

BWJPS  
Whole School English Long Term Plan 2019-2020

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b>	<p><b><u>ELG</u></b></p> <ol style="list-style-type: none"> <li>1. Children read and understand simple sentences.</li> <li>2. They use phonic knowledge to decode regular words and read them aloud accurately.</li> <li>3. They read some common irregular words.</li> <li>4. They demonstrate understanding when talking with others about what they have read.</li> <li>5. Children use their phonic knowledge to write words in ways which match their spoken sounds.</li> <li>6. They also write some irregular common words.</li> <li>7. They write simple sentences which can be read by themselves and others.</li> <li>8. Some words are spelt correctly and others are phonetically plausible.</li> </ol> <p><b><u>EXCEEDING</u></b></p> <ol style="list-style-type: none"> <li>1. Children can read phonetically regular words of more than 1 syllable as well as many irregular but high frequency words.</li> <li>2. They use phonics, semantic and syntactic knowledge to understand unfamiliar vocabulary.</li> <li>3. They can describe the main events in the simple stories they have read.</li> <li>4. Children can spell phonically regular words of more than 1 syllable as well as many irregular but high frequency words.</li> <li>5. They use key features of narrative in their own writing.</li> </ol>					

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<p><b>Year 1</b> Writing Expectation to: Plan, draft, edit, redraft &amp; publish.</p> <p>Persuade, Inform, and Entertain.</p>	<p>P- Persuasive letter from the Wolf 'Three Little Pigs'.</p> <p>I- Recipe for a witch's soup.</p> <p>E- Character Description Jack and the Beanstalk.</p>	<p>P- Bonfire night safety.</p> <p>I - Fact File about Guy Fawkes.</p> <p>E- Diary about the Gunpowder Plot. (H)</p>	<p>P- Speech as Goldilocks to persuade the bears she is good.</p> <p>I - Newspaper article about an escaped Beast.</p> <p>E- Re-tell the story of Goldilocks and the Three bears.</p>	<p>P- Book Review for Little Red Riding Hood.</p> <p>I - Poster about a wanted Wolf.</p> <p>E- Leaflet about a place they have visited.</p> <p>E- Weather report (G)</p>	<p>P- Postcard persuading your friend to go on a treasure hunt with you.</p> <p>I - Invitations to a Pirate party.</p> <p>E- Comic strip/Pirates</p>	<p>P- Persuade somebody to get a pet.</p> <p>I - Instructions about 'How to Find Gold'.</p> <p>E- Poem about 'Underwater Scene'.</p> <p>E- Recount of a school trip.</p>
<p><b>Year 1</b> Reading</p>	<p align="center">Gunpowder Plot Story The Three Little Pigs Room on the Broom Jack and the Beanstalk Whole Class Guided Reading - Vipers Bug Club</p>		<p align="center">Little Red Riding Hood The Lonely Beast Goldilocks and the Three Bears Whole Class Guided Reading - Vipers Bug Club</p>		<p align="center">How to Find Gold What Pet Should I get Dr Seuss Pirates love underpants Whole Class Guided Reading - Vipers Bug Club</p>	
<p><b>Year 1</b> Spelling, Punctuation and Grammar (SPAG).</p>	<ul style="list-style-type: none"> <li>Begin to write simple sentences with capital letters, full stop and spaces</li> <li>Begin to practice handwriting skills.</li> <li>Arrange letters in alphabetical order</li> </ul>	<ul style="list-style-type: none"> <li>Begin to understand the past-tense 'ed'</li> <li>Form plurals with '-s' and '-es'</li> <li>Punctuate simple sentences</li> <li>Begin to understand what contractions are and mean</li> <li>Use capital letters for names</li> <li>Begin to use prefix 'un-', plurals and question marks</li> <li>Begin to use '-ed', '-est', '?' and '!'</li> <li>Use phonic knowledge to explore rhyming words</li> </ul>	<ul style="list-style-type: none"> <li>Begin to understand and use '-ing'</li> <li>Read and spell common exception words</li> <li>Begin to use '-er', '-est' for adjectives and '-s', '-es' for nouns</li> <li>Use capital letters appropriately</li> <li>Begin to combine sentences using <i>and</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to understand the role of the apostrophe</li> <li>Use sentences with <i>and</i></li> <li>Re-read work for sense</li> <li>Can form letters correctly</li> </ul>	<ul style="list-style-type: none"> <li>Use phonic knowledge for spelling</li> <li>Use the pronoun <i>I</i></li> <li>Use describing words to provide detail</li> <li>Use some suffixes</li> <li>Apply spelling rules</li> <li>Re-read for sense</li> <li>Can use knowledge of spelling, punctuation and grammar to sequence sentences</li> </ul>	<ul style="list-style-type: none"> <li>Learn new vocabulary and use it.</li> <li>Write the days of the week</li> <li>Use describing words</li> <li>Write the days of the week and digits 0-9</li> <li>Use the prefix 'un-</li> </ul>

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<p><b>Year 2</b></p> <p><b>Writing</b></p> <p>Expectation to: Plan, draft, edit, redraft &amp; publish</p> <p>Persuade, Inform, Entertain</p>	<p>P -Leaflet 'Fun in the sun'</p> <p>I - Fact file Grace Darling (H)</p> <p>E - Postcard to lighthouse keeper</p> <p>E - Seaside acrostic poem</p>	<p>P- Speech to persuade people that Edith Cavell was a hero (H)</p> <p>I -Non- chronological report – How humans develop (S)</p> <p>I -Recount – Trip to war memorial (H)</p>	<p>P – Newsflash -Speech from the wolf about his true character</p> <p>I – Letter to the Wolf</p> <p>E – Diary about the Great Fire (H)</p>	<p>P – Instructions on how to build a house</p> <p>I – Recount of art project day (A)</p> <p>E – Fairy tale with an alternative ending</p>	<p>P – Letter to Headteacher to ask for SATs party</p> <p>I – Fact file about giraffes (G/S)</p> <p>E – character description Atir</p>	<p>P - Monologue from Zeraffa to the Pasha to send her home</p> <p>I – Newspaper article on the journey of Zeraffa</p> <p>E – retell story as Atir</p> <p>E- Recount school trip</p>
<p><b>Year 2</b></p> <p><b>Reading</b></p>	<p>The Lighthouse Keeper's lunch – Rhonda Armitage</p> <p>Olga da Polga – Michael Bond</p> <p>Begu – Alexis Deacon</p> <p>Whole class guided reading – VIPERS</p>	<p>The three little wolves and the big bad pig - Eugenios Trivizas</p> <p>Out and About (A first book of poems) – Shirley Hughes</p> <p>The Story of the Great Fire of London – Jill Atkins</p> <p>Whole class guided reading – VIPERS</p>	<p>Zeraffa Giraffa - Dianne Hofmeyr</p> <p>Anna Habiscus - Atinuke</p> <p>Whole class guided reading - VIPERS</p>			
<p><b>Year 2</b></p> <p><b>Spelling, punctuation &amp; grammar (SPAG)</b></p> <p>Word structure Sentence structure Text structure Punctuation</p>	<ul style="list-style-type: none"> <li>Year 1 &amp; 2 word lists and associated spellings</li> <li>Formation of nouns using suffixes</li> <li>Add detail with adjectives</li> <li>Adverbs to add detail</li> <li>Subordination and co-ordination</li> <li>Statement, question, exclamation, command</li> <li>Consistent use of tense</li> <li>Progressive verbs</li> <li>Capital letters, full stops, question marks</li> </ul>		<ul style="list-style-type: none"> <li>Year 1 &amp; 2 word lists and associated spellings</li> <li>Adjectives using suffixes</li> <li>Use precise nouns</li> <li>Generalisers to inform</li> <li>Expanded noun phrases</li> <li>Add adjectives and adverbs to sentences</li> <li>Subordinating conjunctions</li> <li>Progressive verbs (present and future tenses)</li> <li>Commas to separate items in a list</li> <li>Apostrophes for contractions</li> </ul>		<ul style="list-style-type: none"> <li>Year 1 &amp; 2 word lists and associated spellings</li> <li>Suffixes to compare adjectives and adverbs</li> <li>Similes with like</li> <li>Introduce alliteration</li> <li>Range of sentence starters</li> <li>Power of three to describe</li> <li>Introduce a relative clause as an embedded clause</li> <li>Apostrophes for possession</li> </ul>	

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<p><b>Year 3</b></p> <p><b>Writing</b></p> <p>Expectation to: Plan, draft, edit, redraft &amp; publish</p>	<p>I - Writing instructions</p> <p><b>E - Poetry</b></p> <p>P- Persuasive advert</p>	<p><b>I – Newspaper report</b></p> <p>E – Play script</p> <p>P – Persuasive character monologue</p>	<p><b>I – Non-fiction information leaflet</b></p> <p>E – Character description</p> <p>P – Persuasive letter</p>	<p>I – Biography</p> <p><b>E – Diary entry</b></p> <p>P – Book review</p>	<p>I – Recount</p> <p>E – Narrative</p> <p><b>P – Persuasive poster</b></p>	<p><b>I – Autobiography</b></p> <p>E – Poetry</p> <p>P – Debating</p>
<p><b>Year 3</b></p> <p><b>Reading</b></p>	<p>-George’s Marvellous Medicine -Charlie and the Chocolate Factory -The Stone Age Boy -Whole Class Guided Reading - VIPERS</p>		<p>-Varjak Paw -Weird World of Wonders - Egyptians -Whole Class Guided Reading - VIPERS</p>		<p>-How To Train Your Dragon -Werewolf Club Rulers -Whole Class Guided Reading – VIPERS</p>	
<p><b>Year 3</b></p> <p><b>Spelling, punctuation &amp; grammar (SPAG)</b></p>	<ul style="list-style-type: none"> <li>• Y3 &amp; 4 word list and spellings</li> <li>• Direct speech</li> <li>• Spelling patterns</li> <li>• Homophones</li> <li>• Proofreading for spelling and punctuation errors</li> <li>• Inverted commas to record direct speech</li> <li>• Connect words and phrases – subordinating and co-ordinating conjunctions</li> <li>• Apostrophes – possession and letters missing</li> <li>• Using possessive apostrophe with plurals</li> <li>• Paragraphs</li> <li>• Headings and sub-headings to organise</li> <li>• Use a dictionary to check spellings</li> </ul>		<ul style="list-style-type: none"> <li>• Y3 &amp; 4 word list and spellings</li> <li>• Adverbs and prepositions</li> <li>• Suffixes -ation,</li> <li>• Compound words</li> <li>• Homophones</li> <li>• Fronted adverbials</li> <li>• Proofreading for spelling and punctuation errors</li> <li>• Use the forms a or an according to whether the next word begins with a consonant or a vowel</li> <li>• Spelling patterns</li> </ul>		<ul style="list-style-type: none"> <li>• Y3 &amp; 4 word list and spellings</li> <li>• Prefixes un- dis- mis- pre- re- -super- anti- auto-</li> <li>• When to use ‘a’ or ‘an’ in front of a word</li> <li>• Suffixes beginning with vowel letters to words of more than one syllable</li> <li>• Differences between past and present perfect tense</li> <li>• Suffixes ly, beginning with vowel letters to words of more than one syllable.</li> <li>• Proofreading for spelling and punctuation errors</li> <li>• Spelling patterns</li> </ul>	

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<p><b>Year 4</b></p> <p><b>Writing</b></p> <p>Expectation to: Plan, draft, edit, redraft &amp; publish</p>	<p>E – Diary entry P – Persuasive letter I – Explanation text</p>	<p>I – <b>Instructions (magic potion)</b> E – Personification Poem E – Fantasy Story P – Book/film comparison</p>	<p>P – Balanced Argument I – Newspaper Report E – Character description</p>	<p>P – Travel Advert I – <b>Water cycle</b> E – Adventure story</p>	<p>P – Blurb I – <b>Manchester Project</b> E – Story Openings</p>	<p>P – Book Review I – <b>Biography of famous scientists</b> E – Story from a different perspective</p>
<p><b>Year 4</b></p> <p><b>Reading</b></p>	<p>Harry Potter Tony Robinson - Romans Varied Information Texts (Romans) Whole Class Guided Reading – VIPERS</p>		<p>Kensuke's Kingdom <b>World book day – Thursday 5<sup>th</sup> March</b> Whole Class Guided Reading - VIPERS</p>		<p>The Butterfly Lion Varied Information Texts (Vikings) Horrible Histories – Riotous Royalty Whole Class Guided Reading – VIPERS</p>	
<p><b>Year 4</b></p> <p><b>Spelling, punctuation &amp; grammar (SPAG)</b></p>	<ul style="list-style-type: none"> <li>• Consolidation of Year 3</li> <li>• Year 3 &amp; 4 word list &amp; associated spellings</li> <li>• Use of Pronouns</li> <li>• Conjunctions</li> <li>• Compound Sentences</li> <li>• Paragraphs</li> <li>• Prepositions</li> <li>• Long and Short Sentences</li> <li>• Sentence Types – 'ed' Starters</li> <li>• Punctuating Dialogue</li> <li>• Similes &amp; Metaphors</li> <li>• Fronted Adverbials</li> <li>• Imperative Verbs</li> </ul>		<ul style="list-style-type: none"> <li>• Year 3 &amp; 4 word list &amp; associated spellings</li> <li>• Main &amp; Subordinate Clauses</li> <li>• Grammatical Difference – Possessive &amp; Plural Pronouns</li> <li>• Apostrophes</li> <li>• Embedded Clauses</li> <li>• Sentence Types – Expanded 'ing' Starters</li> <li>• Synonyms &amp; Antonyms</li> <li>• Suffix/ Prefix</li> <li>• Expanded Noun Phrases</li> <li>• Repetition to Persuade</li> <li>• Comparative &amp; Superlative Adjectives</li> <li>• Proper Nouns</li> </ul>		<ul style="list-style-type: none"> <li>• Year 3 &amp; 4 word list &amp; associated spellings</li> <li>• Verb Inflections</li> <li>• Modal Verbs</li> <li>• Word Families</li> <li>• Sentence Types – Start with Simile</li> <li>• Commas for Clauses</li> <li>• Punctuating Dialogue</li> <li>• Word Classes</li> <li>• Determiners</li> <li>• Colons</li> <li>• Apostrophes</li> <li>• Recap of Year 4</li> </ul>	

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<p><b>Year 5</b></p> <p><b>Writing</b></p> <p>Expectation to: Plan, draft, edit, redraft &amp; publish</p>	<p><u>P- Persuasive piece on why should you holiday in Greece? (CC – History/Geo)</u></p> <p>I – Information Leaflet – Wild West Outlaws</p> <p>E - Character Description of KKB</p>	<p><u>P - Persuasive letter (CC - Science)</u></p> <p>I – Newspaper Report – murderous KKB</p> <p><u>E – List poem (CC - History)</u></p> <p>E – Holes Narrative</p>	<p>P – Persuasive advert/speech</p> <p><u>I – Space Non-Chron (CC - Science)</u></p> <p>E – Diary</p>	<p><u>P – Balanced Argument (CC - History)</u></p> <p>I - Invention Instructions</p> <p>E – Space Story</p>	<p>E-Retell story from another character</p> <p>P-Book Review</p> <p>I-Diary entry</p> <p>E-Story writing</p>	<p>E and I-News version of a story</p> <p>E-Character profile</p> <p>P – Campaign Speeches</p>
<p><b>Year 5</b></p> <p><b>Reading</b></p>	<p>Holes</p> <p>Bug Club</p> <p>Guided Reading VIPERS</p>		<p>Cosmic</p> <p>Bug Club</p> <p>Guided reading – VIPERS</p> <p>World book day – Thursday 5<sup>th</sup> March</p>		<p>Cogheart/ The Nowhere Emporium Bug Club</p> <p>Guided Reading - VIPERS</p>	
<p><b>Year 5</b></p> <p><b>Spelling, punctuation &amp; grammar (SPAG)</b></p>	<ul style="list-style-type: none"> <li>• Year 5 &amp; 6 word list and associated spellings</li> <li>• Expanded Noun Phrases</li> <li>• Modal Verbs</li> <li>• Prefixes &amp; Suffixes</li> <li>• Relative Clauses</li> <li>• Commas to Clarify Meaning</li> <li>• Apostrophes</li> <li>• Word Classes</li> <li>• Sentence types</li> <li>• Punctuating Dialogue</li> <li>• Paragraphs</li> <li>• Use of a Dictionary &amp; Thesaurus</li> </ul>		<ul style="list-style-type: none"> <li>• Year 5 &amp; 6 word list and associated spellings</li> <li>• Grammatical Difference – Possessive &amp; Plural Pronouns</li> <li>• Brackets for Parenthesis</li> <li>• Modal verbs and adverbs</li> <li>• Figurative language (similes, metaphors &amp; personification)</li> <li>• Create adjectives from nouns using suffixes</li> <li>• Hyphens</li> <li>• Cohesion between Paragraphs</li> <li>• Colon to introduce list and punctuate bullet point</li> <li>• Relative clauses</li> <li>• Use of a Dictionary &amp; Thesaurus</li> </ul>		<ul style="list-style-type: none"> <li>• Year 5 &amp; 6 word list and associated spellings</li> <li>• Commas to Clarify Meaning</li> <li>• Accent &amp; dialect</li> <li>• Relative clauses</li> <li>• Subject – verb agreement</li> <li>• Turn nouns and adjectives into verbs</li> <li>• Homophones</li> <li>• Colons and semi-colons</li> <li>• Word Classes</li> <li>• Punctuating Dialogue</li> <li>• Recap Year 5</li> <li>• Use of a dictionary &amp; Thesaurus</li> </ul>	

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<p><b>Year 6</b></p> <p><b>Writing</b></p> <p>Expectation to: Plan, draft, edit, redraft &amp; publish</p>	<p>E - Diary</p> <p>I - Newspaper report</p> <p>P – Speech to persuade someone to take an evacuee</p>	<p>I – Discoveries of a scientist</p> <p>E – Short stories for the entrance exams</p> <p>P – Book/ film review</p>	<p>I – Leaflet - Highwayman</p> <p>E –Narrative – ending at the beginning</p> <p>P – Persuasive letter (geography)</p>	<p>I – Biography – famous Highwaymen</p> <p>E - Personification poetry – geography</p> <p>P – Balanced argument – are Highwaymen criminals?</p>	<p>I - Non – chronological report – How the heart works</p> <p>E – Story including speech</p> <p>I &amp; P - The Tyger – recount, persuasive writing &amp; advert</p>	<p>I &amp; E - Class newspaper</p> <p>I – Recipe – D&amp;T</p> <p>E - Emotion poetry – PSHE</p>
<p><b>Year 6</b></p> <p><b>Reading</b></p>	<p>Good night Mr Tom – Whole class guided reading</p> <p>Horrible histories – Woeful 2<sup>nd</sup> World War</p> <p>Varied texts from past exam papers</p> <p>Guided reading - VIPERS</p>		<p>Wonder – R.J Palacio – Whole class guided reading</p> <p>The Highwayman</p> <p>World book day</p> <p>Varied texts from past SATS papers</p> <p>Guided reading – VIPERS</p>		<p>Pig Heart Boy – Whole class guided reading</p> <p>The Tyger</p> <p>Varied texts from past SATS papers</p> <p>Guided reading - VIPERS</p>	
<p><b>Year 6</b></p> <p><b>Spelling, punctuation &amp; grammar (SPAG)</b></p>	<ul style="list-style-type: none"> <li>Year 5 &amp; 6 word list and associated spellings</li> <li>Synonyms &amp; Antonyms</li> <li>Homophones</li> <li>Word class revision</li> <li>Semi colon, colon and dash</li> <li>Passive voice including how it can change perspective or view point</li> <li>Sentence types</li> <li>Use of a dictionary &amp; Thesaurus</li> </ul>		<ul style="list-style-type: none"> <li>Year 5 &amp; 6 word list and associated spellings</li> <li>Hyphens including to avoid ambiguity</li> <li>Cohesive devices including adverbials and ellipsis</li> <li>Figurative language, metaphor &amp; personification</li> <li>Converting words to nouns and expanded noun phrases</li> <li>Use of a dictionary &amp; Thesaurus</li> <li>Revision of misconceptions highlighted in mock SAT</li> </ul>		<ul style="list-style-type: none"> <li>Year 5 &amp; 6 word list and associated spellings</li> <li>Word class revision</li> <li>Formal and informal speech and writing including the use of the subjunctive</li> <li>Accent and dialect</li> <li>Use of a dictionary &amp; Thesaurus</li> <li>Revision of misconceptions highlighted in mock and actual SAT papers</li> </ul>	