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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Writing in blue denotes revision of key learning.

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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 e  Vowel 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 |