
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Autumn 2

Week 1 Words with a /shuhn/ sound, spelt with 'sion' (if root word ends in 'se', 'de' or 'd')	Week 2 Words with a /shuhn/ sound, spelt with 'ssion' (if root word ends in 'ss' or 'mit')	Week 3 Words with a /shuhn/ sound, spelt with 'tion' (if root word ends in 'te' or 't' / or has no definite root)
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Week 4 Words with a /shuhn/ sound, spelt with 'cian' (if root word ends in 'c' or 'cs')	Week 5 Words with 'ough' to make a long /o/, /oo/ or /or/ sound	Week 6 Statutory Spellings Challenge Words
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Spring 1

Week 1 Homophones & Near Homophones	Week 2 Homophones & Near Homophones	Week 3 Nouns ending in the suffix -ation
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Week 4 Words with a /shuhn/ sound, spelt with 'cian' (if root word ends in 'c' or 'cs')	Week 5 Words with 'ough' to make a long /o/, /oo/ or /or/ sound	Week 6 Statutory Spellings Challenge Words
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Spring 2

Week 1 Words with the /s/ sound spelt with 'sc'	Week 2 Words with a 'soft c' spelt with 'ce'	Week 3 Words with a 'soft c' spelt with 'ci'
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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 Statutory Spellings Challenge Words
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Summer 1

Week 1 Adding the prefix inter- (meaning 'between' or 'among')	Week 2 Adding the prefix anti- (meaning 'against')	Week 3 Adding the prefix auto- (meaning 'self' or 'own')
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Week 4 Adding the prefix ex- (meaning 'out')	Week 5 Adding the prefix non- (meaning 'not')	Week 6 Words ending in -ar/ -er
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Summer 2

Week 1 Adding the suffix -ous (No change to root word)	Week 2 Adding the suffix -ous (No definitive root word)	Week 3 Adding the suffix -ous (Words ending in 'y' become 'i' and words ending in 'our' become 'or')
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Week 4 Adding the suffix -ous (Words ending in 'e' drop the 'e' but not 'ge')	Week 5 Adverbials of frequency and possibility	Week 6 Adverbials of manner
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**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

- 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

**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