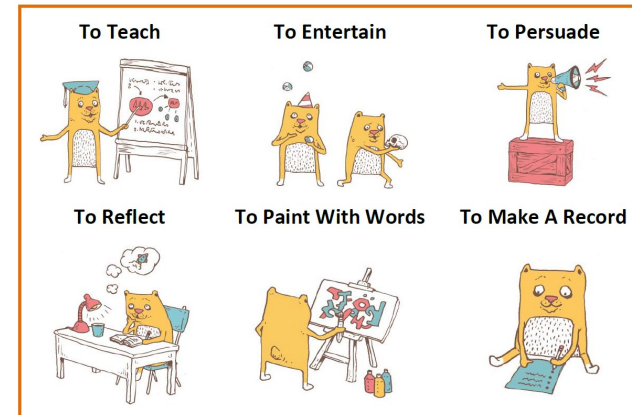


English Long-Term Plan



We write to.....



We aim to develop all pupils' abilities to communicate with depth and expression within an integrated programme of Spoken Language, Reading and Writing. Where children have specific needs, we provide them with the skills and resources they need to express themselves with age-appropriate fluency. Our vision for English is to equip the children with the best communication tools for each step in their learning journey. From *Meadowfield English Policy*

Our English LTP reflects our current change over to *Real Writing (Writing for Pleasure)* and was reviewed Summer 22. Autumn 22 - currently developing our **poetry** provision based on Treasure Box books and **Helicopter Stories Poetry Basket**- EY/KS1 as well as investing in new books and using key online resources such as *Poetry by Heart* and *TygerTyger.net*. **Highlights** show where links and 'reconnections' are made with certain texts.

Our LTP is used to inform MTPs and weekly plan in conjunction with *Writing for Pleasure* resources, Treasure Box key texts, our *Grammar and Punctuation Progression* (overview of *Appendix 2*) document, *Handwriting Policy, Appendix 1* (for spelling) and 'Never Forgets' to support basic spelling skills.

	Aut 1	Aut 2	Sp 1	Sp 2	Su 1	Su 2
Nursery	Settling in/All about me/Autumn	Winter/Senses/repetitive books	Storytelling and colour	Spring/animals	Minibeasts/Lifecycles	Our natural world
Nursery Rhymes	<i>Jack and Jill Miss Polly</i>	<i>Wheels on the bus Humpty Dumpty</i>	<i>I'm a little teapot</i>	<i>Little Bo Peep Baa, Baa, Black Sheep</i>	<i>Incy Wincy</i>	<i>Little Miss Muffet</i>
Traditional Tales	<i>Goldilocks</i>		<i>Billy Goats Gruff</i>	<i>Three Little Pigs</i>		<i>Jack and the Beanstalk</i>
BOOKS Classics	<i>Usborne Book of Nursery Rhymes, Elmer, Guess How Much I Love You?, Going on a Bear Hunt, Spot, Each Peach Pear Plum, Gruffalo, Hairy Maclary</i>					
Books	<i>Peepo Guess how much I love you? What I like about me</i>	<i>Meg and Mog When I grow up What do you Celebrate?- You must bring a hat</i>	<i>Going on a bear Hunt, Brown bear, Brown Bear, Elmer Where's my teddy</i>	<i>Farmyard Hullabaloo, Farmer Duck Noisy Farm Mrs Wishy Washy's farm</i>	<i>The Very Hungry Caterpillar What will hatch? The Teeny Weeny Tadpole</i>	<i>Poppy and the Blooms Why do we need bees? The Tiny Seed A Seed in Need</i>
Reception	RWI	RWI	Story/Info	Story/Info	Story/Info	Story/Info
	<i>Peter Rabbit, Dogger/Alfie, Velveteen Rabbit, Where the Wild Things Are, Mog, Corduroy, Can't you Sleep, Little Bear? Mr Men, Winne the Pooh, Goodnight Moon, Percy Parkkeeper, If You Go Down in the Woods Today</i>					
Nursery Rhymes	<i>One finger, one thumb keep moving One, two buckle my shoe</i>		<i>Pat a cake Hot Cross buns</i>	<i>The Animal Fair Down in the jungle</i>		<i>Row, row, row your boat</i>
BOOKS	<i>My family Colour monster A handful of buttons Lost in the toy museum</i>	<i>Listening walk Leaf man Where going on a leaf hunt</i>	<i>Runaway Pea Supertato Oliver's Vegetables Grandmas Saturday soup Tiger who came to tea</i>	<i>Billy's Bucket How to grow a dinosaur Ugly 5 Lifesize dinosaurs Dear Zoo Someone swallowed Stanley</i>		<i>Nowhere Box Whatever Next Naughty Bus The journey home from Grandpas Lucy and Tom at the seaside</i>
Traditional Tales	<i>Gingerbread Man</i>	<i>Little Red Riding Hood</i>	<i>Little Red Hen Magic Porridge Pot</i>	<i>How the bear lost his tail</i>	<i>Ugly Duckling</i>	<i>Chicken Licken The Moon in the Pond</i>

GPS	Name writing – capital letter for my name Letter sounds	Letter names and letter sounds CVC words	Letter, word CVC words Captions Finger spaces	Letter, word, caption Finger spaces Capital letter Full stops	Letter, word, sentence Finger spaces Capital letter Full stops	Letter, word, sentence Finger spaces Capital letter Full stops
Y1	Story/Info Information- non-fiction book about me and my family/ my body	Story/Info Narrative	Story/Info Narrative - animals	Story/Info Information- animals	Story/Info Narrative	Story/Info Information- London
BOOKS	<i>The Funny Bones Collection, Brown Bear, Brown Bear, What Do You See?</i>	<i>A Year in Nature</i> <i>The Snowman</i>	<i>Greta and the Giants</i> <i>A River</i> <i>Farmer Duck</i> <i>The Lion and the Mouse</i>	<i>I Can Only Draw Worms</i> <i>The Go Away Bird</i> <i>Chicken Licken</i>	<i>Kind, Always and Forever</i>	<i>The Paddington Treasury</i>
GPS	Letter sounds/ letter names: alphabet Capitals, full stops, finger spaces Sentence- words to build a sentence – simplest form: I jump. We read. I jumped over the box. We read books. Punctuation- space in-between words Letter, word, sentence	Text- sequence of sentences – putting a simple set of sentences together to build a narrative Letter, word, sentence	Punctuation- expectation using capital letters and full stops, word 'I' (never forget elephant) capital letter, full stop, punctuation	Sentence- join words and clauses with 'and'	Punctuation- capital letters for names Plural word- s and es singular, plural	Punctuation- Question mark, exclamation Word- ing, ed, er, un question mark, exclamation mark
Y1 Additional for Story time	<i>The Dark, Hairy Maclary x10, Old Bear Stories, Lost and Found, The Wonky Donkey, When We Were Young, [Dr Seuss Treasury] If You Go Down in the Woods Today</i> plus pick up on EY nursery rhymes					

Y2	Poetry/Story/Info Oceans	Story/Info Victorians stimulus	Story/Info Story Picture Books Memoirs Hockney/Titus Salt stimulus	Poetry Story Info Africa stimulus	Story/Info Great Fire of London stimulus <i>A Street in Time</i>	Story/Info Olympians stimulus – diversity (Little People, Big Dreams) Michael Rosen – <i>Silly Poems</i>
BOOKS	<i>Amazing Grace/The Proudest Blue</i> <i>The Little Mermaid Lost and Found</i> <i>A River</i> <i>Penguin</i> <i>Greta and the Giants</i> <i>Flat Stanley</i> <i>The Storm Whale</i>	<i>A Christmas Carol</i> <i>Oliver Twist</i> <i>The Owl Who Was Afraid of the Dark</i> <i>The Tear Thief</i>	<i>What We'll build</i> <i>Tin Forest</i> <i>Into the Forest</i> (Settings)	<i>Meerkat Mail</i> <i>Rapunzel</i> – African setting (Rachel Isadora's) <i>Ghanian Goldilocks</i> <i>One Plastic Bag</i>	<i>The Baker's Boy and the Great Fire of London</i> <i>Katie in London</i> Diary writing (Samuel Pepys)	<i>The Hedgehog</i> <i>Princess Smartypants</i> <i>I'm not invited/Say Hello</i> <i>The Day the Crayons Quit</i>
GPS	Year 1 consolidation Suffixes –ing, ed, er, e or es for plurals Spacing between words Capital letters and full stops Capital letters for names Join words with 'and' Past and Present tense	Conjunctions Expand noun phrases – adjectives - the dog – the fluffy dog etc Question/exclamation marks What is a verb ? Doing and being words	Commas in a list Past and present tense Expand noun phrases	Conjunctions Suffix to build adverbs –ly -er -est	Sentence function ? ! . Past and Present tense What is a verb? Doing and being words: to do, to go, to be – I do, I go, I am – I did, I went, I was. I jumped. I am jumping. I shouted. I was shouting.	Suffix to build adverbs –ly -er -est Repeated review of conjunctions BABS; punctuation expectations; capital letters for names, Mr, Mrs etc; noun, adj, verb.
Story time Y2	<i>The Invisible Boy, Gorilla, Dogger, Beware of the Storybook Wolves, Fantastic Mr Fox, The Magic Finger, Mr Men x6, [The Magic Faraway Tree] Now We Are Six, Silly Poems</i>					

Y3 BOOKS AND GENRES	Narrative/Fairy Tales – Information text <i>Zogg, Gingerbread Man and Mr Men. Can I build another me?</i>	Information text <i>Stone Age Boy</i>	Memoirs	Information Text Match report/ links to game in PE.	Narrative – <i>Charlie and Choc.</i>	Information / People’s History - Leeds Carnival and Arthur France (founder)
GPS	Review Y1/2: .T ? ! , for lists, don’t Building from root: Comp/superlative - heavy, heavier, heaviest Adverbs add –ly -ing, -ed (link to past and present) Introduce term prefix	Expanded noun phrases Vowel/consonant - is it a or an? Openers (conjunctions, prepositions or adverbs) - focus on time openers and BABS	Spotting "" in reading Apostrophe ‘ for contractions and possession Openers/conjunctions - focus on time openers and BABS Can you move the conjunction to start of the sentence?	Spotting "" in reading ‘ for contractions and possession Tense review (KS1) What is a verb? Learn as ‘to jump’ and build: jumps, jumps, jumped, jumping Verbs are doing and being words: to do, to go, to be – I do, I go, I am – I did, I went, I was.	Explicit teaching of speech marks "" Verbs ‘to be’ and ‘to have’ to help build other verbs: I was shouting and my mum got cross. He has gone out to play. (<i>and he is still there</i>)	Repeated review of conjunctions; punctuation expectations; capital letters for names, places; noun, adj, verb; prefixes/roots. Introduce main and subordinate clauses When I was six, I didn’t like oranges.
BOOKS	<i>Roger Hargreaves Oliver Jeffers (The Day the Crayons Quit) Zogg Can I Build Another Me?</i>	<i>Stone Age Boy Stig of the Dump (extract) Lion, Witch, Wardrobe</i>	<i>Escape from Pompei</i>	<i>Iron Man</i>	<i>Charlie and Choc Factory</i>	<i>Wind in the Willows (extract) Velveteen Rabbit</i>
Y3 Storytime	<i>Journey, Wonder Goal, Volcanoes, The Colour of Home, Mungo and the Dinosaur Island, Mungo and the Spiders from Space, The BFG, A River, Clarice Bean That’s me, [The Island of Adventure], The Invisible Boy, Who’s Afraid of the Big Bad Book? The Pirates Next Door</i> Poems Aloud collated Joseph Coelho					

Y4 BOOKS AND GENRES	Narrative – plot & characterisation Fiction/myths legends <i>Beowulf</i> _ <i>Norse Myths</i> <i>The Day Gogo went to Vote</i> <i>Julian is a Mermaid*</i> <i>Amazing Grace</i>	Information text Poetry <i>The Last Bear</i> <i>The Suitcase Kid</i> <i>(extract)</i>	People’s History Memoir <i>The Ice Palace</i> <i>Michael Rosen A-Z</i> <i>Sensational (Poetry)</i> <i>Roger McGough</i>	People’s History Memoir <i>Bill’s New Frock</i> <i>(extract)</i> <i>The True Story of the Three Little Pigs</i>	Narrative <i>Alice in Wonderland</i> <i>(extracts)</i>	Information texts
GPS	What’s the difference between a noun and an adjective? Expanded noun phrases Review rules for capitalisation including proper nouns and all Y2/3 punctuation. Main/subordinate - see end Y3.	What’s the difference between a verb and an adverb? Review tense Verb agreements and standard English: did/done, was/were Apostrophes for contraction Possessive S * Plural S _	Fronted adverbials with commas Inverted commas/speech marks for speech – keep returning to and find eggs in reading Expectation that all using .T ! ? with attempts at , and some attempts at ""	Determiners Prepositions Pronouns – possessive (mine, theirs, his/hers, etc) Conjunctions – BABS plus while, until, although....	Main and subordinate clauses Which children can’t identify fragment (and therefore subordinate)? Proofreading for waffle or fragment – relentless review of punctuation taught so far. Not accepting missed .T	Fronted adverbials Inverted commas for speech – keep returning to and find eggs in reading Expectation that all using .T ! ? with attempts at , and some attempts at "" What progress?
Y4 Storytime	<i>A River, Leon and the Place Between, The Lost Happy Endings, The Boy, the Mole, the Fox and the Horse, Danny the Champion of the World, The Journey Home, Harry Potter</i> <i>Michael Rosen’s A to Z</i> and <i>Poems Aloud</i> collated <i>Joseph Coelho</i>					
Y5 GENRES (BOOKS BELOW)	Advocacy Journalism (Non-fiction) - link to refugee crisis	Fiction – short story – setting focus	Memoirs	Non-fiction Explanation texts [South America, Space etc]	Fiction Diary	Biography (non-fiction) Poetry Links to Highway Man

BOOKS	<i>Boy at the Back of the Class,</i> <i>The Island,</i> <i>Azzi in between,</i> <i>Boy Giant</i>	<i>The Secrets of Tutankhamun, Ancient Egyptian Mythology,</i> <i>Ancient Egypt: tales of Gods and Pharaohs</i>	<i>Explorer: Amazing Tales of the World's greatest adventures,</i> <i>The Explorer</i> <i>Great Thunberg - No one is too small to make a difference</i>	<i>The Lion, the Witch, and the Wardrobe</i> <i>The Lost Whale</i> <i>Journey to the River Sea</i> <i>A River</i>	<i>Dracula,</i> <i>Room 13</i>	<i>Captain Cook</i> <i>Usborne Young Readers,</i> <i>Coraline</i> (extract) <i>Iron Man</i> (extract) - link to <i>poetry</i> <i>The Highwayman</i>
GPS	Expectation that all using .T ! ? with attempts at , and some attempts at "" Review rules for capitalisation including proper nouns Degrees of possibility, using modal verbs , cohesion /flow within paragraphs – do sentences make sense? Do they link together?	Converting nouns and adjectives to verbs: magnet, magnetic, magnetise Review use of commas for embedded clauses and for fronted adverbials – link to review main/sub clauses Review "" and collect examples	Paragraphing, organising ideas around a theme. Can more able show cohesion <i>between</i> paras? Review use of commas for embedded clauses and for fronted adverbials - link to review main/sub clauses	Verb prefixes Cohesion within and between paragraphs Review "" and collect examples	Relative clause, relative pronouns Verb prefixes	Commas to clarify meaning, brackets , parenthesis , dashes Are you using .T ? ! , () ' "" Do you proofread independently for this range of punctuation? Do I have a range of simple , compound and complex sentences in my writing?
BOOKS <i>Michael Rosen</i>	<i>Boy at the Back of the Class,</i> <i>The Island,</i> <i>Azzi in between,</i> <i>Boy Giant</i>	<i>The Secrets of Tutankhamun, Ancient Egyptian Mythology,</i> <i>Ancient Egypt: tales of Gods and Pharaohs</i>	<i>Explorer: Amazing Tales of the World's greatest adventures,</i> <i>The Explorer</i> <i>Great Thunberg - No one is too small to make a difference</i>	<i>The Lion, the Witch, and the Wardrobe</i> <i>The Lost Whale</i> <i>Journey to the River Sea</i> <i>A River</i>	<i>Dracula,</i> <i>Room 13</i>	<i>Captain Cook</i> <i>Usborne Young Readers,</i> <i>Coraline</i> (extract) <i>Iron Man</i> (extract) - link to <i>poetry</i> <i>The Highwayman</i>
Additional books	<i>One Plastic Bag, The Boy, the Mole, the Fox and the Horse, Pig Heart Boy, Street Child, [Turbulent Term of Tyke Tiler], The Wolves in the Walls, The Heart and the Bottle, You've Got Dragons</i> Michael Rosen's A to Z and Poems to Save the World by Chris Riddell					

<p>Y6</p> <p>GENRES</p>	<p>Poetry – Zohab Zee Khan’s advice</p> <p>Biography</p>	<p>Narrative – settings focus</p> <p>Persuasive writing (Community activism)</p>	<p>Narrative Flash Fiction</p> <p>Report -Historical Account</p>	<p>Discussion: Journalistic piece – News Wise – op ed</p> <p>Poetry *</p>	<p>Narrative – flash fiction</p> <p>Reports - Science</p>	<p>Recount/memoir</p> <p>Report/explanation</p>
<p>GPS</p>	<p>Nouns (concrete, abstract), expanded noun phrases</p> <p>Figurative language: similes, metaphor, personification</p> <p>Verbs – to be and to have as ‘helping verbs’</p> <p>Synonyms/antonyms</p> <p>Main/subordinate clauses</p> <p>Nine parts of speech poem</p>	<p>Adjectives/adverbs/expanded noun phrases</p> <p>Word classes – noun into verb, noun into adjective</p> <p>Can this word be in more than one word class?</p> <p>Clear understanding of fragment or waffle - AfL</p>	<p>Verbs – simple past/present/future</p> <p>Link to standard English – was/were</p> <p>Modals, imperatives</p> <p>Progressive</p> <p>Active/passive subject/object</p> <p>Irregular past tenses for spelling</p>	<p>Formality/standard/non-standard English</p> <p>Synonyms/antonyms</p> <p>- will be threaded throughout teaching from start of year – as will:</p> <p>determiners, pronouns (possessive, relative)</p> <p>Prepositions</p> <p>homophones</p>	<p>[Subjunctive – more able]</p> <p>Revision of nine parts of speech</p> <p>Focus on identifying sentence types and linked punctuation</p> <p>Formal/informal/standard English</p> <p>Main/sub clauses</p>	<p>High school ready</p> <p>Proofreading skills – including clarity over homophones, range of sentence types for effect – simple, compound, complex</p>
<p>Which children at PKS?</p> <p>WTS with Sp and Punc weaknesses?</p>	<p>Basic skills review – use of CUPS</p> <p>Commas for a variety of purposes</p> <p>Hyphenated words</p> <p>Bullet points in notes</p> <p>“” egs displayed</p>	<p>Brackets, colons, semi-colons, ellipses, question marks, exclamation marks</p>	<p>Commas, brackets, dashes as interchangeable</p> <p>Speech marks</p>	<p>Proofreading skills – revision of all punctuation skills and knowledge</p>		
<p>BOOKS</p> <p>* wide variety of books for guided reading including NF (History - Churchill), Michael Morpurgo (war stories – Kensuke’s Kingdom) etc</p>	<p><i>Goodnight Mr Tom</i></p> <p><i>Big Ideas for Curious Minds (An Introduction to Philosophy)</i></p> <p>*</p> <p><i>Poems to Save the World by Chris Riddell</i></p>	<p><i>Now or Never, The Machine Gunners, When Hitler Stole Pink Rabbit, The Silver Sword</i></p> <p><i>The Enemy</i></p>	<p><i>Refugee Boy</i></p> <p><i>For Every Child (Unicef)</i></p> <p><i>Benjamin Zephaniah and Neil Gaiman poetry</i></p>	<p><i>Windrush Child</i></p> <p><i>The Arrival</i></p> <p>Extracts (reading test ready)</p> <p><i>A Monster Calls</i></p> <p><i>The Dark is Rising</i></p> <p><i>Helicopter Man</i></p>	<p><i>Treasury of Greek Mythology (NatGeo)</i></p> <p><i>Who Let the Gods Out?</i></p>	<p><i>Politics for Beginners (Usborne)</i></p> <p><i>Flour Babies</i></p> <p><i>I Go Quiet</i></p>

Grammar and Punctuation Progression Grammar is the study of words, how they are used in sentences and how they change in different situations.

red = particularly challenging/problematic yellow = focus for repeated/continuous coverage across year groups

**Need to repeat/reteach/develop every year: Y2 Mr/Mrs/surnames, days of week; Y3/4 cities, countries, continents etc; Y5/6 headlines, headings, events....

	WORD	SENTENCE	TEXT	PUNCTUATION	TERMINOLOGY FOR PUPILS
Y1	<ul style="list-style-type: none"> plural noun suffixes: -s or -es suffixes for verbs: -ing, -ed, -er prefix un- turns kind to unkind etc 	<ol style="list-style-type: none"> words to build a sentence join words and clauses with 'and' 	sequence of sentences	<ul style="list-style-type: none"> spacing between words introduce capital letters, full stops, ? and ! capital letters for names and 'I' 	letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark
Y2	<ul style="list-style-type: none"> suffixes to build nouns: -ness, -er compound words: superman, whiteboard suffixes to build adjectives: -ful, -less comparative/superlative adjectives: -er and -est suffix to build adverbs: -ly 	<ol style="list-style-type: none"> conjunctions: when, if, that, because (subordinating), or, and but (co-ordinating) expand noun phrases/adding adjectives sentence function: statement, question, exclamation or command 	<ol style="list-style-type: none"> correct/consistent use of present and past tense using present and past progressive: e.g. he is drumming, she was shouting – <i>idea of something continuing or being interrupted</i> 	<ul style="list-style-type: none"> capital letters full stops question marks exclamation marks commas in list apostrophes for contraction (don't) and singular possession (the dog's bone) 	noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present) apostrophe, comma
Y3	<ul style="list-style-type: none"> prefixes to build nouns: superman, autopilot a or an for words starting with vowel or consonant word families (root words): solve to solution, dissolve.... 	<ol style="list-style-type: none"> review KS1: <ul style="list-style-type: none"> word classes/parts of speech express time, place and cause using: <ol style="list-style-type: none"> conjunctions – e.g. when, before, after, while, so, because; adverbs – then, next, soon; prepositions – before, after, during, because of 	<ol style="list-style-type: none"> introducing use of paragraph to group material headings/sub-headings simple past tense compared with present perfect: present tense of 'to have' plus past participle e.g. He has gone out to play. (<i>non specific time in past or started in past and still going on</i>) 	review KS1: <ul style="list-style-type: none"> apostrophes capitals, full stops ? and ! inverted commas for direct speech 	preposition, conjunction, word family (root words), prefix, clause – main/subordinate, direct speech, consonant, vowel, inverted commas/speech marks
Y4	<ul style="list-style-type: none"> difference between plural and possessive 's' verb agreements and standard English: did/done, was/were 	<ol style="list-style-type: none"> expanding noun phrases with adjectives and phrases: e.g. the strict maths teacher with curly hair fronted adverbials: Later that day, _____ As the wind swept through the trees, _____ 	<ol style="list-style-type: none"> paragraphs to organise ideas around a theme choice of pronoun, noun or alternative noun to avoid repetition and aid cohesion 	<ul style="list-style-type: none"> inverted commas and other punctuation for direct speech: "___!" said X or X said, "___." apostrophes for plural possession: e.g. the girl's name or the girls' names 	determiner, pronoun, possessive pronoun, adverbial
Y5	<ul style="list-style-type: none"> convert nouns/adjectives/verbs etc: suffixes -ate, -ise, -ify, -ic, -al verb prefixes: dis-, de-, mis-, over-, re- 	<ol style="list-style-type: none"> relative clauses: using who, which, where, when, whose, that or pronoun omitted degrees of possibility using adverbs or modal verbs: perhaps, surely, might, could, must, will.... 	<ol style="list-style-type: none"> cohesion (flow) within paragraph: use of then, after, that, this, firstly link ideas across paragraphs: using adverbials - later, nearby, secondly - or tense choice – e.g. he <i>had</i> seen her somewhere before 	<ul style="list-style-type: none"> brackets, dashes, commas for parenthesis commas to clarify meaning and avoid ambiguity: e.g. John Terry and Michelle or John, Terry and Michelle 	modal verb, relative pronoun and relative clause, parenthesis, brackets, dash, [cohesion - flow, ambiguity – being clear]
Y6	<ul style="list-style-type: none"> informal/formal speech and writing: find out or discover, ask or request.. synonyms and antonyms 	<ol style="list-style-type: none"> subject/object of sentence active and passive voice informal/formal structures: [questions tags – isn't he? or subjunctive – If I were rich.... 	<ol style="list-style-type: none"> cohesive devices to link ideas across paragraphs: repetition, adverbials such as 'on the other hand' or 'in contrast', ellipsis layout devices: headings, sub-headings, columns, tables, bullets etc 	<ul style="list-style-type: none"> : ; - to mark boundaries between independent clauses colon to introduce a list and semi-colons within list hyphens to avoid ambiguity: recover versus re-cover 	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points