



English Long-term plan

"Children will be inspired to become curious learners, who have the resilience and confidence to succeed in life."

Year 1/2 (Seahorse Class) Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus Books	<ul style="list-style-type: none"> The Storm Whale Beegu Where the wild things are 	<ul style="list-style-type: none"> The Boy who cried wolf The owl and the pussycat 	<ul style="list-style-type: none"> Peter Rabbit Look up! 	<ul style="list-style-type: none"> And tango makes three Chocolate cake by Michael Rosen 	<ul style="list-style-type: none"> Here we are The Lion inside There's a rang tan in my bedroom 	<ul style="list-style-type: none"> The Hare and the tortoise The proudest blue
Year1 Reading Objectives	<ul style="list-style-type: none"> listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently being encouraged to link what they read or hear read to their own experiences becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics recognising and joining in with predictable phrases learning to appreciate rhymes and poems, and to recite some by heart discussing word meanings, linking new meanings to those already known drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading discussing the significance of the title and events making inferences on the basis of what is being said and done predicting what might happen on the basis of what has been read so far participate in discussion about what is read to them, taking turns and listening to what others say explain clearly their understanding of what is read to them. 					
Year2 Reading Objectives	<ul style="list-style-type: none"> listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently discussing the sequence of events in books and how items of information are related becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales recognising simple recurring literary language in stories and poetry discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading making inferences on the basis of what is being said and done answering and asking questions predicting what might happen on the basis of what has been read so far participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. 					



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Cycle A continued:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus Books	<ul style="list-style-type: none"> The Storm Whale Beegu Where the wild things are 	<ul style="list-style-type: none"> The Boy who cried wolf The owl and the pussycat 	<ul style="list-style-type: none"> Peter Rabbit Look up! 	<ul style="list-style-type: none"> And tango makes three Chocolate cake by Michael Rosen 	<ul style="list-style-type: none"> Here we are The Lion inside There's a rang tan in my bedroom 	<ul style="list-style-type: none"> The Hare and the tortoise The proudest blue
Writing Genre	<ul style="list-style-type: none"> Strong start – sentence composition Stories with familiar setting Instructional writing 	<ul style="list-style-type: none"> Poetry: pattern and rhyme Setting descriptions Poetry: Playing with language 	<ul style="list-style-type: none"> Recount from a personal experience Informal letters 	<ul style="list-style-type: none"> Stories with familiar settings Poetry on a theme: nature 	<ul style="list-style-type: none"> Poetry: pattern and rhyme Instructional writing Setting descriptions 	<ul style="list-style-type: none"> Informal letters Recount from a personal experience Poetry: playing with language
Year 1 Writing Objectives	<ul style="list-style-type: none"> Compose simple sentences orally and in writing Separate words with spaces Demarcate sentences with capital letters and full stops. Use basic descriptive language 		<ul style="list-style-type: none"> Compose simple sentences orally and in writing Separate words with spaces Demarcate sentences with capital letters, full stops and question marks. Use basic descriptive language Join words and clauses using 'and' 		<ul style="list-style-type: none"> Compose interesting sentences orally and in writing Demarcate sentences with capital letters, full stops, exclamation marks and question marks Use basic descriptive language Join words and clauses using 'and' and 'because' 	
Year 2 Writing Objectives	<ul style="list-style-type: none"> Use past and present tense mostly correctly Use co-ordination (and/but) and some subordination (because) to join clauses Write different types of sentences – statements and questions Demarcate sentences with capital letters and full stops. Use spacing between words that reflects the size of letters. 		<ul style="list-style-type: none"> Use past and present tense mostly correctly Use co-ordination (or/and/but) and some subordination (because/when) to join clauses Add description and specification through the use of expanded noun phrases Write different types of sentences – statements, exclamations and questions. Demarcate sentences with capital letters and full stops and use question marks when required. Use spacing between words that reflects the size of letters 		<ul style="list-style-type: none"> Use past and present tense mostly correctly Use co-ordination (or/and/but) and some subordination (because/if, that/when) to join clauses Add description and specification through the use of expanded noun phrases Write different types of sentences – statements, commands, exclamations and questions. Demarcate sentences with capital letters and full stops and use question marks when required. Use spacing between words that reflects the size of letters 	



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Year 1/2 (Seahorse Class) Cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus Books	<ul style="list-style-type: none"> Grandad's Island The goose that laid the golden egg (Aesop's Fables) 	<ul style="list-style-type: none"> Mrs Noah's pockets Paddington The Christmas Pine 	<ul style="list-style-type: none"> The Quangle Wangle's Hat Coming to England The Street beneath my feet 	<ul style="list-style-type: none"> Rhythm of the rain The sun and the wind (Aesop's fables) 	<ul style="list-style-type: none"> Little People, Big Dreams – David Attenborough Fantastically great women who changed the world 	<ul style="list-style-type: none"> Fantastic Mr Fox
Year1 Reading Objectives	<ul style="list-style-type: none"> listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently being encouraged to link what they read or hear read to their own experiences becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics recognising and joining in with predictable phrases learning to appreciate rhymes and poems, and to recite some by heart discussing word meanings, linking new meanings to those already known drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading discussing the significance of the title and events making inferences on the basis of what is being said and done predicting what might happen on the basis of what has been read so far participate in discussion about what is read to them, taking turns and listening to what others say explain clearly their understanding of what is read to them. 					
Year2 Reading Objectives	<ul style="list-style-type: none"> listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently discussing the sequence of events in books and how items of information are related becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales recognising simple recurring literary language in stories and poetry discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading making inferences on the basis of what is being said and done answering and asking questions predicting what might happen on the basis of what has been read so far participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves 					



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Cycle B continued:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Writing Genre	<ul style="list-style-type: none"> Strong start Simple retelling of a narrative Character description 	<ul style="list-style-type: none"> Formal invitations Stories from other cultures Poems: Developing vocabulary 	<ul style="list-style-type: none"> Recount from personal experience Formal invitations Poetry on a theme: humorous 	<ul style="list-style-type: none"> Non-Chronological Report Simple retelling of a narrative 	<ul style="list-style-type: none"> Non chronological reports Recount from a personal experience Character descriptions 	<ul style="list-style-type: none"> Poetry: developing vocabulary Stories from other cultures Poetry on a theme: humorous
Year 1 Writing Objectives	<ul style="list-style-type: none"> Compose simple sentences orally and in writing Separate words with spaces Demarcate sentences with capital letters and full stops. Use basic descriptive language 		<ul style="list-style-type: none"> Compose simple sentences orally and in writing Separate words with spaces Demarcate sentences with capital letters, full stops and question marks. Use basic descriptive language Join words and clauses using 'and' 		<ul style="list-style-type: none"> Compose interesting sentences orally and in writing Demarcate sentences with capital letters, full stops, exclamation marks and question marks Use basic descriptive language Join words and clauses using 'and' and 'because' 	
Year 2 Writing Objectives	<ul style="list-style-type: none"> Use past and present tense mostly correctly Use co-ordination (and/but) and some subordination (because) to join clauses Write different types of sentences – statements and questions Demarcate sentences with capital letters and full stops. Use spacing between words that reflects the size of letters. 		<ul style="list-style-type: none"> Use past and present tense mostly correctly Use co-ordination (or/and/but) and some subordination (because/when) to join clauses Add description and specification through the use of expanded noun phrases Write different types of sentences – statements, exclamations and questions. Demarcate sentences with capital letters and full stops and use question marks when required. Use spacing between words that reflects the size of letters 		<ul style="list-style-type: none"> Use past and present tense mostly correctly Use co-ordination (or/and/but) and some subordination (because/if, that/when) to join clauses Add description and specification through the use of expanded noun phrases Write different types of sentences – statements, commands, exclamations and questions. Demarcate sentences with capital letters and full stops and use question marks when required. Use spacing between words that reflects the size of letters 	