

# Allanson Street Primary School – Long Term Plan



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class Novel	 <p><b>The Miraculous Journey of Edward Tulane- Kate Dicamillo</b></p>	 <p><b>Private Peaceful – Michael Morpurgo</b></p>	 <p><b>Snowglobe – Amy Wilson</b></p>	 <p><b>The London Eye Mystery – Siobhan Dowd</b></p>	 <p><b>Room 13 – Robert Swindles</b></p>	 <p><b>Wonder- RJ Palacio</b></p>
English	 <p><b>Poetry – Aspirations</b>  <b>Text:</b> Aspirations - What do you want to be? Wilf Merrten  <b>Audience:</b> Children and adults  <b>Purpose:</b> to entertain  <b>Outcome:</b> To write a poem in a similar style to the poet Wilf Merrten</p>	 <p><b>Diary Entry</b>  <b>Text:</b> Private Peaceful by Michael Morpurgo  <b>Audience:</b> Children  <b>Purpose:</b> To retell / inform  <b>Outcome:</b> To write a first-person diary entry from the perspective of a different character.  <b>Outcome:</b> To write a letter home from the trenches.</p>	 <p><b>Newspaper Report</b>  <b>Text:</b> Man on the Moon  <b>Audience:</b> Adults and Children  <b>Purpose:</b> Inform  <b>Outcome:</b> Write a newspaper article about the moon landing 1969. Recognise importance of newspaper headlines and key features of a newspaper report.</p>	 <p><b>Narrative Poetry</b>  <b>Text:</b> The Highwayman Alfred Noyes  <b>Audience:</b> Children  <b>Purpose:</b> To entertain  <b>Outcome:</b> Infer thoughts, events, and emotions. Use a range of figurative language and literacy techniques about the death of the highway man. To re-write the story of the Highway Man from a character's perspective.</p>	 <p><b>Explanation Text</b>  <b>Text:</b> I Survived  <b>Audience:</b> Adults and Children  <b>Purpose:</b> Inform  <b>Outcome:</b> Write an explanation text about a natural disaster. (Link geography – rivers / floods).</p>	 <p><b>Contrasting Diary Entries for 1<sup>st</sup> and 2<sup>nd</sup> class</b>  <b>Text:</b> The Titanic Detective Agency by Lindsay Littleton  <b>Audience:</b> Children and Adults  <b>Purpose:</b> Entertain/ Inform  <b>Outcome:</b> To write contrasting diary entries for first- and second-class passengers.</p>

	 <p><b><u>Persuasive letter</u></b>  <b>Text:</b> I Wanna Iguana by Karen Kaufman  <b>Audience:</b> Head Teacher  <b>Purpose:</b> Persuade  <b>Outcome:</b> Recognise and use persuasive devices and language. Write a formal letter to the head teacher of Allanson Street to persuade them to get a school dog.</p>	 <p><b><u>Play Script</u></b>  <b>Text:</b> Shrek Scene- Film Clip  <b>Audience:</b> Children  <b>Purpose:</b> Entertain  <b>Outcome:</b> Recognise and use key features of a playscript. Write up a scene from Shrek, creating own stage directions to add humour.</p>	 <p><b><u>Dark Fantasy Narrative</u></b>  <b>Text:</b> Alma- Literacy Shed  <b>Audience:</b> Children  <b>Purpose:</b> To entertain  <b>Outcome:</b> Use inference skills to analyse the themes of a film. Focus on intricate details in order to develop an effective setting description – enhanced sense. Re-tell Alma’s story in 3<sup>rd</sup> Person.</p>	 <p><b><u>Story from another Culture /Biography</u></b>  <b>Text:</b> Malala’s Magic Pencil  <b>Audience:</b> Children and adults  <b>Purpose:</b> Inform  <b>Outcome:</b> To write a biography about the life of Malala Yousafzai</p>	 <p><b><u>Significant Author</u></b>  <b>Text:</b> Room 13 by Robert Swindells (Classic)  <b>Audience:</b> children  <b>Purpose:</b> Entertain  <b>Outcome:</b> To write the next chapter in the novel (chapter 13).</p>	 <p><b>Text:</b> Wonder- RJ Palacio  <b>Audience:</b> Children and adults  <b>Purpose:</b> To debate  <b>Outcome:</b> To take part in a class debate.</p>
<p><b>Grammar and Punctuation</b></p>	<p><b><u>Persuasive Letter</u></b>  Formal Writing  Model Verbs  Adverbs of possibility  Devices to build cohesion</p> <p><b><u>Poetry</u></b>  Figurative Language – alliteration / repetition</p>	<p><b><u>Diary Entry</u></b>  Impersonal writing  Adverbials of time, place and number  Tense Choices</p> <p><b><u>Play Script</u></b>  Brackets, dashes, commas to indicate</p>	<p><b><u>Newspaper Report</u></b>  Relative Pronouns  Relative Clauses</p> <p><b><u>Dark Fantasy Narrative</u></b>  Devices to build cohesion within a paragraph  Adverbials of time,</p>	<p><b><u>Narrative</u></b>  Model Verbs  Figurative Language</p> <p><b><u>Story from another culture / Biography</u></b>  Device to build cohesion  Relative Clauses  Brackets, dashes, commas</p>	<p><b><u>Explanation Text</u></b>  Brackets, Dashes, Commas  Devices to build cohesion such as sub-headings</p> <p><b><u>Significant Author</u></b>  Relative clauses  Modal verbs  Devices to build cohesion within a paragraph</p>	<p><b><u>Contrasting Diary Entries</u></b>  Impersonal writing  Adverbials of time, place and number  Tense Choices</p>

	recap Relative clauses Modal verbs	parenthesis	place, number Tense choices		Adverbials of time, place, number Tense choices																								
<b>Revisit, retain, recap grammar and punctuation</b>	Y4-Fronted Adverbials Y4- Expanded noun phrases with prepositional phrases. Y3 - alliteration	Y4- Pronouns and nouns to avoid repetition	Y4- Prepositions Y4- Expanded noun phrases with prepositional phrases. Y2- Subordinating and coordinating conjunctions Y4- Punctuation to indicate direct speech	Y3-Apostrophes for contractions Y4- Verb inflections Y4- Apostrophes for possession and plural	Y4- Punctuation to indicate direct speech Y4-Fronted Adverbials Y4- Expanded noun phrases with prepositional phrases.	Y4- Pronouns and nouns to avoid repetition																							
<b>Spelling</b>	<b>Autumn 1 – Set 2 also focus on Spelling Clubs</b> <table border="1"> <tr> <td>Week 1 Words with endings that sound like /shuhs/ spelt with -cious</td> <td>Week 2 Words with endings that sound like /shuhs/ spelt with -tious or -ious</td> <td>Week 3 Words with the short vowel sound /i/ spelt with y</td> </tr> <tr> <td>Week 4 Words with the long vowel sound /i/ spelt with y</td> <td>Week 5 Homophones &amp; near homophones</td> <td>Week 6 Homophones &amp; near homophones</td> </tr> <tr> <td>Week 4 Words ending in 'ment'</td> <td>Week 5 Adverbs of possibility and frequency</td> <td>Week 6 Statutory Spelling Challenge Words</td> </tr> </table>		Week 1 Words with endings that sound like /shuhs/ spelt with -cious	Week 2 Words with endings that sound like /shuhs/ spelt with -tious or -ious	Week 3 Words with the short vowel sound /i/ spelt with y	Week 4 Words with the long vowel sound /i/ spelt with y	Week 5 Homophones & near homophones	Week 6 Homophones & near homophones	Week 4 Words ending in 'ment'	Week 5 Adverbs of possibility and frequency	Week 6 Statutory Spelling Challenge Words	<b>Spring 1</b> <table border="1"> <tr> <td>Week 4 Homophones &amp; Near Homophones</td> <td>Week 5 Homophones &amp; Near Homophones</td> <td>Week 6 Homophones &amp; Near Homophones</td> </tr> <tr> <td>Week 1 Creating nouns using -ity suffix</td> <td>Week 2 Creating nouns using -ness suffix</td> <td>Week 3 Creating nouns using -ship suffix</td> </tr> </table>			Week 4 Homophones & Near Homophones	Week 5 Homophones & Near Homophones	Week 6 Homophones & Near Homophones	Week 1 Creating nouns using -ity suffix	Week 2 Creating nouns using -ness suffix	Week 3 Creating nouns using -ship suffix	<b>Summer 1</b> <table border="1"> <tr> <td>Week 1 Words containing the letter string 'ough'</td> <td>Week 2 Words containing the letter string 'ough'</td> <td>Week 3 Adverbials of time</td> </tr> <tr> <td>Week 4 Adverbials of place</td> <td>Week 5 Words with an /ear/ sound spelt 'ere'</td> <td>Week 6 Statutory Spelling Challenge Words</td> </tr> </table>			Week 1 Words containing the letter string 'ough'	Week 2 Words containing the letter string 'ough'	Week 3 Adverbials of time	Week 4 Adverbials of place	Week 5 Words with an /ear/ sound spelt 'ere'	Week 6 Statutory Spelling Challenge Words
Week 1 Words with endings that sound like /shuhs/ spelt with -cious	Week 2 Words with endings that sound like /shuhs/ spelt with -tious or -ious	Week 3 Words with the short vowel sound /i/ spelt with y																											
Week 4 Words with the long vowel sound /i/ spelt with y	Week 5 Homophones & near homophones	Week 6 Homophones & near homophones																											
Week 4 Words ending in 'ment'	Week 5 Adverbs of possibility and frequency	Week 6 Statutory Spelling Challenge Words																											
Week 4 Homophones & Near Homophones	Week 5 Homophones & Near Homophones	Week 6 Homophones & Near Homophones																											
Week 1 Creating nouns using -ity suffix	Week 2 Creating nouns using -ness suffix	Week 3 Creating nouns using -ship suffix																											
Week 1 Words containing the letter string 'ough'	Week 2 Words containing the letter string 'ough'	Week 3 Adverbials of time																											
Week 4 Adverbials of place	Week 5 Words with an /ear/ sound spelt 'ere'	Week 6 Statutory Spelling Challenge Words																											
	<b>Autumn 2</b> <table border="1"> <tr> <td>Week 1 Words with 'silent' letters</td> <td>Week 2 Words with 'silent' letters</td> <td>Week 3 Modal verbs</td> </tr> </table>		Week 1 Words with 'silent' letters	Week 2 Words with 'silent' letters	Week 3 Modal verbs	<b>Spring 2</b> <table border="1"> <tr> <td>Week 1 Words with an /or/ sound spelt 'or'</td> <td>Week 2 Words with /or/ sound spelt 'au'</td> <td>Week 3 Convert nouns or adjectives into verbs using the suffix -ate</td> </tr> <tr> <td>Week 4 Convert nouns or adjectives into verbs using the suffix -ise</td> <td>Week 5 Convert nouns or adjectives into verbs using the suffix -ify</td> <td>Week 6 Convert nouns or adjectives into verbs using the suffix -en</td> </tr> </table>			Week 1 Words with an /or/ sound spelt 'or'	Week 2 Words with /or/ sound spelt 'au'	Week 3 Convert nouns or adjectives into verbs using the suffix -ate	Week 4 Convert nouns or adjectives into verbs using the suffix -ise	Week 5 Convert nouns or adjectives into verbs using the suffix -ify	Week 6 Convert nouns or adjectives into verbs using the suffix -en	<b>Summer 2</b> <table border="1"> <tr> <td>Week 1 Words containing the letter string 'ough'</td> <td>Week 2 Words containing the letter string 'ough'</td> <td>Week 3 Adverbials of time</td> </tr> <tr> <td>Week 4 Adverbials of place</td> <td>Week 5 Words with an /ear/ sound spelt 'ere'</td> <td>Week 6 Statutory Spelling Challenge Words</td> </tr> </table>			Week 1 Words containing the letter string 'ough'	Week 2 Words containing the letter string 'ough'	Week 3 Adverbials of time	Week 4 Adverbials of place	Week 5 Words with an /ear/ sound spelt 'ere'	Week 6 Statutory Spelling Challenge Words						
Week 1 Words with 'silent' letters	Week 2 Words with 'silent' letters	Week 3 Modal verbs																											
Week 1 Words with an /or/ sound spelt 'or'	Week 2 Words with /or/ sound spelt 'au'	Week 3 Convert nouns or adjectives into verbs using the suffix -ate																											
Week 4 Convert nouns or adjectives into verbs using the suffix -ise	Week 5 Convert nouns or adjectives into verbs using the suffix -ify	Week 6 Convert nouns or adjectives into verbs using the suffix -en																											
Week 1 Words containing the letter string 'ough'	Week 2 Words containing the letter string 'ough'	Week 3 Adverbials of time																											
Week 4 Adverbials of place	Week 5 Words with an /ear/ sound spelt 'ere'	Week 6 Statutory Spelling Challenge Words																											

**NC  
Objectives  
Upper key  
stage 2  
Reading**

Reading - word reading

- 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

Reading – comprehension

- continuing to read and discuss an increasingly 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
- 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
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- 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
  - understand what they read by:
    - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
    - asking questions to improve their understanding
    - 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
    - summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
    - identifying how language, structure and presentation contribute to meaning
    - 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

	<ul style="list-style-type: none"> <li>• using modal verbs or adverbs to indicate degrees of possibility</li> <li>• using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</li> <li>• learning the grammar for years 5 and 6 in English appendix 2</li> <li>• indicate grammatical and other features by: <ul style="list-style-type: none"> <li>• using commas to clarify meaning or avoid ambiguity in writing</li> <li>• using hyphens to avoid ambiguity</li> <li>• using brackets, dashes or commas to indicate parenthesis</li> <li>• using semicolons, colons or dashes to mark boundaries between independent clauses</li> <li>• using a colon to introduce a list</li> </ul> </li> <li>• punctuating bullet points consistently</li> <li>• use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading</li> </ul>
<p><b>NC objectives Year 1 – 6 Spoken Language</b></p>	<p>Spoken language</p> <ul style="list-style-type: none"> <li>• listen and respond appropriately to adults and their peers</li> <li>• ask relevant questions to extend their understanding and knowledge</li> <li>• use relevant strategies to build their vocabulary</li> <li>• articulate and justify answers, arguments and opinions</li> <li>• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>• speak audibly and fluently with an increasing command of Standard English</li> <li>• participate in discussions, presentations, performances, role play/improvisations and debates</li> <li>• gain, maintain and monitor the interest of the listener(s)</li> <li>• consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>• select and use appropriate registers for effective communication</li> </ul>