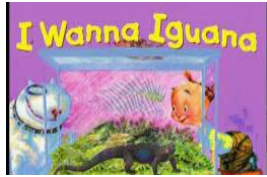


Allanson Street Primary School – Long Term Plan



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class Novel	 <p>The Miraculous Journey of Edward Tulane- Kate Dicamillo</p>	 <p>Private Peaceful – Michael Morpurgo</p>	 <p>Snowglobe – Amy Wilson</p>	 <p>The London Eye Mystery – Siobhan Dowd</p>	 <p>Room 13 – Robert Swindles</p>	 <p>Wonder- RJ Palacio</p>
English	 <p>Poetry – Aspirations Text: Aspirations - What do you want to be? Wilf Merrten Audience: Children and adults Purpose: to entertain Outcome: To write a poem in a similar style to the poet Wilf Merrten</p>	 <p>Diary Entry Text: Private Peaceful by Michael Morpurgo Audience: Children Purpose: To retell / inform Outcome: To write a first-person diary entry from the perspective of a different character. Outcome: To write a letter home from the trenches.</p>	 <p>Newspaper Report Text: Man on the Moon Audience: Adults and Children Purpose: Inform Outcome: Write a newspaper article about the moon landing 1969. Recognise importance of newspaper headlines and key features of a newspaper report.</p>	 <p>Explanation Text Text: I Survived Audience: Adults and Children Purpose: Inform Outcome: Write an explanation text about a natural disaster.</p>	 <p>Narrative Poetry Text: The Highwayman Alfred Noyes Audience: Children Purpose: To entertain Outcome: Infer thoughts, events, and emotions. Use a range of figurative language and literacy techniques about the death of the highway man. To re-write the story of the Highway Man from a character's perspective.</p>	 <p>Contrasting Diary Entries for 1st and 2nd class Text: The Titanic Detective Agency by Lindsay Littleton Audience: Children and Adults Purpose: Entertain/ Inform Outcome: To write contrasting diary entries for first- and second-class passengers.</p>



Persuasive letter

Text: I Wanna Iguana by Karen Kaufman
Audience: Head Teacher
Purpose: Persuade
Outcome: Recognise and use persuasive devices and language. Write a formal letter to the head teacher of Allanson Street to persuade them to get a school dog.



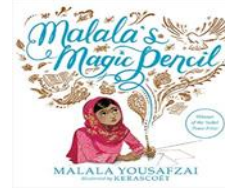
Play Script

Text: Shrek Scene- Film Clip
Audience: Children
Purpose: Entertain
Outcome: Recognise and use key features of a playscript. Write up a scene from Shrek, creating own stage directions to add humour.



Dark Fantasy Narrative

Text: Alma- Literacy Shed
Audience: Children
Purpose: To entertain
Outcome: Use inference skills to analyse the themes of a film. Focus on intricate details in order to develop an effective setting description – enhanced sense. Re-tell Alma’s story in 3rd Person.



Story from another Culture /Biography

Text: Malala’s Magic Pencil
Audience: Children and adults
Purpose: Inform
Outcome: To write a biography about the life of Malala Yousafzai



Significant Author

Text: Room 13 by Robert Swindles (Classic)
Audience: children
Purpose: Entertain
Outcome: To write the next chapter in the novel (chapter 13).

Grammar and Punctuation

Persuasive Letter

Formal Writing
 Model Verbs
 Adverbs of possibility
 Devices to build cohesion

Poetry

Figurative Language – alliteration / repetition

Diary Entry

Impersonal writing
 Adverbials of time, place and number
 Tense Choices

Play Script

Brackets, dashes, commas to indicate

Newspaper Report

Relative Pronouns
 Relative Clauses

Dark Fantasy Narrative

Devices to build cohesion within a paragraph
 Adverbials of time,

Explanation Text

Brackets, Dashes, Commas
 Devices to build cohesion such as sub-headings

Story from another culture / Biography

Device to build cohesion
 Relative Clauses

Narrative

Model Verbs
 Figurative Language

Significant Author

Relative clauses
 Modal verbs
 Devices to build cohesion within a paragraph

Contrasting Diary Entries

Impersonal writing
 Adverbials of time, place and number
 Tense Choices

	recap Relative clauses Modal verbs	parenthesis	place, number Tense choices	Brackets, dashes, commas	Adverbials of time, place, number Tense choices																								
Revisit, retain, recap grammar and punctuation	Y4-Fronted Adverbials Y4- Expanded noun phrases with prepositional phrases. Y3 - alliteration	Y4- Pronouns and nouns to avoid repetition	Y4- Prepositions Y4- Expanded noun phrases with prepositional phrases. Y2- Subordinating and coordinating conjunctions Y4- Punctuation to indicate direct speech	Y3-Apostrophes for contractions Y4- Verb inflections Y4- Apostrophes for possession and plural	Y4- Punctuation to indicate direct speech Y4-Fronted Adverbials Y4- Expanded noun phrases with prepositional phrases.	Y4- Pronouns and nouns to avoid repetition																							
Spelling	Autumn 1 – Set 2 also focus on Spelling Clubs <table border="1"> <tr> <td>Week 1 Words with endings that sound like /shuhs/ spelt with -cious</td> <td>Week 2 Words with endings that sound like /shuhs/ spelt with -tious or -ious</td> <td>Week 3 Words with the short vowel sound /i/ spelt with y</td> </tr> <tr> <td>Week 4 Words with the long vowel sound /i/ spelt with y</td> <td>Week 5 Homophones & near homophones</td> <td>Week 6 Homophones & near homophones</td> </tr> <tr> <td>Week 4 Words ending in 'ment'</td> <td>Week 5 Adverbs of possibility and frequency</td> <td>Week 6 Statutory Spelling Challenge Words</td> </tr> </table>		Week 1 Words with endings that sound like /shuhs/ spelt with -cious	Week 2 Words with endings that sound like /shuhs/ spelt with -tious or -ious	Week 3 Words with the short vowel sound /i/ spelt with y	Week 4 Words with the long vowel sound /i/ spelt with y	Week 5 Homophones & near homophones	Week 6 Homophones & near homophones	Week 4 Words ending in 'ment'	Week 5 Adverbs of possibility and frequency	Week 6 Statutory Spelling Challenge Words	Spring 1 <table border="1"> <tr> <td>Week 4 Homophones & Near Homophones</td> <td>Week 5 Homophones & Near Homophones</td> <td>Week 6 Homophones & Near Homophones</td> </tr> <tr> <td>Week 1 Creating nouns using -ity suffix</td> <td>Week 2 Creating nouns using -ness suffix</td> <td>Week 3 Creating nouns using -ship suffix</td> </tr> </table>			Week 4 Homophones & Near Homophones	Week 5 Homophones & Near Homophones	Week 6 Homophones & Near Homophones	Week 1 Creating nouns using -ity suffix	Week 2 Creating nouns using -ness suffix	Week 3 Creating nouns using -ship suffix	Summer 1 <table border="1"> <tr> <td>Week 1 Words containing the letter string 'ough'</td> <td>Week 2 Words containing the letter string 'ough'</td> <td>Week 3 Adverbials of time</td> </tr> <tr> <td>Week 4 Adverbials of place</td> <td>Week 5 Words with an /ear/ sound spelt 'ere'</td> <td>Week 6 Statutory Spelling Challenge Words</td> </tr> </table>			Week 1 Words containing the letter string 'ough'	Week 2 Words containing the letter string 'ough'	Week 3 Adverbials of time	Week 4 Adverbials of place	Week 5 Words with an /ear/ sound spelt 'ere'	Week 6 Statutory Spelling Challenge Words
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**NC
Objectives
Upper key
stage 2
Reading**

Reading - word reading

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, both to read aloud and to understand the meaning of new words

Reading – comprehension

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
 - understand what they read by:
 - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
 - asking questions to improve their understanding
 - drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
 - identifying how language, structure and presentation contribute to meaning
 - discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
 - distinguish between statements of fact and opinion
 - retrieve, record and present information from non-fiction
 - participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously
 - explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
 - provide reasoned justifications for their views
 - meaning of new words that they meet

**NC
Objectives
Upper key
stage 2
Writing**

Writing - transcription

Spelling - see [English appendix 1](#)

Pupils should be taught to:

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with ‘silent’ letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused

- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in [English appendix 1](#)
- use dictionaries to check the spelling and meaning of words
- use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus

Handwriting and presentation

- write legibly, fluently and with increasing speed by:
 - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
 - choosing the writing implement that is best suited for a task

Writing – composition

- plan their writing by:
 - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
 - noting and developing initial ideas, drawing on reading and research where necessary
 - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- draft and write by:
 - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
 - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
 - précising longer passages
 - using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- evaluate and edit by:
 - assessing the effectiveness of their own and others' writing
 - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
 - ensuring the consistent and correct use of tense throughout a piece of writing
 - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
 - proofread for spelling and punctuation errors
 - perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Writing - vocabulary, grammar and punctuation

- develop their understanding of the concepts set out in English appendix 2 by:
 - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
 - using passive verbs to affect the presentation of information in a sentence
 - using the perfect form of verbs to mark relationships of time and cause
 - using expanded noun phrases to convey complicated information concisely

	<ul style="list-style-type: none"> • using modal verbs or adverbs to indicate degrees of possibility • using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun • learning the grammar for years 5 and 6 in English appendix 2 • indicate grammatical and other features by: <ul style="list-style-type: none"> • using commas to clarify meaning or avoid ambiguity in writing • using hyphens to avoid ambiguity • using brackets, dashes or commas to indicate parenthesis • using semicolons, colons or dashes to mark boundaries between independent clauses • using a colon to introduce a list • punctuating bullet points consistently • use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading
<p>NC objectives Year 1 – 6 Spoken Language</p>	<p>Spoken language</p> <ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play/improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication