

BWJPS
Whole School English Long Term Plan 2021 - 2022

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p><u>Objectives for Reading</u></p> <ul style="list-style-type: none"> • Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> ○ Spot and suggest rhymes ○ Count or clap syllables in words ○ Recognise words with the same initial sound, such as money and mother • Understand the five key concepts about print: <ul style="list-style-type: none"> ○ Print has meaning ○ The names of different parts of a book ○ Print can have different purposes ○ Page sequencing ○ We read English text from left to right and from top to bottom • Enjoy listening to longer stories and can remember much of what happens. • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • Engage in extended conversations about stories, learning new vocabulary. <p><u>Objectives for Writing</u></p> <ul style="list-style-type: none"> • Use some of their print and letter knowledge in their early writing. For examples: writing a pretend shopping list that starts at the top of the page... • Use a comfortable grip with good control when holding pens and pencils. • Shows a preference for a dominant hand. • Write some letters accurately. • Engage in extended conversations about stories, learning new vocabulary. • Write some or all of their name. • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran' and 'swimmed' for 'swam'. Use longer sentences of four to six words. 					
Reception	<p><u>Objectives for Reading</u></p> <ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Read a few common exception words matched to the school's phonic programme. • Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. 					

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	<ul style="list-style-type: none">• Listen to and talk about stories to build familiarity and understanding.• Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.• Listen carefully to rhymes and songs, paying attention to how they sound.• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.• Compare and contrast characters from stories, including figures from the past. <p><u>Objectives for Writing</u></p> <ul style="list-style-type: none">• Spell word by identifying the sounds and then writing the sound with the letter/s.• Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.• Develop the foundations of a handwriting style which is fast, accurate and efficient.• Form lower case and capital letters correctly.• Re-read what they have written to check it makes sense.• Articulate their ideas and thoughts in well-formed sentences.• Connect one idea or action to another using a range of connectives.
EYFS	<p><u>Early Learning Goals for Reading</u></p> <ul style="list-style-type: none">• Say a sound for each letter in the alphabet and at least 10 digraphs.• Read words consistent with their phonic knowledge by sound-blending.• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.• Anticipate (where appropriate) key events in stories. <p><u>Early Learning Goals for Writing</u></p> <ul style="list-style-type: none">• Write recognisable letters, most of which are correctly formed.• Spell words by identifying sounds in them and representing the sounds with a letter or letters.• Write simple phrases and sentences that can be read by others.

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<p>EYFS Communication and Language:</p> <ul style="list-style-type: none"> Listening, Attention and Understanding Speaking 	<ul style="list-style-type: none"> Listening to stories Chatty snack Show and tell Songs and rhymes Role play Topic vocabulary 	<ul style="list-style-type: none"> Listening to stories Chatty snack Show and tell Songs and rhymes Role play Topic vocabulary 	<ul style="list-style-type: none"> Listening to and engaging with stories Chatty snack Show and tell Songs and rhymes Role play Topic vocabulary 	<ul style="list-style-type: none"> Listening to and engaging with stories and non-fiction books. Chatty snack Show and tell Songs and rhymes Role play Topic vocabulary 	<ul style="list-style-type: none"> Listening to and engaging with stories and non-fiction books. Chatty snack Show and tell Songs and rhymes Role play Topic vocabulary 	<ul style="list-style-type: none"> Listening to and engaging with stories and non-fiction books. Chatty snack Show and tell Songs and rhymes Role play Topic vocabulary
<p>EYFS Literacy:</p> <ul style="list-style-type: none"> Comprehension Word Reading 	<ul style="list-style-type: none"> Guided reading Daily story time Daily phonics One to one reading Daily chatty snack – focus on vocabulary, questioning and comprehension 	<ul style="list-style-type: none"> Guided reading Daily story time Daily phonics One to one reading Daily chatty snack – focus on vocabulary, questioning and comprehension 	<ul style="list-style-type: none"> Guided reading Daily story time Daily phonics One to one reading Daily chatty snack – focus on vocabulary, questioning and comprehension 	<ul style="list-style-type: none"> Guided reading Daily story time Daily phonics One to one reading Daily chatty snack – focus on vocabulary, questioning and comprehension 	<ul style="list-style-type: none"> Guided reading Daily story time Daily phonics One to one reading Daily chatty snack – focus on vocabulary, questioning and comprehension 	<ul style="list-style-type: none"> Guided reading Daily story time Daily phonics One to one reading Daily chatty snack – focus on vocabulary, questioning and comprehension
<p>EYFS Reading: Focus Books/ Videos</p>	<ul style="list-style-type: none"> Starting School Funny Bones Great Big Book of Families Autumn Watch – Hedgehogs Black History Month – J.P Knight 	<ul style="list-style-type: none"> Star in the Jar Rama and Sita (Diwali) Jack Frost One Snowy Night 	<ul style="list-style-type: none"> Handa's Surprise (Africa) The Chinese Zodiac Story (TopMarks) Colour Monster 	<ul style="list-style-type: none"> Topsy and Tim Go to the Dentist Going to Hospital – Doctors and Nurses The Three Little Pigs 	<ul style="list-style-type: none"> The Enormous Turnip The Very Hungry Caterpillar Flip Flap Farm 	<ul style="list-style-type: none"> Maps The Messy Magpie Commotion in the Ocean Pirates Love Underpants
<p>EYFS Literacy:</p> <ul style="list-style-type: none"> Writing 	<ul style="list-style-type: none"> Mark making with meaning. Forming recognisable letters Matching written letters to sounds. Applying phase 1 and 2 phonic skills Writing name, labels, lists 	<ul style="list-style-type: none"> Mark making with meaning. Forming recognisable letters including upper case Matching written letters to sounds. Applying phase 1-3 phonic skills. Using finger spaces Writing name, labels, lists, sentences. 	<ul style="list-style-type: none"> Mark making with meaning. Forming recognisable letters including upper case Matching written letters to sounds. Applying phase 1-3 phonic skills. Using finger spaces and full stops. Writing name, labels, lists, sentences. 	<ul style="list-style-type: none"> Mark making with meaning. Forming recognisable letters including upper case Matching written letters to sounds. Applying phase 1-4 phonic skills. Using finger spaces and full stops. Writing name, labels, lists, sentences. 	<ul style="list-style-type: none"> Mark making with meaning. Forming recognisable letters including upper case Matching written letters to sounds. Applying phase 1-4 phonic skills. Using finger spaces and full stops. Writing name, labels, lists, sentences. Linking sentences to a theme. 	<ul style="list-style-type: none"> Mark making with meaning. Forming recognisable letters including upper case Matching written letters to sounds. Applying phase 1-4 phonic skills. Using finger spaces and full stops. Writing name, labels, lists, sentences. Linking sentences to a theme.

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<p>Year 1/2 Writing Expectation to: Plan, draft, edit, redraft & publish. Persuade, Inform, and Entertain.</p>	<p>E - Seaside acrostic poem E – Retell the story of Grace Darling (H) E - Postcard to lighthouse keeper</p>	<p>P- Speech to persuade people that Edith Cavell was a hero (H) I -Recount – Trip to war memorial (H) E – Character description of Julian (from Julian is a mermaid)</p>	<p>P – Newsflash -Speech from the wolf about his true character E – Letter to the Wolf E – Diary about the Great Fire (H)</p>	<p>E - Poem about animals from different habitats (Arctic, desert etc.) (S) I – Instructions on how to build a house E – Fairy tale with an alternative ending</p>	<p>I – Fact file about giraffes (G/S) E – character description Atir E - Retell Handa's surprise</p>	<p>P - Monologue from Zeraffa to the Pasha to send her home E - Poem based on the Twits E – Retell story as Atir E- Recount school trip</p>	
<p>Year 1/2 Reading Whole class guided reading – VIPERS</p>	<p>The Lighthouse Keeper's lunch – Rhonda Armitage Olga da Polga – Michael Bond Julian is a mermaid- Jessica Love The snail and the Whale – Julia Donaldson</p>		<p>The three little wolves and the big bad pig - Eugenios Trivizas Out and About (A first book of poems) – Shirley Hughes The Story of the Great Fire of London – Jill Atkins Mr Wolf's Pancakes – Jan Fearnley</p>		<p>Zeraffa Giraffa - Dianne Hofmeyr Anna Habiscus – Atinuke Handa's Surprise – Eileen Brown The Twits - Roald Dahl The Ugly Five - Julia Donaldson</p>		
<p>YR Speaking and Listening</p>	<ul style="list-style-type: none"> • They can listen in a larger group, for example, at assembly. • Children show some awareness of the listener by making changes to language and non-verbal features 		<ul style="list-style-type: none"> • Children show some awareness of the listener by making changes to language and non-verbal features 		<ul style="list-style-type: none"> • Deconstructed role play – enhancement 		
<p>Year 1/2 Spelling, Punctuation and Grammar (SPAG).</p>	<p>Y1</p>	<ul style="list-style-type: none"> • Year 1 & 2 word lists and associated spellings • Begin to write simple sentences with capital letters, full stop and spaces • Begin to practice handwriting skills. • Arrange letters in alphabetical order • Begin to understand the past-tense 'ed' Form plurals with '-s' and '-es' • Punctuate simple sentences • Begin to understand what contractions are and mean • Use capital letters for names • Begin to use prefix 'un-', plurals and question marks • Begin to use '-ed', '-est', question and exclamation marks • Use phonic knowledge to explore rhyming words 		<ul style="list-style-type: none"> • Year 1 & 2 word lists and associated spellings • Begin to understand and use '- ing' • Read and spell common exception words • Begin to use '-er', '-est' for adjectives and '-s', '-es' for nouns • Use capital letters appropriately • Begin to combine sentences using and. • Begin to understand the role of the apostrophe • Use sentences with and • Re-read work for sense • Can form letters correctly 		<ul style="list-style-type: none"> • Year 1 & 2 word lists and associated spellings • Use phonic knowledge for spelling • Use the pronoun I • Use describing words to provide detail • Use some suffixes • Apply spelling rules Re-read for sense Can use knowledge of spelling, punctuation and grammar to sequence sentences • Learn new vocabulary and use it. • Write the days of the week • Use describing words • Write the days of the week and digits 0–9 • Use the prefix 'un- 	

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	<p>Y2</p>	<ul style="list-style-type: none"> • Year 1 & 2 word lists and associated spellings • Formation of nouns using suffixes • Add detail with adjectives • Adverbs to add detail • Subordination and co-ordination • Statement, question, exclamation, command • Consistent use of tense • Progressive verbs • Capital letters, full stops, question marks • Form plurals with '-s' and '-es' 	<ul style="list-style-type: none"> • Year 1 & 2 word lists and associated spellings • Adjectives using suffixes • Use precise nouns • Generalisers to inform • Expanded noun phrases • Add adjectives and adverbs to sentences • Subordinating conjunctions • Progressive verbs (present and future tenses) • Commas to separate items in a list • Apostrophes for contractions • Begin to understand the role of the apostrophe 	<ul style="list-style-type: none"> • Year 1 & 2 word lists and associated spellings • Suffixes to compare adjectives and adverbs • Similes with like • Introduce alliteration • Range of sentence starters • Power of three to describe • Introduce a relative clause as an embedded clause • Apostrophes for possession
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<p style="text-align: center;">Year 3</p> <p style="text-align: center;">Writing</p> <p>Expectation to: Plan, draft, edit, redraft & publish</p>	<p>E - Jack and the Beanstalk – Traditional Tale</p> <p>I - Writing Instructions (George's Marvellous Medicine)</p> <p>E - Poetry</p>	<p>P - Advert (George's Marvellous Medicine)</p> <p>E - Character Monologue (Stone Age Boy)</p> <p>E - Play Script (Stone Age Boy)</p>	<p>P - Letter – School should have longer holidays.</p> <p>E - Character Description (Stitch Head)</p> <p>E - Diary Entry (Egyptologist)</p>	<p>E - Poetry</p> <p>I - Biography of a Pharaoh</p> <p>E - Resolution to story (Stitch Head)</p>	<p>P - Leaflet – The UK</p> <p>E - Story Opening (HTTYD)</p> <p>E - Poetry</p>	<p>I - Newspaper Report</p> <p>E - Fantasy Story (HTTYD)</p> <p>E - Retell (Literacy Shed Video)</p>
<p style="text-align: center;">Year 3</p> <p style="text-align: center;">Reading</p>	<p style="text-align: center;">George's Marvellous Medicine The Stone Age Boy Whole Class Guided Reading – VIPERS</p>		<p style="text-align: center;">Stitch Head Weird World of Wonders – Egyptians Whole Class Guided Reading – VIPERS</p>		<p style="text-align: center;">How To Train Your Dragon Werewolf Club Rulers Whole Class Guided Reading – VIPERS</p>	
<p style="text-align: center;">Year 3</p> <p style="text-align: center;">Spelling, punctuation & grammar (SPAG)</p>	<ul style="list-style-type: none"> • Y3 & 4 word list and spellings • Progressive verbs • Generalisers to inform • Adjectives using suffixes • Subordinating conjunctions • Direct speech • Spelling patterns • Homophones • Proofreading for spelling and punctuation errors • Inverted commas to record direct speech • Connect words and phrases – subordinating and co-ordinating conjunctions • Apostrophes – possession and letters missing • Using possessive apostrophe with plural nouns • Paragraphs • Headings and sub-headings to organise text • Use a dictionary to check spellings 		<ul style="list-style-type: none"> • Y3 & 4 word list and spellings • Adverbs and prepositions • Suffixes -ation, • Compound words • Homophones • Fronted adverbials • Proofreading for spelling and punctuation errors • Use the forms or an according to whether the next word begins with a consonant or a vowel • Spelling patterns 		<ul style="list-style-type: none"> • Y3 & 4 word list and spellings • Prefixes un- dis- mis- pre- re- -super- anti- auto- • When to use 'a' or 'an' in front of a word • Suffixes beginning with vowel letters to words of more than one syllable • Differences between past and present perfect tense • Suffixes ly, beginning with vowel letters to words of more than one syllable. • Proofreading for spelling and punctuation errors • Spelling patterns 	

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<p align="center">Year 4</p> <p align="center">Writing</p> <p>Expectation to: Plan, draft, edit, redraft & publish</p>	<p>E – Three Billy Goats(Twinkl)</p> <p>E - Poetry</p> <p>P - Persuasive advert</p>	<p>E - Diary entry – Varjak</p> <p>E - Play script/ ending – E</p> <p>I - Newspaper report – Romans</p>	<p>E - Poetry</p> <p>E - Character description</p> <p>P - Debate</p>	<p>I - Royals – biography</p> <p>E - Adventure story</p> <p>E - Character monologue</p>	<p>E - Story Openings - picture</p> <p>I - Manchester</p> <p>E - Fantasy</p>	<p>P - Persuasive letter - Benin artefacts</p> <p>E - Story from different perspective - video clip</p> <p>E - Poetry</p>
<p align="center">Year 4</p> <p align="center">Reading</p> <p>Whole Class Guided Reading – VIPERS</p>	<p align="center">Varjak Paw</p> <p align="center">Tony Robinson - Romans</p> <p align="center">Varied Information Texts (Romans)</p>		<p align="center">Kensuke’s Kingdom</p> <p align="center">World book day – Thursday 5th March</p> <p align="center">Horrible Histories – Riotous Royalty</p>		<p align="center">The Firework Maker’s Daughter</p>	
<p align="center">Year 4</p> <p align="center">Spelling, punctuation & grammar (SPAG)</p>	<ul style="list-style-type: none"> Year 3 & 4 word list & associated spellings Consolidation of Year 3 Inverted commas to record direct speech Using possessive apostrophe with plural nouns Year 3 & 4 word list & associated spellings Use of Pronouns Conjunctions Compound Sentences Paragraphs Prepositions Long and Short Sentences Sentence Types – ‘ed’ Starters Punctuating Dialogue Similes & Metaphors Fronted Adverbials Imperative Verbs 		<ul style="list-style-type: none"> Year 3 & 4 word list & associated spellings Main & Subordinate Clauses Grammatical Difference – Possessive & Plural Pronouns Apostrophes Embedded Clauses Sentence Types – Expanded ‘ing’ Starters Synonyms & Antonyms Suffix/ Prefix Expanded Noun Phrases Repetition to Persuade Comparative & Superlative Adjectives Proper Nouns 		<ul style="list-style-type: none"> Year 3 & 4 word list & associated spellings Differences between past and present perfect tense Verb Inflections Modal Verbs Word Families Sentence Types – Start with Simile Commas for Clauses Punctuating Dialogue Word Classes Determiners Colons Apostrophes Recap of Year 4 	

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<p align="center">Year 5</p> <p align="center">Writing</p> <p>Expectation to: Plan, draft, edit, redraft & publish</p>	<p>P- Persuasive piece on why should you holiday in Greece? (CC – History/Geo)</p> <p>E – Descriptive Dialogue</p> <p>E – Myth/ Legend (CC – History)</p>	<p>I – Newspaper Report – murderous KKB</p> <p>E – List poem (CC - History)</p> <p>E – Narrative</p>	<p>I – Jabberwocky Non-Chron</p> <p>E – Character Description</p> <p>E - Anger Poem (CC – PSHE)</p>	<p>P – Balanced Argument (CC - History)</p> <p>E – Diary Entry</p> <p>E – Suspense Narrative</p>	<p>I – Space Non-Chron/ Bio (CC - Science)</p> <p>E – Setting Description</p> <p>E – Play-script</p>	<p>P – Prefect Letter</p> <p>E – Forces Rap/ Song (CC – Science)</p> <p>E – Flashback Space Story</p>
<p align="center">Year 5</p> <p align="center">Reading</p> <p>Whole Class Reading - VIPERS</p>	<p align="center">Traditional Tale: Firebird</p> <p align="center">Holes</p> <p align="center">The Boy at the Back of the Class</p> <p align="center">Bug Club</p>		<p align="center">Jabberwocky</p> <p align="center">The Nowhere Emporium</p> <p align="center">House with Chicken Legs</p> <p align="center">Bug Club</p> <p align="center">Guided reading – VIPERS</p>		<p align="center">Tim Peake</p> <p align="center">Cosmic/ Orion Lost</p> <p align="center">Bug Club</p> <p align="center">Guided Reading - VIPERS</p>	
<p align="center">Year 5</p> <p align="center">Spelling, punctuation & grammar (SPAG)</p>	<ul style="list-style-type: none"> Year 5 & 6 word list and associated spellings Fronted Adverbials Expanded Noun Phrases Modal Verbs (*) Prefixes & Suffixes Embedded Clauses (*) Apostrophes Word Classes Sentence types Punctuating Dialogue Paragraphs Use of a Dictionary & Thesaurus Different types of nouns 		<ul style="list-style-type: none"> Year 5 & 6 word list and associated spellings Commas to Clarify Meaning Grammatical Difference – Possessive & Plural Pronouns (*) Brackets for Parenthesis Modal verbs and adverbs Figurative language (similes, metaphors & personification) Create adjectives from nouns using suffixes Hyphens Cohesion between Paragraphs Colon to introduce list and punctuate bullet point (*) Relative clauses Active and Passive voice 		<ul style="list-style-type: none"> Year 5 & 6 word list and associated spellings Commas to Clarify Meaning Accent & dialect Relative clauses Subject – verb agreement Turn nouns and adjectives into verbs Homophones Colons and semi-colons for lists Word Classes Punctuating Dialogue Recap Year 5 Use of a dictionary & Thesaurus 	

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<p style="text-align: center;">Year 6</p> <p style="text-align: center;">Writing</p> <p>Expectation to: Plan, draft, edit, redraft & publish</p>	<p>E – Descriptive writing – The strangest shop in the world</p> <p>I - Newspaper report</p> <p>E – Diary</p>	<p>E – Poetry</p> <p>E – Short stories for the entrance exams</p> <p>P – Book/ film review</p>	<p>I – Designing a leaflet for travellers about Highwaymen</p> <p>E –Narrative – ending at the beginning</p> <p>E - Short stories for the entrance exams</p>	<p>I – Biography about a named Highwayman</p> <p>E - Personification poetry – geography</p> <p>P – Persuasive letter</p>	<p>I - Non – chronological report (Children to choose topic)</p> <p>E – Story including speech based on a mountain theme</p> <p>(SATS Pieces for Moderation – Dependent on Need)</p>	<p>E - Class newspaper</p> <p>I – Year book page</p> <p>E - Emotion poetry – PSHE</p>
<p style="text-align: center;">Year 6</p> <p style="text-align: center;">Reading</p> <p>Whole Class Reading - VIPERS</p>	<p>Good night Mr Tom – Whole class guided reading</p> <p>Horrible histories – Woeful 2nd World War</p> <p>Varied texts from past exam papers</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>Pig Heart Boy – Whole class guided reading</p> <p>Varied texts from past SATS papers</p>	
<p style="text-align: center;">Year 6</p> <p style="text-align: center;">Spelling, punctuation & grammar (SPAG)</p>	<ul style="list-style-type: none"> • Year 5 & 6 word list and associated spellings • Subject verb agreement • Homophones • Synonym & Antonyms (Revision only) • Word class revision • Semi colon, colon and dash • Figurative language, metaphor & personification • Passive voice including how it can change perspective or view point • Sentence types 		<ul style="list-style-type: none"> • Year 5 & 6 word list and associated spellings • Hyphens including to avoid ambiguity • Cohesive devices including adverbials and ellipsis • Figurative language, metaphor & personification • Converting words to nouns and expanded noun phrases • Use of a dictionary & Thesaurus • Revision of misconceptions highlighted in mock SAT 		<ul style="list-style-type: none"> • Year 5 & 6 word list and associated spellings • Word class revision • Formal and informal speech and writing including the use of the subjunctive • Accent and dialect (*) • Revision of misconceptions highlighted in mock and actual SAT papers 	

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 persuasive (P), one informative (I), one poem and three other forms of entertainment pieces (E) per term. Within these text types, there is a minimum of one **cross-curricular piece** per half-term. The other 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 was 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. Planning of class books are discussed in the Summer to ensure children are exposed to a variety of genres and authors.

Due to Covid and numerous lockdowns, some objectives were **missed** (or only **partially covered**) last year. As a staff, we have highlighted these objectives and added them to the subsequent year to ensure they are fully taught before moving on.

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