

St Mary's English Long Term Plan 2022-2023

	Autumn 1 – 7 weeks	Autumn 2 – 7 weeks	Spring 1 – 5.5 weeks	Spring 2 – 6 weeks	Summer 1 – 6 weeks	Summer 2 – 6.5 weeks
Reception	All about Me	Once Upon a Time	Journey's	Let's Grow	Creature Features	Our World
Communication and language (listening, attention and understanding, speaking) Speaking and Listening focus- circle games to introduce new class /names, building children's understanding - questions about stories	Listening, Attention and Understanding Children will be able to sit, look and listen. Children will be able to respond appropriately to other people's ideas. Children will be able to initiate conversations with others, take turns during conversations. Speaking Children will be able to speak clearly and use simple sentences. Children will be able to build on other people's ideas using speech during play. Children will use new vocabulary that has been taught through our themes/inspirations		Listening, Attention and Understanding Children will be able to predict and retell. Children will be able to maintain attention and conversation for extended periods of time. Children will be able to ask a variety of questions. E.g. what, why, how, when, who, where. Children will be able to continue a conversation in a small group of 2 or 3 by turn-taking, waiting until someone else has finished and listening to others. Speaking Children will be able to join in, retell, discuss and answer questions about a story. Children will use new vocabulary that has been taught through our themes/inspirations.		Listening, Attention and Understanding Children will be able to show an awareness of the listeners' needs, feelings and react to this. Children will be able to create stories by linking ideas together through play. Children will understand and answer questions. Speaking Children will be able to use past, present and future forms correctly. Children will be able to explain ideas and events past and future. Children will be able to use new vocabulary during role-play situations and in everyday language interactions. Children will be able to express their ideas using full sentences.	
	Literacy Spine - Structured Storytime Our Class is a Family What Makes Me a Me? I'm (almost) Always Kind Standing Up to Racism Bear shaped It's a No Money Day	The Three Little Pigs The Gingerbread Man Each Peach Pear Plum Pumpkin Soup The Wonder	William Bee's Things That Go! Martha Maps It Out Shu Lin's Grandpa Mr Wolf's Pancakes Chicken Clicking	Tad Winnie-the-Pooh Helps the Bees! Mrs Noah's Garden Invisible Errol's Garden	Owl Babies The Dark Somebody swallowed Stanley Rumble in the Jungle Why, Oh Why, Am I a Crocodile? What the ladybird heard	Luna Loves Art The Story Orchestra Anansi and the Golden Pot Clean Up! Celebrations around the world The Girl and The Dinosaur
Phonics – Bug Club	Phase 2 Phonemes s,a,t,p,i,n,m,d,g,o,c,k,ck,e,u,r,b,f,ff,l,ss		Phase 3 Phonemes j,y,w,x,z,zz,qu,ch,sh,th,ng,ai,ee,igh,oa,oo,oo,ar,or,ow,oi,ear,air,ure,er		Phase 4 Phonemes Consolidate knowledge to help the reading and spelling of words which have adjacent consonants such as stand, bank, trap	
Literacy (comprehension, word reading, writing)	Comprehension Children will know how to hold a book and turn the pages. Children will indicate an understanding of the pictures and print. Children will retell a familiar story.	Comprehension Children will know how to hold a book and turn the pages. Children will indicate an understanding of the pictures and print. Children will retell a familiar story.	Comprehension Children will be able to describe the main events in a story. Children will know how to retell their own story. Children will be able to read a simple book and answer questions about what I have read.	Comprehension Children will be able to describe the main events in a story. Children will know how to retell their own story. Children will be able to read a simple book and answer questions about what I have read.	Comprehension Children will be able to describe the main events in stories they have read. Children will be able to make predictions based on events in the text. Children will use and understand vocabulary that	Comprehension Children will be able to describe the main events in stories they have read. Children will be able to make predictions based on events in the text. Children will use and understand vocabulary that

	<p>Head to Toe – Eric Carle. Linking to all about me topic and body parts.</p> <p>Word reading Children will read and correctly form the sounds s, a, t, p, i, n, m, d, g, o, c, k</p> <p>Children will hear and identify initial sounds in words.</p> <p>Children will know irregular words and, to.</p> <p>Writing Baseline Can children recognise their name on entry? Can they form shapes of letters to write their name?</p> <p>Children will know how to form s,a,t,p,i,n and digits 0-5 correctly, starting and finishing in the right place.</p>	<p>Little Red Hen – Ladybirds fairy-tales. Linking to the topic of Once Upon a Time.</p> <p>Word reading Children will read and correctly form the sounds ck, e, u, r, h, b, f, ff, l, ll, ss</p> <p>Children will blend known sounds in words.</p> <p>Children will use my phonic knowledge to start to decode VC, CVC words using the sounds listed below</p> <p>Children will know irregular words the, no, go, l, into, her.</p> <p>Writing Children will know how to form m,d,g,o,c,k,e and digits 0-5 correctly, starting and finishing in the right place.</p> <p>Children will know how to hear and write initial sounds in words.</p>	<p>Word reading Children will read and correctly form the sounds j, v, w, x, y, z, zz, qu, ch, th, sh, ng, ai, ee, igh, oa, oo (short) oo (long).</p> <p>Children will blend known sounds in words. Children will know irregular words me, be, he, my, by, they, we, are.</p> <p>Children will use phonic, syntactic and semantic knowledge to understand unfamiliar vocabulary.</p> <p>Writing Children will know how to form u, r, h, b, f, l and digits 0-9 correctly, starting and finishing in the right place.</p> <p>Children will know how to write the irregular words: l, the, go, to, into, no</p> <p>Children will use their phonic knowledge to write CVC, VCC, CVCC and CCVC words.</p>	<p>Word reading Children will read and correctly form the sounds ar, or, ur, ow, oi, ear, air, ure, er Children will blend known sounds in words.</p> <p>Children will use their phonic knowledge to decode CVC, VCC, CVCC, CCVC, CCCVC and CVCCC words.</p> <p>Children will know irregular words you, all, was, give, live.</p> <p>Children will use phonic, syntactic and semantic knowledge to understand unfamiliar vocabulary.</p> <p>Children will be able to read and understand a sentence with common irregular and phonetically plausible words e.g. 'The cat sat on a mat'.</p> <p>Writing Children will know how to form j, v, w, x and digits 0-9 correctly, starting and finishing in the right place.</p> <p>Most words children write will be spelt phonetically plausibly.</p> <p>Children will know how to write simple lists, labels and captions.</p>	<p>has been introduced during discussions around books.</p> <p>Word reading Children will sound and blend words with phase 2 and 3 sounds in. Children will know irregular words, said, have, like, so, do, some, come, were, there, little,</p> <p>Children will use phonic, syntactic and semantic knowledge to understand unfamiliar vocabulary.</p> <p>Children will be able to read and understand a sentence they have written.</p> <p>Writing Children will know how to form y, z, q correctly.</p> <p>Children will know how to write the irregular words: he, she, we, me, be, was, you, are, her, all, they, my.</p> <p>Children will use their phonic knowledge to write words containing digraphs such as sh, th, ch.</p> <p>Children will know how to write a short sentence.</p>	<p>has been introduced during discussions around books.</p> <p>Word reading Children will sound and blend words with phase 2 and 3 sounds in. Children will use their phonic knowledge to securely decode CVC, VCC, CVCC, CCCVC, and CVCCC words which contain digraphs such as ch, sh, th and words containing more than 1 syllable.</p> <p>Children will know irregular words one, when, out, what.</p> <p>Children will use phonic, syntactic and semantic knowledge to understand unfamiliar vocabulary.</p> <p>Children will be able to read and understand a sentence they have written.</p> <p>Writing Children will know how to correctly form capital letters.</p> <p>Children will know how to read what they have written to check it makes sense.</p> <p>Children will be building up stamina, writing two or more sentences regularly.</p>
<p>Year 1</p>	<p>Reading: Beegu Where the Wild Things Are The Storm Whale The Owl and the Pussycat – Edward Lear Aesop’s Fables – The Boy Who Cried Wolf</p> <p>Writing: Strong Start Sentence Composition • Poetry: pattern and rhyme A • Setting descriptions A • Stories with familiar settings A • Instructional writing A • Shape poems and calligrams A</p>	<p>Reading: The Tale of Peter Rabbit Look Up! Here We Are Chocolate Cake – Michael Rosen</p> <p>Writing: • Shape poems and calligrams B (Enrichment) • Recount from personal experience A • Informal letters A • Poetry on a theme A • Stories with a familiar setting B • Recount from personal experience B</p>	<p>Reading: There’s a Rangtan in my bedroom And Tango Makes Three The Lion Within Aesop’s Fables – The Hare and the Tortoise The Proudest Blue</p> <p>Writing: • Poetry: pattern and rhyme B • Informal letters B • Setting descriptions B • Poetry on a theme (nature) B (Enrichment) • Instructional writing B</p>			

<p>Phonics – Bug Club</p>	<p>Assess reading and writing words from phase 3 and phase 4. Teach gaps from below: Revise Phase 3 j v w x y z zz ng ch sh th ai ee igh oa oo ar or ur ow oi ear air er Revise Phase 4 initial and end blends st nd mp nt nk ft sk lt lp lf lk pt xt tr dr gr cr br fr bl fl gl pl cl sk sp st spl scr Revise irregular / HFW: are, her, you, they, all, said, come, like, so, do, have, there, out, were, when, what, one, little</p>	<p>Phase 5 wh ph ay a-e eigh ey ei ea e-e ie ey y ie i-e</p> <p>Irregular/ HFW: oh, their, people, Mr, Mrs, Ms, looked, called, asked, water</p>	<p>Phase 5 y i ow o-e o oe ew ue u-e u oul</p> <p>Irregular/ HFW: where, who, again, thought, through</p>	<p>Phase 5 aw au al ir er ear ou (cloud) oy ere eer ear are</p> <p>Irregular/ HFW: work, laughed, because, Thursday, Saturday, thirteen, thirty, different, any, many, eyes, friends</p>	<p>Phase 5 c k ck ch soft c/i/e/y st se soft g/e/i/y dge le mb kn gn wr tch</p> <p>Irregular/ HFW: two, once, great, clothes, its, I'm, I'll, I've, don't, can't, didn't, first</p>	<p>Phase 5/6 sh e zh (w)a,o suffix: ing ed plurals: s es prefix: re un prefix+root+suffix</p> <p>Irregular/ HFW: second, third, clearing, gleaming, rained, mailed, men, mice, feet, teeth, sheep</p>
<p>Year 2</p>	<p>Reading: Core literature spine Grandad's Island Aesop's Fables - The Goose that laid the Golden Eggs Mrs Noah's Pockets Paddington The Christmas Pine</p>	<p>Reading: Core literature spine The Quangle Wangle's hat Coming to England The street beneath my feet The rhythm of the rain Little people, big dreams</p>	<p>Reading: Core literature spine Fantastically Great Women who changed the world Aesop's Fables - The sun and the wind Fantastic Mr Fox</p>			
	<p>Writing</p> <p>Strong Start Sentence Composition</p> <ul style="list-style-type: none"> • Character descriptions A • Poems developing vocabulary A • Simple retelling of a narrative A • Formal invitations A • Stories from other cultures A 	<p>Writing</p> <ul style="list-style-type: none"> • Poetry on a theme (humorous) A • Non-chronological reports A • Formal invitations B • Stories from other cultures B • Recount from personal experience A 	<p>Writing</p> <ul style="list-style-type: none"> • Non-chronological reports B • Simple retelling of a narrative B • Recount from personal experience B • Poems developing vocabulary B (Enrichment) • Character description B • Poetry on a theme (humorous / poems about change) B (Enrichment) 			

<p>Phonics – Bug Club</p>	<p>Baseline assessment: Baseline assessment of reading and writing words from phases 3-5, during first 2 weeks, to identify gaps in prior knowledge and plan subsequent teaching episodes, if required.</p> <p>Revise Phase 5/6 Teach: /n/ sound spelt 'kn' and 'gn' at the beginning of words. /r/ spelt 'wr' at the beginning of words /s/ sound spelt 'c' before e, l and y</p> <p>Irregular/HFW: door, floor, poor, again, wild, child, children, climb, parents, most, only, both, because, when, what, Mr, Mrs</p>	<p>Teach: /j/ sound spelt 'dge' and 'ge' at the end of words /j/ sound spelt with 'g' before e, i and y /j/ sound spelt with 'j' before a, o and u /l/ sound spelt -le at the end of words /l/ sound spelt -el at the end of words /l/ sound spelt -il and -al at the end of words /igh/ sound spelt -y at the end of Words</p> <p>Irregular/HFW: find, mind, behind, old, cold, gold, hold, told, every, everybody, Christmas, should, could, would, money</p>	<p>Teach: Adding -ies to nouns and verbs ending in -y Adding -ed, -er and -est to words ending in -y with a consonant before it Adding -ing, to words ending in -y with a consonant before it Adding -ing, -ed, -er, -est, and -y to words ending in -e (with a consonant before it) Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant after a single vowel</p> <p>Irregular/HFW: fast, last, past, father, class, grass, pass, plant, path, bath, people</p>	<p>Teach: /or/ sound spelt 'a' before l or ll /u/ sound spelt with 'o' /ee/ sound spelt with '-ey' /o/ sound spelt 'a' after w and qu /er/ sound spelt with 'or' after w /or/ spelt 'ar' after w /zh/ spelt s</p> <p>Irregular/HFW: even, break, steak, great, move, prove, improve, sure, sugar, eye,</p>	<p>Teach: -ment, -ness and -ful suffixes -less and -ly suffixes -tion suffixes apostrophes for contractions apostrophes for possession</p> <p>Irregular/ HFW: any, many, clothes, water, pretty, beautiful, busy, KS1 SATs Assessments</p> <p>Phonics Screening Resists</p>	<p>Homophones and near homophones Conjunctions Months of the year Question words SpaG terms</p> <p>Mop-ups *Teaching will focus on preparing children for Year 3 by revising and consolidating any misconceptions regarding taught sounds, rules and patterns throughout Year 2.</p>
<p>Year 3</p>	<p>Reading</p> <ul style="list-style-type: none"> Greta and the Giants Pebble in my Pocket Leon and the Place Between 'Twas the Night before Christmas Anon <p>Writing</p> <p>Introduce = green (Block A) Revisit = orange (Block B) Strong Start Sentence Composition (optional)</p> <ul style="list-style-type: none"> Poetry on a theme (emotions) A First person narrative descriptions A Non-chronological reports A Formal letters to complain A Dialogue through narrative (historical stories) A Performance poetry (including poetry from other cultures A 	<p>Reading</p> <ul style="list-style-type: none"> Sam Wu is Not Afraid of the Dark Operation Gadgetman My Shadow Robert Louis Stephenson <p>Writing</p> <ul style="list-style-type: none"> Third person narrative (animal stories) A Non-chronological reports B Advanced instructional writing A First person narrative descriptions B Performance poetry (including poetry from other cultures) B (Enrichment) 	<p>Reading</p> <ul style="list-style-type: none"> Dancing Bear The Magician's Nephew <p>Writing</p> <ul style="list-style-type: none"> Third person narrative (animal stories) B Formal letters to complain B Dialogue through narrative (historical) B Poetry on a theme (emotions) B (Enrichment) Advanced instructional writing B 			
<p>Year 4</p>	<p>Reading The Queen's Nose</p>	<p>Reading The Girl who stole an Elephant</p>	<p>Reading Varjak Paw</p>			

	<p>Young, Gifted and Black Caged Bird - Maya Angelou The Girl who stole an Elephant</p>	<p>The Boy at the back of the class Varjak Paw</p>	<p>Wind in the Willows The Raven – Edgar Allen Poe</p>
	<p>Writing Introduce = green (Block A) Revisit = orange (Block B)</p> <p>Strong Start Sentence Composition (optional)</p> <ul style="list-style-type: none"> Poems which explore form A Persuasive writing (adverts) A First person diary entries (imaginative) A Critical analysis of narrative poetry A Third person adventure 	<p>Writing</p> <ul style="list-style-type: none"> Stories from other cultures A Persuasive writing (adverts) B Explanatory texts A Third person adventure stories B Poems which explore form B 	<p>Writing</p> <ul style="list-style-type: none"> Stories from other cultures B First person diary entries (imaginative) B Critical analysis of narrative poetry B Newspaper reports B Explanatory texts B
Year 5	<p>Reading</p> <ul style="list-style-type: none"> Shackleton’s Journey Secrets of a Sun King If – Rudyard Kipling 	<p>Reading</p> <ul style="list-style-type: none"> A midsummer night’s dream I am not a label The Boy in the Tower Daffodils – William Wordsworth 	<p>Reading</p> <ul style="list-style-type: none"> The Explorer Five Children and It
	<p>Writing Introduce = green (Block A) Revisit = orange (Block B)</p> <ul style="list-style-type: none"> Third person stories set in another culture A Formal letters of application A Poems that use word play A Dialogue in narrative A Poems which explore form A Balanced argument A 	<p>Writing</p> <ul style="list-style-type: none"> Third person stories set in another culture B Formal letters of application B Playscripts (Shakespeare retelling) A Biography A Poems that use word play B (Enrichment) 	<p>Writing</p> <ul style="list-style-type: none"> Playscripts B Dialogue in narrative (first person myths and legends) B Balanced argument B Biography B Poems which explore form B (Enrichment)
Year 6	<p>Reading Roof toppers (& The Listeners – Walter de la Mare) Pig Heart Boy How to live forever</p>	<p>Reading</p> <ul style="list-style-type: none"> All Aboard the Empire Windrush The Island Skellig <ul style="list-style-type: none"> A carol from Flanders 	<p>Reading</p> <ul style="list-style-type: none"> Intro to Dickens – Oliver Twist Dare to be You (KS2 – KS3 transition) Shakespeare’s Sonnets: – Sonnet 27
	<p>Writing Introduce = green (Block A) Revisit = orange (Block B)</p> <ul style="list-style-type: none"> Autobiography A Discursive writing and speeches A Poems that create images and explore vocabulary (War poetry) A First person stories with a moral A Shakespeare (Sonnets) A Explanatory text A 	<p>Writing</p> <ul style="list-style-type: none"> Extended third person narrative A Explanatory texts B Newspaper report A Autobiography B First person stories with a moral B 	<p>Writing</p> <ul style="list-style-type: none"> Extended third person narrative (adventure stories) B Newspaper report B Discursive writing and speeches B Poems that create images and explore vocabulary B (Enrichment) Shakespeare (Sonnets) B (Enrichment)