



Adlington St Paul's Long Term English Plan

Linked to Cornerstones and our wider curriculum



Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception Topic	Me and My Community	Once Upon A Time	Starry Night Driver: Understanding the World	Dangerous Dinosaurs Driver: Understanding the World	Sunshine and Sunflowers Driver: Understanding the World	Big Wide World Driver: Understanding the World
Reception Mini Project	Exploring Autumn Driver: Understanding the World	Sparkle and Shine	Winter Wonderland Driver: Understanding the World	Puddles and Rainbows Driver: Understanding the World	Shadows and Reflections Driver: Understanding the World	Splash! Driver: Understanding the World
Phonics overview	<p>The children are taught phonics systematically through the Read Write Inc. scheme.</p> <p>Initially they are taught the individual letter sounds and how to orally decode and blend to distinguish words in words through the use of Fred Games. They are then taught to identify the sounds in simple CVC words and how to say the sounds using Fred Talk to then blend the sounds together to say the word accurately. The children then move onto learning digraphs focusing on the first 6 digraphs in Set 1 sounds in the Read Write Inc scheme before moving onto reading 4 sound words with consonant digraphs. vowel digraphs in Set 2 sounds.</p>					
Phonics	Learn set 1a single letter sounds. When secure with set 1a letter sounds move onto set 1b single letter sounds. Once the children are secure with the 16 single letter sounds they will move onto reading those sounds in CVC words.		Learn set 1 special friends, nk, ng, qu, sh, ch, th and consolidate all single letter sounds through daily review.	Knowledge and recognition of all set 1 sounds is secure. Focus on reading four sound words.	Begin to learn the set 2 vowel digraphs, continue to review set 1 sounds daily and read real and alien words containing these sounds. (ay, ee, igh, oo, oo(u), ar, or, air, ir, ou, oy)	
Reading	Recognising individual letters and being able to say the corresponding sound. Begin to blend these set 1 single letter sounds into VC and CVC words using magnetic boards. Lots of singing, reciting rhymes and story sharing to develop a language rich environment to widen vocabularies.	Recognising individual letters and being able to say the corresponding sound. Begin to read VC and CVC words with the secure sounds from Set 1 by decoding and blending. Lots of singing, reciting rhymes and story sharing to develop a language rich environment to widen vocabularies.	Children will start to apply their phonic knowledge learned so far to read a simple ditty each day. They will begin to read simple tricky words and answer questions about what they have read. Lots of singing, reciting rhymes and story sharing to develop a language rich environment to widen vocabularies will continue.	Children will apply their phonic knowledge to read on RWI red level books. They will read simple tricky words and answer questions about the text. Lots of singing, reciting rhymes and story sharing to develop a language rich environment to widen vocabularies will continue.	Children will apply their phonic knowledge to read RWI green level books. They will read simple tricky words and answer questions about the text. Lots of singing, reciting rhymes and story sharing to develop a language rich environment to widen vocabularies will continue.	Children will apply their phonic knowledge to read RWI green or purple level books. They will read simple tricky words and answer questions about the text. Lots of singing, reciting rhymes and story sharing to develop a language rich environment to widen vocabularies will continue.

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Wider reading	In addition to this, the children have a daily class book which is read by the teacher for them to enjoy. The books that the children hear are chosen and planned by the teacher so that they ensure they enhance the children’s learning across the curriculum, expose the children to a range of genre and authors, explore diversity and social issues and develop children’s love of learning. The books chosen will link to your topics, be traditional tales, include rhyming stories, be non-fiction texts, be Bible stories, be written by a variety of authors (different, genders, races, cultures or religions), link to a child’s personal interest, link to time of year, include well-loved favourites, come from recommended reading lists for your year group, demonstrate the diverse world we live in, address social issues facing the world eg pollution, link to significant people identified within each year group. Over the Year the children will also take part in Talk Through Story sessions using suggested texts and the model provided through Read Write Inc.					
Writing	Letter formation. Development of Gross motor skills Opportunities for writing through continuous provision giving meaning to writing. Spelling CVC words using magnetic boards moving on to writing simple CVC words.	Begin to write simple sentences with VC, CVC and simple tricky word (I, the, to) using ‘hold a sentence’ technique. Continue to focus on letter formation and finger spaces between words.	Write simple sentences with VC, CVC and simple tricky word (I, the, to) using ‘hold a sentence’ technique. Continue to focus on letter formation and finger spaces between words.	Write simple sentences with decodable words to match phonic knowledge and simple tricky words using ‘hold a sentence’ technique. Continue to focus on letter formation and finger spaces. Introduce full stops and capital letters.	Write simple sentences with decodable words to match phonic knowledge and simple tricky words using ‘hold a sentence’ technique. Continue to focus on letter formation and finger spaces between words. Introduce full stops and capital letters. Read sentences to check it makes sense.	
Trust wide Literacy Festivals	Poetry Festival Week 17 th October					Literacy Festival TBC
Assessment	RWI baseline assessment. CEM baseline RBA baseline RWI half term progress assessment	RWI assessment	RWI assessment	RWI assessment	RWI assessment	End of Year CEM assessment RWI assessment RBA assessment

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Year 1 Topic	Childhood History		Bright Lights, Big City		School Days	
Phonics	Consolidation of set 1 consonant digraphs and introduction to set 2 vowel digraphs (CCU) reading real and nonsense words containing these sounds.	Consolidation of set 2 digraphs and continued revision of set 1 digraphs (CCU). reading real and nonsense words containing these sounds.	Review gaps in knowledge of set 2 sounds (introduce multisyllabic set 2 and set 1 sounds; for children to read in chunks.)	Learn the first 11 set 3 digraphs (a-e, ea, i-e, o-e, u-e, oi, aw, are, er, ur, ow). Continue to review set 2 sounds daily and make links to the corresponding set 2 sound for each set 3 sound so children become aware there are different graphemes for each phoneme.	Learn the next 11 set 3 digraphs (ai, e-e, ie, oa + oe, ew + ue, au, ear, ure, tion, cious and tious). Continue to review first set 3 sounds daily and make links to the corresponding set 2 sound for each set 3 sound to consolidate knowledge of different graphemes for each phoneme.	Consolidate learning of all set 3 digraphs (address any gaps in knowledge with continued explicit teaching and introduce multisyllabic words for all sounds learned to be read in chunks.
Reading	The children read every day in school during their RWI sessions as well as across all areas of the curriculum. In RWI they read a reading book that is matched to their reading ability. These books are read three times; once for accuracy, once for fluency and once for comprehension. The children are taught how to read the words they meet in each book, before they read them and the meaning of the words are explained with regards to the context of the story. The book the children have been reading in school are also set as an ebook for the children to read along with a quiz they can access online where they can answer five questions to consolidate their comprehension of the text.					
	Children will apply their phonic knowledge to read RWI red or green level books. They will read simple tricky words and answer questions about the text. (children reading red level or below will receive 1:1 coaching and/or additional reading - CCU)	Children will apply their phonic knowledge to read RWI green or purple level books. They will read simple tricky words and answer questions on the text. (children reading green level or below will receive 1:1 coaching and/or additional reading - CCU)	Children will apply their phonic knowledge to read RWI purple or pink level books. They will read simple tricky words and answer questions about the text. (children reading purple level or below will receive 1:1 coaching and/or additional reading - CCU)	Children will apply their phonic knowledge to read RWI pink or orange level books. Read simple tricky words and answer questions on the text. (children reading pink level or below will receive 1:1 coaching and/or additional reading - CCU)	Children apply their phonic knowledge to read RWI orange or yellow level books. Read simple tricky words and answer questions on the text. (children reading orange level or below will receive 1:1 coaching and/or extra reading - CCU)	Children will apply their phonic knowledge to read RWI yellow or blue level books. They will read simple tricky words and answer questions on the text. (children reading orange level or below will receive 1:1 coaching and/or extra reading - CCU)
Additional Reading	The children have a daily class book which is read by the teacher for them to enjoy. The books that the children hear are chosen and planned by the teacher so that they ensure they enhance the children's learning across the curriculum, expose the children to a range of genre and authors, explore diversity and social issues and develop children's love of learning. The books chosen will link to your topics, be traditional tales, include rhyming stories, be non-fiction texts, be Bible stories, be written by a					

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	<p>variety of authors (different, genders, races, cultures or religions), link to a child's personal interest, link to time of year, include well-loved favourites, come from recommended reading lists for your year group, demonstrate the diverse world we live in, address social issues facing the world eg pollution, link to significant people identified within each year group.</p> <p>Over the Year the children will also take part in Talk Through Story sessions using suggested texts and the model provided through Read Write Inc.</p>					
Spelling	CVC + CCVC (CCU) words Common Exceptions	CCVC + CVCC (CCU) words Common Exceptions	nk, ff, ss, ll, zz, ck, ay, ee, igh, ow, oo, oo(u), ar, or, air, ir, ou, oy 3 sounds per week in line with phonics	a-e, ea, i-e, o-e, u-e, oi, aw, are, ur, er, ow, tch, ve, ea (e) 2 /3 sounds per week	ai, e-e, ie, oa + oe, ew + ue, ear, ure, ore, au, ear(air) 2 sounds per week + common exception	ph, wh, y(ee), un-, -s, -es, -ed(id), -ed(t), -ed (d), - ing, -er, -est 2 sounds per week + common exception
Grammar	Punctuation focus - basic sentence structure (capital letter, finger spaces, capital letters) Capital letters for names, days, places and pronoun I Days of the week.	Days of the week. Nouns Adjectives (er + est suffix) Verbs (ed + ing suffix)	basic sentence structure (capital letter, finger spaces, capital letters) Joining sentences and clauses with and. Plurals s –es Prefix un Statements, questions, commands	Review Nouns Adjectives (er + est suffix) Verbs (ed + ing suffix) Read words with contractions.	Review Basic sentence structure (capital letter, finger spaces, capital letters, Plurals s –es Prefix un Commas in a list	Joining sentences/ clauses with and, but, or Capital letters for names, days, places and pronoun I Days of the week. Question marks Exclamation marks
Applied Writing Task	Daily hold a sentence task for Red group. Day 3 writing task for each book read on green level in RWI	Day 3 writing task for each book read in RWI	Day 3 writing task for each book read in RWI	Day 3 writing task for each book read in RWI	Day 3 or 5 writing task for each book read in RWI	Day 3 or 5 writing task for each book read in RWI
Trust-wide Literacy Festivals	Poetry Week Week 17 th October					Literacy Festival TBC
Assessment	Independent writing assessment RWI assessment	Independent writing assessment RWI assessment	Independent writing assessment RWI assessment	NFER Reading GAPS assessment Independent writing assessment RWI assessment	Independent writing assessment RWI assessment	Phonics Screening Check GAPS assessment NFER Reading Assessment Independent writing assessment

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Year 2 Topic	Movers and Shakers		Coastline		Magnificent Monarchs	
Phonics	Consolidate learning of all set 3 digraphs (address any gaps in knowledge with continued explicit teaching and introduce multisyllabic words for all sounds learned to be read in chunks.	Consolidate learning of all set 3 digraphs (address any gaps in knowledge with continued explicit teaching and introduce multisyllabic words for all sounds to be read in chunks.	Consolidate knowledge of all sounds by looking at a group of sounds each day and the variety of graphemes for that phoneme (ay, ai, a-e) practise reading and spelling a variety of words (including multisyllabic) with those sounds in.	Consolidate knowledge of all sounds by looking at a group of sounds each day and the variety of graphemes for that phoneme (ay, ai, a-e) practise reading and spelling a variety of words (including multisyllabic) with those sounds in.	Consolidate knowledge of all sounds by looking at a group of sounds each day and the variety of graphemes for that phoneme (ay, ai, a-e) practise reading and spelling a variety of words (including multisyllabic) with those sounds in.	Consolidate knowledge of all sounds by looking at a group of sounds each day and the variety of graphemes for that phoneme (ay, ai, a-e) practise reading and spelling a variety of words (including multisyllabic) with those sounds in.
Reading	The children read every day in school during their RWI sessions as well as across all areas of the curriculum. In RWI they read a reading book that is matched to their reading ability. These books are read three times; once for accuracy, once for fluency and once for comprehension. The children are taught how to read the words they meet in each book, before they read them and the meaning of the words are explained with regards to the context of the story. The book the children have been reading in school are also set as an ebook for the children to read along with a quiz they can access online where they can answer five questions to consolidate their comprehension of the text.					
	Children will apply their phonic knowledge to read RWI blue or yellow level books. They will read tricky words and answer questions about the text. (children reading orange level or below will receive 1:1 coaching and/or additional reading - CCU)	Children will apply their phonic knowledge to read RWI blue level books. They will read tricky words and answer questions about the text. They will begin to develop their reading speed in phonics sessions. (children reading yellow level or below will receive 1:1 coaching and/or additional reading - CCU)	Children will apply their phonic knowledge to read RWI blue or grey level books. They will read tricky words and answer questions about the text. Focus on developing reading speed. (children reading yellow level or below will receive 1:1 coaching and/or additional reading - CCU)	Children will apply their phonic knowledge to read RWI grey level books. They will read tricky words and answer questions about the text. Focus on developing reading speed. (children reading blue level or below will receive 1:1 coaching and/or additional reading - CCU)	Children who are ready can progress to comprehension modules focusing on developing their understanding of the text in more depth. Children will apply their phonic knowledge to read RWI grey level books. They will read tricky words and answer questions about the text. Focus on reading speed. (children reading blue level or below will receive 1:1 coaching and/or additional reading - CCU)	Comprehension modules focusing on developing their understanding of the text in more depth. Children will apply their phonic knowledge to read RWI grey level books. They will read tricky words and answer questions about the text. Focus on developing reading speed. (children reading grey level or below will receive 1:1 coaching and/or additional reading - CCU)

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Additional Reading	The children have a daily class book which is read by the teacher for them to enjoy. The books that the children hear are chosen and planned by the teacher so that they ensure they enhance the children's learning across the curriculum, expose the children to a range of genre and authors, explore diversity and social issues and develop children's love of learning. The books chosen will link to your topics, be traditional tales, include rhyming stories, be non-fiction texts, be Bible stories, be written by a variety of authors (different, genders, races, cultures or religions), link to a child's personal interest, link to time of year, include well-loved favourites, come from recommended reading lists for your year group, demonstrate the diverse world we live in, address social issues facing the world eg pollution, link to significant people identified within each year group. Over the Year, the children will also take part in Talk Through Story sessions using suggested texts and the model provided through Read Write Inc.					
Spelling	Common Exception Year 1 & 2 list Or sound spelt a before l and ll Soft c Suffix -y Homophones Suffix -ly N sound spelt kn- and gn- lgh sound spelt y Suffix -ing J sound Contractions and apostrophes O sound spelt a after w and qu Suffix -ed U sound spelt o Or sound spelt ar after w Possessive apostrophes			Common Exception Year 1 & 2 list r sound spelt wr suffixes -er or -est homophones ee sound spelt ey suffix -ness words ending in -il words where s makes the zh sound words ending in -le words ending in -el words ending in -al ir sound spelt or after w suffix -ful suffix -less Contractions and apostrophes Suffix -ment Suffix -es Words ending in -tion Possessive apostrophes		
Grammar	Nouns Adjectives (er + est suffix) Verbs (ed + ing suffix) Punctuation focus - basic sentence structure (capital letter, finger spaces, capital letters) Address any gaps in knowledge from previous year (CCU)	Plurals s –es Prefix un Capital letters for names, days, places & pronoun I Statements questions exclamatory sentences Address any gaps in knowledge from previous (CCU)	Nouns using suffixes–ness, –er compound nouns adjectives using suffixes –ful, –less turn adjectives into adverbs using –ly expanded noun phrases	Subordination (using when, if, that, because) and co-ordination (using or, and, but) apostrophes for possession and contraction Commas to separate items in a list	statement, question, exclamation or command consolidation adverbs using –ly expanded noun phrases	Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress Consolidation as needed

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Applied Writing Task	Day 3 or 5 writing task for each book read in RWI	Day 5 writing task for each book read in RWI	Day 5 writing task for each book read in RWI	Day 5 writing task for each book read in RWI	Day 5 writing task for each book read in RWI or linked to comprehension modules	Linked to comprehension modules
Trust wide Literacy Festivals	Poetry Festival Week – 17 th October					Literacy Festival TBC
Assessment	Independent writing assessment RWI assessment	Phonics Screening Check Y2 past SATs paper Reading and GAPS Independent writing assessment RWI assessment	Y2 Past SATs papers for Reading and GAPS Independent writing assessment RWI assessment	Y2 Past SATs papers for Reading and GAPS Independent writing assessment RWI assessment	SATs Independent writing assessment Reading and GAPS SATs paper	GAPS assessment NFER Reading Assessment Independent writing assessment

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Year 3 Topic	Through the Ages		Rocks, Relics and Rumbles		Emperors and Empires	
Language and Literacy unit	L&L Sand Wizards	Book Study Stone Age Boy	L&L Smash and Grab	Book Study Escape from Pompeii	L&L Enchantress of the sands	L&L Tale of Two Robots
Baseline piece of writing	Letter to the Head aspirations for the year 1 week - First week					Letter to Head about achievements through Year (1 week) - Final week
L & L fiction 1 st Writing 3 weeks	Two descriptions of a beach setting with setting mood change.	(setting /character description work through daily log) Diary entry	Mystery story	Adventure story Write the story from perspective of the boy in first person	Folktale	New episode of a science fiction story
Non-fiction 2 weeks 2 nd Writing	Instructions – How to make a bronze axe head (Develop 1)	Chronological report How did clothing develop pre-history? (Beyond the Iron Age – Express)	Biography – Mary Anning - Cornerstones	Newspaper Report A Volcanic Eruption – historic or present day.	Biography Augustus - Cornerstones	Balanced argument Which Emperor was most impactful? Choose 1 and present the argument for and against
3 rd Writing 1 week Cornerstones focus	Poetry Week (See below)	Assessment Week 28.11.22	Non-Chronological report The Earth’s Crust Cornerstones Engage	Explanation of volcanic eruptions Assessment Week	Description of a mythical character - Cornerstones	See baseline
Whole Class Reading	Stone Age Boy by Satoshi Kitamura Stig of the Dump by Clive King The Owl Who Was Afraid of the Dark by Jill Tomlinson		Escape from Pompeii by Christina Balit The Iron Giant by Ted Hughes		Max and the Millions by Ross Montgomery Knights and Bikes by Gabrielle Kent	
Spelling	Spelling word list for Year 3 & 4 Short I sound spelt y prefix in-, dis- prefix im- added to root words beginning with m or p prefix re- prefix sub- prefix super- prefix anti- Suffix -ly suffix -ture Suffix -ous					

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	Suffixes -ion Suffix -ian ch (c) ch (sh) homophones adding ation to verbs to form nouns					
On-going Grammar	Generate and select from vocabulary banks Noun phrases, powerful verbs and technical language					
Grammar	Recap expanded noun phrases from year 2 Adverbs and Adverbials around description Headings and subheadings Direct speech synonyms for said	Past tense Correct order of events Consolidation of expanded noun phrases Y2 Conjunctions Subordinate clauses	Conjunctions Perfect tense Word families Adverbs Technical language Paragraphs Direct speech synonyms for said	Prepositions Determiners a or an Paragraphs Conjunctions Subordinate clauses	Prepositions Paragraphs Direct speech synonyms for said apostrophe for regular plurals	Prefixes (super- anti- auto-) Direct speech Determiners a or an Conjunctions Adverbs and adverbials
4 th writing task pm Wider Curriculum (2 linked to RE, 2 linked Science, 1 linked to other areas - art/DT in Spring)	Art / Design Write a set of instructions to make a Bell Beaker Pot – Cornerstones activity	Diary linked to RE (application of fiction unit) Journey through the Nativity from different perspectives.	Science – Write a Volcanologist's Report - Cornerstones	R.E. – Write a reflection to be read out in a church service – “Is the cross a symbol of sadness or joy?”	Science – Explanation – How are seeds dispersed?	Literacy Festival Activities
Trust-wide Literacy Festivals	Poetry Week Week -17 th October					Literacy Festival TBC
Assessment	Teacher assessment Independent writing assessment RWI assessment for those still accessing the programme	GAPS assessment NFER Reading Assessment Independent writing assessment RWI assessment for those still accessing the programme	Teacher assessment Independent writing assessment RWI assessment for those still accessing the programme	GAPS assessment NFER Reading Assessment Independent writing assessment RWI assessment for those still accessing the programme	Teacher assessment Independent writing assessment RWI assessment For those still accessing the programme	GAPS assessment NFER Reading Assessment Independent writing assessment RWI assessment For those still accessing the programme

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Year 4 Topic	Invasion		Misty mountain, Winding River		Ancient Civilisations	
Language and Literacy unit	L&L Lost or stolen?	Book Study There’s a Viking at School	L&L Bogey Man and the Trolls Next Door	Book Study King of the Cloud Forest Michael Morpurgo	L&L Runaways	L&L Sugarcane Juice
Baseline piece of writing	Letter to the Head aspirations for the year 1 week - First week					Letter to Head about achievements through Year (1 week) - Final week
L & L fiction 1 st Writing 3 weeks	Dilemma Story	(setting /character description work through daily log) Diary entry	New episode using familiar characters	Retell the story with alternative events	Stories with a historical setting	Stories from other cultures
Non-fiction 2 weeks 2 nd Writing	Information Text on an aspect of Anglo-Saxon daily time.	Non-Chronological report The Viking Invasion of Britain (Add in Geographical information)	Persuasive Leaflet – You’ve set up a ‘Day In The Mountains,’ expedition. Advertise it, persuading people to come.	Explanation – The Water Cycle Cornerstones Develop 2	Newspaper Report – The First Emperor	Balanced Argument – Sumer or Egyptian – which was the best civilisation?
3 rd Writing Task 1 week Cornerstones Focus	See baseline	Write a Norse Myth- - Cornerstones	Diaries – A Boat Journey down a River - Cornerstones Engage	Assessment Week	Instructions - Mummification	Assessment Week Baseline
Whole Class Reading	There’s a Viking in My Bed by Jeremy Strong The Great Chocoplot by Chris Callaghan		King of the Cloud Forest by Michael Morpurgo The Wind in The Willows by Kenneth Grahame		Secrets of a Sun King by Emma Carroll	
Spelling	Spelling word list for Year 3 & 4 Short u sound spelt ou prefixes un-, in- dis-, mis-, adding prefix ir-to words beginning with r adding the prefix – inter- adding the prefix - anti-, auto- adding the suffix -ion Adding the suffix -ly Words ending in -sure, Words ending in -ous					

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	<p style="text-align: center;">Words ending in -sion, -ssion, -gue (g), -que (c) sc (s) ei, eigh, ey (ay) possessive apostrophes with plural words Homophones</p>					
On-going grammar	<p style="text-align: center;">Organising paragraphs in narrative and non-fiction. Generate and select from vocabulary banks</p>					
Grammar	<p>Inverted commas Identify, select and effectively use pronouns Planning and writing an opening paragraph which combines the introduction of a setting and characters.</p>	<p>Noun phrases Create complex sentences with adverb starters. Use commas to mark clauses in complex sentences</p>	<p>Developing settings and characterisation Inverted commas Using vocabulary to create emphasis humour atmosphere and suspense. Create sentences with fronted adverbials when and where. Use commas to mark clauses in complex sentences</p>	<p>Inverted commas Identify, select and effectively use pronouns Create sentences with fronted adverbials when and where. Use commas to mark clauses in complex sentences. Inverted commas</p>	<p>Identify and use standard English verb inflections Apostrophes for singular and plural possessions Planning and writing an opening paragraph which combines the introduction of a setting and characters. Create complex sentences with adverb starters.</p>	<p>Using vocabulary to create emphasis humour atmosphere and suspense. Consolidation Apostrophes for single and plural possessions including irregular plurals eg children's Identify, select and effectively use pronouns Noun phrases</p>
<p>4th writing task pm Wider Curriculum (2 linked to RE, 2 linked Science, 1 linked to other area art/DT in Spring)</p>	<p>Science – A Journey through the Digestive System Descriptive writing piece – Cornerstones.</p>	<p>Diary linked to RE (application of fiction unit) Journey through the Nativity from different perspectives.</p>	<p>Biography – William Morris</p>	<p>R.E. – Playscript Write a playscript for the Last Supper, highlighting the betrayal of Judas.</p>	<p>Science – Instructions – How to find out if a material is an insulator or conductor.</p>	<p>Literacy Festival Activities</p>
Trust-wide Literacy Festivals	Poetry Week Week 17 th October					Literacy Festival TBC
Assessment	<p>Teacher assessment Independent writing assessment RWI assessment for those still on the programme</p>	<p>GAPs assessment NFER Reading Assessment Independent writing assessment RWI assessment if still on the programme</p>	<p>Teacher assessment Independent writing assessment</p>	<p>GAPS assessment NFER Reading Assessment Independent writing assessment</p>	<p>Teacher assessment Independent writing assessment</p>	<p>GAPS assessment NFER Reading Assessment Independent writing assessment</p>

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Year 5 Topic	Dynamic Dynasties		Sew, Grow and Farm		Ground-breaking Greeks	
Language and Literacy unit	L&L Dragon Slayer	Book Study The Firework Maker’s Daughter	L&L This is NOT a Fairy Tale	L&L Bling!	L&L Prometheus and Pandora	Book Study Percy Jackson and the Lightning Thief
Baseline piece of writing	Letter to the head aspirations for the year 1 week - First week					Letter to head about achievements through Year (1 week) - Final week
L & L fiction 1 st Writing 3 weeks	Story from another culture	(setting /character description work through daily log) Diary entry	A story by a significant children’s author	Modern Re-telling of a dilemma story	Myth	Write an alternative ending
Non-Fiction 2 weeks 2 nd Writing	Transcript for a Podcast Cornerstones Engage – Dig at Yinxu	Biography – Cheng Tang Cornerstones Develop 1	Non-chronological report – Allotment Life Cornerstones Engage	Persuasion – Typed Leaflet to persuade people to buy Fair Trade.	Balanced argument From Cornerstones Develop 1 – Linked to Life in Athens	Autobiography from the perspective of Percy Jackson
3 rd Writing 1 week Cornerstones focus	Poetry Week	Story from another culture	Diaries Cornerstones Develop 1	Balanced argument from Cornerstones Express	Playscript – Write a scene for a Greek Comedy Play	See baseline
Whole Class Reading	The Firework Maker’s Daughter by Philip Pullman Clockwork by Philip Pullman The Last Bear by Hannah Gold		The Secret Garden by Francis Hodgson Burnett, The Explorer by Katherine Rundell		Percy Jackson and the Lightning Thief by Rick Riordan Who Let the Gods Out? By Maz Evans,	
Spelling	Spelling lists for Year 5/6 Letter string ough silent letter b and t -cious and -tious, -cial and -tial, -ent and ence, -ant, -ance, -ancy, -ee spelt ei -able, -ible, -ably, -ibly Homophones					

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Adlington St Paul's Long Term English Plan Linked to Cornerstones and our wider curriculum



	Consolidation of any gaps in knowledge					
On-going grammar	<ul style="list-style-type: none"> - Select appropriate structure, vocabulary and grammar - Blend action dialogue and description within and across paragraphs 					
Grammar	Converting nouns or adjectives into verbs using suffixes Verb prefix. Link ideas across paragraphs using adverbials for time, place and number Use expanded noun phrases to convey information concisely Organisation and presentational devices	Create complex sentences using ed and opening clauses Create complex sentences using ing opening sentence Demarcate complex sentences using commas in order to clarify meaning. Explore, collect and use adverbs to indicate degrees of possibility	Use commas, brackets and dashes to indicate parenthesis Create and punctuate sentences using simile starters Organisation and presentational Devices Use expanded noun phrases to convey information concisely	Create complex sentences by using relative clauses and pronouns e.g. who, which, where, whose, when and that. Complex sentences where the relative pronoun is omitted. Demarcate complex sentences using commas in order to clarify meaning. Devices to build cohesion. Explore, collect and use adverbs to indicate degrees of possibility	Use commas to avoid ambiguity. Use commas, brackets and dashes to indicate parenthesis Devices to build cohesion. Linking ideas across paragraphs. Modal verbs	Create complex sentences by using relative clauses and pronouns e.g. who, which, where, whose, when and that. Create complex sentences where the relative pronoun is omitted. Demarcate complex sentences using commas in order to clarify meaning. Modal verbs
Applied Writing Task	Science – Non-Chronological Report Different Types of Forces	Diary linked to RE (application of fiction) Journey through the Nativity from different perspectives.	Science – Chronological Report – Human Reproduction – A Life Cycle	R.E. – Easter – Magazine Article – The resurrection of Jesus and how he is victorious.	Art – Biography – Expressionist Artists	Literacy Festival Activities
Trust-wide Literacy Festivals	Poetry Week Week 17 th October					Literacy Festival TBC
Assessment	Teacher Assessment Independent writing assessment	GAPS assessment NFER Reading Assessment Independent writing assessment	Teacher assessment Independent writing assessment	GAPS assessment NFER Reading Assessment Independent writing assessment	Teacher assessment Independent writing assessment	GAPS assessment NFER Reading Assessment Independent writing assessment

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Year 6 Topic	Maafa		Frozen Kingdoms		Britain at War	
Language and Literacy unit / Text	L&L Gone Away! (Flashback story)	Book Study Journey to Jo’burg	L&L Elephant in the Room	L&L Robin Hood	L&L I Believe in Unicorns	Book Study Goodnight Mr Tom
Baseline piece of writing (Only Autumn 1 and Summer 2)	Letter to the Head aspirations for the year 1 week First week					Letter to Head about achievements through Year (1 week) Final week
L & L fiction 1 st Writing 3 weeks	Flashback story	(setting /character description work through daily log) Diary entry	Story linked to mental health	Legend	Historical story	Diary Entry in role as a character from Goodnight Mr Tom.
Non-fiction 2 weeks 2 nd Writing	Biography linked to Maafa Black Lives Matter movement	Non - Chronological report linked to Cornerstones topic Develop 2 – Black Lives in Britain	Formal letter to government / MP about Climate Change (Links to Greta Thunberg	No linked non-fiction due to SATs preparation	Newspaper Report – The Start of WW2	See baseline
3 rd Writing 1 week	See baseline	Persuasive speech – Abolish Slavery (combine text types to create hybrid texts)	Short adventure narrative Cornerstones Develop 1	Diaries - Shackelton Cornerstones Develop 2	Balanced argument Cornerstones Engage	Historical narratives incorporating flashbacks Cornerstones Develop
Whole Class Reading	Journey to Jo’burg by Beverley Naidoo Freedom by Catherine Johnson Pig Heart Boy by Malorie Blackman		Race to the Frozen North: The Matthew Henson Story by Catherine Johnson Kensuke’s Kingdom by Michael Morpurgo		Goodnight Mr Tom by Michelle Magorian Letters from the Lighthouse by Emma Carroll	
Spelling	Words from the spelling lists for Year 5/6 -sh sound ti and ci (cious and -tious, -cial and -tial) -ant, -ent, -ance, -ancy, -ence, -ency -able, -ible, -ably, -ibly Use of hyphen Suffixes recap of all the rules. Plural nouns Silent letters ei and ie					

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	letter string ough silent letters Homophones Consolidation of any gaps in knowledge					
On-going grammar	Manipulate sentences to create particular effects Consciously control the use of different sentence structures for effect. Select appropriate vocabulary and language effects Identify the subject and object of a sentence hyphens to avoid ambiguity					
Grammar	Formal and informal vocabulary Blend action, dialogue and description within sentences Deviate narrative from linear or chronological Collect and use examples of perfect verbs Use active and passive voice to achieve intended effects	Punctuate bullet points consistently Colons to introduce lists semi-colons within lists Use devices to build cohesion between paragraphs in narrative eg. adverbials Select appropriate register for formal and informal purposes Explore subjunctive verb forms explore question tags	active/passive voice hyphens to avoid ambiguity use ellipsis to link ideas Use repetition of a word or phrase to link ideas Select and use a range of organisation /presentational Devices Explore subjunctive verb forms	Expanded noun phrases (re-cap) Use semi colons to mark boundaries Investigate synonyms and antonyms	Linking ideas across paragraphs using a wide range of cohesive devices active and passive voice to achieve intended effect explore question tags Consolidation as required from Assessment	Find examples of where authors have broken conventions to achieve effects. - Make conscious choices about techniques to engage the reader
Applied Writing Task	Science – Explanation of the Circulatory System	Diary linked to RE (application of fiction unit) Journey through the Nativity from different perspectives.	Additional SPAG and Reading Skills in preparation for SATs	R.E. – Easter – Write a reflection – Who is Jesus and what does he mean to me?	SATs preparation	Science – Non-Chronological Report – The Five Kingdoms - Evolution and Inheritance
Trust-wide Literacy Festivals	Poetry Week Week 17 th October					Literacy Festival TBC
Assessment	GAPS assessment Testbase Suite 1 for Reading Independent writing assessment Reading and GAPS past SATs paper for baseline	Independent writing assessment Reading and GAPS past SATs paper	Reading and GAPS Independent writing assessment Reading and GAPS past SATs paper	Independent writing assessment Reading and GAPS past SATs paper	SATs Independent writing assessment Reading and GAPS SATs paper	Independent writing assessment

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