English Long-Term Plan

Writing in blue denotes revision of key learning

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| **EYFS (Robins)** |
|  | **Word Reading** | **Writing** | **Comprehension** | **RWI Talk through Stories** | **Phonics** |
| Autumn 1 | * Read first 16 set 1 sounds
* Learn to blend
 | * Write name, with a capital
* Form some letters
* Spell some CVC words
 | * Retell familiar books
* Share non-fiction books
 | * On the Way Home
* Five Minutes’ Peace
 | Children are taught reading, writing & phonics using the Read, Write Inc phonics programme. |
| Autumn 2 | * Read 25 Set 1 sounds
* Blend orally
* Spell (Fred Fingers)
 | * Form some capital letters correctly
* Form some letters
* Write labels / captions
 | * Use phrases and talk about characters from familiar texts
* Pay attention to rhyme
 | * Ruby’s Worry
* Stick Man
 |
| Spring 1 | * 25 Set 1 sounds, speedily
* Blend independently
* Spell using phonics
 | * Write short phrases
* Spell (Fred Fingers)
* Form more accurate letters
 | * Retell familiar stories
* Show awareness of rhyme
* Discuss non-fiction books
 | * One Snowy Night
* Can’t You Sleep, Little Bear?
 |
| Spring 2 | * Set 1 special friends
* 3-sound nonsense words
* Words with special friends
 | * Spell using taught sounds
* Form letters more accurately
* Write simple phrases
 | * More detailed talk about stories
* Begin to predict
* Suggest rhymes
 | * Ravi’s Roar
* A Little Bit Brave
 |
| Summer 1 | * Review Set 1 sounds
* Words with 4 to 5 sounds
* Nonsense words with 3 to 4 sounds
 | * Form accurate letters
* Write simple sentences
* Spell some common exception words
 | * Clap out longer words
* Explore non-fiction
* Sequence events in a story
 | * Farmer Duck
* There’s a Snake in My School
 |
| Summer 2 | * Read Set 2 sounds
* Read Set 1 words
* Read decodable books
 | * write short sentences
* use capitals and full stops
* spell common exception words
 | * Use new vocabulary from stories, including in role play
* Anticipate story events
 | * Billy’s Bucket
* Giant Jam Sandwich
* Rainbow Fish
* Tiddler
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| **Year 1 (Owls)** |
|  | **Grammar & Punctuation** | **Spelling List** | **Spelling Rules** | **Talk through Stories** | **Phonics** |
| Autumn 1 | * Nouns
* Adjectives
* Capitals (I, names)
* Full stops
 | * the, a, do, to, today
* of, said, says, are, were

was, is, his, has, I | * ff, ll, ss, zz, ck
* -nk
* -tch
 | * Room on the broom
* Burglar Bill
* Click Clack Moo
 | Children are taught reading, writing & phonics using the Read, Write Inc phonics programme. Teachers also use the Read, Write Inc ‘Talk Through Stories’ scheme to extend their reading and vocabulary. |
| Autumn 2 | * Sentences
* Questions
* Question marks
 | * you, they, be, he
* me, she, we, no

go, so, by, my | * /v/ sound at end
* -ing, -ed, -er
 | * Six Dinner Sid
* Hugless Douglas
* Aliens love underpants
 |
| Spring 1 | * Nouns
* Adjectives
* Verbs
* Questions
 | * here, there, where
* love, come, some
* one, once, ask

friend, school | * K for /k/ sound (eg kit)
* -ing, -ed, -er
 | * Scarecrow Wedding
* Perfectly Norman
* Lost and Found
 |
| Spring 2 | * Commands
* Exclamations & !
* Sentences
* Conjunctions: and
 | * put, push, pull, full
* house, our, when
* Plural noun suffixes

Revise spellings | * -er, -est
* -y (eg funny)
 | * Owl babies
* Cops and robbers
* A little bit brave
 |
| Summer 1 | * Nouns, adjectives
* Verbs
* Capitals (I, names)
* Full stops
 | * are, said, says,

were, was | * ph & wh (eg dolphin, whale)
* Plural suffixes: -s, -es
 | * The Owl who was afraid of the dark
* The bear and the piano
* I’m in charge
 |
| Summer 2 | * Questions, commands, exclamations
* Sentences
* Conjunctions: and
 | * you
* here, there, where

some, friend, school | * Days of the week
* Compound words (eg farmyard)
 | * Where the Wild Things Are
* Winnie the Witch
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|  | Entertain |  | Inform |
| **Year 2 (Swallows)** |
| **Autumn** | **Spring** | **Summer** |
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| Frog & The Stranger | How to Make Friends with a Ghost | Fantastic First Poems | Last Stop on Market Street | Dragon Post | Rapunzel | Big Blue Whale | Julian is a Mermaid | Fantastic First Poems | The Lost Homework | How to Wash a Woolly Mammoth | Here I Am | Super Joe Does Not Do Cuddles | Belonging Street |
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| **Year 3 (Kingfishers)** |
|  | **Grammar** | **Punctuation** | **Vocabulary** | **Read Write Inc or Power of Reading** |
| Autumn 1 | * More conjunctions
* Clauses
* Prepositions & adverbs
* Expanded noun phrases
 | * Capital letters
* Full stops
* Question marks
 | * Prefixes to make nouns: super, anti
* Plurals

Homophones and near-homophones:* groan/grown
* here/hear
 | **I was a Rat!** (historical stories / fairy tales)*Alternates yearly with Y4 texts to prevent repetition for Y2.* |
| Autumn 2 | * More conjunctions
* Clauses
* Prepositions & adverbs
* Expanded noun phrases
 | * Exclamation marks
* Apostrophes for contraction
* Commas in lists
 | * Noun suffix – ment, -ness

Homophones and near-homophones:* ball/bawl,
* berry/bury
* grate/great
 | **The Village that Vanished**(history / African minorities)*Alternates yearly with Y4 texts to prevent repetition for Y2.* |
| Spring 1 | * Conjunctions
* Statements, questions, commands, exclamations
* subordination, clauses
 | * inverted commas, speech
* apostrophes
* capitals
 | Homophones and near-homophones:* heel/heal/he’ll
* mail/male
* main/mane
* meat/meet
* plain/plane
* scene/seen
* weather/whether
* Suffixes - plurals including: potatoes
 | **Pugs of the Frozen North**(fiction / Arctic) |
| Spring 2 | * adverbs & prepositions
* Present perfect
* Progressive tenses
* a or an
 | * Full stops & question marks
* exclamation marks
* commas in lists
 | **Libba**(biography / history of music / inspirational people) |
| Summer 1 | * nouns, adjectives, verbs
* expanded noun phrases
* Conjunctions, adverbs
* Prepositions
 | * Capitals, full stops
* Questions & exclamations
 | * Word families (eg solve, solution, dissolve, insoluble)
* Homophones and near-homophones
 | **Pebble in my Pocket**(science stories / evolution) |
| Summer 2 | * Statements, questions, commands, exclamations
* subordination, clauses
* Tenses, verb forms
 | * inverted commas, speech
* apostrophes
* commas in lists
 | * Range of suffixes
* Prefixes
 | **Poetry Pie**(poetry collection) |

**Year 3 annual planning cycle for spelling**

*Use ‘Essential Spelling’ Year 3*

*Blue text indicates revision of previous learning*

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|  | Autumn (revision) | Spring | Summer |
| Week 1 | Vowel digraphs: ai, ay, a-e, a (/eɪ/) | Apostrophes for contraction | Explore prefixes re-, super- |
| Week 2 | Vowel digraphs: ee, ea, e-e (/iː/) | Apostrophes for possession | Focus on the short vowel sound /ʌ/ spelt ou |
| Week 3 | Vowel digraphs and trigraphs: igh, i-e, ie (/aɪ/) | Suffix -ly (with a consonant before it) | Explore the vowel suffix –ous |
| Week 4 | Vowel digraphs: ow, oa, o-e, o (/əʊ/) | Explore suffix -ally | Review high frequency words |
| Week 5 | Vowel digraphs: oo, ou, u-e (/uː/) | Consonant suffixes -ment and -ness | Explore words with the long vowel sound /eI/ spelt ei, eigh, or ey |
| Week 6 | Vowel digraphs: oi, oy (/ɔɪ/ ) & ow, ou (/aʊ/) | Consonant suffixes -ful and -less | Explore words with the short vowel sound /ɪ/ sound spelt y in the middle of words |
| Week 7 | Common exception words from KS1 | Explore the suffixes –tion and –ation | Explore words with the phoneme s spelt sc |
| Week 8 | Plurals ending vowel suffix -es, changing y to i and adding es andwords ending ey | Explore the –sion suffix | Explore words containing silent letters written kn, gn, wr, wh |
| Week 9 | Vowel suffixes -ed, -ing, when keeping ending or, changing y to i or chopping the final eVowel suffixes -ed, -ing, when doubling the final consonant | Explore prefixes un-, dis-, mis-, in- | Focus on silent letters: words from the Y3/4 statutory word list |
| Week 10 | Vowel suffixes -er and –est–le at the end of words | Consolidation | Consolidation |
| Week 11 | –el or –il at the end of words–al at the end of words | Consolidation | Consolidation |
| Week 12 | Explore homophones and near homophones | Consolidation | Consolidation |

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| **Year 4 (Golden Eagles)** |
|  | **Grammar** | **Punctuation** | **Vocabulary** | **Read Write Inc or Power of Reading** |
| Autumn 1 | * nouns, adjectives, adverbs, verbs
* expanded noun phrases
* prepositions, pronouns & nouns
* Conjunctions, determiners
 | * Possessive apostrophe
* plural & possessive ‘s’
* apostrophe in contractions
 | * Word families
* Noun-forming prefixes: sub, inter, super, anti, auto
 | **The Bluest of Blues**(inspirational people)*Alternates yearly with Y3 texts to prevent repetition for Y2.* |
| Autumn 2 | * present perfect
* was, were (standard English)
* subordination
* fronted adverbials
 | * !.?
* capitals
* inverted commas
* commas in lists
 | * Suffixes
* Homophones and near homophones
 | **The Miraculous Journey of Edward Tulane***Alternates yearly with Y3 texts* |
| Spring 1 | * nouns, adjectives, adverbs, verbs
* prepositional phrases
* did, done (standard English)
* Determiners
 | * Commas after fronted adverbials
* Inverted commas
* apostrophes after singular proper nouns ending in ‘s’ (*James’s toys*)
 | * Noun-forming prefixes
* Suffixes
 | **Varjak Paw**(fiction / courage / identity) |
| Spring 2 | * Statements, questions, commands, exclamations
* verb + singular / plural nouns
* Fronted adverbials
 | * Commas after fronted adverbials
* Inverted commas
* Apostrophes
 | * Homophones & near-homophones
 | **Ancient Egypt: Gods, Pharaohs and Cats**(fictional biography / Egypt) |
| Summer 1 | * Labelling word classes
* Tense consistency
* Conjunctions
* Possessive pronouns
 | * Capitals, full stops, question & exclamation marks
* Apostrophes
 | * Word families
 | **Into the Forest**(picture book / habitats) |
| Summer 2 | * Present perfect
* Determiners
* Verb form + singular / plural noun
* Standard English
 | * Commas in lists
* Commas after fronted adverbials
* Inverted commas
 | * Prefixes
* Suffixes
 | **Hot Like Fire**(poetry collection) |

**Year 4 annual planning cycle for spelling**

*Use ‘Essential Spelling’ Year 4*

*Blue text indicates revision of previous learning*

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|  | Autumn (revision) | Spring | Summer |
| Week 1 | -r controlled vowel sounds from KS1: ir (/ɜː/) | Prefixes: dis-, mis-, in-, im-, il-, ir-, anti- | Explore suffixes beginning with vowel letters to words of more than one syllable |
| Week 2 | -r controlled vowel sounds from KS1: air (/ɛə/) | Prefixes: sub-, inter-, super-, re-, auto- | The soft g sound /dʒ/ spelt g, ge or dge |
| Week 3 | Year 2 common exception words and other high frequency words | Multi-syllabic words including prefixes and suffixes:words from the Y34 statutory word list | Explore words ending with the /g/ sound spelt –gue |
| Week 4 | Vowel suffixes -ed, -ing: chop, change and double | The /ɔ:/ sound spelt or, ore, aw and other variations | Explore words ending with the /k/ sound spelt –que |
| Week 5 | Vowel suffixes -y, -er, est to create adjectives: chop, change and double | The /ɒ/ sound spelt a after w and qu; the /ɜ:/ sound spelt or after w; the /ɔ:/ sound spelt ar after w | Explore words with the /ʃ/ sound spelt ch- |
| Week 6 | Consonant suffixes -ment, -ness , -ful, -less | Words with the /ei/ sound spelt ei, eigh, ey | Explore words with the /k/ sound spelt ch |
| Week 7 | Suffixes -ly and -ally | Focus on vowels: words from the Y3/4 statutory word list | Explore words with the /s/ sound spelt sc |
| Week 8 | –tion and -ation endings | Review homophones | Explore etymology of words |
| Week 9 | Explore -sion and -ssion endings | Explore apostrophes for possession | Focus on unstressed vowels: words from the Y3/4 statutory word list |
| Week 10 | Explore -cian endings | Explore words with endings sounding like /ʒə/ (-sure) or /tʃə/ (-ture) | Focus on silent letters: words from the Y3/4 statutory word list |
| Week 11 | Focus on vowel digraphs: words from the Y3/4 statutory word list | Explore the suffix –ous and ious/ eous | Consolidation |
| Week 12 | Consolidation | Consolidation | Consolidation |

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| **Year 5 (Herons)** |
|  | **Grammar** | **Punctuation** | **Vocabulary** | **Power of Reading** |
| Autumn 1 | * determiners
* nouns, adjectives, adverbs, verbs
* tenses, including perfect form
* prepositions, pronouns & nouns
 | * commas
* ?!. and capitals
* Inverted commas
 | * Homophones and other words that are often confused
 | **London Eye Mystery**Urban environments / geography / diversity (SEND) |
| Autumn 2 | * modal verbs
* Subordination & conjunctions
* Standard English
* Relative pronouns and clauses
 | * apostrophes
* brackets for parenthesis
 | * Synonyms & antonyms
 | **The Viewer**Ancient civilisations / art |
| Spring 1 | * tenses, including perfect form
* relative clauses and pronouns
* adverbials
* prepositions & determiners
 | * commas
* capitals
* ?.!
* apostrophes
 | * Word families
* Prefixes
 | **Sensational!**Poetry /science - senses |
| Spring 2 | * statements, commands, exclamations
* conjunctions of time
* prefixes
* Standard English
 | * inverted commas
* commas & dashes for parenthesis
* hyphens and dashes
 | * Homophones and near homophones
 | **The Adventures of Odysseus**Ancient Greece / traditional |
| Summer 1 | * nouns, adjectives, adverbs, verbs
* prepositions & determiners
* conjunctions of time
* subordination
 | * commas
* capitals
* ?.!
* apostrophes
 | * Word families
* Synonyms & antonyms
 | **Runaway Robot**Human body / technology |
| Summer 2 | * perfect tense
* modal verbs
* possessive pronouns
* sentence types
 | * parenthesis
* inverted commas
 | * Homophones and near homophones
* Suffixes & prefixes
 | **Treason**Henry VIII / historical fiction |

**Year 5 annual planning cycle for spelling**

*Use ‘Essential Spelling’ Year 5 & Spellzone for homework*

*Blue text indicates revision of previous learning*

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|  | Autumn | Spring | Summer |
| Week 1 | Frequently misspelt words including some homophones and near homophones | Explore words with -cial or -tial endings | Review commonly used and frequently misspelt words |
| Week 2 | Plurals – adding –s, -es, -ies, -ves | Explore words ending in –cially or -tially | Explore words with silent letters such as b,k, or g |
| Week 3 | Suffixes beginning with consonant letters to words: -ment, -less, -ful, -ly | Review words from Y34 statutory word list | Explore words containing the letters ough |
| Week 4 | Suffixes beginning with vowel letters to words | Explore words ending with –able and -ible | Focus on words with unstressed vowels from the statutory word list |
| Week 5 | Focus on morphology | Explore words ending with –ably and -ibly | Review use of apostrophe for contraction |
| Week 6 | Suffixes beginning with vowel letters to words with unstressed syllables | Explore words with -cious or -tious endings | Review use of apostrophe for possession |
| Week 7 | Words that double the final consonant from the Y3/4 or 5/6statutory word list | Explore words ending in -ent, -ence, -ency | Explore homophones and near homophones |
| Week 8 | Soft c- words in statutory list | Explore words ending in -ant,-ance, -ancy | Explore use of hyphen to create compound words |
| Week 9 | Explore words with the /i:/ sound spelt ei after c | Focus on words with affixes from Y3/4 and Y5/6 statutory word list | Focus on morphology and etymology |
| Week 10 | Word endings that sound like el | Consolidation | Consolidation |
| Week 11 | Consolidation | Consolidation | Consolidation |
| Week 12 | Consolidation | Consolidation | Consolidation |

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| **Year 6 (Merlins)** |
|  | **Grammar** | **Punctuation** | **Vocabulary** | **Power of Reading** |
| Autumn 1 | * passive & active voice
* subject & object
* relative & possessive pronouns
* types of nouns
 | * inverted commas
* colons for lists
* plural and possessive ‘s’
* semi-colon for clauses
 | * formal and informal vocabulary
* word families
 | **Journey to the River Sea**Historical Fiction / Rainforests |
| Autumn 2 | * word classes
* sentence types
* adverbs for possibility
* question tags
 | * commas
* capital letters
* apostrophes
* brackets / dashes for parenthesis
 | * homophones and near homophones
* synonyms and antonyms
 | **Street Child**Playscript / Victorians |
| Spring 1 | * expanded noun phrases
* word classes
* passive & active voice
* perfect form of verbs
 | * bullet points
* apostrophes
* hyphens
* semi-colons in lists
 | * formal & informal language
* synonyms & antonyms
 | **The Dam**Picture Book / folk music |
| Spring 2 | * types of sentences
* relative clauses and pronouns
* causal conjunctions
* modal verbs
 | * semi-colons for clauses
* commas
 | * word families
* homophones & near homophones
 | **Rooftoppers**France / urban / growing |
| Summer 1 | * word classes
* prepositions, pronouns & nouns
* tenses
* adverbials for cohesion
 | * ellipsis
* commas
* inverted commas
* dashes & semi-colons
 | * synonyms & antonyms
* formal & informal language
 | **Happy Here**Short Stories / Diversity |
| Summer 2 | * possessive & relative pronouns
* subjunctive
* passive & active
* subject & object
 | * semi-colons for clauses
* colons for lists
* brackets & dashes for parenthesis
* bullet points
 | * homophones & near homophones
 | **The Boy at the Back of the Class**(refugees / fiction) |

**Year 6 annual planning cycle for spelling**

*Use ‘Essential Spelling’ Year 5 & Spellzone for homework*

*Blue text indicates revision of previous learning*

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|  | Autumn | Spring | Summer |
| Week 1 | Words with unexpected letters from Y3/4 statutory word list | -ent, -ence, -ency, -ant, -ance and -ancy endings | Words containing rarer letter combinations: words from the Y3/4and 5/6 statutory word list |
| Week 2 | Homophones and near homophones | -tion, -ation, -cian, -ssion and -ssion endings | Focus on etymology: words from the Y5/6 statutory word list |
| Week 3 | Suffixes beginning with consonant letters to words: -ment, -less, -ful, -ly | –sure and -ture endings | Homophones and commonly confused words |
| Week 4 | Suffixes beginning with vowel letters to words | All suffixes | Use of hyphen |
| Week 5 | Words that double the final consonant from the Y3/4 or 5/6statutory word list | Words with silent letters b, k, l, h, t | Apostrophe for contraction |
| Week 6 | Explore suffixes beginning with vowel letters to words ending in -fer | Focus on unstressed vowels: words from the Y5/6 statutory word list | Apostrophe for possession |
| Week 7 | Review –cial, - tial, -cially and -tially endings | Affixes: morphology | Explore homophones and near homophones |
| Week 8 | Review -able, -ably, -ible and –ibly endings | Words from the Y5/6 statutory word list | Review commonly misspelt words from the class |
| Week 9 | Review -cious and -tious endings | Words containing ough | Focus on morphology and etymology |
| Week 10 | Review words with the /i:/ sound spelt ei after c | Consolidation | Consolidation |
| Week 11 | Consolidation | Consolidation | Consolidation |
| Week 12 | Consolidation | Consolidation | Consolidation |