


English – long term planning by class

Class 2 – 2023/2024 **Year 2** **Year 3** **Year 4**

	Whole School Back to School Unit 7 days CLPE Power of Reading In Our Hands Lucy Farfort Book & Video	Autumn 1 Plague and Fire – non-fiction Richard Platt The Baker's Boy and the Great Fire of London – fictional recount/retell Tom Bradman	Autumn 2 Non-Fiction Selection Modern London	Spring Ice Palace Robert Swindells CLPE Power of Reading Biography - Ernest Shackleton (Little People, BIG DREAMS) by Maria Isabel Sanchez Vegara Ice Trap! by Meredith Hooper	Summer 1 Comet Joe-Todd-Stanton https://clpe.org.uk/books/book/comet	Summer 2 Alfred the Great Alfred the Great and the Anglo Saxons David Gill King Alfred: England's Greatest King by Christina Dugan
Literary Form	Picture Book	Chapter books – Based on historical events	Non-Fiction	Fictional adventure story Biography	Fictional – heartfelt real life links 	Non Fiction
Topic link	PHSE / RE Welcome	London Including the Great Fire of London		Ice explorers Including the poles and mountains	The beginning of the kingdom of England: (AD927 united as the Kingdom of England by King Æthelstan)	
Reading	Book Talk (in all) Prediction Reading aloud Re-reading and Revisiting Drama and Role-Play	Author's choice of vocabulary Character traits & comparison Drawing on personal experiences and values Setting, characters, plot Shared Reading Hot seating Exploring inference Comparing with other texts Book review	Differences between fiction & non-fiction & layout Contents/Index/glossaries Locating information efficiently Research Asking questions and clarifying Scanning and close reading Making connections	Develop positive attitudes to reading by listening to and discussing a wide range of fiction and non-fiction Identify themes and conventions Ask and answer questions to improve understanding of the text Prediction with reasons Draw inferences and justify inferences with evidence Research & trusted sources Comparing & recommending books	Response to Illustration Reading aloud Re-reading and revisiting Character changes Looking at language Freeze frame and thought tracking Drama and role-play Re-reading and text marking Broadening reading material to include distinctive style and tone Expanding knowledge of works of an author	Further increase familiarity with a range of books Layout Organisational devices Locating information efficiently (skimming) for research Ask questions to improve understanding of the text Explaining with reasons/evidence for thoughts Re-reading and text marking

<p>Language competency talk and writing</p> <p>Regular Handwriting</p>	<p>Question words</p> <p>Possessive adjectives</p> <p>Pronouns</p> <p>Sentence composition and structure</p>	<p>Sentence types - structure & punctuation</p> <p>Narrative voice</p> <p>Explaining voice</p> <p>Verbs</p> <p>Tenses - past, present perfect</p> <p>Nouns – & proper</p> <p>First & third person</p> <p>Speech bubbles / punctuating dialogue</p> <p>Adjectives - Expanded noun phrases (and modified)</p>	<p>Alphabetical order</p> <p>Organising facts</p> <p>Layout options</p> <p>Information text</p> <p>Vocabulary choices</p> <p>Factual voice</p> <p>Research</p> <p>Being a narrator</p> <p>Proof-read for spelling and punctuation errors</p>	<p>Improve sentence structure and punctuation</p> <p>Conjunctions</p> <p>Plan writing by discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar</p> <p>Draft and write (by organising paragraphs around a theme)</p> <p>Use simple organisational devices</p> <p>Proof-read and edit for spelling, grammar and punctuation errors</p>	<p>Descriptive and historical language</p> <p>Tenses - present and past, including progressive</p> <p>Dialogue</p> <p>Explanatory voice</p> <p>Ordering events -time conjunctions</p> <p>Adverbs & prepositions</p> <p>Using adverbials of time and place (fronted)</p>	<p>Explanatory voice</p> <p>Imperative tone in commands</p> <p>Comparison</p> <p>Persuasive language and word play</p> <p>Adverbs and adverbial phrases</p> <p>Reading aloud (audience)</p>
<p>Extended writing outcomes</p>	<p>Emotions description display</p> <p>Being an author and an illustrator</p> <p>Book making</p> <p>Letter writing in role</p>	<p>Fact file /Explanation text (newspaper report)</p> <p>Setting description</p> <p>Character description</p> <p>Narrative re-telling</p> <p>Diary writing</p>	<p>Writing a report</p> <p>Write & record a narration script for a short film about London</p>	<p>Poetry (list poems, imagery)</p> <p>Instructions (rules for playing a game)</p> <p>Recount (written in role)</p> <p>Non-chronological report (information leaflet)</p> <p>Narrative ending</p>	<p>Comparative descriptions</p> <p>Personal narrative</p> <p>Poetry</p> <p>Extended Story</p>	<p>Recipe</p> <p>Letter writing</p> <p>Information text</p> <p>Argument/persuasion</p> <p>Debate ‘notes’</p>
<p>Notes</p>	<p>Message empowers children to make positive changes in their community and the wider world. Links to other schools through</p>	<p>Writing across the curriculum – history & geography links</p>	<p>Record narration clips - add to London display via sound link</p>	<p>Poetry - class book</p> <p>Perform & illustrate</p>	<p>Becoming storytellers – reading own compositions aloud to peers</p>	<p>Debate – seeing the point of view of others and getting own beliefs listened to</p>

	sharing outcomes.					
NC vocabulary, grammar, punctuation and spelling	English Appendix 2: Vocabulary, grammar and punctuation - GOV.UK					
Weekly spelling	<p>Y2 Formation of nouns using suffixes and by compounding; formation of adjectives using suffixes; use of suffixes for comparative and superlative adjectives and to turn adjectives into adverbs. Subordination and co-ordination; expanded noun phrases for description and specification; how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. Correct choice and consistent use of past and present tense throughout writing; using progressive form of verbs in present and past tense to mark actions in progress. Using capital letters, full stops, question marks and exclamation marks to demarcate sentences; using commas to separate items in a list; apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns. <u>Terminology</u>: noun, noun phrase, statement, question exclamation, command, compound, suffix, adjective, adverb, verb, past and present tense, apostrophe, comma.</p> <p>Y3 Formation of nouns using a range of prefixes; using the forms ‘a’ or ‘an’ according to whether the next word begins with a consonant or a vowel; creating word families based on common words to show how words are related in form and meaning. Expressing time, place and cause using conjunctions, adverbs or prepositions. Introduction to paragraphs as a way to group related material; headings and sub-headings to aid presentation; use of the present perfect form of verbs instead of the simple past. Introduction to inverted commas to punctuate direct speech. <u>Terminology</u>: preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or speech marks).</p> <p>Y4 Grammatical difference between plural and possessive ‘-s’; Standard English forms for verb inflections. Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases; fronted adverbials. Use of paragraphs to organise ideas around a theme; appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. Use of inverted commas and other punctuation to indicate direct speech; apostrophes to mark plural possession; use of commas after fronted adverbials. <u>Terminology</u>: determiner, pronoun, possessive pronoun, adverbial.</p>					