



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	<p>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.</p>		<p>Learn set 1 special friends, nk, ng, qu, sh, ch, th and consolidate all single letter sounds through daily review.</p>	<p>Knowledge and recognition of all set 1 sounds is secure. Focus on reading words with four sounds in them</p>	<p>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)</p>	
Reading	<p>Recognising individual letters and being able to say the corresponding sound.</p> <p>Begin to blend these set 1 single letter sounds into VC and CVC words using magnetic boards.</p> <p>Lots of singing, reciting rhymes and story sharing to develop a language rich environment to widen vocabularies.</p>	<p>Recognising individual letters and being able to say the corresponding sound.</p> <p>Begin to read VC and CVC words with the secure sounds from Set 1 by decoding and blending.</p> <p>Lots of singing, reciting rhymes and story sharing to develop a language rich</p>	<p>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.</p> <p>Lots of singing, reciting rhymes and story sharing to develop a language rich</p>	<p>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.</p> <p>Lots of singing, reciting rhymes and story sharing to develop a language rich environment to</p>	<p>Children will apply their phonic knowledge to read RWI green level books. They will read simple tricky words and answer questions about the text.</p> <p>Lots of singing, reciting rhymes and story sharing to develop a language rich environment to widen</p>	<p>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.</p> <p>Lots of singing, reciting rhymes and story sharing to develop a language rich environment to widen</p>

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		environment to widen vocabularies.	environment to widen vocabularies will continue.	widen vocabularies will continue.	vocabularies will continue.	vocabularies will continue.
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.					
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.	
Year 1 Topic	Childhood History		Bright Lights, Big City		School Days	
Science unit	Everyday materials	Humans	Seasonal changes		Plants	Animals
Phonics	Consolidation of set 1 consonant digraphs and introduction to set 2 vowel digraphs (CCU) reading real and	Consolidation of set 2 digraphs and continued revision of set 1 digraphs (CCU). reading real and	Review gaps in knowledge of set 2 sounds (introduce multisyllabic set 2 and set 1 sounds; for	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	Learn the next 11 set 3 digraphs (ai, e-e, ie, oa + oe, ew + ue, au, ear, ure, tion, cious and tious).	Consolidate learning of all set 3 digraphs (address any gaps in knowledge with continued explicit

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	nonsense words containing these sounds.	nonsense words containing these sounds.	children to read in chunks.)	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.	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.	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 about 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. They will read simple tricky words and answer questions about the text. (children reading pink level or below will receive 1:1 coaching and/or additional reading - CCU)	Children will apply their phonic knowledge to read RWI orange or yellow level books. They will read simple 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 yellow or blue level books. They will read simple tricky words and answer questions about the text. (children reading orange level or below will receive 1:1 coaching and/or additional 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					

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	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.					
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 review	ph, wh, y(ee), un-, -s, -es, -ed(id), -ed(t), -ed(d), -ing, -er, -est 2 sounds per week + common exception review
Grammar	Nouns Adjectives (er + est suffix) Verbs (ed + ing suffix) Punctuation focus - basic sentence structure (capital letter, finger spaces, capital letters)	Plurals s –es Prefix un Capital letters for names, days, places and pronoun I Statements questions commands	basic sentence structure (capital letter, finger spaces, capital letters) Joining sentences and clauses with and and but. Exclamation marks	Review Nouns Adjectives (er + est suffix) Verbs (ed + ing suffix)	Review Basic sentence structure (capital letter, finger spaces, capital letters, commas in a list) Plurals s –es Prefix un	Review Joining sentences and clauses with and, but, because. Capital letters for names, days, places and pronoun I 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
Year 2 Topic	Movers and Shakers		Coastline		Magnificent Monarchs	
Phonics	Consolidate learning of all set 3 digraphs (address any gaps in knowledge with	Consolidate learning of all set 3 digraphs (address any gaps in knowledge with	Consolidate knowledge of all sounds by looking at a group of sounds each	Consolidate knowledge of all sounds by looking at a group of	Consolidate knowledge of all sounds by looking at a group of sounds	Consolidate knowledge of all sounds by looking at a group of sounds each

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	continued explicit teaching and introduce multisyllabic words for all sounds learned to be read in chunks.	continued explicit teaching and introduce multisyllabic words for all sounds to be read in chunks.	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.	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.	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.	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	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

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					will receive 1:1 coaching and/or additional reading - CCU)	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 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.					
Spelling	CCVC/CVCC words – CCU Common Exceptions Previous year to consolidate and close gaps. (CCU)	ph, wh, y(ee), un-, -s, -es, -ed(id), -ed(t), -ed(d), -ing, -er, -est (CCU) Common Exceptions for Year 2	ay, a-e, ai, ee, ea, e-e, e, y, ey igh, i-e, ie, y ow, o-e, oe, oa oo, u-e, ue, ew or, aw, ore, ir, er, ur	air, are, ear, ere dge, ge, g (j) kn, gn, c(s) wr -le -el, -al, -il	-y(l) Adding -es, -ed, -er, -est to words ending in y. Adding -ed, -er, -est, -ing to words ending in e. Adding -ed, -er, -est, -ing to words ending in a single consonant. all, al to make or sound in words. o(u)	-s added to ey words and 's possessive apostrophe. a(o), or(er), ar(or) s(z -sure -sion) – tion suffix beginning with consonant ' for contraction
Grammar	Nouns Adjectives (er + est suffix) Verbs (ed + ing suffix) Punctuation focus - basic sentence structure (capital letter, finger	Plurals s –es Prefix un Capital letters for names, days, places and pronoun I Statements questions	Nouns using suffixes–ness, –er compound nouns adjectives using suffixes –ful, –less turn adjectives into adverbs using –ly	Subordination (using when, if, that, because) and co-ordination (using or, and, but) appostrophes for possession and	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

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	spaces, capital letters) Address any gaps in knowledge from previous year (CCU)	exclamatory sentences Address any gaps in knowledge from previous (CCU)	expanded noun phrases	contraction Commas to separate items in a list		and past tense to mark actions in progress Consolidation as needed
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
Year 3 Topic	Through the Ages		Rocks, Relics and Rumbles		Emperors and Empires	
Language and Literacy unit	Various RWI Comprehension Modules – CCU The Wish – Module 3 All About India – Module 11 Anansi and the Four Bananas – Module 2	Various RWI Comprehension Modules – CCU Bees – Module 13 Rose and Ruby – Module 11 The Class Trip – Module 10	Unit 3: 'A Tale of Two Robots'	Unit 5: 'Smash and Grab!'	Unit 1: 'Sandwizards'	Unit 6: 'Enchantress of the Sands'
Genre Covered	Fiction – Description Diary Entry Non Fiction – Information Text	Fiction – Letter writing Non Fiction - Non-chronological report	Fiction – To write a new episode for the story Non Fiction – Discussion Texts	Fiction – To write a new mystery story Non Fiction –Non-Chronological Reports	Fiction – To write two descriptions of a beach setting which show contrasting moods and feelings Non Fiction – Information Text (A-Z)	Fiction – To write a new folktale with a vivid setting, atmosphere and exciting climax Non Fiction - Biography
Whole Class Reading	Stig of the Dump,		The Fireworkmaker's Daughter,		Max and the Millions,	

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	The Owl Who Was Afraid of the Dark		The Iron Giant		Knights and Bikes, Ibn-al-Haytham Biography	
Spelling	Common Exceptions Previous year to consolidate and close gaps (CCU) and Year 3/4.	Common Exceptions Previous year to consolidate and close gaps (CCU) and Year 3/4.	Common Exceptions Previous year to consolidate and close gaps (CCU) and Year 3/4. Adding suffixes beginning with vowel letters to words of more than one syllable where the final syllable is stressed and ends in one consonant. Adding suffixes beginning with vowel letters to words of more than one syllable where the final syllable is not stressed. Y(i).	ou (u), un-, dis-, mis-, in- re-, sub-, inter, super-, anti-, auto-	-ation -ly -sure, -ture -our, -or, -ous -tion, -cian -sion, -ssion,	ch(k), ch (sh) -gue (g), -que (k) sc (s) ei, eigh, ey (ay) ' placed after s
Grammar	A or an Expressing time, place and cause using conjunctions Headings and sub-headings to aid presentation paragraphs Address any gaps in knowledge from previous year groups as needed (CCU)	Formation of nouns using a range of prefixes super-, anti-, auto- Paragraphs Adverbs Present perfect form of verbs Address any gaps in knowledge from previous year groups as needed (CCU)	Direct speech Prepositions Word families subordinate clauses	Consolidation of Formation of nouns using a range of prefixes super-, anti-, auto- Paragraphs Adverbs Present perfect form of verbs	Consolidation of A or an Expressing time, place and cause using conjunctions Headings and sub-headings to aid presentation paragraphs	Consolidation of Direct speech Prepositions Word families subordinate clauses
Applied Writing Task	Write a description (linked to The Wish – Module 3) Information text about Adlington St. Paul's (linked to All About India – Module 11) Diary entry for Anansi (linked to	Non-chronological report about bees (linked to Bees – Module 13) Letter to one of the other schools in the Trust (linked to Rose and Ruby – Module 11) Write a letter (linked to The Class	To write a story linked to topic.	To write a non-chronological report linked to topic?	Information Text A-Z of Ancient Rome	Biography of Ibn-al-Haytham

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	Anansi and the Four Bananas – Module 2)	Trip – Module 10)				
Year 4 Topic	Invasion		Misty mountain, Winding River		Ancient Civilisations	
Language and Literacy Unit	Unit 3 The Bogey and the Trolls Next Door	Unit 2 At the End of the School Day	Unit 6 Sugar Cane Juice	Unit 1 Lost or Stolen?	Unit 4 'The Fly and the Fool'	Unit 5 'Runaways!'
Genre covered	Fiction – Narrative Verse Non Fiction – Explanations (explanatory letter of application – Canon Sharples example)	Fiction – Poetry Non Fiction – Journalistic Recount	Fiction – Tension filled story Non Fiction – Persuasive Writing	Fiction – Dilemma story Non Fiction – Information Text	Fiction - Playscript Non Fiction – Non- Chronological report	Fiction – story from a character's POV Non Fiction - Newspapers
Whole Class Reading	How to train a dragon by Cressida Cowell The Great Chocoplot by Chris Callaghan		The Wind in The Willows The Butterfly Lion by Michael Morpurgo		Secrets of a Sun King	
Spelling	Common Exceptions for Year 3/4	Common Exceptions for Year 3/4 Adding suffixes beginning with vowel letters to words of more than one syllable where the final syllable is stressed and ends in one consonant. Adding suffixes beginning with vowel letters to words of more than one syllable where the final syllable is not stressed. Y(i).	ou (u), un-, dis-, mis-, in- re-, sub-, inter, super-, anti-, auto-	-ation -ly -sure, -ture -our, -or, -ous -tion, -cian -sion, -ssion,	ch(k), ch (sh) -gue (g), -que (k) sc (s) ei, eigh, ey (ay) ' placed after s	Homophones and near homophones
Grammar	Fronted adverbials with comma Direct speech	Expanded noun phrases Expanded preposition phrases	Use of paragraphs grammatical difference	Consolidation of Expanded noun phrases	Consolidation of Fronted adverbials with comma	Consolidation of Use of paragraphs

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	Address any gaps in knowledge from previous year groups as needed	Pronoun or noun Verb inflections Address any gaps in knowledge from previous year groups as needed (CCU)	between plural and possessive –s Apostrophe for possession	Expanded preposition phrases Pronoun or noun Verb inflections	Direct speech	grammatical difference between plural and possessive –s Apostrophe for possession
Applied Writing Task	Explanation of the digestive system	Journalistic recounts – a raider tries to come into school and a member of staff has to save the day	Write a tension filled episode	Write a dilemma story using characters from Lost or Stolen? Information text about a river	Write an ending for a new playscript	Write a new part of the story from a character's POV
Year 5 Topic	Dynamic Dynasties		Sew, Grow and Farm		Ground-breaking Greeks	
Language and Literacy Unit	Unit 5: Dragonslayer	Unit 4: This is not a Fairytale	Unit 2: Bling!	Unit 3: Goodnight Stroud/Last Night...	Unit 1: Prometheus and Pandora	Unit 6: Father's Day
Genres covered	Fiction - story Non Fiction - Non-chronological reports	Fiction – story in a historical setting Non Fiction - Biography/Autobiography	Fiction – story with flashbacks Non Fiction - Newspaper Report	Fiction – Poetry Non Fiction - Persuasive Writing	Fiction – Alternative ending to a story Non Fiction - Instructional Writing	Fiction - playscripts Non Fiction - Discussion Texts
Whole Class Reading	Bronze and SunflowerBy Cao Wenxuan, Clockwork by Philip Pullman		The Secret Garden by Francis Hodgson Burnett, The Explorer by Katherine Rundell		The First Labours of Heracles, (first two weeks), Who Let The Gods Out? By Maz Evans, Here Comes Hercules by Stella Tarakson	
Spelling	Common Exceptions Previous year to consolidate and close gaps (CCU) and Year 5/6.	Common Exceptions Previous year to consolidate and close gaps (CCU) and Year 5/4.	Common Exceptions for Year 5/6 -cious and -tious,	-ance, -ancy, -ence, ency -able, -ible,	Use of hyphen ee (ei after c) ough	Homophones

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			-cial and -tial, -ant and ent,	-ably, -ibly Adding suffixes beginning with vowel letters to words ending in -fer	silent letters	
Grammar	<p>Converting nouns or adjectives into verbs using suffixes</p> <p>Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p> <p>Use of commas to clarify meaning or avoid ambiguity</p> <p>Address any gaps in knowledge from previous year groups as needed (CCU)</p>	<p>Relative clauses beginning with who, which, where, when, whose, that,</p> <p>Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</p> <p>Address any gaps in knowledge from previous year groups as needed (CCU)</p>	<p>Verb prefixes [for example, dis-, de-, mis-, over- and re-]</p> <p>Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</p> <p>Brackets, dashes or commas to indicate parenthesis</p>	<p>Consolidation of</p> <p>Converting nouns or adjectives into verbs using suffixes</p> <p>Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p>Consolidation of</p> <p>Relative clauses beginning with who, which, where, when, whose, that,</p> <p>Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</p>	<p>Consolidation of</p> <p>Verb prefixes [for example, dis-, de-, mis-, over- and re-]</p> <p>Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</p> <p>Brackets, dashes or commas to indicate parenthesis</p>
Applied Writing Task	Non-chronological report about the Chinese bronze era	Biography about Fu Hao	Newspaper Report based on a parable from 'Jesus the Teacher'	Poetry linked to farm – 'Last night I saw the farm...'	Write a different ending to The First Labours of Heracles	Greek comedy playscript
Year 6 Topic	Maafa		Frozen Kingdoms		Britain at War	

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



Language and Literacy unit	Unit 1: 'Robin Hood and the Golden Arrow'	Unit 6: 'I Believe in Unicorns'	Unit 4: 'Gone Away'	Unit 3: 'Brashem's Tortoise'	Unit 2: 'Poetry: The Power of Imagery'	Unit 5: 'The Elephant in the Room'
Genres covered	Fiction – story in role. Non Fiction - Journalistic Writing	Fiction - story Non Fiction - Explanations	Fiction – story with flashbacks Non Fiction - Biography/Autobiography	Fiction – story in a historical setting Non Fiction - Formal/Impersonal writing	Fiction - poetry Non Fiction - Argument	Fiction - playscripts Non Fiction - Persuasive Texts
Whole Class Reading	Freedom by Catherine Johnson, Pig Heart Boy by Malorie Blackman		Race to the Frozen North: The Matthew Henson Story, Wolf Wilder (link to Katherine Rundell),		Armistice Runner, Letters from the Lighthouse, Kensuke's Kingdom	
Spelling	Common Exceptions for Year 5/6	Common Exceptions for Year 5/6 Year 6 suffix -cious and -tious, -cial and -tial, -ant and ent,	-ance, -ancy, -ence, ency -able, -ible, -ably, -ibly Adding suffixes beginning with vowel letters to words ending in –fer	Use of hyphen ee (ei after c) ough silent letters	Homophones	Consolidation of any gaps in knowledge
Grammar	How words are related by meaning as synonyms and antonyms Use of the passive to affect the presentation of information in a sentence Use of the semi-colon,	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing Linking ideas across paragraphs using a wider	Layout devices Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity Linking ideas across paragraphs using a wider	Consolidation of How words are related by meaning as synonyms and antonyms Use of the passive to affect the presentation	Consolidation of The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing	Consolidation of Layout devices Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity

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	colon and dash to mark the boundary between independent clauses Address any gaps in knowledge from previous year groups as needed (CCU)	range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis Use of the colon to introduce a list and use of semi-colons within lists Address any gaps in knowledge from previous year groups as needed (CCU)	range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis	of information in a sentence Use of the semi-colon, colon and dash to mark the boundary between independent clauses	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis Use of the colon to introduce a list and use of semi-colons within lists	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis
Applied Writing Task	To write a new episode for a story.	To write a story with an historical setting.	To write a new short story with flashbacks	To retell the story of Robin Hood in role as Sir Guy Gisborne.	To write a poem in free verse using extended metaphors	To write a new scene for the play.

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