

English – long term planning by class

Class 2 – 2024 - 25 [Year 2](#) [Year 3](#) [Year 4](#)

	Autumn 1 <u>Leon and the Place Between</u> Angela McAllister CLPE 8 weeks	Autumn 2 <u>Milo Imagines the World</u> Matt de la Peña/Christian Robinson CLPE 7 weeks	Spring 1 Collection of non-fiction books - animals (science link) Class reader - Babe/Charlotte's Web 7 weeks	Spring 2 <u>Gregory Cool</u> Caroline Binch CLPE 6 weeks	Summer 1 Traditional Scandinavian tales/Norse Myths 4 weeks	Summer 2 (Lindisfarne Raid) She Wolf Dan Smith 7 weeks
Literary Form	Fiction - picture fantasy	Poetic Fiction	Non-Fiction	Fiction	Historic Fiction	Non Fiction
Topic link	That's Entertainment Including Hollywood, (N. America) and performing arts from around the world.		Codebreakers	Coasts & Islands	Invaders - Viking - Local & Scandinavian study	
Reading	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	Listening to and discussing a wide range of fiction, poetry, plays, on-fiction Reading books that are structured in different ways Preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action Discussing words and phrases that capture the reader's interest and imagination	Differences between fiction & non-fiction & layout Contents/Index/glossaries Locating information efficiently Research Asking questions and clarifying Scanning and close reading Making connections	Visualisation Respond to illustration Scanning and Close reading Character comparison Looking at language Make predictions and summarise Form intertextual links Develop inference and deduction Develop personal and evaluative response	Respond to illustration Form intertextual links Consider storytelling language & tropes Make predictions Develop inference and deduction Character comparison Develop personal, critical and evaluative response Empathise Develop fluency through performance	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

Language competen cy talk and writing Joined Handwriti ng	Sentence types - structure & punctuation Narrative voice Explaining voice Verbs Tenses - past, present perfect Nouns – & proper First & third person Speech bubbles / punctuating dialogue Adjectives - Expanded noun phrases (and modified)	Proof-read for spelling and punctuation errors Writing a conversation Speech verbs Plurals Verbs & adverbs Sentence openers - fronted adverbials Commas Apostrophes - omission	Alphabetical order Using dictionaries to check the meaning of words that they have read Organising facts Layout options Information text Vocabulary choices Factual voice Research Being a narrator Making notes	Past tense consistency, including progressive and present perfect Conjunctions, adverbs and prepositions to expressing time, place and cause Expanding noun phrases (by modifying adjectives, nouns and prepositional phrases) Fronted adverbials (demarcated with comma) Direct Speech punctuation Phonemic patterns in English and Patois languages	Expanding noun phrases (by modifying adjectives, nouns and prepositional phrases) Conjunctions, adverbs and prepositions to expressing time, place and cause Determiners Figurative language, including metaphor, simile, personification Use of present tense and/or past tense Onomatopoeia Alliteration	Explanatory voice Imperative tone in commands Comparison Persuasive language and word play Adverbs and adverbial phrases Reading aloud (audience)
Writing outcomes	Notes on a story scene Speech / Thought bubbles Written predictions Creating a descriptive piece about characters and events Creating a new picturebook spread Persuasive poster Creative writing – narrative/parallel narrative	Sentence Shaping/into paragraphs Personal Narrative Narrative (Short) Writing in Role Poetry Persuasive Writing Narrative (Long)	Fact file Non Chronological Report Writing a glossary Script for video narration Instructions Newsflash/report	Information Writing (Geog) Information Writing (Science) Personal Narrative Collaborative Poetry Informal Writing in Role – Text Messaging Writing in Role	Comparative descriptions Poetry - Kennings Narrative poetry Extended Story	Newspaper report (raid) Biography Recipe Letter writing Composing narrative
Teaching approach es	https://clpe.org.uk/teaching- g-resources/teaching- approaches Jointly responding to Illustration Reading Aloud Looking at Language Freeze Frame Thought Tracking Reader's Theatre	Personal response to illustration Visualisation Text Marking Developing Language Book Talk Role on the Wall Hot seating Freeze Frame	Jointly responding to animal facts Reading Aloud Developing Language Looking at non fiction language Non fiction text marking Book Talk	Response to Illustration Reading Aloud Looking at Language Text Marking Developing Enquiry Dictogloss Role on the Wall Freeze Frame Thought Tracking	Looking at Language Text Marking Developing Enquiry	Role on the wall Role Play Conscience alley Hot seating

	Book Talk Role Play Writing in Role Story mapping	Thought Tracking Debate and Discussion		Role Play Visualisation		
Notes	Writing across the curriculum – history & geography links with entertainment & N America & our work on the history of toys.	Compare New York with London - last year's topic. PSHE Considering unconscious bias	Science link	Geography link	Becoming storytellers – reading own compositions aloud to peers	Debate – seeing the point of view of others and getting own beliefs listened to
NC vocabulary, grammar, punctuation and spelling Weekly spelling	<p>English Appendix 2: Vocabulary, grammar and punctuation - GOV.UK SPaG weekly with starter revisions</p> <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>					