





Our Long term plan in English is linked to our topic where relevant. Each half term is based on a key text with a genre outcome.

		Spring 1	Spring 2
Autumn Term		<p>Fiction - <i>Traditional tales from our culture and other cultures</i></p> <p>Key Text: Jack and the Beanstalk, Jack and the Baked Bean stalk, Jim and the Beanstalk</p>  <p>Focus. Punctuation (?/ !), past tense rules and use of co-ordinating conjunctions Outcome: A Letter Outcome: Retell a narrative</p> <p>Key Skills: Different sentence types and co-ordinating conjunctions Oracy skills: verbal recall, key vocabulary and talk for writing/ story maps</p>	<p>Non-fiction- Real life historical event</p> <p>Key Text: The Battle of Hastings William the Conqueror Knights and Castles</p>  <p>Focus: Punctuation. subordinate conjunctions Outcome: News report linked to a significant person (history link – William the Conqueror) Outcome: Information text linked to Castles (History link)</p> <p>Key Skills: Punctuation (apostrophes for contraction), subordinate conjunctions, sub-heading, paragraphs Oracy skills: verbal recall key facts, key vocabulary, reciting poetry</p>
	Heroes and Heroines	<p>Pupils should be taught to: Spell:</p> <ul style="list-style-type: none"> Words containing phonemes already taught. Common exception words for level 6 Apply rules to words ending in 'e' when adding suffixes ed, er, est Following the Twinkl phonics programme - make phonetically plausible attempts for alternative spellings of: <p>Wk 12 – adding ed and er to words ending in e Wk 13 - 'eer' saying /ear/ Wk 14 - 'ture' saying /cher/ Wk 15 - adding est and y to words ending in e Wk 16 - 'mb' and saying /m/</p> <p>Write sentences dictated by the teacher that include the GPC taught so far</p>	<p>Pupils should be taught to: Spell:</p> <ul style="list-style-type: none"> Common exception words for level 6 Apply rules to words ending in 'y' when adding suffixes er, est Make phonetically plausible attempts for alternative spellings of: <p>Wk 17 – 'al' saying /or/ Wk 18 - adding 'ing' and 'ed' to CVC and CCVC Wk 19 - 'o' saying /u/ Wk 20 – 'ey' saying /ee/ Wk 21 - adding 'er' and 'est' and 'y' to CVC and CVCC Wk 22 – apostrophes for contraction.</p> <p>Write from memory simple sentence dictated by the teacher that includes the GPC taught so far, common exception words and punctuation taught so far.</p>
	Composition	<p>Compose a sentence orally before writing. <i>Through planning activities:</i> Say out loud what they want to write, sentence by sentence.</p> <p>Begin to record key ideas and vocabulary.</p> <ul style="list-style-type: none"> Draft sentences to write a letter Draft sentences to retell narratives. 	<p>Compose a sentence orally before writing. <i>Through planning activities:</i> Say out loud what they want to write.</p> <p>Record key ideas</p> <ul style="list-style-type: none"> Draft sentences to form information texts

		Begin to proofread and edit their work, including the correct use of tense, spelling and punctuation.	Continue to proofread and edit their work, including the correct use of tense, spelling and punctuation. Read aloud what they have written						
	Vocabulary, Grammar and Punctuation	<p>Pupils should be taught to:</p> <p>Consistently demarcate sentences using:</p> <ul style="list-style-type: none"> capital letters full stops question marks exclamation marks. <p>Write</p> <ul style="list-style-type: none"> statements, questions and commands use coordinating conjunctions – and, but, so <p>Continue to write in the present and past tense, including the progressive tense (-ing).</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Use subordinating conjunctions – when, if, because To use apostrophes for contraction <p>Consolidate writing:</p> <ul style="list-style-type: none"> Statements, questions and commands. Write exclamation sentences 						
	Handwriting	<ul style="list-style-type: none"> Revisit and form the lower case letters correctly for the curly caterpillar family (c/ a/ d/ e/ s/ g/ f/ q/ o) Position the letters correctly for the curly caterpillar family. Revise capitals without a lift C, L, O, U, S, V, W, Z Revise capitals with one lift B, D, G, J, N, M, P, Q, R, T, X, Y . 	<ul style="list-style-type: none"> Revisit the lower case letters and begin to join. (l/ i/ u/ t/ y/ j) Position the letters correctly for the ladder family. Revisit the lower case letters and begin to join. (n/ m/ h/ k/ b/ p/ r) Position the letters correctly for the one armed robot family. 						
	Reading	<p>Connecting with texts</p> <ul style="list-style-type: none"> Talk about books referring to details in poems and stories read to them. Listen to texts read to them and sustain their reading of longer and more challenging texts. Retell stories using dialogue and narrative from a familiar story in sequence. <p>Understanding</p> <ul style="list-style-type: none"> Recognise how books are similar to others they have read or heard. <p>Inference and prediction</p> <ul style="list-style-type: none"> Make inferences about characters from what they say and do, focusing on important moments in a text and what they already know. Use immediate clues and what they have read already to make predictions about what is going to happen or what they will find out. 	<p>Connecting with texts</p> <ul style="list-style-type: none"> Talk about books referring to details in poems and non-fiction texts read to them. Explain the purpose of some organisational features of texts, including alphabetical order layout, diagrams and captions. <p>Understanding</p> <ul style="list-style-type: none"> Locate information using contents, index, sub headings, page numbers etc. Express and record their understanding of information orally and or using simple graphics or in writing. 						
	Poetry	<ul style="list-style-type: none"> Writes a list poem collects content in a list form. Listen to a range of poems and choose favourite poems. Learn, re-read and recite favourite poems, conveying meaning by taking account of punctuation. <p>Poetry:</p> <table> <tr> <td>On Top of Spaghetti</td> <td>Anon</td> </tr> <tr> <td>Betty Botter</td> <td>Anon</td> </tr> <tr> <td>The Tortoise and the Hare</td> <td>Julia Donaldson</td> </tr> </table>	On Top of Spaghetti	Anon	Betty Botter	Anon	The Tortoise and the Hare	Julia Donaldson	
On Top of Spaghetti	Anon								
Betty Botter	Anon								
The Tortoise and the Hare	Julia Donaldson								

