



Iceni Academy - Hockwold

English

New for academic year 2021-2022:

Spelling focus which is also a KLI with Years 2-6 using Jane Considine's spelling approach

Jane Considine's Hooked on Books September course and a book for each teacher—page numbers referenced in this LTP

The Write Stuff by Jane Considine also referenced: ARi holds the master copy of the book itself

Pages 3 and 9 of this LTP needs text adding to them by AHa and GSh

Please note: For Willow Class LTP, texts in green represent the main books from which extended pieces of writing will be inspired; blue books are read to the chn.

As can be seen below, there is a flow-through from the quality text chosen to support our topics work for each half term, to the text types we use to explore reading and the pieces of writing generated using developing SPAG skills. Evidence of writing and SPAG skills can be gathered from all children's exercise books including homework and rough books.

Year 1 Autumn 1	Quality Text	Text Types	Reading Skills RS vocab builder/ STAR/ Phonics	Continuous Writing Skills EMW: h-writing/Easing into Essays	Continuous SPAG
<p>All About Me</p>	<p>Main books:</p> <ul style="list-style-type: none"> Funnybones F Autumn Poetry P Beegu F <p>Supporting:</p> <ul style="list-style-type: none"> I am the One and Only F What Makes Me a Me F Marvellous Me F Where's my Teddy? F 	<p>F: Retelling of a familiar story</p> <p>NF: Explanations: title, opening statement, steps, events in order, illustrations, flow chart)</p> <p>P: Acrostic (class collaboration)</p> <p>Refer to JC's The Write Stuff for F and NF.</p>	<p>USE FANTASTICS, STYLISTICS, ANALYTICS from JC's Hooked on Books</p> <p>Start reading comprehension:</p> <ul style="list-style-type: none"> Trawling for Evidence p83 Inference p83 Personal opinions p83 Prediction p84 Word meanings NC <p>Features of story opening</p>	<p>Saying out loud what they are going to write before they write it.</p> <p>Sequencing sentences.</p> <p>Re-reading what they have written to check it makes sense.</p> <p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place: Y1 handwriting scheme</p> <p>Form capital letters and digits 0-9</p> <p>Encourage use of the FANTASTICS—The Write Stuff from p216</p>	<ul style="list-style-type: none"> Finger spaces Caps/full stops/?/! Capitals for 'I' names of people, places and days of the week and 'I' Joining words and clauses using 'and' Singular and plural words Plural noun suffixes (dogs) and suffixes where no change of spelling is needed in root word: helped. Prefix 'un' <p>SPELLING: see NC for English</p>
<p>Relevant part of the National Curriculum for Year 1 English covered through this topic—these will be revisited throughout the year</p>					
<p>Reading Comprehension</p>	<p>* discussing word meanings, linking new meanings to those already known ☑ making inferences on the basis of what is being said and done ☑ predicting what might happen on the basis of what has been read so far</p>				<p>Additional documents for planning:</p> <ul style="list-style-type: none"> Grammar for Year 1 in National Curriculum Appendix 2 (box below) Spelling for Year 1 in National Curriculum Appendix 1 Rising Star Vocabulary Builder Jane Considine's Hooked on Books and The Write Stuff
<p>Writing</p>	<p>* saying out loud what they are going to write about ☑ composing a sentence orally before writing it ☑ sequencing sentences to form short narratives ☑ re-reading what they have written to check that it makes sense ☑ sit correctly at a table, holding a pencil comfortably and correctly ☑ begin to form lower-case letters in the correct direction, starting and finishing in the right place ☑ form capital letters ☑ form digits 0-9</p>				
<p>SPAG</p>	<p>* leaving spaces between words ☑ joining words and joining clauses using and ☑ beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark ☑ using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' ☑ learning the grammar for year 1 in English Appendix 2</p>				

Please note: For Willow Class LTP, texts in green represent the main books from which extended pieces of writing will be inspired; blue books are read to the chn.

Willow KS1 English LTP



As can be seen below, there is a flow-through from the quality text chosen to support our topics work for each half term, to the text types we use to explore reading and the pieces of writing generated using developing SPAG skills. Evidence of writing and SPAG skills can be gathered from all children's exercise books including homework and rough books.					
Year 1 Autumn 2	Quality Text	Text Types	Reading Skills RS vocab builder/ STAR/ Phonics	Continuous Writing Skills EMW: h-writing	Continuous SPAG
Terrific Transport Red indicates change needed	Main books: <ul style="list-style-type: none"> All Aboard for the Bobo Road Emma Jane's Aeroplane Mr Gumpy's Motor Car Supporting: <ul style="list-style-type: none"> Collins first book of transport Naughty bus Mrs Armitage on wheels 	F: tales from different countries – a 'there and back again' story NF: letter writing - persuading P: Rhyming couplets Refer to JC's The Write Stuff for F and NF.	USE FANTASTICS, STYLISTICS, ANALYTICS from JC's Hooked on Books Reading comprehension: <ul style="list-style-type: none"> Considering deeper messages p84 Impact p81 Themes p81 Solving problems p81 Discussing the significance of the title and events NC 	As Autumn 1 but adding in the following for some if ready: <ul style="list-style-type: none"> For letter writing: address, date, greeting, intro, more details and sign-off—persuasive language Moving forwards from rhyming poetry, independently write rhyming couplets Easing into Essay: story openings Encourage use of the FANTASTICS—The Write Stuff from p216	<ul style="list-style-type: none"> Finger spaces Caps/full stops/?/! Capitals for 'I' names of people, places and days of the week and 'I' Joining words and clauses using 'and' Singular and plural words Plural noun suffixes (dogs) and suffixes where no change of spelling is needed in root word: helped. Prefix 'un' SPELLING: see NC for English
	Relevant parts of the National Curriculum for Year 1 English covered through this topic—these will be revisited throughout the year				
Reading Comprehension	☑ discussing the significance of the title and events ☑ checking that the text makes sense to them as they read and correcting inaccurate reading ☑ recognising and joining in with predictable phrases ☑ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently				Additional documents for planning: <ul style="list-style-type: none"> Grammar for Year 1 in National Curriculum Appendix 2 (box below) Spelling for Year 1 in National Curriculum Appendix 1 Rising Star Vocabulary Builder Jane Considine's Hooked on Books and The Write Stuff
Writing	☑ saying out loud what they are going to write about ☑ composing a sentence orally before writing it ☑ sequencing sentences to form short narratives ☑ re-reading what they have written to check that it makes sense ☑ discuss what they have written with the teacher or other pupils ☑ read aloud their writing clearly enough to be heard by their peers and the teacher.				
SPAG	* leaving spaces between words ☑ joining words and joining clauses using and ☑ beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark ☑ using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' ☑ learning the grammar for year 1 in English Appendix 2				

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Year 1 Spring 1	Quality Text	Text Types	Reading Skills RS vocab builder/ STAR/ Phonics	Continuous Writing Skills	Continuous SPAG
Pirates	<p>Main books:</p> <ul style="list-style-type: none"> Pirates Love Underpants F You're Not a Proper Pirate: Sidney Green F Pirate poetry P <p>Supporting:</p> <ul style="list-style-type: none"> Real Life Pirate Legends NF Captain Jack and the Pirates F Pirate Ships NF 	<p>F: Rhyming stories</p> <p>NF: non-chronological report</p> <p>P: Repeated verses (for enjoying choral reading)</p> <p>Refer to JC's The Write Stuff for F and NF.</p>	<p>USE FANTASTICS, STYLISTICS, ANALYTICS from JC's Hooked on Books</p> <p>Reading comprehension:</p> <ul style="list-style-type: none"> Interrogating facts p80 Giving opinions p83 Impact of repetition NC Themes p81 <p>Joining in with predictable words/phrases/repeated verses</p>	<p>As for Autumn 1/2 plus:</p> <p>Rhyming stories: class collaboration with individual rhyming words</p> <p>A series of sentences to retell events based on personal experience.</p> <p>Non-chron report with a series of sentence subjects</p> <p>Read their own writing out loud and discuss what they have written with an adult or peers.</p> <p>*10th Jan 2022: No More Marking*</p>	<ul style="list-style-type: none"> Finger spaces Caps/full stops/?/! Capitals for 'I' names of people, places and days of the week and 'I' Joining words and clauses using 'and' Singular and plural words Plural noun suffixes (dogs) and suffixes where no change of spelling is needed in root word: helped. Prefix 'un' <p>SPELLING: see NC for English</p>
Relevant parts of the National Curriculum for Year 1 English covered through this topic—these will be revisited throughout the year					
Reading Comprehension	<p>☑ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently ☑ being encouraged to link what they read or hear read to their own experiences ☑ recognising and joining in with predictable phrases ☑ learning to appreciate rhymes and poems, and to recite some by heart</p>				<p>Additional documents for planning:</p> <ul style="list-style-type: none"> Grammar for Year 1 in National Curriculum Appendix 2 (box below) Spelling for Year 1 in National Curriculum Appendix 1 Rising Star Vocabulary Builder Jane Considine's Hooked on Books and The Write Stuff
Writing	<p>☑ read aloud their writing clearly enough to be heard by their peers and the teacher. ☑ discuss what they have written with the teacher or other pupils ☑ understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>				
SPAG	<p>* leaving spaces between words ☑ joining words and joining clauses using and ☑ beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark ☑ using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p>				

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Year 1 Spring 2	Quality Text	Text Types	Reading Skills RS vocab builder/ STAR/ Phonics	Continuous Writing Skills EMW: h-writing/Easing into Essays	Continuous SPAG
Great Fire of London	Main books: <ul style="list-style-type: none"> Great Fire of London NF Flame poems P The Nutcracker F Nativity PC Supporting: <ul style="list-style-type: none"> Pumpkin Soup F Fire Fighter NF 	F: historical diary recount NF: recipe P: Calligram Refer to JC's The Write Stuff for F and NF.	USE FANTASTICS, STYLISTICS, ANALYTICS from JC's Hooked on Books Reading comprehension: <ul style="list-style-type: none"> Imagining p79 Inferring and deducing p83 Stating predictions p84 Impact p81 Sequencing NC 	<ul style="list-style-type: none"> Using bossy imperative verbs in recipe Using sequencing words in diary and writing: First, Second, Finally Recount: diary writing: past tense/ who?/what?/where?/when? And tell the events in the order the happened. Shape poems/Calligrams: some children may be ready for adjectives in Y1—differentiate for possible use in poem. Easing into Essays: TBD	<ul style="list-style-type: none"> Finger spaces Caps/full stops/?/! Capitals for 'I' names of people, places and days of the week and 'I' Joining words and clauses using 'and' Singular and plural words Plural noun suffixes (dogs) and suffixes where no change of spelling is needed in root word: helped. Prefix 'un' SPELLING: see NC for English
	Relevant parts of the National Curriculum for Year 1 English covered through this topic—these will be revisited throughout the year				
Reading Comprehension	☑ drawing on what they already know or on background information and vocabulary provided by the teacher ☑ being encouraged to link what they read or hear read to their own experiences ☑ making inferences on the basis of what is being said and done ☑ predicting what might happen on the basis of what has been read so far				Additional documents for planning: <ul style="list-style-type: none"> Grammar for Year 1 in National Curriculum Appendix 2 (box below) Spelling for Year 1 in National Curriculum Appendix 1 Rising Star Vocabulary Builder Jane Considine's Hooked on Books and The Write Stuff
Writing	☑ sequencing sentences ☑ saying out loud what they are going to write about ☑ composing a sentence orally before writing it ☑ sequencing sentences to form short narratives ☑ re-reading what they have written to check that it makes sense ☑ discuss what they have written with the teacher or other pupils ☑ read aloud their writing clearly enough to be heard by their peers and the teacher.				
SPAG	* leaving spaces between words ☑ joining words and joining clauses using and ☑ beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark ☑ using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' ☑ learning the grammar for year 1 in English Appendix 2				

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Year 1 Summer 1	Quality Text	Text Types	Reading Skills RS vocab builder/ STAR/ Phonics	Continuous Writing Skills EMW: h-writing	Continuous SPAG
Materials	<p>Main books:</p> <ul style="list-style-type: none"> The 3 Little Wolves and the Big Bad Pig F The Great Paper Caper F The Little Raindrop NF <p>Supporting:</p> <ul style="list-style-type: none"> The 3 Little Pigs F Recycling NF Materials NF 	<p>F: Traditional tales – a 'happily ever after story'</p> <p>NF: letter of complaint</p> <p>P: Rhyming poem</p> <p>Refer to JC's The Write Stuff for F and NF.</p>	<p>USE FANTASTICS, STYLISTICS, ANALYTICS from JC's Hooked on Books</p> <p>Retelling and considering characteristics including story ending</p> <p>Reading comprehension</p> <ul style="list-style-type: none"> Solving problems p81 Characters p81 Author assessment p82 	<p>Focus: writing a story ending</p> <ul style="list-style-type: none"> composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils read aloud their writing clearly enough to be heard by their peers and the teacher. 	<ul style="list-style-type: none"> Finger spaces Caps/full stops/?/! Capitals for 'I' names of people, places and days of the week and 'I' Joining words and clauses using 'and' Singular and plural words Plural noun suffixes (dogs) and suffixes where no change of spelling is needed in root word: helped. Prefix 'un' <p>SPELLING: see NC for English</p>

Relevant parts of the National Curriculum for Year 1 English covered through this topic—these will be revisited throughout the year

Reading Comprehension	<p>☑ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics ☑ participate in discussion about what is read to them, taking turns and listening to what others say ☑ explain clearly their understanding of what is read to them.</p>	<p>Additional documents for planning:</p> <ul style="list-style-type: none"> Grammar for Year 1 in National Curriculum Appendix 2 (box below) Spelling for Year 1 in National Curriculum Appendix 1 Rising Star Vocabulary Builder Jane Considine's Hooked on Books and The Write Stuff
Writing	<p>☑ saying out loud what they are going to write about ☑ composing a sentence orally before writing it ☑ sequencing sentences to form short narratives ☑ re-reading what they have written to check that it makes sense ☑ discuss what they have written with the teacher or other pupils ☑ read aloud their writing clearly enough to be heard by their peers and the teacher</p>	
SPAG	<p>* leaving spaces between words ☑ joining words and joining clauses using and ☑ beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark ☑ using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' ☑ learning the grammar for year 1 in English Appendix 2</p>	

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Year 1 Summer 2	Quality Text	Text Types	Reading Skills RS vocab builder/ STAR/ Phonics	Continuous Writing Skills EMW: h-writing/Easing into Essays	Continuous SPAG
Go Wild!	<p>Main books:</p> <ul style="list-style-type: none"> Walking Through the Jungle F Concrete Poems P Lifecycles NF <p>Supporting:</p> <ul style="list-style-type: none"> Rumble in the Jungle F In the Rainforest NF Amazing Animals NF 	<p>F: Animal story – 'achieving the impossible' story</p> <p>NF: Instructions about keeping safe</p> <p>P: Sound effects poem (link with Music)</p> <p>Refer to JC's The Write Stuff for F and NF.</p>	<p>USE FANTASTICS, STYLISTICS, ANALYTICS from JC's Hooked on Books</p> <p>Reading comprehension:</p> <ul style="list-style-type: none"> Action p87 Setting p79 Asking p77 Navigating genres p82 	<p>Easing into Essays: Animal Story—a culmination of a year's work—a show-stopper!</p> <p>Focus = solving problem/crisis in the middle of the story but story opening and ending should be independent.</p> <p>Move on from recipe in Spring 2:</p> <ul style="list-style-type: none"> Some children should be able to structure independently and include features as before <p>Easing into Essays: TBD</p>	<ul style="list-style-type: none"> Finger spaces Caps/full stops/?/! Capitals for 'I' names of people, places and days of the week and 'I' Joining words and clauses using 'and' Singular and plural words Plural noun suffixes (dogs) and suffixes where no change of spelling is needed in root word: helped. Prefix 'un' <p>SPELLING: see NC for English</p>
Relevant parts of the National Curriculum for Year 1 English covered through this topic—these will be revisited throughout the year					
Reading Comprehension	<p>☑ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics ☑ drawing on what they already know or on background information and vocabulary provided by the teacher ☑ discussing word meanings, linking new meanings to those already known</p>				<p>Additional documents for planning:</p> <ul style="list-style-type: none"> Grammar for Year 1 in National Curriculum Appendix 2 (box below) Spelling for Year 1 in National Curriculum Appendix 1 Rising Star Vocabulary Builder Jane Considine's Hooked on Books and The Write Stuff
Writing	<p>☑ sequencing sentences to form short narratives ☑ re-reading what they have written to check that it makes sense ☑ discuss what they have written with the teacher or other pupils ☑ read aloud their writing clearly enough to be heard by their peers and the teacher.</p>				
SPAG	<p>* leaving spaces between words ☑ joining words and joining clauses using and ☑ beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark ☑ using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' ☑ learning the grammar for year 1 in English Appendix 2</p>				

National Curriculum for Year 1 English

Word Reading	Reading Comprehension	Spelling	Writing	SPAG
<p>☑ apply phonic knowledge and skills as the route to decode words</p> <p>☑ respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>☑ read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>☑ read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>☑ read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings ☑ read other words of more than one syllable that contain taught GPCs</p> <p>☑ read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</p> <p>☑ read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p> <p>☑ re-read these books to build up their fluency and confidence in word reading.</p>	<p>☑ develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>☑ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>☑ being encouraged to link what they read or hear read to their own experiences</p> <p>☑ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>☑ recognising and joining in with predictable phrases ☑ learning to appreciate rhymes and poems, and to recite some by heart</p> <p>☑ discussing word meanings, linking new meanings to those already known</p> <p>☑ understand both the books they can already read accurately and fluently and those they listen to by:</p> <p>☑ drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>☑ checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>☑ discussing the significance of the title and events</p> <p>☑ making inferences on the basis of what is being said and done</p> <p>☑ predicting what might happen on the basis of what has been read so far</p> <p>☑ participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>☑ explain clearly their understanding of what is read to them.</p>	<p>☑ words containing each of the 40+ phonemes already taught</p> <p>☑ common exception words</p> <p>☑ the days of the week English</p> <p>☑ name the letters of the alphabet:</p> <p>☑ naming the letters of the alphabet in order</p> <p>☑ using letter names to distinguish between alternative spellings of the same sound</p> <p>☑ add prefixes and suffixes:</p> <p>☑ using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</p> <p>☑ using the prefix un–</p> <p>☑ using –ing, –ed, –er and –est where no change is needed in the spelling of root words</p> <p>☑ apply simple spelling rules and guidance, as listed in English Appendix 1</p> <p>☑ write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>	<p>☑ saying out loud what they are going to write about</p> <p>☑ composing a sentence orally before writing it</p> <p>☑ sequencing sentences to form short narratives</p> <p>☑ re-reading what they have written to check that it makes sense</p> <p>☑ discuss what they have written with the teacher or other pupils</p> <p>☑ read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p>☑ sit correctly at a table, holding a pencil comfortably and correctly</p> <p>☑ begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>☑ form capital letters ☑ form digits 0-9</p> <p>☑ understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>	<p>☑ leaving spaces between words</p> <p>☑ joining words and joining clauses using and</p> <p>☑ beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>☑ using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>☑ learning the grammar for year 1 in English Appendix 2</p> <p>☑ use the grammatical terminology in English Appendix 2 in discussing their writing.</p>

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Elm KS1 English LTP



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Year 2 Autumn 1	Quality Text	Text Types	Reading Skills RS vocab builder/ STAR/ Phonics	Continuous Writing Skills EMW: h-writing/Easing into Essays	Continuous SPAG
Hockwold and Beyond	<p>Main books:</p> <ul style="list-style-type: none"> Beatrix Potter's <i>Countryside</i> <i>Small in the Cty</i> <i>The 1,000 Year Old Boy</i> <p>Supporting:</p> <ul style="list-style-type: none"> <i>City Mouse and Country Mouse</i> <i>Town is by the Sea</i> 	<p>F A story with a crisis resolved</p> <p>NF Computing factfile—handwritten first</p> <p>P The Pome-Phone (google Michael Rosen)</p> <p>Refer to JC's <i>The Write Stuff for F and NF.</i></p>	<p>USE FANTASTICS, STYLISTICS, ANALYTICS from JC's Hooked on Books</p> <p>Reading comprehension:</p> <ul style="list-style-type: none"> Stating predictions p84 Personal opinions p83 Author assessment p82 Characters p81 <p>See Reading NC below Predicting what might happen on the basis of what has been read so far</p>	<p>Encourage use of the FANTASTICS—The Write Stuff from p216</p> <p>Use KS1 sentence formulae p262/263</p> <p>Stamina: writing about personal experiences, real events</p> <p>Easing into Essays: TBD</p>	<p>Learning how to use both familiar and new punctuation correctly - see English appendix 2, including full stops, capital letters, exclamation marks, question marks, commas for lists</p> <p>Progressive form of verbs in present and past: she is...he was</p> <p>STANDARD ENGLISH not local spoken forms</p>

Relevant parts of the National Curriculum for Year 2 English covered through this topic—these will be revisited throughout the year

Reading Comprehension	Develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently Predicting what might happen on the basis of what has been read so far	Additional documents for planning: <ul style="list-style-type: none"> Grammar for Year 2 in National Curriculum Appendix 2 (box below) Spelling for Year 2 in National Curriculum Appendix 1 Jane Considine's Hooked on Books, Spellings and The Write Stuff
Writing See LTP p16 for NC	Focus: Develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional), writing about real events	
SPAG: Focus In the background Already covered	full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular), learn how to use: sentences with different forms: statement, question, exclamation, command, expanded noun phrases to describe and specify [for example, the blue butterfly], the present and past tenses correctly and consistently, including the progressive form, subordination (using when, if, that, or because) and co-ordination (using or, and, or but), some features of written Standard English.	

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Year 2 Autumn 2	Quality Text	Text Types	Reading Skills RS vocab builder/ STAR/ Phonics	Continuous Writing Skills EMW: h-writing/Easing into Essays	Continuous SPAG
<p>The Victorians</p>	<p>F = Oliver Twist (children's version) P = Christina Rossetti NF = Industrial Revolution</p>	<p>F: Adventure stories – 'enlightenment' – a character's journey of positive inner change NF: Instructions P: Syllabic poetry</p> <p>Refer to JC's The Write Stuff for F and NF.</p>	<p>USE FANTASTICS, STYLISTICS, ANALYTICS from JC's Hooked on Books</p> <p>Reading comprehension:</p> <ul style="list-style-type: none"> Inference p83 Deduction p83 Different genres p82 Setting p79 <p>See Reading NC below</p>	<p>Encourage use of the FANTASTICS—The Write Stuff from p216</p> <p>Use KS1 sentence formulae p262/263</p> <p>Stamina: writing poetry and for different purposes</p> <p>Easing into Essays: TBD</p>	<p>Learning how to use both familiar and new punctuation correctly - see English appendix 2, including full stops, capital letters, exclamation marks, question marks, commas for lists</p> <p>Apostrophes for contracted forms and the possessive (singular)</p> <p>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p>STANDARD ENGLISH not local spoken forms</p>

Relevant parts of the National Curriculum for Year 2 English covered through this topic—these will be revisited throughout the year

<p>Reading Comprehension</p>	<p>Discussing the sequence of events in books and how items of information are related Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales Making inferences on the basis of what is being said and done</p>	<p>Additional documents for planning:</p> <ul style="list-style-type: none"> Grammar for Year 2 in National Curriculum Appendix 2 (box below) Spelling for Year 2 in National Curriculum Appendix 1 Jane Considine's Hooked on Books, Spellings and The Write Stuff
<p>Writing See LTP p16 NC</p>	<p>Focus: Develop positive attitudes towards and stamina for writing by: writing poetry, writing for different purposes</p>	
<p>SPAG: Focus In the background Already covered</p>	<p>full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular), sentences with different forms: statement, question, exclamation, command, learn expanded noun phrases to describe and specify [for example, the blue butterfly], the present and past tenses correctly and consistently, including the progressive form, subordination (using when, if, that, or because) and co-ordination (using or, and, or but), some features of written Standard English.</p>	

Please note: For Elm Class LTP, texts in green represent the main books from which extended pieces of writing will be inspired; blue books are read to the chn.

Elm KS1 English LTP



As can be seen below, there is a flow-through from the quality text chosen to support our topics work for each half term, to the text types we use to explore reading and the pieces of writing generated using developing SPAG skills. Evidence of writing and SPAG skills can be gathered from all children's exercise books including homework and rough books.					
Year 2 Spring 1	Quality Text	Text Types	Reading Skills RS vocab builder/ STAR/ Phonics	Continuous Writing Skills EMW: h-writing/Easing into Essays	Continuous SPAG
Under the Sea	<ol style="list-style-type: none"> 1. The Secret of Black Rock F 2. Deep Sea Diary NF 3. The Storm Whale F 4. Under the Sea NF 5. Tiddler F 6. Acrostic poems P 	<p>F: Diary writing: recount</p> <p>NF: Persuasion text about looking after the oceans</p> <p>P: Sound Sandwich poem (google Michael Rosen)</p> <p style="text-align: center; color: purple;">Refer to JC's The Write Stuff for F and NF.</p>	<p>USE FANTASTICS, STYLISTICS, ANALYTICS from JC's Hooked on Books</p> <p>Reading comprehension:</p> <ul style="list-style-type: none"> • Text layout/structure p80 • Language p83 • Comparison text NC • Interrogating Facts p80 • Logical meaning-making p80 <p>See Reading NC below</p>	<p>Encourage use of the FANTASTICS—The Write Stuff from p216</p> <p>Use KS1 sentence formulae p262/263</p> <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence <p>Easing into Essays: TBD</p> <p>*14th Feb 2022: No More Marking*</p>	<p>Learning how to use both familiar and new punctuation correctly - see English appendix 2, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</p> <p>Expanded noun phrases to describe and specify [for example, the blue butterfly]</p>
	Relevant parts of the National Curriculum for Year 2 English covered through this topic—these will be revisited throughout the year				
Reading Comprehension	Being introduced to non-fiction books that are structured in different ways Recognising simple recurring literary language in stories and poetry				Additional documents for planning:
Writing See LTP p16 NC	Focus: Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about, writing down ideas and/or key words, including new vocabulary, encapsulating what they want to say, sentence by sentence				
SPAG: Focus In the background Already covered	full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular), learn how to use: sentences with different forms: statement, question, exclamation, command, expanded noun phrases to describe and specify [for example, the blue butterfly], the present and past tenses correctly and consistently, including the progressive form, subordination (using when, if, that, or because) and co-ordination (using or, and, or but), some features of written Standard English.				
				<ul style="list-style-type: none"> • Grammar for Year 2 in National Curriculum • Appendix 2 (box below) Spelling for Year 2 in National Curriculum Appendix 1 • Jane Considine's Hooked on Books, Spelling and The Write Stuff 	

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Elm KS1 English LTP



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Year 2 Spring 2	Quality Text	Text Types	Reading Skills RS vocab builder/ STAR/ Phonics	Continuous Writing Skills EMW: h-writing/Easing into Essays	Continuous SPAG
Heroes and Heroines	<p>3. The Storm Whale F</p> <p>4. Great Women who Worked Wonders NF</p> <p>6. Poetry P</p> <p>1. Traction Man F</p> <p>2. Superworm F</p> <p>5. People Who Help Us NF</p>	<p>F: fantasy writing – ‘defeating the enemy’ story</p> <p>NF: discussion balanced argument</p> <p>P: Free verse</p> <p>Refer to JC’s The Write Stuff for F and NF.</p>	<p>USE FANTASTICS, STYLISTICS, ANALYTICS from JC’s Hooked on Books</p> <p>Reading comprehension:</p> <ul style="list-style-type: none"> Imagining p79 Action p78 Themes p81 Rhyming NC Trawling for evidence p83 Impact p81 <p>See Reading NC below</p>	<p>Encourage use of the FANTASTICS—The Write Stuff from p216</p> <p>Use KS1 sentence formulae p262/263</p> <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> evaluating their writing with the teacher and other pupils rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form <p>Easing into Essays: TBD</p>	<p>Learning how to use both familiar and new punctuation correctly - see English appendix 2, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</p> <p>The present and past tenses correctly and consistently, including the progressive form</p>
Relevant parts of the National Curriculum for Year 2 English covered through this topic—these will be revisited throughout the year					
Reading Comprehension	<p>New meanings to known vocabulary and discussing their favourite words and phrases</p> <p>Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p>				Additional documents for planning: <ul style="list-style-type: none"> Grammar for Year 2 in National Curriculum Appendix 2 (box below) Spelling for Year 2 in National Curriculum Appendix 1 Jane Considine’s Hooked on Books, Spelling and The Write Stuff
Writing See LTP p16 for NC	<p>Focus: make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils, rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p>				
SPAG: Focus In the background Already covered	<p>full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular), learn how to use: sentences with different forms: statement, question, exclamation, command, expanded noun phrases to describe and specify [for example, the blue butterfly], the present and past tenses correctly and consistently, including the progressive form, subordination (using when, if, that, or because) and co-ordination (using or, and, or but), some features of written Standard English,.</p>				

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Elm KS1 English LTP



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Year 2 Summer 1	Quality Text	Text Types	Reading Skills RS vocab builder/ STAR/ Phonics	Continuous Writing Skills EMW: h-writing/Easing into Essays	Continuous SPAG
Where in the World?	<ol style="list-style-type: none"> 1. Wonders of the World NF 2. The Great Kapok Tree F 3. Come Home with Us F 4. The Map Maker’s Race F 5. The book of trees NF 6. Poetry 	<p>F: traditional tale from another country – ‘in search of a goal’</p> <p>NF: non-chronological report</p> <p>P: Shape Poems</p> <p style="text-align: center; color: purple;">Refer to JC’s The Write Stuff for F and NF.</p>	<p>USE FANTASTICS, STYLISTICS, ANALYTICS from JC’s Hooked on Books</p> <p>Reading comprehension:</p> <ul style="list-style-type: none"> • Considering deeper messages p84 • What could we magpie for our own story? NC • Sequencing and repetition NC • Checking p79 • Yes/No relationships p80 <p>See Reading NC below</p>	<p>Use a familiar story as a model to write a new story: encourage use of the FANTASTICS—The Write Stuff from p216</p> <p>Use KS1 sentence formulae p262/263</p> <p>Labelling, sub-headings of wonders of the world</p> <p>Proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</p> <p>Easing into Essays: TBD</p>	<p>Learning how to use both familiar and new punctuation correctly - see English appendix 2, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</p> <p>Learn how to use: sentences with different forms: statement, question, exclamation, command,.</p>

Relevant parts of the National Curriculum for Year 2 English covered through this topic—these will be revisited throughout the year

<p style="text-align: center;">Reading Comprehension</p>	<p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Checking that the text makes sense to them as they read, and correcting inaccurate reading</p> <p>Answering and asking questions</p>	<p>Additional documents for planning:</p> <ul style="list-style-type: none"> • Grammar for Year 2 in National Curriculum • Appendix 2 (box below) Spelling for Year 2 in National Curriculum Appendix 1 • Jane Considine’s Hooked on Books, Spellings and The Write
<p style="text-align: center;">Writing</p> <p>See LTP p16 for NC</p>	<p>Focus: Proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</p>	
<p style="text-align: center;">SPAG: Focus</p>	<p>full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive</p>	

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Elm KS1 English LTP



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Year 2 Summer 2	Quality Text	Text Types	Reading Skills RS vocab builder/ STAR/ Phonics	Continuous Writing Skills EMW: h-writing/Easing into Essays	Continuous SPAG
<p>We are Zoologists</p>	<p>2. Just So stories F 4. Amazing Animals NF 5. Animal poems P 6. Night Zookeepers NF 1. Poo in the Zoo F 3. Dear Greenpeace F</p>	<p>F: Creation stories – a 'chaos to calm' story' – a character's journey to harmonious union—How the zebra got its stripes</p> <p>NF: Explanations: why are animals amazing?</p> <p>P: Haiku about zoo animals</p> <p>Refer to JC's The Write Stuff for F and NF.</p>	<p>USE FANTASTICS, STYLISTICS, ANALYTICS from JC's Hooked on Books</p> <p>Reading comprehension:</p> <ul style="list-style-type: none"> Rhyming NC Solving problems p81 Considering deeper messages p84 Your personal opinions p83 <p>See Reading NC below</p>	<p>Encourage use of the FANTASTICS—The Write Stuff from p216</p> <p>Use KS1 sentence formulae p262/263</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear</p> <p>Easing into Essays: TBD</p>	<p>BIG CHECK</p> <p>The grammar for year 2 in English appendix 2</p> <p>Some features of written Standard English</p> <p>Use and understand the grammatical terminology in English appendix 2 in discussing their writing</p>

Relevant parts of the National Curriculum for Year 2 English covered through this topic—these will be revisited throughout the year

<p>Reading Comprehension</p>	<p>Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>	<p>Additional documents for planning:</p> <ul style="list-style-type: none"> Grammar for Year 2 in National Curriculum Appendix 2 (box below) Spelling for Year 2 in National Curriculum Appendix 1 Jane Considine's Hooked on Books, Spellings and The Write Stuff
<p>Writing See LTP p16 for LTP</p>	<p>Focus: read aloud what they have written with appropriate intonation to make the meaning clear</p>	
<p>SPAG</p>	<p>A full assessment of Year 2 SPAG for SATS decision-making. ARi and EOW to assist with this.</p>	

National Curriculum for Year 2 English

Word Reading	Reading Comprehension	Spelling
<p>continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>read accurately words of two or more syllables that contain the same graphemes as above</p> <p>read words containing common suffixes</p> <p>read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>reread these books to build up their fluency and confidence in word reading</p>	<p>develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <p>discussing the sequence of events in books and how items of information are related</p> <p>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>being introduced to non-fiction books that are structured in different ways</p> <p>recognising simple recurring literary language in stories and poetry</p> <p>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>discussing their favourite words and phrases</p> <p>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p>understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <p>drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>checking that the text makes sense to them as they read, and correcting inaccurate reading</p> <p>making inferences on the basis of what is being said and done</p> <p>answering and asking questions</p> <p>predicting what might happen on the basis of what has been read so far</p> <p>participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p> <p>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>	<p>spell by:</p> <p>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones</p> <p>learning to spell common exception words</p> <p>learning to spell more words with contracted forms</p> <p>learning the possessive apostrophe (singular) [for example, the girl's book]</p> <p>distinguishing between homophones and near-homophones</p> <p>add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly</p> <p>apply spelling rules and guidance, as listed in English appendix 1</p> <p>write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p>

National Curriculum for Year 2 English

Writing

develop positive attitudes towards and stamina for writing by:

- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events
- writing poetry
- writing for different purposes

consider what they are going to write before beginning by:

- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence

make simple additions, revisions and corrections to their own writing by:

- evaluating their writing with the teacher and other pupils
- rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)

read aloud what they have written with appropriate intonation to make the meaning clear

SPAG

develop their understanding of the concepts set out in English appendix 2 by:

- learning how to use both familiar and new punctuation correctly - see English appendix 2, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

learn how to use:

- sentences with different forms: statement, question, exclamation, command
- expanded noun phrases to describe and specify [for example, the blue butterfly]
- the present and past tenses correctly and consistently, including the progressive form
- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)

the grammar for year 2 in English appendix 2

some features of written Standard English

use and understand the grammatical terminology in English appendix 2 in discussing their writing

Beech LKS2 English LTP Cycle A



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Year 3/4	Quality Text NC: whole books	Text Types	Reading Skills Inc DWN: daily vocab building inc morphology and etymology/ RS vocab builder/STAR/ reading fluency	Writing Skills EMW: Handwriting skills	SPAG Skills DWN inc synonym/antonym/ prefixes/suffixes/dictionary/ thesaurus/weekly spellings
Autumn 1 Ancient Greeks	Illustrated Stories from the Greek Myths (Usborne Illustrated Stories)	N & NF: Short stories and recounts of Greed mythology (defining fiction from non-fiction) P: Creating Images (similes and metaphors) & Calligrams based on Greed mythical creatures	USE FANTASTICS, STYLISTICS, ANALYTICS and MAGPIE-ing ⇒ Your personal opinions. ⇒ Trawling for evidence. ⇒ Inferring/deducing. ⇒ Considering deeper messages. Using skills to create 'what mythical creature am I?' questions.	Planning drafting, writing, evaluating and editing. Proofreading. Reading own work aloud. Rich vocabulary linking with imagery. Understanding & distinguishing between fiction and non-fiction. *11th Oct 2021: Y3NMM*	Revision of spelling rules Word classes—noun/adjective/verb/adverb/pronoun Using root words/prefixes/suffixes Contractions
Autumn 2 Our World and Beyond	George's Secret Key to the Universe	F: stories with familiar settings NF: explanations P: continuing Creating Images using personification with a planet theme.	⇒ Retrieve and record info from non-fiction/ summarising main ideas from more than one paragraph ⇒ Language (technical) ⇒ Predicting (using evidence) ⇒ Yes/No Relationships What came first questions.	Using dialogue to create a mini-play. Looking at the difference between direct and indirect speech. Headings and sub-headings Paragraphs Technical vocabulary.	Singular & possessive apostrophes—regular and irregular Paragraphs: topic sentences Headings and sub-headings STANDARD ENGLISH not local spoken forms
Spring 1 The Aztecs	Time Hunters: Aztec Attack	F: Series/historical stories NF: Information Texts (instructions linked to Aztec games) No poetry due to extended poetry units in Autumn 1&2	⇒ Interrogating facts/opinions ⇒ Solving problems. ⇒ Themes (& genre) ⇒ Characters (linking expectations of each character). ⇒ Logical meaning making. Finding proof and explaining why.	Describing characters and settings. Using direct speech. Ordering paragraphs Headings and sub-headings. *17th Jan 2022: Y4NMM*	Commas after fronted adverbials/Using and punctuating direct speech/prefixes/determiner a or an/homophones/pronoun or noun to avoid repetition

Beech LKS2 English LTP Cycle A



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Year 3/4	Quality Text NC: whole books	Text Types	Reading Skills Inc DWN: daily vocab building inc morphology and etymology/ RS vocab builder/STAR/ reading fluency	Writing Skills EMW: Handwriting skills	SPAG Skills DWN inc synonym/antonym/ prefixes/suffixes/dictionary/ thesaurus/weekly spellings
Spring 2 Medieval/Tudor	Secret Diary of Thomas Snoop	F/NF: Biographies/Diaries P: King Henry VIII & finding meanings	⇒ Setting ⇒ Impact Group presentation of historical poetry. Understanding the meaning. Comparing historical settings. Picking out and understanding Old English words.	Plot planning and editing. Organising paragraphs around a theme. Looking at old language and determining meaning and genre,	Word families/expressing time, place & cause with conjunctions, adverbs, prepositions. Simple, compound and complex sentences
Summer 1 Myths and Legends	A Midsummer Night's Fairytale: Shakespeare's classic play with a fairytale twist	F: Playscripts NF: Non-chronological reports P: descriptive poetry	⇒ Recognising themes such as 'triumph of good over evil' ⇒ Navigating genres ⇒ Author assessment ⇒ Text layout/structure Understanding different writing types and the purposes of text/structure.	Describing settings. Writing direct and non-direct speech. Perfect paragraphs: topic sentences Rich descriptions.	Present perfect verbs/ coordinating and subordinating conjunctions/adverbs/ prepositions Fronted adverbials/using more than one clause with subordination conjunctions
Summer 2 Inventors	Harry Potter and the Philosopher's Stone	F: Stories with dialogue P: Humorous poems (Edward Lear) & Performance poems and poetry by heart, nursery rhymes No non-fiction this half term—longer Fiction unit.	⇒ Accessing phonics and grammar (clever use of nonsense words). Making up own nonsense words and explaining intended origins. Using them in own poetry and stories.	Using dialogue, action and description. Rhyme, alliteration, personification and humour.	Simple sentences dictated by adult including words and punctuation taught so far. What is a clause? What is a phrase? Revisiting contractions—its and it's

As can be seen below, there is a flow-through from the quality text chosen to support our topics work for each half term, to the text types we use to explore reading and the pieces of writing generated using developing SPAG skills. Evidence of writing and SPAG skills can be gathered from all children's exercise books including homework and rough books.

Year 3/4	Quality Text NC: whole books	Text Types	Reading Skills Inc DWN: daily vocab building inc morphology and etymology/RS vocab builder/STAR/ reading fluency	Writing Skills EMW: Handwriting skills	SPAG Skills DWN inc synonym/antonym/ prefixes/suffixes/dictionary/ thesaurus/weekly spellings
Autumn 1 Stone Age	Stig of the Dump	F: Adventure Stories (using narrative) NF: Instructions P – Syllabic Poetry— Haiku	USE FANTASTICS, STYLISTICS, ANALYTICS and MAGPIE-ing ⇒ Yes/No relationships ⇒ Setting ⇒ Inferring and deducing. Using settings to devise what came first/last questions. Links to adjectives. Beginning cause and effect.	Planning drafting, writing, evaluating and editing. Proofreading. Reading own work aloud. Direct Speech Rich, up-levelled vocab, syllables, using contractions in clever ways to fit Haiku poetry. Ordering, beginning paragraphs/sub-headings.	Revision of spelling rules Word classes—noun/adjective/verb/adverb/pronoun Using root words/prefixes/suffixes Contractions Direct speech
Autumn 2 Frozen	Chronicles of Narnia	F: Imaginary Worlds NF: Letters to Santa P: Continuing syllabic poetry - Tanka poems	⇒ Characters, ⇒ Stating predictions. ⇒ Language ⇒ Author Assessment. Comparing character personality traits; predicting what each character is thinking and feeling and what they might do next. Picking out the old-fashioned language and writing book reviews.	Continuing rich, up-levelled vocab, syllables, using contractions in clever ways to fit Haiku poetry. Describing settings, direct speech, including action into a story. Formal letter writing.	Singular & possessive apostrophes—regular and irregular Paragraphs: topic sentences Headings and sub-headings STANDARD ENGLISH not local spoken forms
Spring 1 Egypt	Was Tutankhamun Killed?	F: Stories from Other Cultures—Egypt NF: Persuasive Writing - Who killed King Tut and why? No poetry this half term due to an extended non-fiction focus unit.	⇒ Your personal opinions. ⇒ Interrogating facts/opinions. ⇒ Logical meaning making. Linking all of these skills to the e-book Was Tutankhamen Killed? Children will back up their questions with facts from the text explaining why.	Perfect paragraphs: topic sentences. Describing setting/action and including narrative Describing characters. Persuasive writing—varied sentence starters and ordering paragraphs.	Commas after fronted adverbials/Using and punctuating direct speech/prefixes/determiner a or an/homophones/pronoun or noun to avoid repetition

Beech LKS2 English LTP Cycle B

As can be seen below, there is a flow-through from the quality text chosen to support our topics work for each half term, to the text types we use to explore reading and the pieces of writing generated using developing SPAG skills. Evidence of writing and SPAG skills can be gathered from all children's exercise books including homework and rough books.

Year 3/4	Quality Text NC: whole books	Text Types	Reading Skills Inc DWN: daily vocab building inc morphology and etymology/ RS vocab builder/STAR/ reading fluency	Writing Skills EMW: Handwriting skills	SPAG Skills DWN inc synonym/antonym/ prefixes/suffixes/dictionary/ thesaurus/weekly spellings
Spring 2 N/America	Indian in the Cupboard	F: Stories in familiar settings P: List Poems, Kennings & poetry to perform & non-sense Poetry (limSTARks) No non-fiction due to extended unit spring 1.	⇒ Navigating genres ⇒ Setting ⇒ Themes Linking setting and themes to limSTARks and picking out comedy genre. Comping genres and themes of books read so far this year.	Plot planning, rich descriptions of setting and characters. Creatively combining words to create kennings.	Word families/expressing time, place & cause with conjunctions, adverbs, prepositions. Simple, compound and complex sentences
Summer 1 Amazing Bodies	Horrid Henry	F & P – Plays and Dialogues (direct and indirect speech) Studying play script & inventing Horrid Henry poems using direct speech to compare the two. NF – Formal and Informal letter writing (persuasive writing).	⇒ Language ⇒ Impact ⇒ Solving problems ⇒ Text layout/structure Continuing on from Kennings and describing nouns to look at impact and how language can be interpreted dramatically. Writing a persuasive letter	Comparing direct non-direct and play script speech. Recreating Horrid Henry stories as a playscript. Headings and sub-headings. Organising paragraphs around a theme.	Present perfect verbs/ coordinating and subordinating conjunctions/adverbs/ prepositions Fronted adverbials/using more than one clause with subordination conjunctions
Summer 2 All About Art	13 British Artists Children Should Know	F: Biographies NF: Chronological reports. P: Calligrams & playing with form (and words).	⇒ Considering deeper messages ⇒ Accessing phonics and grammar ⇒ Trawling for evidence. Skim and scan for information, years, dates, important facts. Understanding terms and terminology and how to deduce a best fit if unsure. Looking for root words to help understand harder words.	Writing in the first / second / third person. Chronological reports based on a painting or painter. Being creative with adjectives and adverbs.	Simple sentences dictated by adult including words and punctuation taught so far. What is a clause? What is a phrase? Revisiting contractions—its and it's

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Year 5/6	Quality Text NC: whole books	Text Types	Reading Skills Inc DWN: daily vocab building inc morphology and etymology/RS vocab builder/STAR/ reading fluency	Writing Skills EMW: Handwriting skills	SPAG Skills DWN inc synonym/antonym/ prefixes/suffixes/dictionary/ thesaurus. Weekly spellings
Autumn 1 WW1	War Horse & War Poetry	F: Short historical story NF: Non-chron WW1 related P: WW1 poetry/study of a poet—Wilfred Owen.	USE FANTASTICS, STYLISTICS, ANALYTICS and MAGPIE-ing Reading comp re. authorial intent with text layout/ impact/language used Character profiling /prediction Interrogating poetry techniques, eg. Imagery and considering deeper meaning Inference cards	Non-chron: Eye-catching headings/ Subheadings/present tense writing. WW1 poetry using figurative language/deeper meaning Short story: Building cohesion within and between paragraphs. Linking ideas across paras using adverbials of time, place, number or tense choices. Variety of sentence structure *8th Nov 21: Y5NMM*	Revision of noun/adjective/ verb/adverb/pronoun/fronted adverbial with comma/ contractions Intro: Modal verbs/semi-colons/synonyms/antonyms/ hyphenated words
Autumn 2 WW2	Code Breakers and Anne Frank's Diary	F: Diaries NF: Persuasive writing – propaganda P: Sound effects poetry (link Music) Poetry reading for World War Assembly	Exploring first person diaries— Anne Frank's diary extracts and children's personal opinions/impact/theme Explore propaganda: message and audience/interrogate face and opinion	Diary writing: colloquial language/ first person/chron order/self-reflection/past tense Persuasive writing—propaganda Onomatopoeic vocab plus vocab leading to sound effects	Relative clauses Parenthesis with brackets, dashes and commas Correct direct speech Layout devices eg bullets/ heading/sub-heading HAPS: interchange of formality in recount
Spring 1 Romans	Roman Mystery— Thieves of Ostia Roman Myths	F: Myth NF: Recount and letter of complaint P: Shape Poetry	Explore Roman myths: navigate genres. Investigate recounts: event/ chron order/logical meaning making/dialogue/descriptive language to embellish	Myth: Building cohesion within and between paragraphs. Linking ideas across paras using adverbials of time, place, number or tense choices. Variety of sentence structure. Recount: Roman soldier	Passive and active Use of commas to avoid ambiguity Formal and informal speech/ reported speech Colons to mark boundary and intro a list

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Spring 2 Volcanoes	Escape from Pompeii	F: Play script NF: Slavery debate/ discussion texts P: Volcano poetry – story poetry	SATS style questions: focus = trawling for evidence and inference. Interrogate playscript Expressing opinions in discussion texts/structure of discussion text	Playscript: with focus on layout and conventions Discussion texts: expressing both sides with a conclusion including personal opinion. Volcano poetry	Subjunctive form Ellipsis Semi-colons within lists Past and present progressive tenses
Summer 1 Space	Tim Peake autobiography	F: Science fiction story NF: Journalistic report/ Autobiography P: Choral poetry	How do authors solve problems in sci-fi? How do we know it's sci-fi? Features of an autobiography: facts/opinions/first person/ succinct key moments Investigate newspaper reports from 1969/conventions/text	Science fiction story: Building co- hesion within and between para- graphs. Linking ideas across paras using adverbials of time, place, number or tense choices. Variety of sentences structure. Write own autobiography Journalistic report	Revision for SATS of all of the above followed by RAG rating of SPAG Y5 test which informs final weeks of SPAG sessions
Summer 2 Amazing Bodies	Harry Potter and the Chamber of Secrets	F: Imaginary worlds stories NF: Instructions for potion P: Redacted poetry	Comparison of book and film excerpts. Discussion of yes/no tension relationships: Potter/Malfoy + Potter/Voldemort Explore examples of redacted poetry and how the artwork then reflects the theme.	Fantasy story: Building cohesion within and between paragraphs. Linking ideas across paras using adverbials of time, place, number or tense choices. Variety of sen- tence structure. Instructions: commands and im- perative verbs—link to Science write-ups	Imperative verbs AFL RAG rating based sessions

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Year 5/6	Quality Text NC: whole books	Text Types	Reading Skills Inc DWN: daily vocab building inc morphology and etymology/RS vocab builder/STAR/reading fluency	Writing Skills EMW: Handwriting skills	SPAG Skills DWN inc synonym/antonym/prefixes/suffixes/dictionary/thesaurus. Weekly spellings
Autumn 1 Early Islamic Civilisation	I am Malala	F Tales from other cultures – Early Islamic harvest story NF: Flashback stories and formal letters for persuasion P: Dialogue poems	USE FANTASTICS, STYLISTICS, ANALYTICS and MAGPIE-ing Explore tales from other cultures: Islamic Father and Son harvest story. Interrogate formal letters: 2 addresses/ language/sign off/layout Inference inc task cards Summarising/Predicting Own poems read aloud: Harvest	Formal letter writing: inc subjunctive form for HAPS Flashback stories: Intro horizontal planning. Building cohesion within and between paragraphs. Linking ideas across paras using adverbials of time, place, number or tense choices. Variety of sentence structure. Dialogue poems: layout	Revision of noun/adjective/verb/adverb/pronoun/fronted adverbial with comma/contractions Intro: Modal verbs/semi-colons/synonyms/antonyms/hyphenated words
Autumn 2 Frozen	Shackleton's Journey	F: Genre fiction—historical survival genre NF: Information text: Year in the Life of a Penguin and recount P: Power of Imagery: Frozen (use Ted Hughes Snow is Snow)	Navigating different genres Features of an information text—sequencing Imagery in poetry—similes, metaphor, alliteration, personification; setting, impact, language Skim and scan/Proof reading	Writing a survival story: Building cohesion within and between paragraphs. Linking ideas across paras using adverbials of time, place, number or tense choices. Variety of sentence structure. Intro non-fiction recount shape of writing Info text—Life cycle of a penguin	Relative clauses Parenthesis with brackets, dashes and commas Correct direct speech Layout devices eg bullets/heading/sub-heading HAPS: interchange of formality in recount
Spring 1 Location	The Explorer	F: Choice of 9 story journeys NF: Chronological report/journalistic writing P: Free form poetry	Character profiling/Hotseat the author (for authorial intent/theme) Features of chron report: past tense/5Ws/quotes and speech/evidence/fact/opinion/captions/snappy headlines/subheadings/columns	Chronological report (see left for criteria) Breaking news (either topic related or dependent on current affairs TBD) Intro sentence formula sheets Free form poetry	Passive and active Use of commas to avoid ambiguity Formal and informal speech/reported speech Colons to mark boundary and intro a list

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Spring 2 Location cont	The Explorer	F: Graphic novels NF: Explanations/debate following balanced argument writing P: Narrative poem	SATS style qs including critical reading skills: underlining, notes, highlighting Speculating Compare and contrast 2 tellings of the same story	Return to one of own stories, up-level and change into graphic novel Balanced argument regarding global warming and effects on our location *28th Feb 2022: Y6NMM*	Subjunctive form Ellipsis Semi-colons within lists Past and present progressive tenses
Summer 1 Amazing Bodies	George's Marvellous Medicine	F: Dilemma story NF Non-chronological report P: Classic poems	Interrogate dilemma story: dilemma happens quickly and leaves reader waiting to find out how it's solved Non-chron focusing on critical reading: underline/note-taking Classic poems: FANTASTICs etc Book reviews—recommending books to peers with justifications/author assessment	Dilemma story: Building cohesion within and between paragraphs. Linking ideas across paras using adverbials of time, place, number or tense choices. Variety of sentence structure. Non-chron: Eye-catching headings/Subheadings/present tense writing.	Revision for SATS of all of the above followed by RAG rating of SPAG Y5 test which informs final weeks of SPAG sessions
Summer 2 Amazing Bodies cont		Shakespeare	F: Classic fiction/significant author: Shakespeare/Dahl NF: Instructions for medicine and biography of S or D P: Classic narrative and oral poetry	Themes and conventions of playscripts/Shakespeare Trawling for evidence Presenting personal opinion: based on response to text and how engaged children are Consider the deeper meaning	Write a playscript with focus on layout and conventions Instructions: commands and imperative verbs—link to Science write-ups Biography