

BWJPS  
Whole School English Long Term Plan 2020 - 2021

	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>Nursery</b> Communication and Language: Listening Understanding Speaking</p>	<ul style="list-style-type: none"> <li>Listening to stories with interest</li> <li>Distinguishing between sounds</li> <li>Understanding more complex sentences</li> <li>Responding to who, where, what questions</li> <li>Using simple sentences</li> <li>Holding a conversation</li> </ul>	<ul style="list-style-type: none"> <li>Joining in with familiar rhymes and stories</li> <li>Focusing attention during a task</li> <li>Understanding prepositions</li> <li>Starting to answer why and how questions</li> <li>Retelling past events correctly</li> <li>Beginning to ask questions</li> <li>Building up vocabulary e.g. Autumn – leaves, trees, conkers etc.</li> </ul>	<ul style="list-style-type: none"> <li>Listens to others one to one or in small groups, when conversation interests them.</li> <li>Beginning to understand 'why' and 'how' questions.</li> <li>Responds to instructions involving a two-part sequence.</li> <li>Beginning to use more complex sentences to link thoughts</li> <li>Builds up vocabulary that reflects the breadth of their experiences</li> </ul>	<ul style="list-style-type: none"> <li>Listening/ contributing during carpet times.</li> <li>Listening to stories/ instructions.</li> <li>Understanding why/ how questions.</li> <li>Following instructions.</li> <li>Understanding key story events.</li> <li>Using full sentences.</li> <li>Lengthening sentences by using and, because etc.</li> <li>Vocabulary related to topic e.g. growing, beanstalk, taller, shorter.</li> </ul>	<ul style="list-style-type: none"> <li>Listening to others and responding when appropriate.</li> <li>Increased attention span for stories/ carpet time.</li> <li>Responding appropriately to why/ how questions.</li> <li>Understanding/ discussing key story events in more detail.</li> <li>Talking in full sentences.</li> <li>Areas of weakness identified in WellComm.</li> </ul>	<ul style="list-style-type: none"> <li>Concentrating for longer periods of time for both adult led and child initiated tasks.</li> <li>Taking part in more class discussions, listening and responding to others.</li> <li>Uses key vocabulary relating to the topic.</li> <li>Areas identified in WellComm.</li> </ul>
<p><b>Nursery</b> Reading: Guided reading Daily story time Daily phonics One to one reading</p>	<p>All About Me I Like Bees, I Don't Like Honey</p>	<p>Leaf Man Sparks in the Sky</p>	<p>How to Catch a Star Oscar and the Moth Chinese New Year Story</p>	<p>Jack and the Beanstalk A Seed in Need</p>	<p>The Train Ride You Choose Graces Amazing Machines Video - Cbeebies</p>	<p>Handa's surprise Go Jettors Video - Africa</p>
<p><b>Nursery</b> Reading and Writing Skills</p>	<ul style="list-style-type: none"> <li>Mark making – self-portraits</li> <li>Family pictures</li> <li>Giving meaning to marks</li> <li>Handling books</li> <li>Joining in with songs and rhymes</li> </ul>	<ul style="list-style-type: none"> <li>Class writing – leaf man</li> <li>Copying some letters from name</li> <li>Giving meaning to marks</li> <li>Showing awareness of rhyme and alliteration</li> <li>Making predictions about stories</li> </ul>	<ul style="list-style-type: none"> <li>Copying some letters from name</li> <li>Give meaning to marks</li> <li>Understanding that text has meaning and show curiosity.</li> <li>Form some letters as taught in phonics.</li> <li>Knows that print carries meaning and, in English, is read from left to right and top to bottom.</li> <li>Knows some sounds as taught in phonics.</li> <li>Beginning to blend.</li> </ul>	<ul style="list-style-type: none"> <li>Character role</li> <li>Wanted poster</li> <li>Simple sentence about the story</li> <li>Bean diaries</li> <li>Segmenting words – writing CVC words independently.</li> <li>Letter formation – phonics.</li> <li>Character and setting discussions</li> <li>Different types of books – story/ non-fiction. Jack and the Beanstalk, A seed in need, Goldilocks.</li> <li>World book day.</li> </ul>	<ul style="list-style-type: none"> <li>Character and settings</li> <li>Name writing</li> <li>Applying phase 2 sounds</li> <li>Putting together a simple sentence and attempting to write it with some support.</li> <li>Letter formation</li> <li>Writing a list</li> <li>Non-fiction books</li> <li>Continue to learn phase 2 sounds/ tricky words</li> </ul>	<ul style="list-style-type: none"> <li>Postcards</li> <li>Continue to apply phase 2 sounds and tricky words.</li> <li>Becoming more confident writing a simple sentence.</li> <li>Letter and number formation.</li> <li>Consolidate phase 2 tricky words.</li> <li>Continue to enjoy a range of books handling them carefully and using the pictures to help them understand the story.</li> </ul>

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<p><b>Reception</b> Communication and Language: Listening Understanding Speaking</p>	<ul style="list-style-type: none"> <li>Talking about things which are special to us.</li> <li>Listening walk</li> <li>Following instructions and class rules.</li> </ul>	<ul style="list-style-type: none"> <li>Explanations – linking statements to a theme.</li> <li>Understanding how and why questions.</li> </ul>	<ul style="list-style-type: none"> <li>Recall the events of Chanukah using the correct tense.</li> <li>Follow a story without pictures or props.</li> <li>Ask how and why questions.</li> <li>Listen to others and respond appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>Re-tell story, in sequence, using story language.</li> <li>Follow instructions which have several parts, in the correct sequence (planting)</li> <li>Show an awareness of the listener (Show and Tell)</li> </ul>	<ul style="list-style-type: none"> <li>Follow instructions which have several parts, in the correct sequence.</li> <li>Show an awareness of the listener (Show and Tell)</li> <li>Express views about events or characters in a story.</li> </ul>	<ul style="list-style-type: none"> <li>Listening in whole school assemblies.</li> <li>Ask 'why' questions.</li> <li>Use range of vocabulary to explain opinions and ideas.</li> </ul>
<p><b>Reception</b> Reading: Guided reading Daily story time Daily phonics One to one reading</p>	<p>Listening Walk Funny Bones</p>	<p>Autumn Watch – Hedgehogs Rama and Sita Jack Frost One Snowy Night</p>	<p>Owl Babies Light and Dark (non-fiction) The Chinese Zodiac Story (TopMarks)</p>	<p>The Enormous Turnip The Tiny Seed Little Red Riding Hood</p>	<p>The Man on The Moon – A Day in the Life of Bob The Messy Magpie (Twinkl)</p>	<p>Rumble in the Jungle Flip Flap Safari Australia (non-fiction)</p>
<p><b>Reception</b> Writing</p>	<ul style="list-style-type: none"> <li>Forming recognisable letters.</li> <li>Using phonic skills to write down letters to correctly represent phonemes.</li> <li>Lists, labels and sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Forming recognisable letters.</li> <li>Writing letters in the correct order to represent meaning.</li> <li>Using finger spaces and full stops.</li> <li>Lists, instructions, poster, sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Applying phase three phonics in writing.</li> <li>Blending and segmenting to make phonetic attempts at writing words.</li> <li>Finger spaces and full stops.</li> <li>Sequencing ideas.</li> <li>Writing sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Phase 4 phonics</li> <li>Story mapping</li> <li>Own versions of story – The Enormous ____</li> <li>Writing sentences</li> <li>Introducing features of narrative</li> <li>Reading own writing back.</li> <li>Applying phase 4 phonics in writing.</li> </ul>	<ul style="list-style-type: none"> <li>Applying phase 3 and phase 4 phonics</li> <li>Writing and sequencing sentences,</li> <li>Reading own writing</li> <li>Writing non-fiction text</li> </ul>	<ul style="list-style-type: none"> <li>Applying all taught phonics</li> <li>Use features of narrative in independent writing.</li> <li>Read on writing.</li> <li>Applying phase 3 and phase 4 phonics</li> <li>Writing and sequencing sentences,</li> <li>Reading own writing</li> <li>Writing non-fiction text</li> </ul>

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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) <i>(cross-curricular)</i></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) <i>(cross-curricular)</i></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. <i>(cross-curricular)</i></p>
<p><b>Year 1</b> Reading</p>	<p>Gunpowder Plot Story <i>(cross-curricular)</i> The Three Little Pigs Room on the Broom Jack and the Beanstalk Whole Class Guided Reading - Vipers Bug Club</p>		<p>Little Red Riding Hood The Lonely Beast Goldilocks and the Three Bears Whole Class Guided Reading - Vipers Bug Club</p>		<p>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' 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 Re-read for sense 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) <i>(cross-curricular)</i></p> <p>E - Postcard to lighthouse keeper</p> <p>E - Seaside acrostic poem <i>(cross-curricular)</i></p>	<p>P- Speech to persuade people that Edith Cavell was a hero (H) <i>(cross-curricular)</i></p> <p>I -Non- chronological report – How humans develop (S) <i>(cross-curricular)</i></p> <p>I -Recount – Trip to war memorial (H) <i>(cross-curricular)</i></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) <i>(cross-curricular)</i></p>	<p>P – Instructions on how to build a house</p> <p>I – Recount of art project day (A) <i>(cross-curricular)</i></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) <i>(cross-curricular)</i></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 <i>(cross-curricular)</i></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 (cross-curricular)</b></p> <p>P- Persuasive advert</p>	<p><b>I – Newspaper report (cross-curricular)</b></p> <p>E – Play script</p> <p>P – Persuasive character monologue</p>	<p><b>I – Non-fiction information leaflet (cross-curricular)</b></p> <p>E – Character description</p> <p>P – Persuasive letter</p>	<p>I – Biography</p> <p><b>E – Diary entry (cross-curricular)</b></p> <p>P – Book review</p>	<p>I – Recount</p> <p>E – Narrative</p> <p><b>P – Persuasive poster (cross-curricular)</b></p>	<p><b>I – Autobiography (cross-curricular)</b></p> <p>E – Poetry</p> <p>P – Debating</p>
<p><b>Year 3</b></p> <p><b>Reading</b></p>	<p>Flat Stanley George’s Marvellous Medicine The Stone Age Boy Whole Class Guided Reading - VIPERS</p>		<p>The Creakers 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> <p>P – Persuasive letter <b>(cross-curricular)</b></p> <p>I – Explanation text</p>	<p>I – <b>Instructions (cross-curricular)</b></p> <p>E – Personification Poem</p> <p>E – Fantasy Story</p> <p>P – Book/film comparison</p>	<p>P – Balanced Argument</p> <p>I – Newspaper Report <b>(cross-curricular)</b></p> <p>E – Character description</p>	<p>P – Travel Advert</p> <p>I – <b>Water cycle (cross-curricular)</b></p> <p>E – Adventure story</p>	<p>P – Blurb</p> <p>I – <b>Manchester Project (cross-curricular)</b></p> <p>E – Story Openings</p>	<p>P – Book Review</p> <p>I – <b>Biography of famous scientists (cross-curricular)</b></p> <p>E – Story from a different perspective</p>
<p><b>Year 4</b></p> <p><b>Reading</b></p>	<p>Harry Potter and the Philosopher’s Stone</p> <p>Tony Robinson - Romans</p> <p>Varied Information Texts (Romans)</p> <p>Whole Class Guided Reading – VIPERS</p>		<p>Kensuke’s Kingdom</p> <p><i>World book day – Thursday 5<sup>th</sup> March</i></p> <p>Whole Class Guided Reading - VIPERS</p>		<p>The Firework Maker’s Daughter</p> <p>Horrible Histories – Riotous Royalty</p> <p>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>P- <u>Persuasive piece on why should you holiday in Greece?</u> (CC = History/Geo) (cross-curricular)</p> <p>I – Information Leaflet – Wild West Outlaws</p> <p>E – Descriptive Dialogue</p>	<p>P - Persuasive letter (CC - PSHE) (cross-curricular)</p> <p>I – Newspaper Report – murderous KKB</p> <p>E – List poem (CC - History) (cross-curricular)</p> <p>E – Myth/ Legend (cross-curricular)</p>	<p>P – Persuasive advert/speech</p> <p>I – Space Non-Chron (CC - Science) (cross-curricular)</p> <p>E – Space Story</p>	<p>P – Balanced Argument (CC - History) (cross-curricular)</p> <p>I - Invention Instructions/ Explanation</p> <p>E – Forces Rap/ Song</p>	<p>P - Book Review</p> <p>I – Newspaper Report</p> <p>E - <u>Diary entry</u> (CC = History) (cross-curricular)</p>	<p>P – Prefect Letter/ Most Important Scientist (CC – Science) (cross-curricular)</p> <p>I – Information Leaflet (CC – Geography) (cross-curricular)</p> <p>E – Flashback Narrative</p>
<p><b>Year 5</b></p> <p><b>Reading</b></p>	<p>Holes/ The Boy at the Back of the Class</p> <p>Firebird</p> <p>Bug Club</p> <p>Guided Reading VIPERS</p>		<p>Cosmic (cross-curricular)</p> <p>Bug Club</p> <p>Guided reading – VIPERS</p> <p>World book day – Thursday 5<sup>th</sup> March</p>		<p>The Nowhere Emporium/ House with Chicken Legs</p> <p>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>Fronted Adverbials</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> <li>Different Types of Nouns</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>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</li> <li>Relative clauses</li> <li>Active and Passive Voice</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 – Descriptive writing – The strangest shop in the world</p> <p>E - Diary</p> <p>I - Newspaper report</p> <p>P – Speech to persuade someone to take an evacuee (<b>cross-curricular</b>)</p>	<p>I – Biography of a scientist (<b>cross- curricular</b>)</p> <p>E – Short stories for the entrance exams</p> <p>P – Book/ film review</p>	<p>I – Leaflet – Highwaymen</p> <p>E –Narrative – ending at the beginning</p> <p>P – Persuasive letter (geography) (<b>cross- curricular</b>)</p>	<p>I – Highwaymen report about different Highwaymen</p> <p>E - Personification poetry – geography (<b>cross-curricular</b>)</p> <p>P – Write a persuasive anti – bullying piece linked to Wonder. Accepting people for who they are.</p>	<p>I - Non – chronological report – The circulatory system (<b>cross- curricular</b>)</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 (<b>cross-curricular</b>)</p> <p>I – Recipe – D&amp;T (<b>cross- curricular</b>)</p> <p>E - Emotion poetry – PSHE (<b>cross-curricular</b>)</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 (<b>cross-curricular</b>)</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>	

### Sequencing

Our English curriculum is planned to follow the NC objectives. Each year builds on from the previous year e.g. in EYFS, they have to be able to read a simple sentence by decoding familiar words. This progresses to Year 1 where they have to read and understand more than 1 sentence and be able to decode unfamiliar words up to Year 6 where reading should be fluent and expressive throughout chapter books.

This progression of skills is apparent for all English skills as SPaG objectives (from the NC) are planned in this way. For example, in EYFS they begin to form words and move onto simple sentences. In Year 1, this moves onto simple sentences which are phonetically plausible and mostly punctuated. In Year 2, all sentences should be punctuated (some with ! or ?). In KS2 the addition of different clauses, adverbials etc.. is expected and this is built up on as detailed in the NC.

Text types are planned to offer a wide range of genres with each class completing one from PIE each half term (with one of these being cross-curricular). The rest of the pieces of writing are linked to the class book which is chosen by the class teacher. We allow class teachers to choose their own books as this allows them to teach something they enjoy and are passionate about. However, we also match our class texts to the context of the class e.g. Harry Potter is being taught in Y4, not Y5, due to religious factors. Holes is being delivered in Y5 this year as we felt the class are mature enough to handle it, whereas next year this will not be the case. Planning of class books are discussed in the Summer to ensure children are exposed to a variety of genres and authors.

### Phonics:

In Nursery, our main focus is Phase 1 which explores environmental sounds to introduce phonological awareness. We also focus on using rhythm and rhyme, alliteration, oral blending and segmenting.

In Reception, we work through Phases 2 and 3. Within these phases, we focus on segmenting sounds and learning at least one spelling for the 44 sounds of the English Language. We aim to recognise, build, read and write sounds/ words.

In Year 1, we work through phases 4 and 5. Phase 4 focuses on blending and segmenting longer words which include sounds we have already learnt. However, Phase 5 teaches new spellings and alternative pronunciations of previously taught phonemes.

In Year 2, we continue to master the phases previously taught whilst learning the statutory spelling rules.

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We do not continue phonics past Year 2 as our phonics results are always very high. For those that do not pass the phonics screening, we move onto IDL which is tailored to their individual needs. We do this as we feel if, after 4 years of phonics, they haven't grasped it yet, then we should try something new as it does not suit their needs.

Reading:

All years carry out whole class reading. This is done through a mixture of the class book and stand-alone texts to ensure a variety of texts and genres. As a school, we use VIPERS question stems to ensure all reading domains are covered.

Vocabulary    Inference    Prediction    Explain    Retrieval    Summarise/ Sequence