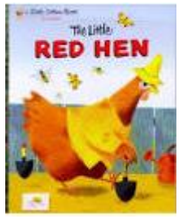
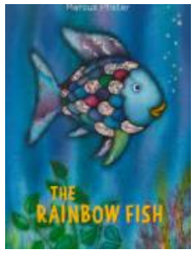
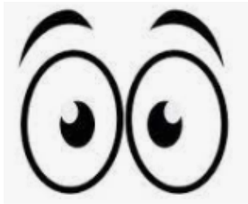
WILLOW BROOK PRIMARY

English Long Term Plan

Year 1
Autumn 1

Text	Required Outcome	Big Questions to be discussed while reading the story.	Reading Statements (Textual Analysis)	Vocabulary statements	GPS Statements (Sentence building)	Descriptive Statements (sentence building)	Wider Curriculum Links	Spelling Statements
The Little Red Hen  **Rainbow Fish**  **This term, there will be no big write for Year 1 as they transition from**	**Evidence of textual analysis** **Vocabulary work in books** **Attempted sentences with full stops at the end and capital letters at the beginning.**	 **Introduce the children to the idea of a big question. Draw a big thought bubble with the big question inside and read it to them before you read the story. Continue to refer to it while you read the story.** **Why should we help our friends?** **Should we get things without working hard for them?** **Why is life easier when everyone helps?**	**Make it clear to children that they are doing textual analysis (this is when we read and look at the story!)** **I can enjoy and understand a wide range of stories, poems and non-fiction text that I can't yet read myself by hearing them read and talking about them with others.** I can enjoy stories and texts that I can read for myself or have had read to me which link to things I have experienced I can use what I have already read or heard, or information a teacher has given me, to help me understand what I am reading **I can talk about the title and events in books I have**	**All common RED words should be displayed at ALL times throughout the year.** **Display all names and objects from the text you are studying. Also add any adjectives you use to describe anything in the book (use words children can sound out phonetically)** I can explain the meaning of words that I know and I can talk about the meaning of new words. I can link the meaning of new words to those I already know. I can use spaces between words. I can add un- to the start of a word to make a different word. I can show you how un- added to the beginning of a word can change its meaning. I can use capital letters for names, places, the	**Sentence writing at this point in the year should still be done in a focus group with an adult.** I can put words together to make sentences. I can write sentences by saying out loud what I am going to write about. I can write down a sentence I have practised I can talk about my writing with my teacher or children in my class. I can read my sentence out loud so that children in my class can hear and understand me **I can use capital letters and full stops.** **I can read my sentence and check that it makes sense.** I can spell a few common exception words	**I can write sentences using adjectives in my senses to describe:** **Example:**  **The bread looks brown.** **The bread smells sweet.** **(adapt by children just putting in the words instead of writing out the whole sentence).**	**Science: Animals and Humans** **Children can use their learning from science on the human senses to help them build sentences.**	**Daily in the mornings, children should practice writing red words.** **Example when children come in, they write 10 red words from the display on whiteboards, days or numbers.** *I can spell some common exception word* *I can spell the days of the week.* *I can write numbers 0-9*

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continuous provision. **Instead they will complete a 3 week cycle (1 week textual analysis, 1 week vocabulary and 1 week sentence building) for each text.**		**What does it mean to be a team?** **What does it mean to be selfish?**	**read or heard.** **I can talk about the title and events in books I have read or heard.** **I can talk about the title and events in books I have read or heard.** **Lesson Ideas:** **Story Mapping in groups with an adult.** **Making actions for each page of the story.** **Drawing parts of the story.** **Sequencing the story (sticking pictures into the correct order).** **Hot- Seating** **Freeze frames**	days of the week and the word 'I'. I can add -s or -es to words to make them plurals e.g. dog, dogs; wish, wishes I can spell words by picking out the sounds. I can break down spoken words into their sounds and spell some correctly. **I can spell words containing each of the letter sounds I have been taught.** **Lesson Ideas: Make it clear to children that they are learning about VOCABULARY (words)** **At this point in the year, lessons should be done as a focus group with an adult.** **Label a picture with the names of characters in the book. Encourage children to spell using phonics (extend children to use adjectives to describe each character - helpful Little Hen). Focus on using capital letters for names.** **Match adjectives to nouns and stick into books.** **Vocabulary Bullseye: As a class sort**				

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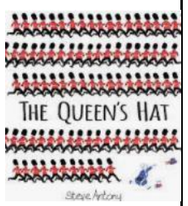
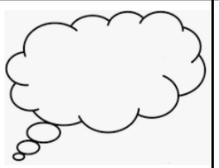
English Long Term Plan

				adjectives into the bullseye, take a picture of the flipchart and stick it into books. **Add un to the word and label the character. Example: happy, kind, selfish, caring, helpful - add an un to the beginning and decide which character from the story to write the word next to.**				

Year 1
Autumn 2

Text	Required Outcome	Big Questions to be discussed while reading the story.	Reading Statements (Textual Analysis)	Vocabulary	GPS Statements (Sentence building)	Descriptive statements. (Sentence building)	Composition Statements (Writing)	Wider Curriculum Links	Spelling Statements
The Queen's Hat  **Paddington Bear**	**At this point in Year 1, children should only do big writes like this in a focus group with an adult. Other lessons may be done whole class (sentences, vocab etc, but big writes should be done with**	 **Continue to familiarise children with discussing a big question. Draw a big thought bubble with the big question inside and read it**	**Make it clear to children that they are doing textual analysis (this is when we read and look at the story!)** I can explain clearly my understanding of texts which have been read to me. I can join in a talk about the title and	**All common RED words should be displayed at ALL times throughout the year.** **Display all names and objects from the text you are studying. Also add any adjectives you use to describe anything in the book (use words children can sound out phonetically)**	I can write sentences on my own **I can read my sentence and check that it makes sense.** **I can write the correct spellings of red words taught so far in simple sentences I hear my teacher say.** I can use capital letters for names, places, the days of the week and the word 'I'.	**I can write sentences using adjectives and my senses to describe (see example from Autumn 1).** I can use joining words (coordinating conjunctions) like 'and'. in sentences. I can use onomatopoeia words in my sentences to describe the movement of the hat. Example: Whoosh! The hat flew to the playground. Wheeee!	**I can join my sentences together to make a story.** I can talk about my writing with my teacher or children in my class. I can read aloud my writing clearly enough to be heard by the group and the teacher.	**Science: Seasonal Changes** **Children can use knowledge gained in Science to discuss the differences between Paddington's home country and England.**	**Whiteboard Work:** **Children should practice one of these statements with a short whole class activity every day.** I can spell the days of the week. I can spell some common exception words

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  This term, children will complete 2 3 week cycles. **For each text, Year 1 will do 1 week textual analysis, 1 week vocabulary and sentences and 1 week planning and writing.**	**adult support).** **A story about your hat flying around the school.** **Example:** **The big blue hat flew to the lunch hall. It flew to the playground. Then it swished into the classroom. It went to the pirate ship and the toilets!** **A Letter to Paddington.**	**to them before you read the story. Continue to refer to it while you read the story.** **The Queen's Hat:** - **What makes something special?** - **Why does something become your favourite?** **Paddington:** - **What is it like to move home?** - **What is a family?**	what happens in a book. **I can enjoy and understand a wide range of stories, poems and non-fiction text that I can't yet read myself by hearing them read and talking about them with others.** I can enjoy stories and texts that I can read for myself or have had read to me which link to things I have experienced. **I can enjoy reading key stories, fairy stories and traditional tales because I know them well and can retell them and comment on their special features.** **Lesson Ideas:** **Story Mapping in groups with an adult.** **Making actions for each page of the story.** **Drawing parts of the story.**	**Display the conjunctions and, but and because.** **Lesson Ideas: Make it clear to children that they are learning about VOCABULARY (words)** **Label a picture with the names of characters in the book. Encourage children to spell using phonics (extend children to use adjectives to describe each character - helpful Little Hen). Focus on using capital letters for names.** **Match adjectives to nouns and stick into books.** **Vocabulary Bullseye: As a class sort adjectives into the bullseye, take a picture of the flipchart and stick it into books.**	**I can use capital letters and full stops.** **I can read my sentence and check that it makes sense.** I can spell a few common exception words	The hat went into the classroom .			I can name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound. I know the plural rule and can use -s and -es in the right place I can add un- to the start of a word to make a different word. I can add -ing, -ed, -er and -est to the end of a word to make a new word e.g. helping, helped, helper, eating, quicker, quickest.

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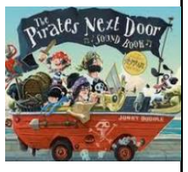
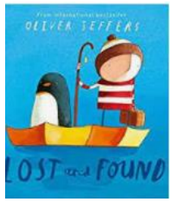
			Sequencing the story (sticking pictures into the correct order). **Hot- Seating** **Freeze frames**						

Year 1
Spring 1

Text	Required Outcome	Big Questions to be discussed while reading the story.	Reading Statements (Textual Analysis)	Vocabulary	GPS Statements (Sentence building)	Descriptive statements. (Sentence building)	Composition Statements (Writing)	Wider Curriculum Links	Spelling Statements
Pirate Next Door  **Lost and Found**  	**During this term, big writes can begin to be taught whole class.** **A character description of a pirate.** **A comic strip version of Lost and Found.**	 **Continue to familiarise children with discussing a big question. Draw a big thought bubble with the big question inside and read it to them before you read the story. Continue to refer to it**	**Make it clear to children that they are doing textual analysis (this is when we read and look at the story!)** I can explain clearly my understanding of texts which have been read to me. I can join in a talk about the title and what happens in a book. **I can enjoy and understand a wide range of**	**All common RED words should be displayed at ALL times throughout the year.** **Display all names and objects from the text you are studying. Also add any adjectives you use to describe anything in the book (use words children can sound out phonetically)** **Display the conjunctions and, but and because.**	I can write sentences on my own **I can read my sentence and check that it makes sense.** **I can write the correct spellings of red words taught so far in simple sentences I hear my teacher say.** I can use capital letters for names, places, the days of the week and the word 'I I can begin to use question marks and exclamation marks in my writing.	**I can write sentences using adjectives and my senses to describe (see example from Autumn 1).** I can use joining words like 'and, but or because in sentences. **I can use capital letters and full stops.**	**I can join my sentences together to make a story.** I can talk about my writing with my teacher or children in my class. I can read aloud my writing clearly enough to be heard by the group and the teacher.	 **History: Significant Figures** **This term Year 1 should make links between the brave penguin and the heroic explorers they study during History lessons.**	**Whiteboard Work:** **Children should practice one of these statements with a short whole class activity every day.** I can spell the days of the week. I can spell some common exception words I can name the letters of the alphabet using letter names to distinguish between alternative spellings of the same

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English Long Term Plan

This term, children will complete 2 3 week cycles. **For each text, Year 1 will do 1 week textual analysis, 1 week vocabulary and sentences and 1 week planning and writing.**		**while you read the story.** **The Pirates Next Door** - **Why is it good to be different?** - **How are we all special or unique?** **Lost and Found:** - **What keeps us safe?** - **How does it feel to be lost?**	**stories, poems and non-fiction text that I can't yet read myself by hearing them read and talking about them with others.** I can enjoy stories and texts that I can read for myself or have had read to me which link to things I have experienced. **I can enjoy reading key stories, fairy stories and traditional tales because I know them well and can retell them and comment on their special features.** **Lesson Ideas:** **Story Mapping in groups with an adult.** **Making actions for each page of the story.** **Drawing parts of the story.** **Sequencing the story (sticking pictures into the correct order).**	**Lesson Ideas: Make it clear to children that they are learning about VOCABULARY (words)** **Label a picture with the names of characters in the book. Encourage children to spell using phonics (extend children to use adjectives to describe each character - helpful Little Hen). Focus on using capital letters for names.** **Match adjectives to nouns and stick into books.** **Vocabulary Bullseye: As a class sort adjectives into the bullseye, take a picture of the flipchart and stick it into books.**	, . I can add -ing, -ed, -est and -er to the end of a word to make a new word e.g. helping, helper.				sound. I know the plural rule and can use -s and -es in the right place I can add un- to the start of a word to make a different word. I can add -ing, -ed, -er and -est to the end of a word to make a new word e.g. helping, helped, helper, eating, quicker, quickest. I can add -ing, -ed, -est and -er to the end of a word to make a new word e.g. helping, helper.

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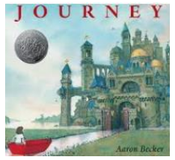
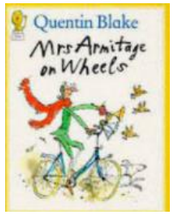
English Long Term Plan

			Hot- Seating **Freeze frames**						

Year 1
Spring 2

Text	Required Outcome	Big Questions to be discussed while reading the story.	Reading Statements (Textual Analysis)	Vocabulary	GPS Statements (Sentence building)	Descriptive statements. (Sentence building)	Composition Statements (Writing)	Wider Curriculum Links	Spelling Statements
Journey  **Mrs Armitage on Wheels**  **This term, children will complete 2 3 week cycles.**	**A setting description of the magical world** **A retelling of Mrs Armitage.** **IS she on:** **Roller skates?** **A skateboard?** **A scooter?** **A motorbike?** **What Items does she pick up in your story?**	 **Continue to familiarise children with discussing a big question. Draw a big thought bubble with the big question inside and read it to them before you read the story. Continue to refer to it while you read the story.** **Journey** - **Have you ever seen**	**Make it clear to children that they are doing textual analysis (this is when we read and look at the story!)** I can explain clearly my understanding of texts which have been read to me. I can join in a talk about the title and what happens in a book. **I can enjoy and understand a wide range of stories, poems and non-fiction text that I can't yet read myself by hearing them read and**	**All common RED words should be displayed at ALL times throughout the year.** **Display all names and objects from the text you are studying. Also add any adjectives you use to describe anything in the book (use words children can sound out phonetically)** **Display the conjunctions and, but and because.** **Lesson Ideas: Make it clear to children that they are learning about**	I can write sentences on my own **I can read my sentence and check that it makes sense.** **I can write the correct spellings of red words taught so far in simple sentences I hear my teacher say.** I can use capital letters for names, places, the days of the week and the word 'I I can begin to use question marks and exclamation marks in my writing. , . I can add -ing, -ed, -est and -er to the end of a word to make a	**I can write sentences using adjectives and my senses to describe (see example from Autumn 1).** I can use joining words like 'and, but or because in sentences. **I can use capital letters and full stops.**	**I can join my sentences together to make a story.** I can talk about my writing with my teacher or children in my class. I can read aloud my writing clearly enough to be heard by the group and the teacher.	**Year 1 are looking at Exciting Explorers as their overall topic. They should think about journeys that they would like to take similarly to the characters in both texts.** **Geography; Comparing UK to Africa.** **What would it be like to journey to Africa?** **How might it be similar or different to the adventure in Journey?**	**Whiteboard Work:** **Children should practice one of these statements with a short whole class activity every day.** I can spell the days of the week. I can spell some common exception words I can name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound. I know the plural rule and can use -s and -es in the right place

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For each text, Year 1 will do 1 week textual analysis, 1 week vocabulary and sentences and 1 week planning and writing.		**magic? Is it real?** - **How can things be scary and exciting at the same time?** **Mrs Armitage's Wheels:** - **Should we take risks?** - **When should we ask for help?**	**talking about them with others.** I can enjoy stories and texts that I can read for myself or have had read to me which link to things I have experienced. **I can enjoy reading key stories, fairy stories and traditional tales because I know them well and can retell them and comment on their special features.** **Lesson Ideas:** **Story Mapping in groups with an adult.** **Making actions for each page of the story.** **Drawing parts of the story.** **Sequencing the story (sticking pictures into the correct order).** **Hot- Seating** **Freeze frames**	**VOCABULARY (words)** **Label a picture with the names of characters in the book. Encourage children to spell using phonics (extend children to use adjectives to describe each character - helpful Little Hen). Focus on using capital letters for names.** **Match adjectives to nouns and stick into books.** **Vocabulary Bullseye: As a class sort adjectives into the bullseye, take a picture of the flipchart and stick it into books.**	new word e.g. helping, helper.				I can add un- to the start of a word to make a different word. I can add -ing, -ed, -er and -est to the end of a word to make a new word e.g. helping, helped, helper, eating, quicker, quickest. I can add -ing, -ed, -est and -er to the end of a word to make a new word e.g. helping, helper.

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English Long Term Plan

Year 1
Summer 1

Text	Required Outcome	Big Questions to be discussed while reading the story.	Reading Statements (Textual Analysis)	Vocabulary	GPS Statements (Sentence building)	Descriptive statements. (Sentence building)	Composition Statements (Writing)	Wider Curriculum Links	Spelling Statements
Meerkat Mail **This term, children will spend 2 week analysing the text, then 2 weeks creating a poster with a character description and 2 weeks writing a letter.** **During each 2 week cycle year 1 will build vocab, then sentences, then plan, then write and edit.**	**A Missing Persons Poster for the Meerkat with a character description** **A Letter from the Meerkat to his family.**	 **Continue to familiarise children with discussing a big question. Draw a big thought bubble with the big question inside and read it to them before you read the story. Continue to refer to it while you read the story.** **What makes somewhere home?** **Why do people want to explore?**	**Make it clear to children that they are doing textual analysis (this is when we read and look at the story!)** I can explain clearly my understanding of texts which have been read to me. I can join in a talk about the title and what happens in a book. **I can enjoy and understand a wide range of stories, poems and non-fiction text that I can't yet read myself by hearing them read and talking about them with others.** I can enjoy stories and texts that I can read for myself or have had read to	**All common RED words should be displayed at ALL times throughout the year.** **Display all names and objects from the text you are studying. Also add any adjectives you use to describe anything in the book (use words children can sound out phonetically)** **Display the conjunctions and, but and because.** **Lesson Ideas: Make it clear to children that they are learning about VOCABULARY (words)** **Label a picture with the names of characters in the**	I can write sentences on my own **I can read my sentence and check that it makes sense.** **I can write the correct spellings of red words taught so far in simple sentences I hear my teacher say.** I can use capital letters for names, places, the days of the week and the word 'I I can begin to use question marks and exclamation marks in my writing. '. I can add -ing, -ed, -est and -er to the end of a word to make a new word e.g. helping, helper. I can use full stops, capital letters, question marks and exclamation marks mostly correctly.	**I can write sentences using adjectives and my senses to describe (see example from Autumn 1).** I can use joining words like 'and, but or because in sentences. **I can use 2 adjectives before my nouns: Example - the big red door.**	**I can join my sentences together to make a story.** I can talk about my writing with my teacher or children in my class. I can read aloud my writing clearly enough to be heard by the group and the teacher.	**Year 1's text links to their topic of travelling around the world.** **They should be encouraged to see the benefits of learning about others' cultures and being brave enough to try new things.**	**Whiteboard Work:** **Children should practice one of these statements with a short whole class activity every day.** I can spell the days of the week. I can spell some common exception words I can name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound. I know the plural rule and can use -s and -es in the right place I can add un- to the start of a word to make a different word. I can add -ing, -ed, -er and -est to the end of a word to make a new word e.g. helping, helped,

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This is how it is always done throughout the rest of the school so they have now completed their transition from EYFS style learning into using the Willow Brook sequence.		**What can we learn from other types of people?** **Which is a better feeling: safety or excitement?**	me which link to things I have experienced. **I can enjoy reading key stories, fairy stories and traditional tales because I know them well and can retell them and comment on their special features.** **Lesson Ideas:** **Story Mapping in groups with an adult.** **Making actions for each page of the story.** **Drawing parts of the story.** **Sequencing the story (sticking pictures into the correct order).** **Hot- Seating** **Freeze frames**	**book. Encourage children to spell using phonics (extend children to use adjectives to describe each character - helpful Little Hen). Focus on using capital letters for names.** **Match adjectives to nouns and stick into books.** **Vocabulary Bullseye: As a class sort adjectives into the bullseye, take a picture of the flipchart and stick it into books.**	I can write sentences using un words (unhappy, unkind etc).				helper, eating, quicker, quickest.

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English Long Term Plan

Year 1
Summer 2

Text	Required Outcome	Big Questions to be discussed while reading the story.	Reading Statements (Textual Analysis)	Vocabulary	GPS Statements (Sentence building)	Descriptive statements. (Sentence building)	Composition Statements (Writing)	Wider Curriculum Links	Spelling Statements
Where the Wild Things Are **This term, children will spend 2 week analysing the text, then 2 weeks creating a setting description and 2 weeks writing poetry.**	**A Setting Description of the Island** **Acrostic Poems about the Wild Things**	 **Continue to familiarise children with discussing a big question. Draw a big thought bubble with the big question inside and read it to them before you read the story. Continue to refer to it while you read the story.** **What makes somewhere home?** **Why do people want to explore?**	**Make it clear to children that they are doing textual analysis (this is when we read and look at the story!)** I can explain clearly my understanding of texts which have been read to me. I can join in a talk about the title and what happens in a book. **I can enjoy and understand a wide range of stories, poems and non-fiction text that I can't yet read myself by hearing them read and talking about them with others.** I can enjoy stories and texts that I can	**All common RED words should be displayed at ALL times throughout the year.** **Display all names and objects from the text you are studying. Also add any adjectives and verbs you use to describe anything in the book (use words children can sound out phonetically)** **Display the conjunctions and, but and because.** **Lesson Ideas: Make it clear to children that they are learning about VOCABULARY (words)**	I can write sentences on my own **I can read my sentence and check that it makes sense.** **I can write the correct spellings of red words taught so far in simple sentences I hear my teacher say.** I can use capital letters for names, places, the days of the week and the word 'I I can begin to use question marks and exclamation marks in my writing. '. I can add -ing, -ed, -est and -er to the end of a word to make a new word e.g. helping, helper. I can use full stops, capital letters, question marks and exclamation marks mostly correctly.	**I can write sentences using adjectives and my senses to describe (see example from Autumn 1).** I can use joining words like 'and, but or because in sentences. **I can use 2 adjectives before my nouns: Example - the huge hairy monster..** **I can use onomatopoeia in my poems** **I can use alliteration to describe the setting.**	**I can join my sentences together to make a story.** I can talk about my writing with my teacher or children in my class. I can read aloud my writing clearly enough to be heard by the group and the teacher.		**Whiteboard Work:** **Children should practice one of these statements with a short whole class activity every day.** I can spell the days of the week. I can spell some common exception words I can name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound. I know the plural rule and can use -s and -es in the right place I can add un- to the start of a word to make a different word. I can add -ing, -ed, -er and -est to the end of a word to make a new

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		What can we learn from other types of people? **Which is a better feeling: safety or excitement?**	read for myself or have had read to me which link to things I have experienced. **I can enjoy reading key stories, fairy stories and traditional tales because I know them well and can retell them and comment on their special features.** **Lesson Ideas:** **Story Mapping in groups with an adult.** **Making actions for each page of the story.** **Drawing parts of the story.** **Sequencing the story (sticking pictures into the correct order).** **Hot- Seating** **Freeze frames**	**Label a picture with the names of characters in the book. Encourage children to spell using phonics (extend children to use adjectives to describe each character - helpful Little Hen). Focus on using capital letters for names.** **Match adjectives to nouns and stick into books.** **Vocabulary Bullseye: As a class sort adjectives into the bullseye, take a picture of the flipchart and stick it into books.**	I can write sentences using un words (unhappy, unkind etc).				word e.g. helping, helped, helper, eating, quicker, quickest.

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English Long Term Plan

Year 2

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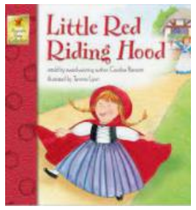
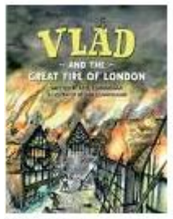
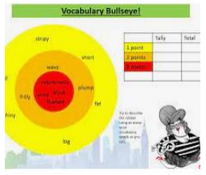
English Long Term Plan

Year 2
Autumn 1

Text	Required Outcome	Big Questions	Vocabulary to be taught and displayed.	Reading Statements (Textual Analysis)	GPS Statements (for grammar starters)	GPS Statements (Sentence building)	Descriptive Statements (sentence building)	Composition Statements (planning, writing and editing)	Wider Curriculum Links and useful prior learning	Spelling Statements
Little Red Riding Hood  **Vlad and The Great Fire**  **This term year 2 will complete two 3 week cycles whereby they analyse a text, build vocabulary and sentences and finally produce and edit a piece of writing.**	**A character description of The Wolf** **A comic strip version of Vlad and The Great Fire.**	 **Children should be used to discussing big questions from Year 1. This will be their first experience of answering them in their books. Higher thinking Next Steps related to big questions should expect the children to write no more than 1 sentence. you can begin with questions that are multiple choice or circle an answer.** **Little Red Riding Hood:**	**All common RED words should be displayed at ALL times throughout the year.** **Display all names and objects from the text you are studying. Also add any adjectives, adverbs you use to describe anything in the book (use words children can sound out phonetically)** **Ideas for Vocabulary lessons:** **Vocabulary Bullseye.**  **Synonym brainstorms:**	**I can enjoy and understand books by listening to, talking about and expressing my views on poems, stories and non-fiction texts that I can't read myself.** **I can enjoy reading, and discussing the order of events in books and how items of information are related** **I can enjoy reading by knowing a wider range of stories, fairy stories and traditional tales and I can retell them to others.** **I can ask and answer questions about the books or stories I am**	I can make new words by adding -ness and -er at the end of a word. I can make new words by putting two words together e.g. whiteboard, superman. I can make new words by adding -ful, -less to the end of a word e.g. helpful, helpless. **I can add these letter groups to the end of words: -er, -est, -ly e.g. smoother, smoothest, smoothly.** I can explain what these words mean: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective,	**. I can use capital letters and full stops to show where sentences start and end and sometimes use question marks** **I can plan my writing by writing down my ideas or talking about them for each sentence.** **I can use conjunctions such as and, but or because to join clauses.** **I can use commas when I am writing a list.**	I can use adjectives in my writing e.g. the blue butterfly, plain flour, the man in the moon I can use my senses to describe aspects of the wolf. Example: His teeth looked sharp and pointy. His fur felt soft and shaggy. I can use show not tell sentences. Example: instead of saying he was sad, you might say tears fell from his eyes. Showing the reader an emotion not telling them.	**I can plan my writing by writing down my ideas or talking about them for each sentence** I can plan my writing by writing down ideas and/or keywords and new vocabulary. I can plan my writing by writing down my ideas or talking about them **I can write for different purposes, writing long and short pieces of work.**	 **History:** **This term, Year 2 are studying the Great Fire of London. The knowledge gained in History lessons will inform the landscape of their comic strip.**	I can break down spoken words into their sounds and write them mostly correctly. **The above statement will be taught explicitly through RWI phonics lessons.** **Children will also use the Jane Considine spelling books to achieve all other statements as well as learning them during GPS starters of English lessons.**

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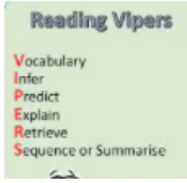
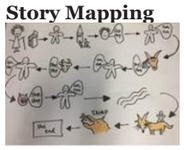
They will spend 1 week on textual analysis, 1 week on vocabulary and sentences and one week writing and editing.		**How can we keep ourselves safe?** **How do we know who to trust?** **Vlad and the Great Fire:** **How do disasters affect animals and humans?** **Does fire do more harm or good for the planet?** **<u>Example Next Step:</u>** **The Great Fire affected lots of people in a negative way but is fire always bad? Do you think it is more useful or more harmful? Circle the word.** **USEFUL** **HARMFUL** **Can you explain why in a sentence?** **Note how the NSL allows children who**		**reading and make links.** **<u>Ideas for evidencing these statements</u>:** **VIPER Questions.**  **Annotating pieces of the text.** **P4C style discussion or oracy activities with photos for books.** **Story Mapping**  **Making actions for each page of the story.**	adverb, verb, tense (past, present), apostrophe and comma. .					

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English Long Term Plan

		are WT to just circle but gives GD children the chance to explain.		**Drawing and labelling parts of the story.** **Sequencing the story (sticking pictures into the correct order).** **Drama lesson - hot seating, freezeframes, groups acting out different scenes etc.**						

Year 2
Autumn 2

Text	Required Outcome	Big Questions	Vocabulary to be taught and displayed.	Reading Statements(Textual Analysis)	GPS Statements (for grammar starters)	GPS Statements (Sentence building)	Descriptive Statements (sentence building)	Composition Statements (planning, writing and editing)	Wider Curriculum Links and useful prior learning	Spelling Statements
The Great Fire Anniversary 250th 1666 **They will spend 2 week on textual analysis, 2 weeks building and writing a diary**	**A newspaper report** **A diary entry (ensuring consistent past tense)**	 **Children should be used to discussing big questions from Year 1. This will be their first experience of answering them in their books. Higher thinking** **Next Steps related to big questions**	**All common RED words should be displayed at ALL times throughout the year.** **Display all names and objects from the text you are studying. Also add any adjectives, adverbs you use to describe anything in the book (use words children can sound out phonetically)**	**I can enjoy and understand books by listening to, talking about and expressing my views on poems, stories and non-fiction texts that I can't read myself.** I can listen to, talk about and have an opinion on a wide range of poetry, stories and non-fiction. I can discuss the order of events in books and how	I can explain what these words mean: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe and comma. I can spell most common exception words. I can spell most words which have been shortened (contractions). I can spell words	**I can use these words in my writing: when, if, that, because, or, but** **I can use commas when I am writing a list.** I can use the correct verb form to indicate actions in progress in the present time or in the past e.g. she is drumming, he was shouting.	I can use adjectives in my writing e.g. the blue butterfly, plain flour, the man in the moon I can use my senses to describe aspects of the fire. Example: The flames were bright red and smelt like burning. I can use show not tell sentences. Example: instead of saying he was sad, you might say tears fell from his eyes. Showing the reader an emotion not telling them.	**This term there is a big focus on editing. Teach editing lessons after writing each big write and teach children to edit their own work with a green pen.** **I can plan my writing by writing down my ideas or talking about them for each sentence.**	 **Geography** **This term Year 2 can use the knowledge gained in their Geography lessons about London to help them with their newspaper reports. This should include naming significant London buildings.**	I can break down spoken words into their sounds and write them mostly correctly. **The above statement will be taught explicitly through RWI phonics lessons.** **Spelling statements should be taught this term during the GPS starters of English lessons.**

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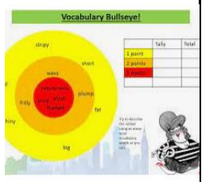
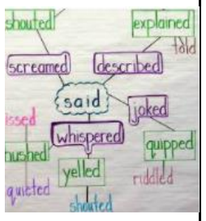
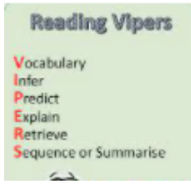
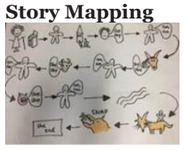
entry and 2 weeks writing a newspaper report.		**should expect the children to write no more than 1 sentence. You can use questions that are multiple choice, circle an answer or require a drawing but they should also give children the opportunity to explain.** **What things are valuable to us?** **How can we make something positive out of something negative?** **How has London changed over time?** **<u>Example Next Step:</u>** **People living during The Great Fire of London would have had to leave most of their things behind. If there was a fire in Leyton, what 3 items would you save from your house?**	**Ideas for Vocabulary lessons:** **Vocabulary Bullseye.**  **Synonym brainstorms:**  	items of information are related **<u>Ideas for evidencing these statements</u>:** **VIPER Questions.**  **Annotating pieces of the text.** **P4C style discussion or oracy activities with photos for books.** **Story Mapping**  **Making actions for each page of the story.**	which use an apostrophe to show possession e.g. the girl's book. I can spell words that sound the same but are spelt differently e.g. buy, bye, by. I can add the endings -ment, -ness, -ful, -less, -ly to spell some longer words. I can add the endings -ment, -ness, -ful, -less, -ly .	**I can use the correct tense in my writing.**	I can use similes to describe the fire. I can use alliteration in my Newspaper Headline (Frightening FIre of London, Big Ben Burnt etc.)	**.** I can write for different purposes, using ideas and language from things I have read I can change my writing and make corrections after I have spoken to a teacher or another child about it. I can check my work by reading it through to make sure it makes sense and that I have used the right verbs to indicate time.		**The learning can happen on whiteboards or with a sats style GPS question stuck in books.**

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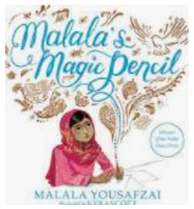
		Can you write a sentence explaining why these items are valuable to you? **Note how the NSL allows children who are WT to simply write or draw three items but gives GD children the chance to explain.**		**Drawing and labelling parts of the story.** **Sequencing the story (sticking pictures into the correct order).** **Drama lesson - hot seating, freezeframes, groups acting out different scenes etc.**						

Year 2
Spring 1

Text	Required Outcome	Big Questions	Vocabulary to be taught and displayed.	Reading Statements (Textual Analysis)	GPS Statements (for grammar starters)	GPS Statements (Sentence building)	Descriptive Statements (sentence building)	Composition Statements (planning, writing and editing)	Wider Curriculum Links and useful prior learning	Spelling Statements
Malala's Magic Pencil  **Amazing Grace**	**A Character Description of Malala** **A Diary Entry in role as Grace (maintaining past tense)**	 **Next Steps related to big questions should expect the children to write no more than 1 sentence. You can use questions that are multiple**	**All common RED words should be displayed at ALL times throughout the year.** **Display all names and objects from the text you are studying. Also add any adjectives, adverbs you use to describe anything in the book (use words children can sound out phonetically)**	**I can enjoy reading, and discussing the order of events in books and how items of information are related** **I can enjoy reading by knowing a wider range of stories, fairy stories and traditional tales and I can retell them to others.**	I can explain what these words mean: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe and comma. I can spell the most common exception words. I can spell most words which have	**I can use these words in my writing: when, if, that, because, or, but** **I can use commas when I am writing a list.** I can use the correct verb form to indicate actions in progress in the present time	I can use adjectives in my writing e.g. the blue butterfly, plain flour, the man in the moon I can use show not tell sentences. Example: instead of saying he was sad, you might say tears fell from his eyes. Showing the reader an emotion not telling them. I can use similes.	**This term there is a big focus on editing. Teach editing lessons after writing each big write and teach children to edit their own work with a green pen.** **I can plan my**	 **Children can reflect on their learning during Black History Month where children learnt about inspirational black figures who,**	I can break down spoken words into their sounds and write them mostly correctly. **The above statement will be taught explicitly through RWI phonics lessons.** **Spelling statements should be taught this term during**

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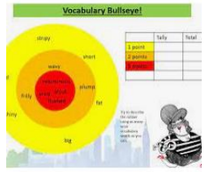
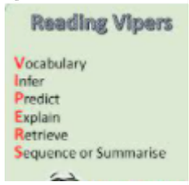
  This term year 2 will complete two 3 week cycles whereby they analyse a text, build vocabulary and sentences and finally produce and edit a piece of writing. **They will spend 1 week on textual analysis, 1 week on vocabulary and sentences and one week writing and editing.**		**choice, circle an answer or require a drawing but they should also give children the opportunity to explain.** **How can we make small changes which make big differences?** **Are certain jobs only for certain people?** **How can we make the world more fair?** **<u>Example Next Step:</u>** **Malala has inspired girls around the world to stand up and fight for what they believe in. Circle the word that you think best describes her: heroic, inspiring or brave.** **Can you write a sentence explaining why you chose this adjective?**	**Ideas for Vocabulary lessons:** **Vocabulary Bullseye.**  **Synonym brainstorms:** 	**I can ask and answer questions about the books or stories I am reading and make links.** **<u>Ideas for evidencing these statements</u>:** **VIPER Questions.**  **Annotating pieces of the text.** **P4C style discussion or oracy activities with photos for books.** **Story Mapping**	been shortened (contractions). I can spell words which use an apostrophe to show possession e.g. the girl's book. I can spell words that sound the same but are spelt differently e.g. buy, bye, by. I can add the endings -ment, -ness, -ful, -less, -ly to spell some longer words. I can add the endings -ment, -ness, -ful, -less, -ly . .	or in the past e.g. she is drumming, he was shouting. **I can use the correct tense in my writing.**	I can use descriptive adverbs in my diary entry.	**writing by writing down my ideas or talking about them for each sentence.** **.** I can write for different purposes, using ideas and language from things I have read I can change my writing and make corrections after I have spoken to a teacher or another child about it. I can check my work by reading it through to make sure it makes sense and that I have used the right verbs to indicate time.	**like Grace, learnt that they could be anything they wanted to be.** **History: significant individuals. Children will explore Malala's impact on our modern history and should use their studies on Mary Seacole to further discussions regarding Grace's struggles with racism.**	**the GPS starters of English lessons.** **The learning can happen on whiteboards or with a sats style GPS question stuck in books.**

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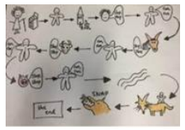
		Note how the NSL allows children who are WT to simply circle an answer but gives GD children the chance to explain.		 **Making actions for each page of the story.** **Drawing and labelling parts of the story.** **Sequencing the story (sticking pictures into the correct order).** **Drama lesson - hot seating, freezeframes, groups acting out different scenes etc.**						

Year 2
Spring 2

Text	Required Outcome	Big Questions	Vocabulary to be taught and displayed.	Reading Statements (Textual Analysis)	GPS Statements (for grammar starters)	GPS Statements (Sentence building)	Descriptive Statements (sentence building)	Composition Statements (planning, writing and editing)	Wider Curriculum Links and useful prior learning	Spelling Statements
Traction Man 	**A Narrative** **Poetry**	 **Next Steps related to big questions should expect the**	**All common RED words should be displayed at ALL times throughout the year.** **Display all names and objects from the text you are studying. Also add**	I can use what I have already read or heard, or the information a teacher has given me, to help me understand what I am reading.	**I can use commas when I am writing a list.** I can use question marks and exclamation marks appropriately	**I can use these words in my writing: when, if, that, because, or, but** **I can use commas**	I can use adjectives in my writing e.g. the blue butterfly, plain flour, the man in the moon I can use show not tell sentences. Example: instead of	**Continue to give children time to edit their work with green pen in order to achieve these editing statements.**	**Last year, children studied a range of texts that explored friendship and helping each other. They should be encouraged to**	I can break down spoken words into their sounds and write them mostly correctly. **The above statement will be taught explicitly**

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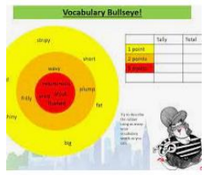
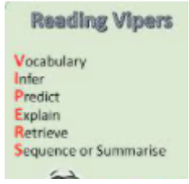
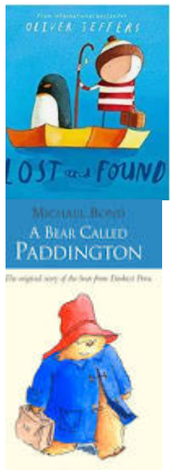
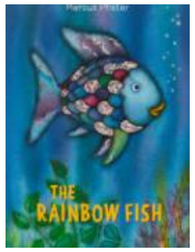
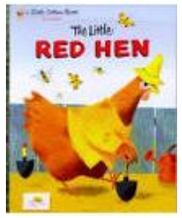
Leaf **They will spend 2 week on textual analysis, 2 weeks building and writing a narrative and 2 weeks writing poetry using themes from Leaf.**		**children to write no more than 1 sentence. You can use questions that are multiple choice, circle an answer or require a drawing but they should also give children the opportunity to explain.** **<u>Traction Man -</u>** **How can we overcome obstacles in life?** **How are problems big or small? Are they the same size to everyone?** **<u>Leaf -</u>** **Should you judge a book by it's cover? What makes somewhere home?** **<u>Example Next Step:</u>** **Traction Man and Scrubbing Brush work together to overcome problems. Who can you rely on in your life to help you?** **Can you write a sentence explaining how they help you overcome problems?** **Scrubbing Brush is a helpful friend to**	**any adjectives, adverbs you use to describe anything in the book (use words children can sound out phonetically)** **Ideas for Vocabulary lessons:** **Vocabulary Bullseye.**  **Synonym brainstorms:** 	I can say how the characters might feel in a story I have read or heard on the basis of what is said and done and answer questions. I can answer and ask questions. I can discuss my favourite words and phrases I can join in a talk about books, poems and other works that are read to me and those that I can read, taking turns and listening to what others say **<u>Ideas for evidencing these statements</u>:** **VIPER Questions.**  **Annotating pieces of the text.**	I can use apostrophes. I can use them to show where letters are missing and to show possession e.g. the girl's hat. **I can use the correct tense in my writing.** I can tell if a sentence is a question, command, exclamation or statement. **I can add these letter groups to the end of words: -er, -est, -ly e.g. smoother, smoothest, smoothly.** I can make new words by adding -ful, -less to the end of a word e.g. helpful, helpless. I can make new words by adding -ness and -er at the end of a word. I can make new words by putting two words together e.g. whiteboard, superman.	**when I am writing a list.** I can use the correct verb form to indicate actions in progress in the present time or in the past e.g. she is drumming, he was shouting. **I can use the correct tense in my writing.** I can use adverbial openers that are typical of storytelling. Example: Once upon a time, one fine day, One morning etc.	saying he was sad, you might say tears fell from his eyes. Showing the reader an emotion not telling them. I can use similes. I can use descriptive adverbs in a poem. I can use poetic devices (alliteration, noun phrases or onomatopoeia).	**I can write for different purposes, writing long and short pieces of work.** I can write poetry **I can plan my writing by writing down my ideas or talking about them for each sentence.** **I can proof-read my work and check for spelling, punctuation and grammar errors.** I can change my writing and make corrections after I have spoken to a teacher or another child about it. I can check my work by reading it through to make sure it makes sense and that I have used the right verbs to indicate time.	**reflect on these texts and discuss them in relation to this term's big questions.**    	**<u>through RWI phonics lessons</u>.** **Children will also use the Jane Considine spelling books to achieve all other statements as well as learning them during GPS starters of English lessons**

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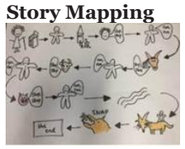
English Long Term Plan

		Traction Man. What do you think is the most important character trait for a friend to have: **Kindness humour helpfulness beauty** **Can you write a sentence explaining why you think this is the most important trait?** **Note how the NSL allows children who are WT to simply circle an answer or write one word but also give GD children the chance to explain.**		 **P4C style discussion or oracy activities with photos for books.** **Story Mapping**  **Making actions for each page of the story.** **Drawing and labelling parts of the story.** **Sequencing the story (sticking pictures into the correct order).** **Drama lesson - hot seating, freezeframes, groups acting out different scenes etc.**					**The book that was studied in Year 1 below links nicely to Leaf as a family of pirates move to a new area where people judge them just like the polar bear in Leaf.** 	

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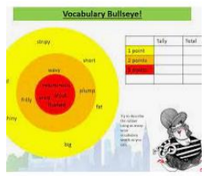
English Long Term Plan

Year 2
Summer 1

Text	Required Outcome	Big Questions	Vocabulary to be taught and displayed.	Reading Statements (Textual Analysis)	GPS Statements (for grammar starters)	GPS Statements (Sentence building)	Descriptive Statements (sentence building)	Composition Statements (planning, writing and editing)	Wider Curriculum Links and useful prior learning	Spelling Statements
Island Born **They will spend 2 week on textual analysis, 2 weeks building and writing a letter and 2 weeks building and writing a speech.**	**A letter from Lola to her teacher explaining all of the things that she has learnt about the Island.** **A speech about where they come from. This will be a nice opportunity to involve parents - set prior homework for children to bring in information about their home countries or cities.**	 **Next Steps related to big questions should expect the children to write no more than 1 sentence. You can use questions that are multiple choice, circle an answer or require a drawing but they should also give children the opportunity to explain.** **Is it important to remember our roots?** **How are we all different? How are we all the same?**	**All common RED words should be displayed at ALL times throughout the year.** **Display all names and objects from the text you are studying. Also add any adjectives, adverbs you use to describe anything in the book (use words children can sound out phonetically)** **Ideas for Vocabulary lessons:** **Vocabulary Bullseye.**  **Synonym brainstorms:**	**I can enjoy and understand books by listening to, talking about and expressing my views on poems, stories and non-fiction texts that I can't read myself.** **I can enjoy reading, and discussing the order of events in books and how items of information are related.** I can explain what I think about books, poems and other material that I have read or heard. I can enjoy reading by recognising repeated themes and ideas in stories and poems. **I can say what might happen next in a story based on what**	I can use the correct verb form to indicate actions in progress in the present time or in the past e.g. she is drumming, he was shouting. I can use question marks and exclamation marks appropriately I can use apostrophes. I can use them to show where letters are missing and to show possession e.g. the girl's hat. I can explain what these words mean: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe and comma. I can make new words by adding -ful, -	**I can use capital letters and full stops to show where sentences start and end and sometimes use question marks** **I can use commas in a list.** **I can use coordinating and subordinating conjunctions (when, if, because, so or but).** **I can use consistent tense.**	I can use adjectives in my writing e.g. the blue butterfly, plain flour, the man in the moon I can use my senses to describe the island. I can use interesting similes to describe the island.	**Continue to give children time to edit their work with green pen in order to achieve these editing statements.** I can write sentences about things I have done and things that others have done I can write a long piece of text about a real event in one go. **I can proof-read my work and check for spelling, punctuation and grammar errors.** I can plan my writing by writing down ideas and/or	**History: The life of an Islander.** **Children will be studying the history of Island life in the Caribbean alongside this text in English.**	I can break down spoken words into their sounds and write them mostly correctly. **The above statement will be taught explicitly through RWI phonics lessons.** **Children will also use the Jane Considine spelling books to achieve all other statements as well as learning them during GPS starters of English lessons**

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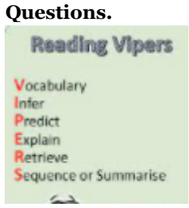
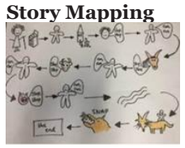
		Why is it important to celebrate our differences? **<u>Example Next Step:</u>** **Lola wanted to learn all about the Island where she was born. Why do you think it was important to her?** **Lola still couldn't remember anything at the end of the story but she said it didn't matter because the island was in her. What do you think she meant?**		**has happened so far.** **<u>Ideas for evidencing these statements</u>:** **VIPER Questions.**  **Annotating pieces of the text.** **P4C style discussion or oracy activities with photos for books.** **Story Mapping**  **Making actions for each page of the story.** **Drawing and labelling parts of the story.**	less to the end of a word e.g. helpful, helpless. I can tell if a sentence is a question, command, exclamation or statement.			keywords and new vocabulary. I can check my work by reading it through to make sure it makes sense and that I have used the right verbs to indicate time.		

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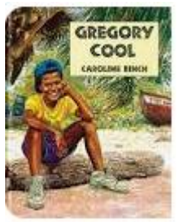
				Sequencing the story (sticking pictures into the correct order). **Drama lesson - hot seating, freezeframes, groups acting out different scenes etc.**						

Year 2
Summer 2

Text	Required Outcome	Big Questions	Vocabulary to be taught and displayed.	Reading Statements (Textual Analysis)	GPS Statements (for grammar starters)	GPS Statements (Sentence building)	Descriptive Statements (sentence building)	Composition Statements (planning, writing and editing)	Wider Curriculum Links and useful prior learning	Spelling Statements
Gregory Cool  **They will spend 2 week on textual analysis, 2 weeks building and writing a setting description and 2 weeks building and writing an information text**	**A setting description of Tobago** **A non-chronological report about Island life.**	 **Next Steps related to big questions should expect the children to write no more than 1 sentence. You can use questions that are multiple choice, circle an answer or require a drawing but they should also give children the opportunity to explain.**	**All common RED words should be displayed at ALL times throughout the year.** **Display all names and objects from the text you are studying. Also add any adjectives, adverbs you use to describe anything in the book (use words children can sound out phonetically)** **Ideas for Vocabulary lessons:** **Vocabulary Bullseye.**	**I can enjoy and understand books by listening to, talking about and expressing my views on poems, stories and non-fiction texts that I can't read myself.** **I can enjoy reading, and discussing the order of events in books and how items of information are related.** **I can say what might happen**	**This term starters should be spent revising all GPS statements, reteaching anything that children struggled with and addressing any misconceptions.**	**I can use capital letters and full stops to show where sentences start and end and sometimes use question marks** **I can use commas in a list.** **I can use coordinating and subordinating conjunctions (when, if, because, so or but).** **I can use consistent tense.**	I can use adjectives in my writing e.g. the blue butterfly, plain flour, the man in the moon I can use my senses to describe the island. I can use interesting similes to describe the island. I can use my 5 senses to describe different aspects of the island. I can use alliteration (cool coconuts, sparkling sea etc.)	**Continue to give children time to edit their work with green pen in order to achieve these editing statements.** I can plan my writing by writing down my ideas or talking about them. **Proof-read my work and check for spelling, punctuation and grammar errors.**	**History: The life of an Islander.** **Children will be studying the history of Island life in the Caribbean alongside this text in English.**	I can break down spoken words into their sounds and write them mostly correctly. **The above statement will be taught explicitly through RWI phonics lessons.** **Children will also use the Jane Considine spelling books to achieve all other statements as well as learning them during GPS starters of English lessons**

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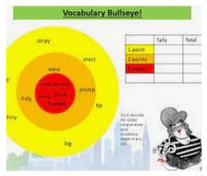
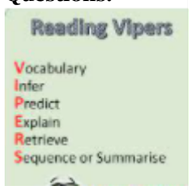
(non-chronological report).		**How does life on a Caribbean island compare to life in Britain?** **How can we learn from our mistakes?** **How can a positive attitude help us through difficult times?** **<u>Example Next Step:</u>** **At first Gregory is miserable because he misses his city home. How do you think having a positive attitude could help Gregory to enjoy his time more?** **Last term we read Island Born about Lola and her wish to understand her island. What advice do you think Lola would give Gregory if she could?** **How has Gregory's idea of what is cool changed by the end of the book?**	 **Synonym brainstorms:** 	**next in a story based on what has happened so far.** **I can take part in a group talk about what we have listened to. I take turns and listen to what others have to say.** **<u>Ideas for evidencing these statements</u>:** **VIPER Questions.**  **Annotating pieces of the text.** **P4C style discussion or oracy activities with photos for books.** **Story Mapping**				I can write a long piece of text about a real event in one go. I can write for different purposes, using ideas and language from things I have read		

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				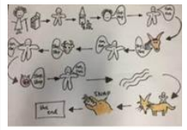 **Making actions for each page of the story.** **Drawing and labelling parts of the story.** **Sequencing the story (sticking pictures into the correct order).** **Drama lesson - hot seating, freezeframes, groups acting out different scenes etc.**						

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English Long Term Plan

Year 3

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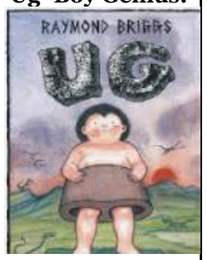
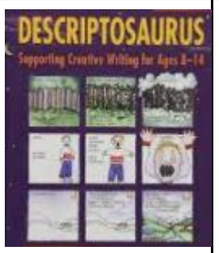
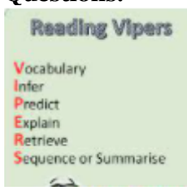
English Long Term Plan

Year 3
Autumn 1

Text	Required Outcome	Big Questions	Vocabulary to be taught and displayed.	Reading Statements (Textual Analysis)	GPS Statements (for grammar starters)	GPS Statements (Sentence building)	Descriptive Statements (sentence building)	Composition Statements (planning, writing and editing)	Wider Curriculum Links	Spelling Statements
Ug- Boy Genius:  **During this half term, Year 3 will spend:** • **1 week on textual analysis** • **3 weeks building and writing a character description of Ug** • **3 weeks building and writing an information text on life in the Stone Age.**	**Character Description** **Information Text (Non-chronological report).** 	 **Relate higher order thinking Next Steps to these big questions:** **How does technology affect society?** **How can we have our voices heard?** **How have ideas that go against what is considered normal brought about change?** **Example Next Steps:** **Ug has used technology to**	 **When building and writing the character description, print and give children the word mats for describing characters in the Descriptosaurus folder. You will find words on these that you want to display in addition to the ones below.** **Display the following vocabulary in your classroom throughout the whole sequence of lessons.**	**I can make reading fun by listening to and discussing stories, poems, plays and non-fiction work.** I can discuss words that excite me in the books that I read. **I can work out what a character in a book is feeling by the actions they take and can explain how I know.** **Ideas for evidencing these statements: VIPER Questions.**  	**I can understand when to use 'a' or 'an' in front of a word.** I can understand what the following words mean: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas.	**I can use full stops, commas in a list, exclamation marks and question marks.** **I can write sentences about time, place and cause using these words: when, while, so, because, then, next, soon, therefore, before, after, during, in, because of.** I can write sentences with fronted adverbials and use a comma.	**Character Description** I can use adjectives in simple sentences to describe the appearance and personality of Ug. I can use alliteration in descriptive sentences. I can use the power of three adjectives in a sentence to describe Ug. (Example: his ideas were innovative, creative and futuristic.) I can use similes and metaphors to describe Ugs appearance or personality (Example: His hair was as black as midnight).	**Character Description:** **I can write from memory simple sentences, dictated by the teacher, that includes words and punctuation I already know.** I can plan my writing by discussing it and talking about how to improve it using examples from other writers that I like. **Information Text** I can use short sentences for effect. I can draft and write non-narrative material using headings and subheadings. I can use paragraphs to	**History: Stone Age, Ice Age, Iron Age and Bronze Age.** **Year 3 will combine knowledge gained from History lessons with their studies of Ug - Boy Genius to create an information text about The Stone Age.** **Science: Rocks** **Year 3 will include knowledge learnt during Science lessons in their information text.** **D and T: Food technology.** **Year 3 will link knowledge learnt about**	**By learning the vocabulary listed in this document, children will be provided with opportunities to achieve these spelling statements. This is additional to the teaching of spelling using The Spelling Book by Jane Considine programme.** **I can use the prefixes: un, mis, dis, re and pre.**

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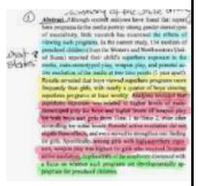
		better the life of his community. How do you think your community has been positively and negatively affected by technology? **In our text, Ug struggles to have his opinions heard. What methods could he use to be heard? How do you make sure your opinions are heard?** **Ug's determination helps his people to change for the better. If he had been less determined, how might the ending be different?**	**Character Description:** **genius** **innovative** **creative** **futuristic** **inquisitive** **eager** **forward-thinking** **unique** **practical** **brave** **optimistic** **daring** **different** **Information Text:** **Heading** **Subheading** **Diagram** **Captions** **Introduction** **Paragraphs** **Pictures** **Prehistoric** **Palaeolithic** **Mesolithic** **Neolithic** **settlement** **Stonehenge** **Hunter-gatherer** **Flint knapping** **Settlers** **Primitive** **Spelling statement words:** **unbothered** **uninterested** **unimpressed** **misunderstood**	**Hot seating as Ug.** **Annotating pieces of the text.**  **P4C style discussion with photos for books.**			I can use expanded noun phrases effectively (Example: his dark beady eyes).	organise my writing so that blocks of text group related material I can proof-read my work by reading aloud and putting in full stops. I can also add commas, question marks, exclamation marks and speech marks where necessary.	**balanced diets and healthy eating to analyse the Stone Age diet.**	

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			misinterpreted **mistaken** **disregard** **disappointed** **retry** **remain** **prehistoric** **predates**							

Year 3
Autumn 2

Text	Required Outcome	Big Questions	Vocabulary to be taught and displayed.	Reading Statements (Textual Analysis)	GPS Statements (for grammar starters)	GPS Statements (Sentence building)	Descriptive Statements (sentence building)	Composition Statements (planning, writing and editing)	Wider Curriculum Links	Spelling Statements
The Iron Man Year 3 will spend 2 weeks on textual analysis, 3 weeks building, writing and editing a character description and 3 weeks building, writing and	**Character Description** **Diary Entry**	 **Relate higher order thinking questions to these big questions:** **What makes people behave the way that they do?** **Is difference scary?**	**Use a flipchart to start a vocabulary list for this topic.** hole metal forefinger scrap peace dragon astronomer petroleum creature contest farmer scuttle scattered warn	I can tell someone about the main ideas in a paragraph. I can talk about books and poems and I can take turns in telling people about them. **I can tell you what a book that I am reading is about.** I can understand what I have	I can create new words using a range of prefixes including super-, anti-, auto-. I can identify word families based on root words e.g. solve, solution, solver, dissolve, insoluble. **I can understand when to use 'a' or 'an' in front of a word.**	**I can use full stops, question marks, exclamation marks and question marks.** I can write sentences about time, place and cause using these words: when, while, so, because, then, next, soon, therefore, before, after, during, in, because of.	I can use simple similes to describe. I can use show not tell sentences. Example: instead of saying he was sad, you might say tears fell from his eyes. Showing the reader an emotion not telling them. I can use expanded similes and metaphors (Example: his hair was as black	I can rewrite my work making improvements by saying the work out loud, using the best words I know and making sure I use conjunctions such as when, before, after, while; use adverbs such as then, next and soon; use prepositions such as before, after, during, in and because.	**RE: Christianity.** **Year 3 can link their discussions on Christian forgiveness to their big questions around forgiveness.** **They can also relate the themes of prejudice, tolerance and acceptance to the Christian teachings of loving thy**	**During this sequence spelling rules will be taught in the form of GPS starters.** **See GPS statements for this term.**

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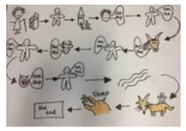
editing a diary entry.		**How does prejudice affect the world?** **What deems something unforgivable?** **If there is life beyond Earth, what is it like?** **What are the biggest threats to mankind?** **<u>Example Next Steps:</u>** **The Iron Man is excluded from his community and judged which makes him want to destroy the world. How do you think the way we treat people might affect their behaviour?** **At the beginning of the text, Iron Man is feared by his community.**	**As you continue, add interesting words and phrases to the list. Add character names, places and adjectives to describe the iron man's appearance, personality and how he may be feeling.**	read, checking that it makes sense by talking to others about it. **<u>Ideas for lessons:</u>** **Story Mapping.**  **Whole class role-play/ freeze frames/** **Oracy based lesson / discussion in trios with photos for books.** **Vipers**	I can spell words which sound the same but have different meanings such as brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meet/meat, peace/piece, plain/plane. I can understand what the following words mean: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas.	I can write sentences with fronted adverbials and use a comma. I can use rhetorical questions. I can use conjunctions (however, although and but)to create contrasting sentences. Example: The Iron Man is destructive although he has a kind heart inside).	as the midnight sky on a cold December night). I can expand my sentences by using 2 expanded noun phrases within one sentence (Example: His narrow beady eyes sat just above his short stubby nose)	I can use paragraphs to organise my writing so that blocks of text group related material. **I can re-read my work to improve it by thinking about changes to vocabulary and grammar to make it more interesting.** I can read my work out to a group with confidence and make sure it sounds interesting using the right volume and tone of voice. **I can proof-read my work by reading aloud and putting in full stops. I can also add commas, question marks,**	**neighbour and treating everyone equally.** **PSHE :** **Year 3 can use the emotions of the Iron Man to deepen their discussions on self image and managing anger in their term's topic: anxiety.**	

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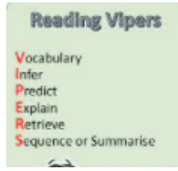
		Do you think they were right to be scared? Why? **Do you think Iron Man deserves forgiveness for his actions? What makes you think this?**						**exclamation marks and speech marks where necessary.**		

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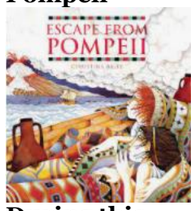
Year 3
Spring 1

Text	Required Outcome	Big Questions	Vocabulary to be taught and displayed.	Reading Statements (Textual Analysis)	GPS Statements (for grammar starters)	GPS Statements (Sentence building)	Descriptive Statements (sentence building)	Composition Statements (planning, writing and editing)	Wider Curriculum Links	Spelling Statements
Escape from Pompeii  **During this sequence of lessons, Year 3 will spend 2 week on textual analysis and 3 weeks building, writing and editing a newspaper report.**	**Newspaper Report on the volcanic eruption.** 	 **What is the impact of natural disaster on the world?** **Is the world fair?** **How can hope help us to overcome dark times?** **What is maturity?** **How is the natural world both beautiful and dangerous?** **Example Next Steps:**	**During this sequence, display and teach the following vocabulary:** **Report writing vocabulary:** this incident reports suggest amazingly all over the country evidence suggests crowds witnessed the unusual event witnesses report strange happenings was quoted as saying experts believe	I can ask questions about the texts that I have read to help me understand them. **I can work out what a character in a book is feeling by the actions they take and can explain how I know.** **I can predict what might happen from clues in what I have read.** **Textual Analysis Lesson Ideas:**	I can create new words using a range of prefixes including super-, anti-, auto-. I can identify word families based on root words e.g. solve, solution, solver, dissolve, insoluble. I can understand what the following words mean: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel	I can use time conjunctions to begin sentences. I can use prepositions of time to sequence my writing. Example: in the morning, yesterday, Today at 4.00pm, After an hour. I can use interesting prepositions of time to begin my sentences. Examples: In the beginning, On that warm sunny morning, Just before	I can use rhetorical questions. I can use expanded similes to describe the explosion. I can use interesting adverbs to describe the movement of the people during the explosion.	I can rewrite my work making improvements by saying the work out loud, using the best words I know and making sure I use conjunctions such as when, before, after, while; use adverbs such as then, next and soon; use prepositions such as before, after, during, in and because. I can use paragraphs to organise my writing so that blocks of text group related material.	**History: The Romans** **Year 3 will use the knowledge gained in History lessons to inform their Newspaper reports.** **RE: The role of the Mosque in Islam.** **Year 3 can use their learning from Escape to Pompeii to help them discuss why places are special or sacred in RE.**	**Teach the adverbs mentioned in Vocabulary to give children the opportunity to meet this spelling statement.** **I can use the suffix -ly.**

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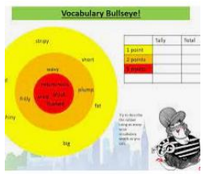
		In our text, Livia and Tranio are forced into a situation where they will have to grow up. What do you think makes a person mature? **In Escape to Pompeii, although the volcano is destructive and devastates lives, it is also a beautiful sight. Can you think of anything else that is destructive but also beautiful?** **Livia and Tranio's lives are torn apart by the natural world. What impact does nature have on your life?**	**Adjectives to describe the setting.** **adverbs to describe the eruption of the volcano. Example: abruptly, dangerously, explosively etc.** **Ideas for Vocabulary lessons:** **Vocabulary Bullseye.**  **Synonym brainstorms:** 	**An interview with Livia and Tranio - children write their own questions and take turns interviewing.** **Annotate a piece of the text.** **write thought bubbles for each of the characters imagining what they are thinking at a given point within the text.** **Discuss what will happen next using Conscience Alley. Photos for books.**	letter, inverted commas.	sunrise, In an instant, in the blink of an eye, quicker than a flash. I can write sentences using report writing phrases.		**I can proofread my work by reading aloud and putting in capital letters and full stops. I can also add commas, question marks, exclamation marks and apostrophes where needed.**		

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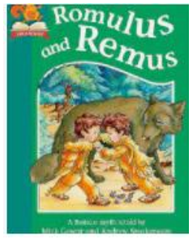
English Long Term Plan

Year 3
Spring 2

Text	Required Outcome	Big Questions	Vocabulary to be taught and displayed.	Reading Statements (Textual Analysis)	GPS Statements (for grammar starters)	GPS Statements (Sentence building)	Descriptive Statements (sentence building)	Composition Statements (planning, writing and editing)	Wider Curriculum Links	Spelling Statements
Romulus and Remus  **During this sequence, Year 3 will spend 1 week analysing the text, 2 weeks building, writing and editing a letter and 2 weeks building, writing and editing an instruction text.**	**A letter from Romulus to Remus promising to come and rescue him.** **An instruction text. How to Build a Roman City.**	 **What is loyalty?** **How does someone's upbringing affect their values?** **How does power affect relationships?** **What impact does jealousy have on people?** **Is it ever okay to do wrong if it causes something good?**	**<u>Letter: Emotive language</u>** **During Vocabulary lessons, create synonym brainstorms for the words: brave, scared, save and love. Keep these brainstorms displayed in your class to support children with their letters.** **Display emotive phrases: Examples: my heart aches with worry, without you the world means nothing, I won't stop until we are reunited etc.**	I can talk in a group about books that are read to me and those that I read, taking turns and listening to what others say. **I can read a wide range of books, including fairy stories, myths and legends and retell some of them to others.** I can understand what I have read, checking that it makes sense by talking to others about it. **Lesson Ideas:** **P4C/ Oracy based discussion -**	I can add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited. I can spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature. I can spell words with endings which sound like 'zhun' e.g. division, decision. I can spell words which sound the same but have different meanings such as brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll,	**<u>Letter</u>** I can use causal conjunctions to link clauses such as consequently, therefore. I can write sentences with fronted adverbials and use a comma. **<u>Instruction Text</u>** **I can draft and write material such as instructions, using headings and subheadings to organise my work.** **I can talk about time, place and cause using these words: when, while, so,**	**<u>Letter</u>** I can use expanded similes and metaphors (Example: his hair was as black as the midnight sky on a cold December night). I can use emotive phrases. I can expand my sentences by using 2 expanded noun phrases within one sentence (Example: His narrow beady eyes sat just above his short stubby nose)	I can plan my writing by talking about the important parts to have in a story, poem, an explanation or nonfiction piece and I can re-edit it. **I can rewrite my work making improvements by saying the work out loud, using the best words I know and making sure I: use conjunctions such as when, before, after, while; use adverbs such as then, next and**	**History: Romans** **Year 3 will use knowledge gained during History lessons combined with knowledge from the test to create their instruction text.**	**During this sequence, all GPS starters will focus on spelling.** **After this sequence, all spelling statements will have been taught and Summer 1 and 2 will be used to revise.**

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			Instruction Text: **Ensure that you have vocabulary from your History lessons on the Romans:** **Example:** rebellion gladiators chariot Colosseum amphitheatre empire conquer invasion aqueduct Celts legionary	**photo evidence.** **Sequence events and write a sentence about each section.** **Order words or phrases from best at describing the text to least. Example: modern, mythical, tragic, happy, inspiring etc.**	mail/male, main/mane, meet/meat, peace/piece, plain/plane. I can spell words containing the 'I' sound spelt 'y' elsewhere than at the end of words e.g. myth, gym I can spell words containing the 'u' sound spelt 'ou' e.g. young, touch, double. I can spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo. I can spell words with the 'sh' sound spelt 'ch' e.g. chef, machine. I can spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' e.g. eight, they.	**because, then, next, soon, therefore, before, after, during, in, because of.**		**soon; use prepositions such as before, after, during, in and because.** **I can draft and write material such as instructions, using headings and subheadings to organise my work.** I can read my work out to a group with confidence and make sure it sounds interesting using the right volume and tone of voice **I can proof-read my work by reading aloud and putting in full stops. I can also add commas, question marks, exclamation**		

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English Long Term Plan

								marks and speech marks where necessary.		

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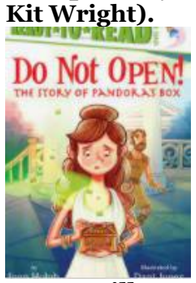
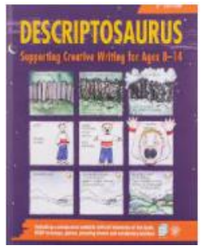
English Long Term Plan

Year 3
Summer 1

Text	Required Outcome	Big Questions	Vocabulary to be taught and displayed.	Reading Statements (Textual Analysis)	GPS Statements (for grammar starters)	GPS Statements (Sentence building)	Descriptive Statements (sentence building)	Composition Statements (planning, writing and editing)	Wider Curriculum Links	Spelling Statements
Pandora's Box and The Magic Box (poem by Kit Wright).  **Year 3 will spend 1 week analysing Pandora's Box, then 2 weeks building, writing and editing a narrative.** **Then we will spend 1 week analysing 'The Magic Box,' and 2 weeks building,**	**Narrative (dialogue using speech punctuation)** **A poem in the style of The Magic Box**	 **Should we resist our natural urges?** **How is curiosity a good and bad emotion?** **How does hope make the world a better place?** **Who is responsible for the choices we make?** **Example Next Steps:**	 **During the narrative writing, provide children with phrases to describe settings and characters from the descriptosaurus folder.** **Create a word bank on your washing line and continue to build this throughout this**	**I can read a wide range of books, including fairy stories, myths and legends and retell some of them to others.** I can read aloud poems and perform play scripts. I can talk about books and poems and I can take turns in telling people about them. **Lesson Ideas:** **Story Mapping.**	**I can begin to use speech marks correctly.** **Whilst writing the narrative. Focus starters on punctuation. This is the introduction to speech punctuation so this should be taught explicitly and thoroughly.** **I can understand whether to use a or an.** **I can use consistent tense.** **I can use the present perfect tense (he has**	**I can proof-read my work by reading aloud and putting in capital letters and full stops. I can also add commas, question marks, exclamation marks and apostrophes where needed** **I can talk about time, place and cause using these words: when, while, so, because, then, next, soon, therefore, before, after, during, in, because of.**	I can use alliteration in my poem. I can use rhythm effectively in my poetry. I can use expanded noun phrases in a narrative and a poem. I can use expanded similes. I can use show not tell sentences. Example: instead of saying he was sad, you might say tears fell from his eyes. Showing the reader an	I can plan my writing by talking about the important parts to have in a story, poem, an explanation or nonfiction piece and I can re-edit it. **I can draft and write descriptive work that creates settings, characters and plots.** **I can re-read my work to**	 **RE: Judaism (the Torah)** **Year 3 can discuss how this religious text is kept safe within the synagogue. This mirrors the way that Kit Wright keeps his precious items and memories protected within the magic box.**	**There will be no explicit spelling teaching during this sequence although Year 3 will continue to teach spelling using The Spelling Book during reading sessions.**

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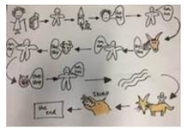
writing and editing their own poems.		**In our text, Pandora's curiosity has a terrible outcome for the world. When do you think we should give in to our curiosities and when should we resist them?** **What do you think the writer of Pandora's Box is trying to tell us about hope and its role in the world?** **In The Magic Box, everything that is precious is kept safe. Should special parts of the world be protected or shared?**	**sequence of lessons.**	  **Whole class role-play/ freeze frames/** **VIPER Questions** **Annotate the poem by underlining interesting words and phrases.**	**gone rather than he went).**	I can use paragraphs **I can begin to use speech marks correctly.**	emotion not telling them.	**improve it by thinking about changes to vocabulary (prepositions, adverbs, conjunctions) and grammar (a or an) to make it more interesting.**		

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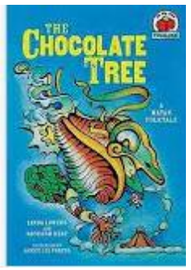
Year 3
Summer 2

Text	Required Outcome	Big Questions	Vocabulary to be taught and displayed.	Reading Statements (Textual Analysis)	GPS Statements (for grammar starters)	GPS Statements (Sentence building)	Descriptive Statements (sentence building)	Composition Statements (planning, writing and editing)	Wider Curriculum Links	Spelling Statements
The Chocolate Tree  	**Instruction Text: How to make Mayan Hot Chocolate** **Letter**	 **How should the world's resources be shared?** **How do we decide who makes the rules?** **How do we balance the things we enjoy with the things that are good for us?** **Example Next Steps:** **In The Chocolate Tree, The**	**Letter: Emotive language** **During Vocabulary lessons, create synonym brainstorms for the words: brave, scared, save and love. Keep these brainstorms displayed in your class to support children with their letters.** **Display emotive phrases: Examples: my heart aches with worry, without you the world means nothing, I won't stop until we are reunited etc.**	**I can make reading fun by listening to and discussing stories, poems, plays and non-fiction work.** I can discuss words that excite me in the books that I read. **I can work out what a character in a book is feeling by the actions they take and can explain how I know.** **Ideas for evidencing these statements:**	**During this sequence, use your starters to revise all GPS statements taught this year.**	**Letter** I can use conjunctions to link clauses such as consequently, therefore. I can write sentences with fronted adverbials and use a comma. **Instruction Text** **I can draft and write material such as instructions, using headings and subheadings to organise my work.** **I can talk about time, place and cause using these words:**	**Letter** I can use expanded similes and metaphors to describe emotion (Example: my heart feels like broken glass shattered across the cold concrete floor). I can expand my sentences by using 2 expanded noun phrases within one sentence (Example: The tired desperate people need their delicious warm chocolate). I can use emotive language for effect. I can use alliteration to describe.	I can plan my writing by talking about the important parts to have in a story, poem, an explanation or nonfiction piece and I can re-edit it. I can use emotive phrases. **I can rewrite my work making improvements by saying the work out loud, using the best words I know and making sure I: use conjunctions such as when, before, after, while; use adverbs such as then, next and soon; use prepositions such as before, after, during, in and because.**		**There will be no explicit spelling teaching during this sequence although Year 3 will continue to teach spelling using The Spelling Book programme during reading sessions.**

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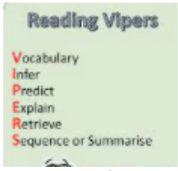
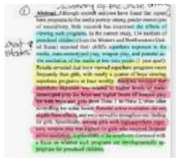
		Night Jaguar does not want regular people to have chocolate. Do you agree or disagree with him? Why? **Imagine the Night Jaguar was able to convince Kukalkun to keep the chocolate just for the Gods. How would the story have changed?** **In the Chocolate Tree it is up to the Gods to decide who keeps the chocolate. Who makes the decisions in your life? Do you think the people with control use their power fairly?**	**<u>Instruction Text:</u>** **<u>During vocabulary lessons, teach and display:</u>** **- interesting verbs (mash, stick, stir, blend, combine etc)** **- adverbs (carefully, slowly, immediately, roughly etc.)** **- Time conjunctions for numbered steps (firstly, after some time, after that, finally etc.)**	**VIPER Questions.**  **Hot seating as Ug.** **Annotating pieces of the text.**  **P4C style discussion with photos for books.**		**when, while, so, because, then, next, soon, therefore, before, after, during, in, because of.**		**I can draft and write material such as instructions, using headings and subheadings to organise my work.** I can read my work out to a group with confidence and make sure it sounds interesting using the right volume and tone of voice **I can proof-read my work by reading aloud and putting in full stops. I can also add commas, question marks, exclamation marks and speech marks where necessary.**		

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English Long Term Plan

Year 4

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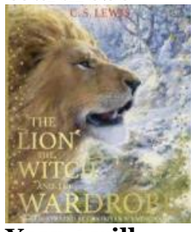
English Long Term Plan

Year 4
Autumn 1

Text	Required Outcome	Big Questions	Vocabulary to be taught and displayed.	Reading Statements (Textual Analysis)	GPS Statements (for grammar starters)	GPS Statements (Sentence building)	Descriptive Statements (sentence building)	Composition Statements (planning, writing and editing)	Wider Curriculum Links	Spelling Statements
The Lion the Witch and the Wardrobe  **Year 4 will spend 2 weeks analysing the text.** **Then they will spend 2 weeks building, writing and editing a setting description.** **Finally, they will spend 2 weeks writing, building and editing a diary entry.**	**Setting Description of Nania** **Diary entry in role as one of the children.**	 **Is the unknown exciting or frightening?** **How would life be different if there was only winter?** **What makes someone vulnerable?** **How are humans similar or different to animals?** **Example Next Steps:** **The Snow Queen has cast a spell**	 **blanket of snow** **branches like skeletal fingers** **paper-thin snowflakes** **delicate icicles** **Use this website for beautiful descriptions of wintery settings and create a vocabulary flip chart page to be displayed throughout this topic.** **https://descriptivewriting.wordpress.com/tag/d**	I can read a wide range of books, fairy stories, myths and legends and retell some of them to others. I can discuss words and phrases that excite me in the books that I read. I can identify themes and conventions in a wide range of books. I can read aloud my own writing, to a group or the whole class, using the tone and volume of my voice so that	I can use apostrophes to mark plural possession e.g. the girl's name, the girls' names. I can understand and use the following terms: determiner, pronoun, possessive pronoun, adverbial. Use the prefixes in-, im-, il-, ir-, sub-, inter-, super-, anti-, auto-. I can use the prefixes in-, im-, il-, ir-, sub-, inter-, super-, anti-, auto-. I can add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian e.g.	**I can proof-read my writing for spelling and use of punctuation .** I can make up and repeat sentences aloud increasing my vocabulary and my knowledge of sentence structure. **I can write sentences beginning with a subordinate clause in the form of an adverbial phrase e.g. Later that**	I can make my writing interesting by using adjectives and other descriptive methods. I can use show not tell sentences. Example: instead of saying he was sad, you might say tears fell from his eyes. Showing the reader an emotion not telling them. I can use expanded similes and metaphors (Example: his hair was as black as the midnight sky on a cold December night).	I can rewrite my work, making improvements by saying the work out loud, using the best words I know and the best sentence structures I can. **I can use paragraphs to organise my writing so that blocks of text flow and ideas are grouped together.** I can edit my work by changing the grammar to improve the way my work reads.	**Science: Animals and Living Things** **Year 4 can use the knowledge gained in their science lessons to explore this sequence's big questions around the relationships between humans and animals.** **History: Righteous Royals** **Year 4 can compare and contrast the Snow Queen's reign to those of real life monarchs over time.**	**By learning the vocabulary listed below, children will be provided with opportunities to achieve this term's spelling statement. This is additional to the teaching of spelling using The Spelling Book by Jane Considine programme.** **I understand and can use the suffixes -ation, -ous.** **(Add these words to vocabulary flip chart and explain these words)**

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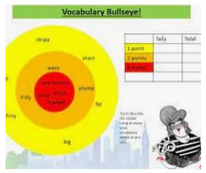
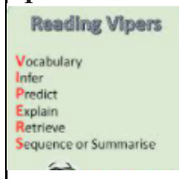
		meaning that Narnia is forever in winter, how would the story be different if she had made it always summer instead? **Edmund is easily tempted by the Snow Queen. What do you think makes him vulnerable to her offer?** **Choose a human character and an animal character. Explain how they are similar and how they are different.**	**escribing-winter/** **Ideas for Vocabulary lessons:** **Vocabulary Bullseye.**  **Synonym brainstorms:** **Group challenges: each group must use a thesaurus to find the best adjectives for a given noun. The team with the best word found wins the point for that round.**	the meaning is clear I can check what I have read, and that I have understood it, by telling someone else what has happened. **Ideas for lessons:** **Oracy/p4C discussion with photos for books.** **VIPER questions**  **Drama: hot seating, freeze frames, interviewing, give each child a part of the text to act out. Photo evidence.**	invention, tension, discussion, magician.	**day, I heard the bad news.**	**I can use personification (giving objects human traits)** **Example: The wind whistled a lonely tune, the tree nervously waved his bony branches.**			**create - creation** **relate - relation** **tempt - temptation** **declare - declaration** **explore - exploration** **accuse - accusation** **nerve - nervous** **grace - gracious** **envy - envious** **vary - various** **victory - victorious**

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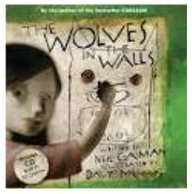
				Annotate a piece of the text. **Conscience Alley**						

Year 4
Autumn 2

Text	Required Outcome	Big Questions	Vocabulary to be taught and displayed.	Reading Statements (Textual Analysis)	GPS Statements (for grammar starters)	GPS Statements (Sentence building)	Descriptive Statements (sentence building)	Composition Statements (planning, writing and editing)	Wider Curriculum Links	Spelling Statements
The Wolves in the Wall  **Year 4 will spend 2 weeks on textual analysis.** **They will then spend 2 weeks building,**	**Narrative: a story about a nightmare including dialogue.** **A poem about nightmares.**	**Is it ever okay to lie?** **How does it feel to not be believed?** **What happens when we dream?** **How can we tell the difference between**	**https://www.tes.com/authn/sign-in?rtn=https://www.tes.com/resource-detail/download/11974379** **Use the link above for gothic vocabulary to teach and display.** **Ideas for Vocabulary lessons:**	I can read a fantasy story and engage with settings, characters and themes. I can recall main events in a fantasy story and make predictions about future events. **I can use clues in the text to**	I can spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que e.g. rogue, tongue, antique, unique. I can spell words which sound the same but have different meanings such as accept/except, affect/effect, ball/bawl,	I can use interesting fronted adverbial phrases (examples: Initially, Unbelievably, In the cold light of the morning, Without warning, In an instant,) **I can use correct speech punctuation.**	I can make my writing interesting by using adjectives and other descriptive methods. I can use show not tell sentences. Example: instead of saying he was sad, you might say tears fell from his eyes. Showing the reader an	**I can draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose.** I can draft and write by composing and rehearsing sentences orally (including dialogue), building	**Geography: natural disasters.** **Children can reflect on their learning in Year 3 (they read Escape to Pompeii, a story about a volcano erupting) and use their knowledge from Geography lessons to write about natural**	**Spelling statements to be taught alongside GPS during Grammar starters.**

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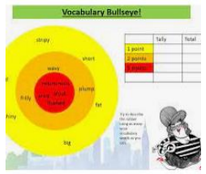
writing and editing a narrative and two weeks building, writing and editing a poem.		**fantasy and reality?** **If we cannot see something, how do we know that it's real?** **Ideas for Next Steps:** **In our text, no one believes Lucy because they cannot see the wolves. Do we need to see something to know that it is real? Why/Why not?** **Some of the themes in our text are reality, bravery, truth and fear. Can you think of any other stories that share these themes?**	**Vocabulary Bullseye.**  **Synonym brainstorms:** **Group challenges: each group must use a thesaurus to find the best adjectives for a given noun. The team with the best word found wins the point for that round.**	**help me make inferences.** I can explain how punctuation helps me read texts more fluently. I can use dictionaries to check the meaning of words that they have read. I can use my imagination to develop interesting settings that reflect the themes in the story. I can read and understand a range of inference questions based on the text and answer using evidence. ideas for lessons: Oracy/p4C discussion with photos for books.	berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's. **I can use the correct form of the verb inflection e.g. we were instead of we** was. **I can use inverted commas and other punctuation to indicate direct speech.**		emotion not telling them. I can use expanded similes and metaphors (Example: his hair was as black as the midnight sky on a cold December night). I can use personification (giving objects human traits) Example: The wind whistled a lonely tune, the tree nervously waved his bony branches. I can use language for effect in poetry to make my poem rhythmic, rhyme or emotive.	a varied and rich vocabulary. I can edit by making changes to grammar and vocabulary pronouns in sentences, expanded noun phrases and fronted adverbials. **I can proof-read for spelling and punctuation errors, including apostrophes for possession, speech punctuation and the comma for fronted adverbials.**	**disasters in their nightmare poems.**	

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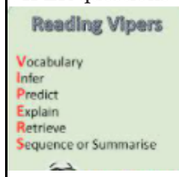
				VIPER questions  Drama: hot seating, freeze frames, interviewing, give each child a part of the text to act out. Photo evidence. Annotate a piece of the text. 							

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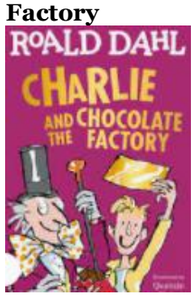
English Long Term Plan

Year 4
Spring 1

Text	Required Outcome	Big Questions	Vocabulary to be taught and displayed.	Reading Statements (Textual Analysis)	GPS Statements (for grammar starters)	GPS Statements (Sentence building)	Descriptive Statements (sentence building)	Composition Statements (planning, writing and editing)	Wider Curriculum Links and useful previous learning and prior knowledge.	Spelling Statements
Charlie and the Chocolate Factory  **Year 4 will spend 2 week analysing the text, 2 weeks building, editing a non chronological report and 2 weeks creating a recipe.**	**Non-chronological report about chocolate** **Recipe for how to make their favourite chocolate dessert.**	 **What does it mean to be humble?** **What do you want to be known for?** **What is a legacy? Is it important?** **How can ambition and hard work positively impact your life?** **How can we measure if the punishment fits the crime?**	For this sequence, teach and display: - adjectives to describe chocolate (slippery, umptious, morish, tempting etc) - verbs to describe food making (pour, combine, season, sprinkle etc.) - Adverbs for recipes (carefully, delicately, roughly etc.) - Fronted adverbials of time for recipe(After some time, Meanwhile, As that simmers, while that cooks, etc)	I can read instructions that are structured in different ways and read for a range of purposes. I can use a dictionary to check the meanings of words I have read. I can explain the difference between an instruction and an explanation. I can read information texts to help me write instructions texts. I can use subject specific language and identify it in the instructions that I read. **I participate and engage in class discussions**.	I can understand and use the following terms: determiner, pronoun, possessive pronoun, adverbial. I can use the possessive apostrophe correctly in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's. I can use apostrophes to mark plural possession e.g. the girl's name, the girls' names I can spell more complex words that are often misspelt e.g. caught, occasionally, interest. I can spell words which sound the same but have different meanings such as	I can write sentences with subject specific verbs and adverbs. **I can use a mixture of pronouns and nouns in my writing to aid continuity and avoid words being repeated.** I can use coordinating conjunctions 'therefore, as a result, consequently.' I can use expanded noun phrases with prepositional phrases (example: People often enjoy delicious traditional chocolates on special occasions such as Christmas).	I can use expanded noun phrases with prepositional phrases (example: People often enjoy creamy delicious chocolate on special occasions like Christmas). I can use alliteration for Headlines and Subheadings.	**I can plan using a model to learn from its structure, vocabulary and grammar.** **I can draft and write non-narrative material, using simple organisational devices.** I can organise my non-narrative writing so that it has headings and subheadings. **I can proof-read for full-stops, commas after fronted adverbials, question marks**	**Children can reflect on their Year 3 History topic of the Mayans and their year 3 English (The Chocolate Tree). What do they remember about how chocolate was first made? Can they include this in their non-chronological reports?**	Focus this term on homophones. Use Grammar starters to teach them and include as many as possible in shared writes and models. I can spell words which sound the same but have different meanings such as accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's.

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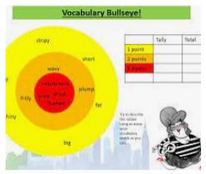
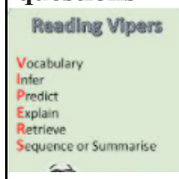
			Ideas for Vocabulary lessons: **Vocabulary Bullseye.**  **Synonym brainstorms:** **Group challenges: each group must use a thesaurus to find the best adjectives for a given noun. The team with the best word found wins the point for that round.**	**Ideas for lessons:** **Oracy/p4C discussion with photos for books.** **VIPER questions**  **Drama: hot seating, freeze frames, interviewing, give each child a part of the text to act out. Photo evidence.** **Annotate a piece of the text.** **Conscience Alley**	accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's.			**and exclamation marks.** Confidently read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling tone and volume so that the meaning is clear. I can edit for the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials..		

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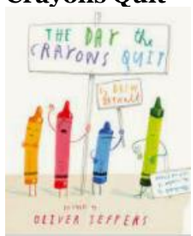
English Long Term Plan

Year 4
Spring 2

Text	Required Outcome	Big Questions	Vocabulary to be taught and displayed.	Reading Statements (Textual Analysis)	GPS Statements (for grammar starters)	GPS Statements (Sentence building)	Descriptive Statements (sentence building)	Composition Statements (planning, writing and editing)	Wider Curriculum Links and useful previous learning and prior knowledge.	Spelling Statements
The Day the Crayons Quit  **Year 4 will spend 1 week analysing the text, 2 weeks building a persuasive letter and 3 weeks writing a narrative.**	**A persuasive letter from the crayons to Duncan explaining why they have quit.** **A narrative about stereotyping including dialogue.**	 **What is stereotyping and how does it affect us?** **Are we limited by things in our life that we cannot control?** **How can we stand up for what we believe?**	**For this sequence, teach and display these persuasive phrases:** - https://www.tes.com/teaching-resource/persuasive-phrases-6096357 - **Create a bank using the link above of emotive phrases and openers to persuade in your letter:** **With a heavy heart,** **With tear-stained eyes,** **Alone and desperate**	I can read a wide range of books, fairy stories, myths and legends and retell some of them to others. I can discuss words and phrases that excite me in the books that I read. I can identify themes and conventions in a wide range of books.	I can understand and use the following terms: determiner, pronoun, possessive pronoun, adverbial. I can use the possessive apostrophe correctly in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's.	**I can use fronted adverbials e.g. Later that day, I heard the bad news.** **I can make the appropriate choice of pronoun or noun, within and across sentences, to aid cohesion and avoid repetition.** I can use commas after fronted adverbials. **I can use paragraphs to**	I can make my writing interesting by using adjectives and other descriptive methods. I can use show not tell sentences. Example: instead of saying he was sad, you might say tears fell from his eyes. Showing the reader an	**I can plan using a model to learn from its structure, vocabulary and grammar.** Use causal conjunctions (however, although, consequently, therefore) to link or contrast ideas across paragraphs. **I can proof-read for full-stops, commas after fronted adverbials,**	 **Children can reflect on their learning during Black History Month around stereotyping.** **<u>Art: Textiles.</u> This term children can use the discussions around who defines what**	Focus this term on spelling mis-conceptions. *I can spell more complex words that are often misspelt e.g. caught, occasionally, interest.*

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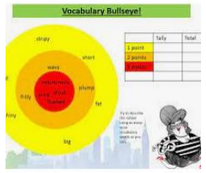
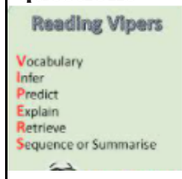
		What is art? **Ideas for Next Steps:** **In our text, the crayons are tired of being stereotyped. How do you think people are stereotyped in real life?** **The crayons go on strike to make it clear that they are unhappy. How can we protest things we feel strongly about?** **At the end of the story, Duncan changes the way that he draws. Are his drawings still art? What is art?**	**knocked down and weary** **Ideas for Vocabulary lessons:** **Vocabulary Bullseye.**  **Synonym brainstorms:** **Group challenges: each group must use a thesaurus to find the best adjectives for a given noun. The team with the best word found wins the point for that round.**	I can read aloud my own writing, to a group or the whole class, using the tone and volume of my voice so that the meaning is clear. **Ideas for lessons:** **Oracy/p4C discussion with photos for books.** **VIPER questions**  **Drama: hot seating, freeze frames, interviewing, give each child a part of the text to act out. Photo evidence.**	I can use apostrophes to mark plural possession e.g. the girl's name, the girls' names I can spell more complex words that are often misspelt e.g. caught, occasionally, interest. **I can use inverted commas and other punctuation to indicate direct speech.** Focus on speech punctuation when writing your narrative.	**organise ideas around a theme.** **I can use inverted commas and other punctuation to indicate direct speech.**	emotion not telling them. I can use expanded similes and metaphors (Example: his hair was as black as the midnight sky on a cold December night). I can use personification (giving objects human traits) Example: The wind whistled a lonely tune, the tree nervously waved his bony branches.	**question marks and exclamation marks.** **I can write dialogue between two characters.** I can edit for the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials.	**art is when creating their own textiles. Children should be encouraged to experiment just as Duncan does in The Day the Crayons Quit.** **RE: Sikhism Children should be encouraged to draw links between the teachings of Sikhism and the message of this English text. Tolerance, equality, unity etc.**	

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				Annotate a piece of the text. **Conscience Alley**						

Year 4
Summer 1

Text	Required Outcome	Big Questions	Vocabulary to be taught and displayed.	Reading Statements (Textual Analysis)	GPS Statements (for grammar starters)	GPS Statements (Sentence building)	Descriptive Statements (sentence building)	Composition Statements (planning, writing and editing)	Wider Curriculum Links and useful previous learning and prior knowledge.	Spelling Statements
The Demon Dentist	**Character Description of Miss Root** **Newspaper Report**	**How can we keep**	**For this sequence, teach and display:** **Report writing language**	I can identify themes and conventions in a wide range of books. **I can check what I have read, and that I have understood it, by telling**	**I can use a mixture of pronouns and nouns in my writing to aid continuity and avoid words being repeated.**	I can use fronted adverbials e.g. Later that day, I heard the bad news.	**Use causal conjunctions (however, although, consequently, therefore) to link or contrast ideas**	**I can draft and rewrite work that creates settings, characters and plots that excite the reader by using my best vocabulary and I can adapt my work depending**	**PSHE: Family and Relationships** **Year 4 can make links between discussions in**	Spelling statements this term to be taught through Grammar starters and No Nonsense Spelling.

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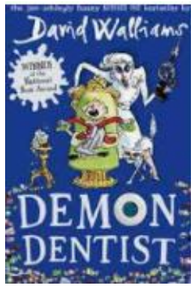
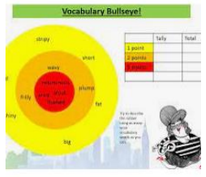
 **Year 4 will spend 1 week analysing the text, 2 weeks writing a Character description and 3 weeks writing a newspaper report.**		**ourselves safe?** **Who can we trust?** **Who do we turn to in times of need?** **Ideas for Next Steps:** **In the Demon Dentist, people trust Miss Root because of her appearance. How can we decide on who we trust?** **What lessons do you think we could learn from the Demon Dentist?** **Alfie's father is unwell. How do you think this affects his decision making?**	this incident reports suggest amazingly all over the country evidence suggests crowds witnessed the unusual event witnesses report strange happenings was quoted as saying experts believe **Adjectives, adverbs and show not tell phrases to describe Miss Root.** **Ideas for Vocabulary lessons:** **Vocabulary Bullseye.**  **Synonym brainstorms:**	**someone else what has happened.** **I can tell from what I have read how a character is feeling and thinking and why they carry out an action. I can show you the parts of the text that tell me this.** **I can predict what will happen in a text, using details I have already read to help me.** **I can summarise what has happened in a text, using themes from paragraphs to help me.** **Ideas for lessons:** **Oracy/p4C discussion with photos for books.** **VIPER questions**	I can use apostrophes to mark plural possession e.g. the girl's name, the girls' names. I can understand and use the following terms: determiner, pronoun, possessive pronoun, adverbial. **I can use the correct form of the verb inflection e.g. we were instead of we was.**	**I can Make the appropriate choice of pronoun or noun, within and across sentences, to aid cohesion and avoid repetition.** **I can** use commas after fronted adverbials. **Use causal conjunctions (however, although, consequently, therefore) to link or contrast**	I can use alliteration, rhyme or a pun to make an interesting Newspaper Headline. I can make my writing interesting by using adjectives and other descriptive methods. I can use show not tell sentences. Example: instead of saying he was sad, you might say tears fell from his eyes. Showing the reader an emotion not telling them. I can use expanded similes and metaphors (Example: his hair was as black as the midnight sky on a cold December night). I can use personification (giving objects	**on the audience.** **I can proof-read for full-stops, commas after fronted adverbials, question marks and exclamation marks.** I can edit for the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials.. I can assess my work, and that of others, and suggest improvements. **I can use paragraphs to organise my writing so that blocks of text flow and ideas are grouped together.**	**PSHE and the vulnerability of Alfie in the Demon Dentist.**	

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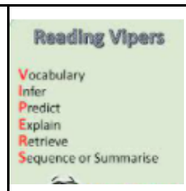
			 Group challenges: each group must use a thesaurus to find the best adjectives for a given noun. The team with the best word found wins the point for that round.	 **Drama: hot seating, freeze frames, interviewing, give each child a part of the text to act out. Photo evidence.** **Annotate a piece of the text.** **Conscience Alley**			human traits) Example: The wind whistled a lonely tune, the tree nervously waved his bony branches.			

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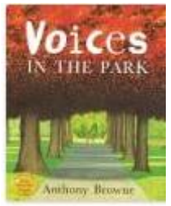
English Long Term Plan

Year 4
Summer 2

Text	Required Outcome	Big Questions	Vocabulary to be taught and displayed.	Reading Statements (Textual Analysis)	GPS Statements (for grammar starters)	GPS Statements (Sentence building)	Descriptive Statements (sentence building)	Composition Statements (planning, writing and editing)	Wider Curriculum Links and useful previous learning and prior knowledge.	Spelling Statements
Voices in The Park  **Year 4 will spend 1 week analysing their text, 2 weeks writing a setting description and 2 weeks writing a seasonal poem.**	**Setting Description of Leyton Marshes** **Seasonal poem**	 **How do we all see the world differently?** **Why is variety important?** **What does it mean to feel isolated?** **What effect does nature have on our well-being?** **Ideas for Next Steps:** **In Voices in the Park, 4**	 Just like the narrators of Voices in the Park, Year 4 will take a summer walk through Leyton Marshes and write a description of the setting. This will form part of their vocabulary building lesson as they should write a bank of descriptive vocabulary to be shared and displayed on their walk. **Ideas for Vocabulary lessons:**	I can understand how the use of words in a text, how it is set out and its presentation add to its meaning. I can listen to and discuss a wide range of fiction, poetry, plays,non-fiction and reference books or textbooks I can prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action I can discuss words and increasingly complex phrases that capture the reader's interest and imagination	**This term starters should be spent revising all GPS statements, reteaching anything that children struggled with and addressing any misconceptions.**	I can use fronted adverbials e.g. Later that day, I heard the bad news. **I can Make the appropriate choice of pronoun or noun, within and across sentences, to aid cohesion and avoid repetition.** **I can** use commas after fronted adverbials. I can use paragraphs to organise ideas around a theme. **I can use inverted commas and**	I can make my writing interesting by using adjectives and other descriptive methods. I can use show not tell sentences. Example: instead of saying he was sad, you might say tears fell from his eyes. Showing the reader an emotion not telling them. I can use expanded similes and metaphors	**I can plan using a model to learn from its structure, vocabulary and grammar.** **I can write using the structural features of a poem: verses, stanzas, rhyme rhythm or other poetic devices..** **I can proof-read for full-stops, commas after fronted adverbials, question marks and exclamation marks.** *I can use*	**Science: Living things and their habitats (topic from Spring 1)** **Children can use the knowledge gained from studying the marshes in this topic to help with their descriptions.**	This term Year 4 will revise spelling statements particularly homophones.

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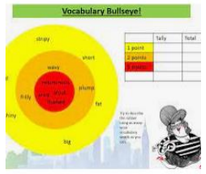
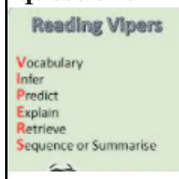
		people walk through the same park but have very different stories. Why do you think this is? **If you were to write a story about your journey to school this morning, what parts would you describe any why? How is this different to your partners?**	**Vocabulary Bullseye.**  **Synonym brainstorms:** **Group challenges: each group must use a thesaurus to find the best adjectives for a given noun. The team with the best word found wins the point for that round.**	I can ask reasoned questions to improve my understanding of a text. **Ideas for lessons:** **Oracy/p4C discussion with photos for books.** **VIPER questions**  **Drama: hot seating, freeze frames, interviewing, give each child a part of the text to act out. Photo evidence.** **Annotate a piece of the text.** **Conscience Alley**		**other punctuation to indicate direct speech.**	(Example: his hair was as black as the midnight sky on a cold December night). I can use personification (giving objects human traits) Example: The wind whistled a lonely tune, the tree nervously waved his bony branches.	*paragraphs to organise ideas around a theme.* *I can read my work out to a group with confidence and make sure it sounds interesting, controlling tone and volume so that its meaning is clear.* I can edit for the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials..		

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Year 5

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English Long Term Plan

Year 5
Autumn 1

Text	Required Outcome	Big Questions	Vocabulary to be taught and displayed.	Reading Statements (Textual Analysis)	GPS Statements (for grammar starters)	GPS Statements (Sentence building)	Descriptive Statements (sentence building)	Composition Statements (planning, writing and editing)	Wider Curriculum Links and useful prior knowledge from last year's curriculum.	Spelling Statements
The Arrival **Year 5 will spend 2 weeks analysing the text.** **Then they will spend 2 weeks building, writing and editing a diary entry.** **Finally, they will spend 2 weeks writing, building and editing a setting description.**	**Diary entry in role as someone emigrating to a new country.** **Setting description of the new homeland in the arrival.**	 **How can people feel lonely while surrounded by people?** **What are the effects of immigration?** **What makes home home?** **Is the unknown exciting or frightening?** **<u>Example Next Steps:</u>** **In our text (The Arrival) the main character moves to a**	**Display, teach and refer to these words during the sequence of your lessons. You might want to teach them in a word of the day style where you introduce a new one each morning and use it as much as possible in class discussions:** Immigration Isolation refugee racism discrimination prejudice foreign alienate **During vocabulary building lessons,**	I can read, enjoy, understand and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. **I can read, enjoy and understand a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from the past and books from other cultures or traditions.** I can discuss and compare events, issues and characters within a book. I can explain characters' feelings, thoughts or reasons for	I can use apostrophes for possession and omission. I can recognise and use pronouns to avoid repetition. I can use knowledge of root words, prefixes and suffixes in spelling and understand that the spelling of some words needs to be learnt specifically. **I can mark and edit work to have the correct tense throughout.** I can identify different clauses (subordinate, relative, main) in a sentence.	**Indicate degrees of possibility using adverbs e.g. perhaps, surely, or modal verbs e.g. might, should, will, must. I can indicate degrees of possibility using adverbs e.g. perhaps, surely, or modal verbs e.g. might, should, will, must.** **I can write a range of sentence types (complex, compound and simple) use commas to make my writing clear to the reader.** **I can use simple fronted adverbials (suddenly, Worryingly, etc.) and more interesting adverbial openers (example: On**	I can make my writing interesting by using adjectives and other descriptive methods. I can use show not tell sentences. Example: instead of saying he was sad, you might say tears fell from his eyes. Showing the reader an emotion not telling them. I can use expanded similes and metaphors (Example: his hair was as black as the midnight sky on a cold December night). I can use personification (giving objects human traits) Example: The wind whistled a lonely tune, the tree nervously waved his bony branches**.**	**I can plan my writing by identifying the audience for and purpose of the writing, using other similar writing as models for my own work.** I can plan my writing by noting down and developing my initial ideas, drawing on reading other writing where necessary. I can give feedback on and improve my own writing and my classmates' writing. I can use pronouns to avoid repetition.. I can use fronted adverbials. I can use all punctuation taught in year 4 where relevant (full stops, capital letters, apostrophes for	**Science: Earth and Space** **Year 5 can make discussion links between space exploration and the discoveries made in The Arrival. How would it feel to move to an alien planet? What qualities do people who move countries and people who explore space have in common? Bravery? The desire to search for something new? resilience? Leaving behind everything you know?**	**This term Year 5 will ensure that all children are confident using the dictionaries and thesaurus'.** *I can use the first three or four letters of a word to check spelling, meaning, or both of these in a dictionary.* *I can use a thesaurus.*

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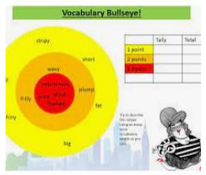
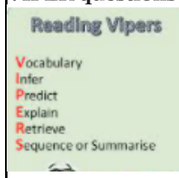
		new country and feels isolated and confused by the new setting. What message do you think Shaun Tann was giving about immigration? **Imagine in the new setting they had spoken the same language as our main character. How do you think his experiences would have been the same or different?** **If you were to travel to an unknown place to live, what would you take with you as a reminder of home. How would the items you have chosen bring you comfort?**	**brainstorm and display:** **- words and phrases to describe the setting** **- emotive phrases to describe how our main character must be feeling.** **Ideas for Vocabulary lessons:** **Vocabulary Bullseye.**  **Synonym brainstorms:** **Group challenges: each**	their actions. I can explain my thoughts with evidence from the text. I can participate in discussions about books that are read to me and those that I can read, building on my own and others' ideas and challenging views courteously. **Ideas for lessons:** **Oracy/p4C discussion with photos for books.** **VIPER questions**  **Drama: hot seating, freeze frames, interviewing, give each child a part of the text to act out. Photo evidence.** **Annotate a piece of the text.** **Conscience Alley**		**that blustery morning, As the sun set, At the break of dawn).** **I can use devices to build cohesion within a paragraph e.g. then, after that, this, firstly.** I can add information to my sentences using relative clauses starting with who, which, where, when, whose, that, or by missing out the pronoun.		possession and omission, inverted commas, question marks and exclamation marks).		

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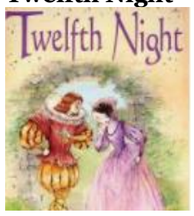
		Discuss this phrase in relation to The Arrival. 'Sometimes the loneliest place is in a room full of people.'	**group must use a thesaurus to find the best adjectives for a given noun. The team with the best word found wins the point for that round.**							

Year 5
Autumn 2

Text	Required Outcome	Big Questions	Vocabulary to be taught and displayed.	Reading Statements (Textual Analysis)	GPS Statements (for grammar starters)	GPS Statements (Sentence building)	Descriptive Statements (sentence building)	Composition Statements (planning, writing and editing)	Wider Curriculum Links and Prior knowledge from last year's curriculum.	Spelling Statements
Twelfth Night  **Year 5 will spend 2 weeks analysing the text.** **Then they will spend 2 weeks building,**	**Character description of Viola** **Persuasive argument exploring the role of the**	 **Are men and women born equal?** **What are gender roles? How are they defined and how can they be problematic?**	**Annotate a large picture of Viola on a flipchart to display.** **During a vocab lesson, write adjectives and descriptive phrases around the picture to describe both her appearance and personality.** **https://content.twinkl.co.uk/resource/81/ef/T-L-2407-Persuasive-Writing-Word-Mat_ver_1.pdf?_token_=exp=1640258440~acl=%2Fresource%2F81%2Fef%**	I can discuss and compare events, structures, issues, characters and plots of stories, poems and information texts. **I can understand what I am reading by checking that the book makes sense and finding the meaning of new words from the context.**	I can mark and edit work to have the correct subject and verb agreement (such as plurals and singulars - one sheep , 2 sheep not sheeps, 1 foot 2 feet not foots etc) **I can change nouns or adjectives into verbs by adding suffixes such as -ate, -ise, -ify e.g. elasticate, standardise, solidify.** I can use	I can write a range of sentence types (complex, compound and simple) **using commas to make my writing clear to the reader.** **I can use simple fronted adverbials (suddenly, Worryingly, etc.) and more interesting adverbial openers (example: On that blustery morning, As the**	I can make my writing interesting by using adjectives and other descriptive methods. I can use show not tell sentences. Example: instead of saying he was sad, you might say tears fell from his eyes. Showing the reader an emotion not telling them. I can use expanded similes and metaphors (Example: his hair	**I can plan my writing by identifying the audience for and purpose of the writing, using other similar writing as models for my own work.** I can use different verb forms with consideration for the audience and purpose I can give feedback on and improve my own writing and my classmates' writing.	 **Last year, children studied the story, 'The Day the Crayons Quit.' This book explored stereotypes**	**In addition to using The Spelling Book programme, this term children should continue to use dictionaries to correct their spellings.** *I can read work looking for spelling errors and correct*

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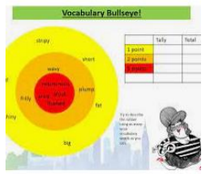
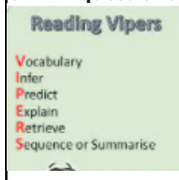
writing and editing a character Description. **Finally, they will spend 2 weeks writing, building and editing a persuasive argument.**	**woman in society. This should ultimately use the character of Viola as an example of how women are equal in capabilities to men. Research and explore other more modern women (including women of colour) who exemplify this. Discuss and explore barriers and things that have held them back. Touch on the suffragettes.**	**How has life changed for women since Shakespearean times? What still needs to change?** **Example Next Steps:** **In a Twelfth Night, Viola successfully disguises herself as Cesario. If the play was written now, how do you think it might be different?** **Viola is a strong and capable character in Twelfth Night. Can you think of any modern characters that share similarities with her?** **In Shakespearean plays, women were often portrayed by**	**2FT-L-2407-Persuasive-Writing-Word-Mat_ver_1.pdf%2A~hmac=e1a46c11983d046ace5b4f057230fd0bd2b0a58e71fcb8cb28a37adf2893ff23** **Display the persuasive openers in the link above.** **Ideas for Vocabulary lessons:** **Vocabulary Bullseye.**  **Synonym brainstorms:** **Group challenges: each group must use a thesaurus to find the best adjectives for a given noun. The team with the best word found wins the point for that round.**	I can ask sensible and interesting questions about the texts to help me understand them more. I can talk about how authors use language, including figurative language, and the impact it has on the reader. I can predict what might happen in increasingly complex texts by using evidence from the text. **Ideas for lessons:** **Oracy/p4C discussion with photos for books.** **VIPER questions**  **Drama: hot seating, freeze frames, interviewing, give each child a part of the text to**	brackets and can also use dashes or commas for parenthesis. I can use capital letters, full stops, question marks, exclamation marks, commas, apostrophes, brackets and hyphens correctly in my work. I can understand the following terms: modal verb, relative pronoun; relative clause; parenthesis, bracket, dash; and cohesion, ambiguity .	**sun set, At the break of dawn).** I can add information to my sentences using relative clauses starting with who, which, where, when, whose, that, or by missing out the pronoun. I can use brackets and can also use dashes or commas for parenthesis. I can use persuasive contrasting sentences with although, however or but to strengthen my argument (example: Men may be stronger than women physically, however that has no impact on our academic abilities.	was as black as the midnight sky on a cold December night). I can use emotive rhetorical questions in a persuasive argument. I can use persuasive causal conjunctions (consequently, therefore, as a result).	I can give feedback on and edit vocabulary, grammar and punctuation to make writing clearer. **I can proof-read for punctuation errors, including the use of brackets and other devices, such as commas or hyphens, used for the same purpose.**	**and what happens when people's roles are defined for them. Teachers should encourage children to reflect on this learning and the conclusions that they drew while reading that text.**	*them using a dictionary.*

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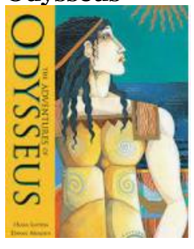
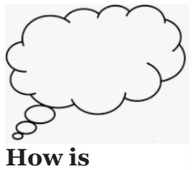
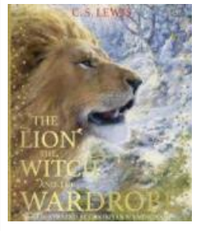
		men as women were not allowed to be actors. How do you think this would have affected Shakespearean theatre?		**act out. Photo evidence.** **Annotate a piece of the text.** **Conscience Alley**						

Year 5
Spring 1

Text	Required Outcome	Big Questions	Vocabulary to be taught and displayed.	Reading Statements (Textual Analysis)	GPS Statements (for grammar starters)	GPS Statements (Sentence building)	Descriptive Statements (sentence building)	Composition Statements (planning, writing and editing)	Wider Curriculum Links and Prior knowledge from last year's curriculum.	Spelling Statements
The Adventures of Odysseus  **Year 5 will spend 2 weeks**	**A narrative including dialogue** **A letter**	 **How is patience a virtue?** **What is more important, the power someone holds or the principles**	**During this sequence, teach and display:** - words and phrases to describe Odysseus' character. - Show not tell phrases to describe how he might feel on his journey. - Emotive phrases to describe	I can discuss and compare events, structures, issues, characters and plots of stories, poems and information texts. **I can understand what I am reading by checking that the book makes sense and finding the meaning of new words from the**	I can spell word endings which sound like 'shus' spelt -cious or -tious e.g. vicious, delicious, ambitious, cautious. I can spell word endings which sound like 'shil' spelt -cial or -tial e.g. official, partial I can spell words ending in -ant, -ance/-ancy, -ent, -ence/- ency e.g. tolerant/tolerance, transparent/transparency.	I can write a range of sentence types (complex, compound and simple**) using commas to make my writing clear to the reader.** **I can use simple fronted adverbials (suddenly, Worryingly, etc.) and more interesting adverbial openers (example: On**	I can make my writing interesting by using adjectives and other descriptive methods. I can use show not tell sentences. Example: instead of saying he was sad, you might say tears fell from his eyes. Showing the reader an emotion not telling them. I can use expanded similes and	**I can set out my work correctly and use headings, bullet points, or underlining depending on the purpose of my writing e.g. letter, leaflet, information text, instructions.** **I can plan my writing by identifying the audience for and purpose of the writing, using other similar writing as**	 **Last year, children studied the Lion the Witch and the Wardrobe. Children can**	**During this sequence, spelling statements will be taught alongside grammar during the grammar starter for each English lesson.**

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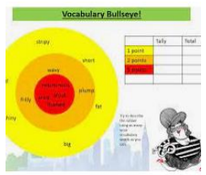
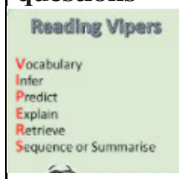
analysing the text. **Then they will spend 2 weeks building, writing and editing a Narrative.** **Finally, they will spend 2 weeks writing, building and editing a letter.**		**that they live by?** **What makes someone a hero?** **How far would people go to survive?** **Example Next Steps:** **In our text, Odysseus goes on an epic journey of survival. What do you think the writer of this story was trying to tell it's readers? Use evidence to support your answer.** **Some of the themes of Odysseus are bravery, survival and perseverance. Can you think of any other texts with similar themes? What similarities and differences do they have?** **Odysseus' wife waits for his return even though she doesn't know for sure that he will**	missing someone (Example: my wounded heart aches… - tear-stained cheeks etc.) **Ideas for Vocabulary lessons:** **Vocabulary Bullseye.**  **Synonym brainstorms:** **Group challenges: each group must use a thesaurus to find the best adjectives for a given noun. The**	**context.** I can ask sensible and interesting questions about the texts to help me understand them more. I can talk about how authors use language, including figurative language, and the impact it has on the reader. I can predict what might happen in increasingly complex texts by using evidence from the text. **Ideas for lessons:** **Oracy/p4C discussion with photos for books.** **VIPER questions**  **Drama: hot seating,**	I can use speech punctuation correctly. **I can mark and edit work to have the correct tense** **I** can use brackets and can also use dashes or commas for parenthesis. I can understand verb prefixes e.g. dis-, de-, mis-, over- and re-. I can add information to my sentences using relative clauses starting with who, which, where, when, whose, that, or by missing out the pronoun. I can understand the following terms: modal verb, relative pronoun; relative clause; parenthesis, bracket, dash; and cohesion, ambiguity **I can use commas to make my writing clear to the reader.** .	**that blustery morning, As the sun set, At the break of dawn).** I can add information to my sentences using relative clauses starting with who, which, where, when, whose, that, or by missing out the pronoun. I can use brackets and can also use dashes or commas for parenthesis. I can use persuasive contrasting sentences with although, however or but to strengthen my argument (example: Men may be stronger than women physically, however that has no impact on our academic abilities.	metaphors (Example: his hair was as black as the midnight sky on a cold December night). I can use emotive rhetorical questions in a letter. I can use causal conjunctions (consequently, therefore, as a result).	**models for my own work.** **I can proof-read for punctuation errors, including the use of brackets and other devices, such as commas or hyphens, used for the same purpose.** **I can write pieces describing settings, characters and atmosphere, and include speech that helps picture the character and their personality or mood.** I can perform my own work to a group with some confidence, changing the tone and volume of my voice to make the meaning clear. I can draft and write by using words such as then, after that, this, firstly, to build connections in a paragraph. I can plan my writing of narratives by considering how authors have developed characters and settings in what the class have read, heard and seen in other stories, plays or films.	**use this learning to discuss the themes of survival and bravery. In Lion the Witch and Wardrobe, the children go on a journey of survival to save their brother and eventually make it home to their parents. Similarly, Odysseus is on a journey of survival to make it home to his family.** **History: Ancient Greeks.** **Children will use the knowledge learnt during History lessons to inform their narrative.**	

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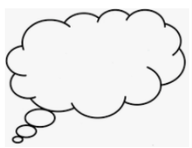
		survive. Can you think of a time that you have shown patience like her? **At times, characters in this text have to choose between power and principles. Which do you think is more important and why?**	**team with the best word found wins the point for that round.**	**freeze frames, interviewing, give each child a part of the text to act out. Photo evidence.** **Annotate a piece of the text.** **Conscience Alley**						

Year 5
Spring 2

Text	Required Outcome	Big Questions	Vocabulary to be taught and displayed.	Reading Statements (Textual Analysis)	GPS Statements (for grammar starters)	GPS Statements (Sentence building)	Descriptive Statements (sentence building)	Composition Statements (planning, writing and editing)	Wider Curriculum Links and Prior knowledge from last year's curriculum.	Spelling Statements
Son of the Circus: A Victorian Story.	**A Non-Chronological Report about the life of Pablo Faque**	 **Should children be**	**During this sequence, teach and display:** Phrases to describe the circus	I can predict what might happen in increasingly complex texts by using evidence from the text. I can tell the	I can spell words ending in -able and -ible, also -ably and -ibly e.g. adorable, possible, adorably, possibly. I can spell words containing the letter-	I can write a range of sentence types (complex, compound and simple) **using commas to make my writing clear to the reader.**	I can make my writing interesting by using adjectives and other descriptive methods.	**I can set out my work correctly and use headings, bullet points, or underlining depending on the purpose of my writing e.g. letter, leaflet,**		**During this sequence, spelling statements will be taught alongside grammar**

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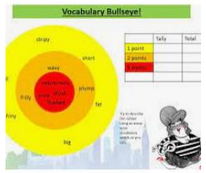
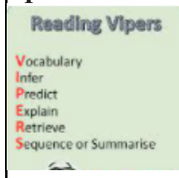
Year 5 will spend 2 weeks analysing the text. **Then they will spend 2 weeks building, writing and editing a Newspaper report.** **Finally, they will spend 2 weeks writing, building and editing an information text (non-chronological report)**	**A Diary Entry in role as Ted**	**able to dictate their own actions?** **How has life for black people over time?** **What does it mean to be mixed-race?** **How can we overcome obstacles to survive and thrive?** **Example Next Steps:** **In the text, Ted learns that his father is the first ever black circus owner and that he is required to follow in his footsteps. How important do you think it is to know where you come from?** **Life as a mixed race child for Ted was challenging. How do you think life for young mixed race people in Britain now compares to his story?**	emotive language that depicts Ted's feelings towards his new environment. **Ideas for Vocabulary lessons:** **Vocabulary Bullseye.**  **Synonym brainstorms:** **Group challenges: each group must use a thesaurus to find the best adjectives for a given noun. The team with the**	difference between statements of fact and opinion. I can participate in discussions about books that are read to me and those that I can read, building on my own and others' ideas and challenging views courteously. **Ideas for lessons:** **Oracy/p4C discussion with photos for books.** **VIPER questions**  **Drama: hot seating, freeze frames, interviewing, give each child a part of the text to act out. Photo evidence.**	string 'ough' e.g. bought, rough, through, bought. I can spell some words with 'silent' letters e.g. knight, psalm, solemn. **I can indicate degrees of possibility using adverbs e.g. perhaps, surely, or modal verbs e.g. might, should, will, must.** **I can change nouns or adjectives into verbs by adding suffixes such as -ate, -ise, -ify e.g. elasticate, standardise, solidify.** **I** can use brackets and can also use dashes or commas for parenthesis. I can understand the following terms: modal verb, relative pronoun; relative clause; parenthesis, bracket, dash; and cohesion, ambiguity **I can use commas to make my writing clear to the reader.**	**I can use simple fronted adverbials (suddenly, Worryingly, etc.) and more interesting adverbial openers (example: On that blustery morning, As the sun set, At the break of dawn).** I can add information to my sentences using relative clauses starting with who, which, where, when, whose, that, or by missing out the pronoun. I can use brackets and can also use dashes or commas for parenthesis. I can use persuasive contrasting sentences with although, however or but to strengthen my argument (example: Men may be stronger than women physically, however that has no impact on our academic abilities.	I can use expanded similes and metaphors (Example: his hair was as black as the midnight sky on a cold December night). I can use causal conjunctions (consequently, therefore, as a result). I can use formal language in a non-fiction text. I can use contrasting sentences using the conjunctions however, although and but (Example Pablo was a strong determined man although circumstances made life difficult).	**information text, instructions.** I can draft and write by linking ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby, and number e.g. secondly, or tense choices e.g. he had seen her before. I can link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby, and number e.g. secondly, or tense choices e.g. he had seen her before. I can draft and write by summarising longer passages (this can be achieved by reading about Pablo Faque and summarising in your non-chronological report. **I can proof-read for punctuation errors, including the use of brackets and other devices, such as commas or hyphens, used for the same purpose.**	 **Children can reflect on their learning during Black History Month.**	**during the grammar starter for each English lesson.**

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		In order to thrive in such a challenging environment, Pablo Faque had to be strong, determined and resilient. Can you think of any other historical figures that you have learnt about who share these qualities? How are they similar and different? **Imagine Ted had refused to go with his father. How do you think this would have changed the narrative?**	**best word found wins the point for that round.**	**Annotate a piece of the text.** **Conscience Alley**	.					

Year 5
Summer 1

Text	Required Outcome	Big Questions	Vocabulary to be taught and displayed.	Reading Statements (Textual Analysis)	GPS Statements (for grammar starters)	GPS Statements (Sentence building)	Descriptive Statements (sentence building)	Composition Statements (planning, writing and editing)	Wider Curriculum Links and Prior knowledge from last year's curriculum.	Spelling Statements

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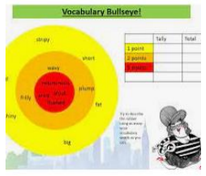
Oliver Twist **Year 5 will spend 2 weeks analysing the text.** **Then they will spend 2 weeks building, writing and editing a Setting Description** **Finally, they will spend 2 weeks writing, building and editing a Speech**	**A setting description of Victorian London** **A persuasive speech on the rights of the child.**	 **How does poverty affect children?** **What is child labour and are children still affected by it today?** **What makes a child vulnerable?** **What rights do children have and how can we make sure that they're respected?** **Example Next Steps:** **Life for Oliver Twist has been extremely difficult. Eventually he is taught by Fagen to pickpocket and becomes a thief. What about his life experiences do you think makes him**	**During this sequence, teach and display:** Synonym brainstorms for the words: dirty, old, busy, grey and loud. Use the brainstorms to write expanded similes and metaphors during sentence building and make sure that these are displayed. When writing your speech, display persuasive language. Eg. teach and display this: - https://www.tes.com/teaching-resource/persuasive-phrases-6096357 **Ideas for Vocabulary lessons:** **Vocabulary Bullseye.**  	**I can find and write down facts and information from non-fiction texts.** I can explain characters' feelings, thoughts or reasons for their actions. I can explain my thoughts with evidence from the text. **I can read, enjoy and understand a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from the past and books from other cultures or traditions.** . I can predict what might happen in increasingly complex texts by using evidence from the text. I can answer questions about what I am reading . **Ideas for lessons:** **Oracy/p4C discussion with photos for books.**	**I can use devices to build cohesion within a paragraph e.g. then, after that, this, firstly.** I can use capital letters, full stops, question marks, exclamation marks, commas, apostrophes, brackets and hyphens correctly in my work. I can understand verb prefixes e.g. dis-, de-, mis-, over- and re-. . I can add information to my sentences using relative clauses starting with who, which, where, when, whose, that, or by missing out the pronoun. I can mark and edit work to have the correct subject and verb agreement. I can understand the following terms: modal verb, relative pronoun; relative clause; parenthesis,	I can write a range of sentence types (complex, compound and simple) **using commas to make my writing clear to the reader.** **I can use simple fronted adverbials (suddenly, Worryingly, etc.) and more interesting adverbial openers (example: On that blustery morning, As the sun set, At the break of dawn).** I can add information to my sentences using relative clauses starting with who, which, where, when, whose, that, or by missing out the pronoun. I can use brackets and can also use dashes or commas for parenthesis. I can use persuasive contrasting sentences with although, however or but to strengthen my argument (example: Although children are younger than	I can make my writing interesting by using adjectives and other descriptive methods. I can use expanded similes and metaphors (Example: his hair was as black as the midnight sky on a cold December night). I can use personification (giving objects human traits) Example: The wind whistled a lonely tune, the tree nervously waved his bony branches**.** I can use show not tell sentences. Example: instead of saying he was sad, you might say tears fell from his eyes. Showing the reader an emotion not telling them	**I can set out my work correctly and use headings, bullet points, or underlining depending on the purpose of my writing e.g. letter, leaflet, information text, instructions.** I can draft and write by linking ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby, and number e.g. secondly, or tense choices e.g. he had seen her before. I can link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby, and number e.g. secondly, or tense choices e.g. he had seen her before. **I can proof-read for punctuation errors, including the use of brackets and other devices, such as commas or hyphens, used for the same purpose.**	UNITED NATIONS HUMAN RIGHTS OFFICE OF THE HIGH COMMISSIONER **Year 5 should use this as an opportunity to further their exploration of the UN Rights of the Child. What does it mean to be a rights respecting school? How is this growth from what life was like in Victorian London?** **Year 5 should also make links between this and their previous text which is also set in Victorian Britain. How was life different for Ted and Oliver? What similarities do they share?**	**Year 5 will continue to use the Nonsense Spelling programme at the beginning of Reading lessons.**

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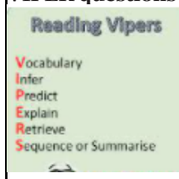
		vulnerable to people like Fagen? **At WillowBrook, we are a rights respecting school. How do you think Oliver Twist's rights have not been respected?** **Oliver Twist is forced to steal to survive. Do you think he should be punished or are his actions justified? Does our circumstance ever justify wrong-doing?**	**Synonym brainstorms:** **Group challenges: each group must use a thesaurus to find the best adjectives for a given noun. The team with the best word found wins the point for that round.**	**VIPER questions**  **Drama: hot seating, freeze frames, interviewing, give each child a part of the text to act out. Photo evidence.** **Annotate a piece of the text.** **Conscience Alley**	bracket, dash; and cohesion, ambiguity **I can mark and edit work to have the correct tense**	adults, they still deserve the same rights). I can use causal conjunctions (consequently, therefore, as a result). I can use formal language and attempt to use 'were' in the subjunctive form in my persuasive speech. Example: if I were you…If the world were…If people were to				

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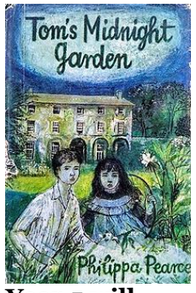
Year 5
Summer 2

Text	Required Outcome	Big Questions	Vocabulary to be taught and displayed.	Reading Statements (Textual Analysis)	GPS Statements (for grammar starters)	GPS Statements (Sentence building)	Descriptive Statements (sentence building)	Composition Statements (planning, writing and editing)	Wider Curriculum Links and Prior knowledge from last year's curriculum.	Spelling Statements
Tom's Midnight Garden.  **Year 5 will spend 2 weeks analysing the text.** **Then they will spend 2 weeks building, writing and editing a Character description.**	**A character description of Hatty from the perspective of Tom.** **A poem to describe the Midnight Garden.**	 **What are the effects of isolation and quarantine on a person's well-being?** **If something is real to you, does that make it *real*?** **Do people connect because of their similarities or differences? WHat draws a person to another?**	 **During this sequence, teach and display:** - words and phrases to describe the garden - words and phrases to describe Hatty **<u>Ideas for Vocabulary lessons:</u>**	**I can find and write down facts and information from non-fiction texts.** I can explain characters' feelings, thoughts or reasons for their actions. I can explain my thoughts with evidence from the text. **I can read, enjoy and understand a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from the past and books from other cultures or traditions.** . I can predict what	**This term starters should be spent revising all GPS statements, reteaching anything that children struggled with and addressing any misconceptions .**	I can write a range of sentence types (complex, compound and simple) **using commas to make my writing clear to the reader.** **I can use simple fronted adverbials (suddenly, Worryingly, etc.) and more interesting adverbial openers (example: On that blustery morning, As the sun set, At the break of dawn).** I can add information to my sentences using relative clauses starting with who, which, where, when, whose, that, or by missing out the	I can make my writing interesting by using adjectives and other descriptive methods. I can use expanded similes and metaphors (Example: his hair was as black as the midnight sky on a cold December night). I can use show not tell sentences. Example: instead of saying he was sad, you might say tears fell from his eyes. Showing the reader an emotion not telling them I can use poetic devices (rhyme, rhythm, emotive language, alliteration,	**I can write pieces describing settings, characters and atmosphere, and include speech that helps picture the character and their personality or mood.** **I can plan my writing by identifying the audience for and purpose of the writing, using other similar writing as models for my own work.** **I can use devices to build cohesion within a paragraph e.g. then, after that, this, firstly.** I can link ideas across paragraphs using adverbials of	 **Last year children studied The Wolves in the Wall. This told the story of Lucy who felt alone and isolated, seeing visions of wolves in the walls that only she could see. Ask the children to compare Tom to Lucy. How are their**	**Year 5 will continue to use the Nonsense Spelling programme at the beginning of Reading lessons.** **Year 5 will also ensure that they are confident using their dictionaries and thesaurus'.**

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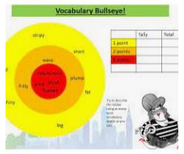
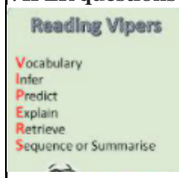
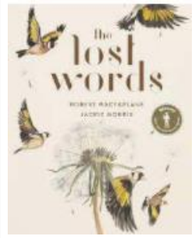
Finally, they will spend 2 weeks writing, building and editing a poem.		**Example Next Steps:** **Because of his infectious illness, Tom is forced to quarantine alone. Reflecting on our last few years living with Covid -19, what effect do you think isolation has on children?** **Over the course of the story, Tom and Hatty develop a strong friendship. What do you think draws them to each other?** **In the story, at one point both children believe that the other is a ghost. How can we tell what is real and what is not? How can we tell the difference between what we know and what we believe?**	**Vocabulary Bullseye.**  **Synonym brainstorms:** **Group challenges: each group must use a thesaurus to find the best adjectives for a given noun. The team with the best word found wins the point for that round.**	might happen in increasingly complex texts by using evidence from the text. **Ideas for lessons:** **Oracy/p4C discussion with photos for books.** **VIPER questions**  **Drama: hot seating, freeze frames, interviewing, give each child a part of the text to act out. Photo evidence.** **Annotate a piece of the text.** **Conscience Alley**		pronoun. I can use brackets and can also use dashes or commas for parenthesis.		personification etc.) for effect.	time e.g. later, place e.g. nearby, and number e.g. secondly, or tense choices e.g. he had seen her before. **I can indicate degrees of possibility using adverbs e.g. perhaps, surely, or modal verbs e.g. might, should, will, must.**	**stories similar and different?**  **Children should also reflect on (or even revisit) the Lost Words book that we explored as a whole school during Science Week 2021. They can take inspiration for poetry and think about how the author describes the landscapes of British nature.**	

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English Long Term Plan

Year 6

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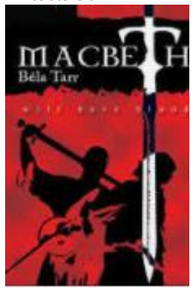
English Long Term Plan

Year 6
Autumn 1

Text	Required Outcome	Big Questions	Vocabulary to be taught and displayed.	Reading Statements (Textual Analysis)	GPS Statements (for grammar starters)	GPS Statements (Sentence building)	Descriptive Statements (sentence building)	Composition Statements (planning, writing and editing)	Wider Curriculum Links and useful prior knowledge from last year's curriculum.	Spelling Statements
Macbeth  **Year 6 will spend 2 weeks analysing the text.** **Then they will spend 2 weeks on a Setting Description.** **Finally they will spend 2 weeks writing a persuasive letter.**	**Setting Description of the Heath including The Three Witches.** **Persuasive letter from Lady Macbeth to Macbeth pleading with him to stop his killing spree.**	 **What is accountability and who should take it?** **What happens when ambition turns to greed?** **Can two wrongs ever make a right?** **Is it ever too late to turn things around?** **What happens to relationships when people change?**	**Display and teach:** **Key Vocabulary (character names, places, Shakespearean words)** **- words and phrases to describe the witches appearance and personality.** **- words and phrases to describe the Heath** **- Emotive phrases which show how Lady Macbeth feels.** **Ideas for Vocabulary lessons:** **Vocabulary Bullseye.**	I can discuss ideas, events, structures, issues, characters and plots of the texts across a wide range of writing. I can discuss and compare themes, structures, issues, characters and plots within a book and between different books. **I can show my understanding of texts by summarising the main ideas over a paragraph or a number of paragraphs, finding key details and quotations as evidence to support my views.** I can talk about how authors use language, including figurative language, and the	I can use apostrophes for possession and omission. I can recognise and use pronouns to avoid repetition. **I can mark and edit work to have the correct tense throughout.** I can identify different clauses (subordinate, relative, main) in a sentence. I can use brackets and can also use dashes or commas for parenthesis I can understand the following terms: modal verb, relative pronoun; relative clause; parenthesis, bracket, dash; and cohesion, ambiguity **I can use commas to make my**	**Indicate degrees of possibility using adverbs e.g. perhaps, surely, or modal verbs e.g. might, should, will, must. I can indicate degrees of possibility using adverbs e.g. perhaps, surely, or modal verbs e.g. might, should, will, must.** **I can write a range of sentence types (complex, compound and simple) use commas to make my writing clear to the reader.** **I can use simple fronted adverbials (suddenly, Worryingly, etc.) and more interesting adverbial openers (example: On**	I can make my writing interesting by using adjectives and other descriptive methods. I can use show not tell sentences. Example: instead of saying he was sad, you might say tears fell from his eyes. Showing the reader an emotion not telling them. I can use expanded similes and metaphors (Example: his hair was as black as the midnight sky on a cold December night). I can use personification (giving objects human traits) Example: The wind whistled a lonely tune, the tree nervously waved his bony branches.	I can plan my writing by recording my first thoughts and building on those ideas using what I have read or need to find out about as necessary. **I can change my writing to fit the audience and change the language and sentence length for the purpose (example: first person and formal language in a letter).** I can plan a detailed character and/or setting to have an effect on the reader and use ideas from what I have read, heard and seen in other stories, plays or films. I can use grammar and vocabulary which is suited to the	 **Last year, the children studied A Twelfth Night. A lot of their learning centred around the portrayal of women. Encourage them to reflect on this and make links between the two Shakespeare plays. How are they similar and different? How are women depicted differently in Macbeth compared to A Twelfth Night?**	**Year 6 should practice spelling statements during GPS starters, Early morning handwriting and using the No Nonsense Spelling Programme.**

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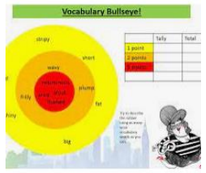
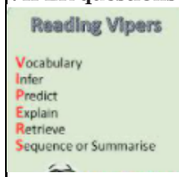
		Example Next Steps: Macbeth is somewhat influenced by the witches' prophecies and his wife's persuasions to commit murder. Ultimately, who do you believe is responsible and why? Towards the end of the text, Lady Macbeth feels guilty and wants to change. DO you think she deserves to be forgiven? Why/why not? Macbeth explores the themes of power, ambition and murder. Can you think of any other texts you have read that share any of these themes? What similarities do they have and what differences?	 **Synonym brainstorms:** **Group challenges: each group must use a thesaurus to find the best adjectives for a given noun. The team with the best word found wins the point for that round.**	impact it has on the reader **Ideas for lessons:** **Oracy/p4C discussion with photos for books.** **VIPER questions**  **Drama: hot seating, freeze frames, interviewing, give each child a part of the text to act out. Photo evidence.** **Annotate a piece of the text.** **Conscience Alley**	**writing clear to the reader.** I can use capital letters, full stops, question marks, exclamation marks, commas, apostrophes, brackets and hyphens correctly in my work. **I can change the vocabulary to suit the purpose such as using formal and informal language appropriately in my writing.**	**that blustery morning, As the sun set, At the break of dawn).** . I can add information to my sentences using relative clauses starting with who, which, where, when, whose, that, or by missing out the pronoun. .		purpose of my writing. I can write effectively for a range of purposes and audiences, independently using ideas from my own reading. **I can mark and edit work to have the correct tense throughout**		

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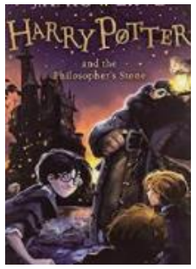
English Long Term Plan

Year 6
Autumn 2

Text	Required Outcome	Big Questions	Vocabulary to be taught and displayed.	Reading Statements (Textual Analysis)	GPS Statements (for grammar starters)	GPS Statements (Sentence building)	Descriptive Statements (sentence building)	Composition Statements (planning, writing and editing)	Wider Curriculum Links and Prior knowledge from last year's curriculum.	Spelling Statements
Harry Potter  **Year 6 will spend 2 weeks analysing the text.** **They will then spend 2 weeks building, writing and editing a newspaper report.**	**A Newspaper report detailing Harry Potter's return to the wizarding world.** **A setting description from Harry's perspective of his journey to (and the first time he sees) Hogwarts.**	 **What deems something forgivable or unforgivable?** **What does it mean to be normal?** **What makes someone family?** **Example Next Steps:** **The Dursleys treat Harry badly when he lives with them. How do you think**	**Display Harry Potter specific words:** - **character names** - **places (eg. Leaky Cauldron, Diagon Alley etc).** **Display and teach report writing phrases from this site:** **https://schools.firstnews.co.uk/blog/journalistic-writing/journalistic-words-and-phrases-ks2/** **During setting description**	I can read, enjoy, understand and discuss books that are written by different authors, in different styles. I can read books that are structured in different ways for different purposes e.g. for fun or research. I can discuss and evaluate how authors use language, including complex figurative language, considering the impact on the reader I can ask specific reasoned questions to improve my under- standing. **I can**	**While these statements will be taught, Year 6 will also begin to use GPS SATs papers to ensure coverage of everything that is assessed in GPS at the end of KS2.** I can use the semicolon, colon and dash to mark the boundary between independent clauses e.g. It's raining; I'm fed up. **I can use the colon to introduce a list and use semicolons within lists.** I can understand the difference between structures typical of informal speech and structures appropriate for	I can write a range of sentence types (complex, compound and simple) **using commas to make my writing clear to the reader.** **I can use simple fronted adverbials (suddenly, Worryingly, etc.) and more interesting adverbial openers (example: On that blustery morning, As the sun set, At the break of dawn).** I can add information to my sentences using relative clauses starting with who, which, where, when, whose, that, or by missing out the	I can make my writing interesting by using adjectives and other descriptive methods. I can use show not tell sentences. Example: instead of saying he was sad, you might say tears fell from his eyes. Showing the reader an emotion not telling them. I can use expanded similes and metaphors (Example: his hair was as black as the midnight sky on a cold December night). I can use emotive rhetorical questions in a persuasive argument.	I can use different techniques to make my writing flow and link paragraphs. **. I can set out my work using headings, sub-headings, columns, tables or bullet points to structure the text and to guide the reader.** I recognise differences between the language of speech and writing and can choose sensibly **I can write pieces describing settings, characters and atmosphere** I can use grammar and vocabulary	 **History: WW2** **Year 6 should make discussion links between orphaned Harry and the evacuees of WW2 who were separated from their parents and made to live with strangers.**	**Year 6 should practice spelling statements during GPS starters, Early morning handwriting and using the No Nonsense Spelling Programme.**

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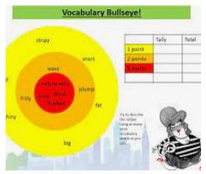
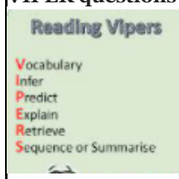
Finally they will spend 2 weeks creating a setting description.		**their treatment of him is forgivable or unforgivable?** **Mrs Dursley was born with no magic unlike her sister (Harry's mum) who was a witch. How do you think the story would have been different if Mrs Dursley had powers like her sister?** **The magical teachers who leave Harry show lots of emotion and care towards him but the Dursleys who are related to him do not. With reference to Harry's experiences, discuss the phrase 'blood is thicker than water.'**	**create and display synonym brainstorms.** **<u>Ideas for Vocabulary lessons:</u>** **Vocabulary Bullseye.**  **Synonym brainstorms:** **Group challenges: each group must use a thesaurus to find the best adjectives for a given noun. The team with the best word found wins the point for that round.**	**participate in discussions about books that are read to me and those that I can read, building on my own and others' ideas and challenging views courteously and with clear reasoning.** **Ideas for lessons:** **Oracy/p4C discussion with photos for books.** **VIPER questions**  **Drama: hot seating, freeze frames, interviewing, give each child a part of the text to act out. Photo evidence.** **Annotate a piece of the text.** **Conscience Alley**	formal speech and writing. I can distinguish between words which sound the same but have different meanings and other words which are often confused e.g. lose/loose. **Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken (by me). I can use the passive to affect the presentation of information in a sentence.** I can understand the following words: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points. .	pronoun. I can use brackets and can also use dashes or commas for parenthesis. I can link ideas across paragraphs using a wide range of cohesive devices such repetition of a word or phrase, grammatical connections and ellipsis.	I can use report writing language.	which is suited to the purpose of my writing I can give reasoned feedback on mine and others' work to improve it **I can mark and edit work to have the correct tense throughout.**		

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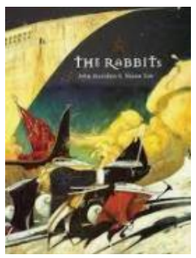
English Long Term Plan

Year 6
Spring 1

Text	Required Outcome	Big Questions	Vocabulary to be taught and displayed.	Reading Statements (Textual Analysis)	GPS Statements (for grammar starters)	GPS Statements (Sentence building)	Descriptive Statements (sentence building)	Composition Statements (planning, writing and editing)	Wider Curriculum Links and Prior knowledge from last year's curriculum.	Spelling Statements
The Rabbits  **Year 6 will spend 2 weeks analysing the text.** **They will then spend 3 weeks building, writing and**	**A diary entry from the perspective of the native animals explaining what happens when the Rabbits arrive.**	 **What is colonisation?** **What is the effect of man on nature?** **How can we reflect on our past to change our future?** **Example Next Steps:**	**Teach these words explicitly:** **colonisation** **native** **invade** **colony** **slavery** **indigenious** **Create and display a vocabulary bullseye with words and phrases to describe the setting.**	I can read, enjoy, understand and discuss books that are written by different authors, in different styles. I can read books that are structured in different ways for different purposes e.g. for fun or research. I can discuss and evaluate how authors use language, including complex figurative language, considering the impact on the reader	**While these statements will be taught, Year 6 will also begin to use GPS SATs papers to ensure coverage of everything that is assessed in GPS at the end of KS2.** I can use the semicolon, colon and dash to mark the boundary between independent clauses e.g. It's raining; I'm fed up. **I can use the colon to introduce a list and use semicolons within lists.**	I can write a range of sentence types (complex, compound and simple) **using commas to make my writing clear to the reader.** **I can use simple fronted adverbials (suddenly, Worryingly, etc.) and more interesting adverbial openers (example: On that blustery morning, As the sun set, At the break of dawn).**	I can use expanded noun phrases connected by prepositional phrases (The humongous hanging billabong trees towered over the sleepy soft sand). I can use show not tell sentences. Example: instead of saying he was sad, you might say tears fell from his eyes. Showing the reader an emotion not telling them. I can use expanded similes and metaphors (Example: his hair was as black as the	I can manage shifts in formality by using a range of formal and informal vocabulary and grammatical structures consistently and effectively to match particular audiences and purposes. I can give reasoned feedback on a text and suggest changes to vocabulary, grammar and punctuation to make the meaning clearer.	 **In Year 5, children read THe Arrival (a graphic novel about a refugee/immigrant who has to navigate a new strange place alone).** **THe are both illustrated by Shaun Tan and use pictures to explore hard**	**Year 6 should practice spelling statements during GPS starters, Early morning handwriting and using the No Nonsense Spelling Programme.**

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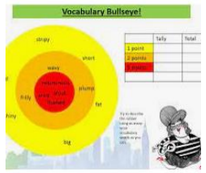
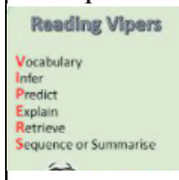
editing a Diary Entry.		**The Rabbits is widely known to be an allegory for the British colonisation of Australia. What message do you think he was trying to convey?** **Some say that events in the past are unchangeable now but that we must learn from them. With reference to the text, explore this statement.** **How does our text touch on man's effect on the natural world? What do you think the author was trying to tell the reader?** **If the Rabbits had come with the intention of sharing the land rather**	**Display and teach emotive phrases to show how the native animals felt at each stage of the invasion.** **<u>Ideas for Vocabulary lessons:</u>** **Vocabulary Bullseye.**  **Synonym brainstorms:** **Group challenges: each group must use a thesaurus to find the best adjectives for a given noun. The team with the**	I can ask specific reasoned questions to improve my under- standing. **I can participate in discussions about books that are read to me and those that I can read, building on my own and others' ideas and challenging views courteously and with clear reasoning.** **Ideas for lessons:** **Oracy/p4C discussion with photos for books.** **VIPER questions**  **Drama: hot seating, freeze frames, interviewing, give each child a part of the text to act out. Photo evidence.**	I can understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing. I can distinguish between words which sound the same but have different meanings and other words which are often confused e.g. lose/loose. **Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken (by me). I can use the passive to affect the presentation of information in a sentence.** I can understand the following words: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.	I can use the semicolon, colon and dash to mark the boundary between independent clauses e.g. It's raining; I'm fed up. **I can use the colon to introduce a list and use semicolons within lists.** I can use brackets and can also use dashes or commas for parenthesis. .	midnight sky on a cold December night). I can use emotive hyperbole (exaggeration, example: there is an empty black hole where my heart once was)..	I can link ideas across paragraphs using a wide range of cohesive devices such as repetition of a word or phrase, grammatical connections and ellipsis. I can confidently perform my own work to a group and make sure it sounds interesting, controlling the tone and volume so that its meaning is clear. **I can read work looking for spelling errors and correct them using a dictionary**	**hitting topics, immigration, racism, colonialism etc.** **History: Benin** **Year 6 should be encouraged to draw links between the French colonisation of Benin and the British colonisation of Australia depicted in The Rabbits.**	

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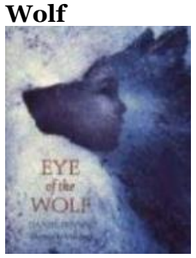
		than stealing it, how do you think the outcome would have been different? WHat would both sides have gained?	**best word found wins the point for that round.**	**Annotate a piece of the text.** **Conscience Alley**	.					

Year 6
Spring 2

Text	Required Outcome	Big Questions	Vocabulary to be taught and displayed.	Reading Statements (Textual Analysis)	GPS Statements (for grammar starters)	GPS Statements (Sentence building)	Descriptive Statements (sentence building)	Composition Statements (planning, writing and editing)	Wider Curriculum Links and Prior knowledge from last year's curriculum.	Spelling Statements
Eye of the Wolf  **Year 6 will spend 2 weeks**	**A narrative from the perspective of a captured animal.** **A poem about animal cruelty.**	**How are we affected by loss?** **How do we communicate to build connections?**	**During this sequence, use a flip chart to build a bank of words and phrases to describe the emotional feeling of being**	**I can read, enjoy and understand a wide range of books, including from our literary heritage and books from other cultures and traditions.** I can read whole books, including novels, with confidence.	**While these statements will be taught, Year 6 will also begin to use GPS SATs papers to ensure coverage of everything that is assessed in GPS at the end of KS2.** I know the meaning of object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi- colon and bullet points.	I can write a range of sentence types (complex, compound and simple) **using commas to make my writing clear to the reader.** **I can use simple fronted adverbials (suddenly, Worryingly, etc.) or more interesting adverbial**	I can use expanded noun phrases connected by prepositional phrases (The humongous hanging billabong trees towered over the sleepy soft sand). I can use show not tell sentences. Example: instead of saying he was sad, you might say tears fell from his eyes. Showing the reader	*I can include dialogue in my writing to convey character and advance the action* *I can use different techniques to make my writing flow and link paragraphs.* *I can proof-read for punctuation errors, including use of semicolons, colons,*	**Science: Animals and Humans** **Year 6 will use the knowledge gained during Science lessons to inform their exploration of animal cruelty and how we can work to treat**	**Year 6 should practice spelling statements during GPS starters, Early morning handwriting and using the No Nonsense Spelling Programme.**

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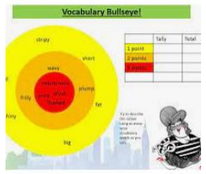
English Long Term Plan

analysing the text. **They will then spend 2 weeks building, writing and editing a narrative and 1 week writing poetry.**		**What is the human's role within the animal kingdom?** **Example Next Steps:** **Although the boy and the wolf are unable to use language to communicate they use gestures to convey empathy. How could you show empathy to others without using words?** **Throughout both Africa's and Blue Wolf's story, we hear about just how cruel humanity can be. On the whole, do you think humans have had a more negative or more positive**	**stuck in a cage and what it would look like visually from inside.** **Ideas for Vocabulary lessons:** **Vocabulary Bullseye.**  **Synonym brainstorms:** **Group challenges: each group must use a thesaurus to find the best adjectives for a given noun. The team with the best word found**	I can explain and discuss my understanding of what I have read, including through formal presentations and debates in pairs, groups and the whole class, maintaining a focus on the topic and using notes where necessary. I can perform my own compositions to a range of audiences, using appropriate intonation, volume, and movement so that the meaning is clear. I can participate in discussions about books that are read to me and those that I can read, building on my own and others' ideas and challenging views courteously and with clear reasoning. **Ideas for lessons:** **Oracy/p4C discussion with photos for books.** **VIPER questions**	*I can use hyphens for clarity e.g. man eating shark or man-eating shark.* *I can understand the following words: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi- colon and bullet points.* *I can use the perfect form of verbs to mark relationships of time and cause* *I can add suffixes beginning with vowel letters to words ending in -fer e.g. referring, preferred, referee, preference.* *I can use prefixes involving the use of a hyphen e.g. co-ordinate, re-enter* .	**openers (example: On that blustery morning, As the sun set, At the break of dawn).** I can use the semicolon, colon and dash to mark the boundary between independent clauses e.g. It's raining; I'm fed up. **I can use the colon to introduce a list and use semicolons within lists.** I can use brackets and can also use dashes or commas for parenthesis. *I can use speech punctuation in dialogue.* .	an emotion not telling them. I can use expanded similes and metaphors (Example: his hair was as black as the midnight sky on a cold December night). I can use poetic devices (rhyme, rhythm, emotive language, alliteration, personification etc.) for effect.	*dashes, punctuation of bullet points in lists, and use of hyphens.* **Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken (by me).** ***I can use the passive to affect the presentation of information in a sentence.*** ***I can write pieces describing settings, characters and atmosphere*** *I can use grammar and vocabulary which is suited to the purpose of my writing*	**animals more humanely.**	

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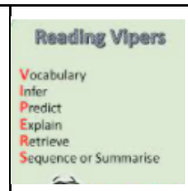
English Long Term Plan

		impact on the world?	**wins the point for that round.**	 **Drama: hot seating, freeze frames, interviewing, give each child a part of the text to act out. Photo evidence.** **Annotate a piece of the text.** **Conscience Alley**							

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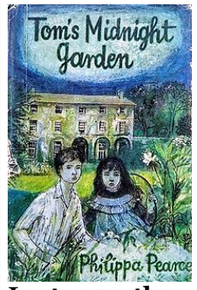
English Long Term Plan

Year 6
Summer 1

Text	Required Outcome	Big Questions	Vocabulary to be taught and displayed.	Reading Statements (Textual Analysis)	GPS Statements (for grammar starters)	GPS Statements (Sentence building)	Descriptive Statements (sentence building)	Composition Statements (planning, writing and editing)	Wider Curriculum Links and Prior knowledge from last year's curriculum.	Spelling Statements
Skellig **Year 6 will spend 2 weeks analysing the text.** **They will then spend 2 weeks building, writing and editing a character description and 2 weeks writing a diary entry.**	**A character description of Skellig** **A diary entry in role as Michael detailing his first impressions of his new house.**	 **What does it mean to have faith?** **What effect does our education have on our set of values?** **How does hope help us cope?** **Example Next Steps:** **Having been homeschooled, Mina's idea of learning is vastly different to**	 **During this sequence, use a flip chart to build a bank of words and phrases to describe skellig's appearance and personality.** **Display the language used within the book to describe the new house.** **Ideas for Vocabulary lessons:** **Vocabulary Bullseye.**	**I can read, enjoy and understand a wide range of books, including from our literary heritage and books from other cultures and traditions.** I can read whole books, including novels, with confidence. I can explain and discuss my understanding of what I have read, including through formal presentations and debates in pairs, groups and the whole class, maintaining a focus on the topic and using notes where necessary. I can perform my	**While these statements will be taught, Year 6 will also begin to use GPS SATs papers to ensure coverage of everything that is assessed in GPS at the end of KS2.** I can use the perfect form of verbs to mark relationships of time and cause. I can use expanded noun phrases to explain complicated information simply. I can use the full range of punctuation I have been taught, including colons and semi-colons to mark the boundary between independent clauses. **I can change the**	I can write a range of sentence types (complex, compound and simple) **using commas to make my writing clear to the reader.** **I can use simple fronted adverbials (suddenly, Worryingly, etc.) or more interesting adverbial openers (example: On that blustery morning, As the sun set, At the break of dawn).** I can use the semicolon, colon and dash to mark the boundary between independent clauses e.g. It's raining; I'm fed up. **I can use the colon to introduce**	I can use expanded noun phrases connected by prepositional phrases (The humongous hanging billabong trees towered over the sleepy soft sand). I can use show not tell sentences. Example: instead of saying he was sad, you might say tears fell from his eyes. Showing the reader an emotion not telling them. I can use expanded similes and metaphors (Example: his hair was as black as the midnight sky on a cold December night). I can use personification (giving objects human traits) Example: The wind	I can use different techniques to make my writing flow and link paragraphs. I can proof-read for punctuation errors, including use of semicolons, colons, dashes, punctuation of bullet points in lists, and use of hyphens. **Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken (by me). I can use the passive to affect the presentation of information in a sentence.**	 **Last year, the children read Tom's Midnight Garden which explored Tom's loneliness and his friendship with a ghost called Hatty. Encourage children to make links between the texts.**	**Year 6 should practice spelling statements during GPS starters, Early morning handwriting and using the No Nonsense Spelling Programme.**

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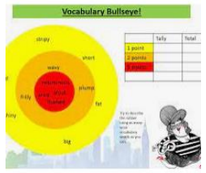
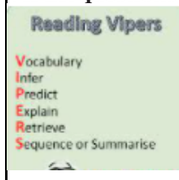
English Long Term Plan

		Michaels. What do you think the benefits and downfalls of homeschooling could be? **Skellig teaches Michael to have faith in relation to his dying sister. How does this help? How can faith help us overcome hurdles in our lives?**	 **Synonym brainstorms:** **Group challenges: each group must use a thesaurus to find the best adjectives for a given noun. The team with the best word found wins the point for that round.**	own compositions to a range of audiences, using appropriate intonation, volume, and movement so that the meaning is clear. I can participate in discussions about books that are read to me and those that I can read, building on my own and others' ideas and challenging views courteously and with clear reasoning. **Ideas for lessons:** **Oracy/p4C discussion with photos for books.** **VIPER questions**  **Drama: hot seating, freeze frames, interviewing, give each child a part of the text to act out. Photo evidence.** **Annotate a piece of the text.**	**vocabulary to suit the purpose such as using formal and informal language appropriately in my writing.** .	**a list and use semicolons within lists.** I can use brackets and can also use dashes or commas for parenthesis.	whistled a lonely tune, the tree nervously waved his bony branches**.**	**I can write pieces describing settings, characters and atmosphere** **I can mark and edit work to have the correct tense throughout.**		

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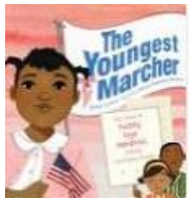
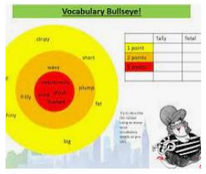
English Long Term Plan

				Conscience Alley						

Year 6
Summer 2

Text	Required Outcome	Big Questions	Vocabulary to be taught and displayed.	Reading Statements (Textual Analysis)	GPS Statements (for grammar starters)	GPS Statements (Sentence building)	Descriptive Statements (sentence building)	Composition Statements (planning, writing and editing)	Wider Curriculum Links and Prior knowledge from last year's curriculum.	Spelling Statements
The Youngest Marcher  **Year 6 will spend 1 week analysing the text.** **They will then spend 2 weeks creating an information text and 2**	**An information text about Audrey Faye Hendricks.** **For their final piece of writing at Willow Brook, children should reflect on the learning they have done and the opinions they have formed throughout our**	 **What is important to me?** **What are my values and how will I express them in secondary school?** **What does it mean to be a change maker?**	**Display persuasive language openers for speech and Civil Rights vocabulary.** **<u>Ideas for Vocabulary lessons:</u>** **Vocabulary Bullseye.**  **Synonym brainstorms:**	**I can read, enjoy and understand a wide range of books, including from our literary heritage and books from other cultures and traditions.** I can understand how language, structure and presentation contribute to the meaning of a text. I can show my understanding of texts and poems through presentations and debates and can	**This term starters should be spent revising all GPS statements, reteaching anything that children struggled with and addressing any misconceptions.**	I can use formal language including the subjunctive form in a speech. I can use persuasive openers in a speech. I can use causal conjunctions such as therefore, consequently and as a result I can use although and however in contrasting sentences in a nonfiction text. I can use various cohesive devices within a	**I can use emotive rhetorical questions in my speech..**	I can continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks **I can use layout devices such as headings, sub-headings, columns, bullets, or tables, to structure text.** I can draft and write by accurately précising longer passages (this can be achieved by summarising larger information texts	**When writing their final speeches, children should be encouraged to reflect on the variety of texts, big questions and whole school movements that they have been part of at WillowBrook. These may include:** - **Black History Month** - **The Big Draw** - **The Rabbits (colonisation)** - **The Arrival (immigration).** - **The Son of the Circus (Year 5**	**Year 6 should practice spelling statements during GPS starters, Early morning handwriting and using the No Nonsense Spelling Programme.**

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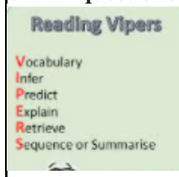
English Long Term Plan

weeks writing a speech.	**discussions of big questions.** **They will each write a speech called 'What I Believe' which should express their own opinions on the big topics we have studied (colonisation, immigration, racism, gender, faith, animal rights, our effect on the environment etc.)**	**Example Next Steps:** **Audrey Hendricks used marching to voice her opinion on something she felt strongly about. What do you feel strongly about? What topics make you passionate enough to protest?** **Audrey was strong in her convictions and wasn't afraid to fight for what she believed. How will you ensure that you stand up for what you believe in at secondary school and beyond?**	 **Group challenges: each group must use a thesaurus to find the best adjectives for a given noun. The team with the best word found wins the point for that round.**	present information using notes I have created to help me focus on the topic in my presentation. I can continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks I can participate in discussions about books that are read to me and those that I can read, building on my own and others' ideas and challenging views courteously and with clear reasoning. **Ideas for lessons:** **Oracy/p4C discussion with photos for books.** **VIPER questions**  **Drama: hot seating, freeze frames,**		paragraph and across a whole piece of writing. I can use the passive voice in an information text.		about Audrey Hendricks). I can use different techniques to make my writing flow and link paragraphs. I can proof-read for punctuation errors, including use of semicolons, colons, dashes, punctuation of bullet points in lists, and use of hyphens. **Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken (by me). I can use the passive to affect the presentation of information in a sentence.**	**book about the first black circus owner)** - **Gender discussions during their studies of Twelfth Night and Macbeth** - **Cop 26** - **Being a Rights Respecting School** - **The suffragettes** - **Eye of the Wolf and our treatment of animals** - **Lost words and how we treat the environment.**	

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English Long Term Plan

				interviewing, give each child a part of the text to act out. Photo evidence. **Annotate a piece of the text.** **Conscience Alley**						