

KS1 and KS2 - English Long Term Planning 2024-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 Main Texts	Power of Reading Picture book Text – The Secret Sky Garden Exploring themes of littering and planting. Children will have the opportunity to respond to the text through drama and retell the story.	Power of Reading Contemporary fiction Text – Orion in the dark This text supports children’s emotional responses to the character and story based around fears. Children will have the opportunity to give creative responses to the text through role play, drama, music and artwork. They will compose and perform a poem and write in role.	Power of Reading Non-fiction Text - Winter Sleep This book provides children with a sense of awe and wonder about the natural world. Children will have the opportunity to explore this non-fiction text and produce their own non-fiction writing.	Power of Reading Picture book Text – Leaf This text draws upon themes of long journeys and prejudice against those who are different. Children will have the opportunity to write persuasive speech, in role and letters to characters within the story.	Power of Reading Poetry Text – The Puffin Book of Fantastic First Poems Children will explore a range of different short poems. They will have the opportunity to rehearse, perform and compose their own poems.	Power of Reading Building reading stamina Text - Rabbit and Bear This chapter book explores the themes of hibernation and friendship. Children will have the opportunity to write short narratives, respond to illustration and use drama to respond to the text.
Year 1 Phonics/SPaG	Phase 3/Phase 4 SPaG- To use capital letters. To use full stops. To use finger spaces.	Phase 5 SPaG- To be able to form simple sentences using capital letters, full stops and finger spaces. To be able to dictate a simple sentence.	Phase 5 SPaG- To begin to use ‘and’ to join words and sentences together. To identify singular and plural nouns.	Phase 5 SPaG- To begin to punctuate sentences using a full stop, question amrk or exclamation mark.	Phase 5 SPaG- To begin to use prefix un and plural noun suffixes – s or -es	Phase 5 SPaG- To begin to use suffixes to verbs ing, ed, er
Year 2 Main Texts	Power of Reading Text Pattan’s Pumpkin Traditional tales and Twists Children can explore themes such as determination and perseverance, as well as issues related to conservationism and caring for our local environment.	Power of Reading Text Egg Box Dragon Classic Texts and modern Classics This book offers opportunities to talk about recycling and reusing, as well as taking care of our own possessions. Children will have the chance to make	Power of Reading Text Anna Hibiscus Building Reading Stamina Children will look at how modern life is in Africa, how amazing African traditions and cultures are, and how our human joys and sorrows are the same.	Power of Reading Text The Bee Who Spoke Contemporary Fiction This teaches children all about Bees, through complex and patient communication, work together to ensure that their colony thrives. Honeybees provide a	Power of Reading Text Moth Non-fiction book with poetry in This book helps children understand evolution children will understand what harmful things to our environment are. They will look at	Power of Reading Text Beegu Picture book This text offers children a good stimulus for a range of fictional writing opportunities and a model for their own writing. Its about a alien that is lost. Children cover a variety of writing such as writing in role,

	<p>Through their study of Pattan, children can also explore the importance of sharing our resources with others.</p> <p>Children will do information writing, captions, posters, poetry, letter writing, thought bubbles, writing in role and story telling.</p>	<p>an Egg Box Dragon out of materials, which is linked to our science topic too. They will get to do role play and be in role of the Egg Box Dragon. Children will complete instructional writing, narrative, speech and thought bubbles, letter writing, news script, invitation, formal letter writing and story writing.</p>	<p>Children will complete tell me responses, piece of advice for Anna, Writing in Role as Anna, explanation writing, thought and speech bubbles, information and invitation writing.</p>	<p>model for precise compassionate community that can be achieved only through attentiveness, communication and hard work. Children will write a Diary Entry, information Booklet, instructions, list poem, recipes and persuasive notes.</p>	<p>different types of poetry. Children will be writing, a shared reading journal, tell me responses, speech and thought bubbles, captions and sentences, free verse poem, mind map notes, Dictation notes, non-chronological report and a persuasive text of choice.</p>	<p>free verse poetry, instructional writing, letter writing and being part of a play script.</p>
<p>Year 2 Phonics/SPaG</p>	<p>Phase 5 Review/Rapid Catchup</p> <ul style="list-style-type: none"> • Capital letters • Full stops • Question marks • Exclamation marks <p>Use of suffixes for comparative and superlative adjectives and to turn adjectives into adverbs.</p>	<p>Bridge to spelling/Rapid Catch up</p> <p>Correct choice and consistent use of past and present tense throughout writing; using progressive form of verbs in present and past tense to mark actions in progress.</p>	<p>Bridge to spelling/Rapid Catch up</p> <p>Subordination and co-ordination; expanded noun phrases for description and specification; how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.</p>	<p>Bridge to spelling/Rapid Catch up</p> <p>Formation of nouns using suffixes and by compounding; formation of adjectives using suffixes.</p>	<p>Bridge to spelling/Rapid Catch up</p> <p>Using commas to separate items in a list; apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.</p>	<p>Bridge to spelling/Rapid Catch up</p> <p>Using commas to separate items in a list; apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.</p>
<p>Year 3 Main Texts</p>	<p>Power of Reading Traditional Tales and Twists Text – How the Stars Came to be Poonam Mistry</p> <p>Developing an understanding of the ‘pourqoi’ tale. Children will have the opportunity to write their own ‘pourqoi’ tale, as well as their own non-fiction text.</p>	<p>Power of Reading Non-Fiction Text – The Pebble in my Pocket Meredith Hooper</p> <p>Children will explore the themes of this exciting non-fiction text. Children will have the opportunity to respond to the text through drama, storytelling and artwork.</p>	<p>Power of Reading Classic Text Text – Ice Palace Robert Swindells</p> <p>To explore the Russian Folk tale, understanding how the author develops the characters throughout the story. Children will have various opportunities to write in role as a character.</p>	<p>Power of Reading Picture Book Text – King of the Sky Nicola Davies</p> <p>This text, set in a welsh mining town, provides children with the opportunity to empathise with the character. Children will explore the themes, write in role and publish their own non-fiction text.</p>	<p>Power of Reading Poetry Text - Bright Bursts of Colour Matt Goodfellow</p> <p>Exploring a range of poems by Matt Goodfellow. Children will write a range of their own poems, based on their own experiences.</p>	<p>Power of Reading Contemporary Fiction Text – The Lost Happy Endings Carol Ann Duffy</p> <p>A study of the language and writing style of the author. Children will write in role to explore and develop empathy for the character. Children will develop creative responses to the text through drama, storytelling and artwork.</p>

<p>Year 3 SPaG</p>	<p>Year 3 SPaG Formation of nouns using a range of prefixes [for example super-, anti-, auto-,] Use the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble. Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore,], or prepositions [for example, before, after, during, in, because of,] Introduction to inverted commas to punctuate direct speech Introduction of paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, he has gone out to play contrasted with he went out to play]</p>					
<p>Year 4 Main Texts</p>	<p>Power of Reading Picturebook The Mousehole Cat</p> <p>Exploring ways in which pictures and illustrations can convey atmosphere and meaning and writing stories from more than one viewpoint</p>	<p>Power of Reading Graphic Novel Arthur and the Golden Rope</p> <p>Developing creative responses to the text through drama, storytelling and artwork and writing in role in order to explore and develop empathy for characters</p>	<p>Power of Reading Narrative Non-fiction One plastic Bag</p> <p>To explore the themes of innovation, perseverance, community initiatives and creative problem solving, sustaining ideas through discussion</p>	<p>Power of Reading Traditional Tales and Twists Quill Soup</p> <p>Opportunities to develop the skill of oral storytelling, exploring interpretations of themes, plots and characters' actions through discussion and debate</p>	<p>Power of Reading Poem My Life as a Goldfish and other poems</p> <p>Developing an understanding of a range of poetic devices and examining how Rooney uses them in her work, with opportunities to compose and perform poetry</p>	<p>Power of Reading Contemporary Fiction The Miraculous Journey of Edward Tulane</p> <p>Reading and discussing a book set in another country, exploring the themes of friendship and loyalty, while progressively building a varied and rich vocabulary and an increasing range of sentence structures</p>
<p>Year 4 SPaG</p>	<p>Year 4 SPaG The grammatical differences between plural and possessive s Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials [for example, later that day, I heard the bad news] Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation with inverted commas: The conductor shouted, "Sit down!"] Apostrophes to mark plural possession [for example, the girl's name, the girls' names] Use commas after fronted adverbials Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>					

<p>Year 5 Main Texts</p>	<p>Power of Reading Picturebooks Text – Varmints by Helen Ward Descriptive pieces about characters and events, writing in role and debating arguments.</p>	<p>Power of Reading Contemporary fiction Text – The Highwayman by Alfred Noyes A narrative poem written in 1913, with powerful rhythm and strong patterning. Opportunities to perform and offer viewpoints.</p>	<p>Power of Reading Building reading stamina Text – Skellig by David Almond Supports the study of plot, character development and growth in narrative fiction. Allowing free writing, poetry and in role.</p>	<p>Power of Reading Non-Fiction Text – The Tudors by Marcia Williams A fictional biography of Henry VIII. Opportunities to write an autobiography, letter writing and annotation of texts.</p>	<p>Power of Reading Classics Texts and Modern Classics Text – Tom’s Midnight Garden by Philippa Pearce A time slip story told as a graphic novel with opportunities to write for real purposes.</p>	<p>Power of Reading Traditional Tales and Twists Text – The Adventures of Odysseus by Hugh Lupton</p>
<p>Year 5 SPAG Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] Verb prefixes [for example, dis-, de-, mis-, over-, and re-] Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity Devices to build cohesion within a paragraph [for example, then, after, that, this, firstly] 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>Year 6 Main Texts</p>	<p>Power of Reading Contemporary Fiction Text – Corey’s Rock Descriptive pieces about characters in role and writing about the setting including persuasive writing.</p>	<p>Power of Reading Classic & Modern Text Text – Street Child by Berlie Doherty Descriptive pieces including the setting and writing in role. Using conscious alley to explore feelings and making decisions.</p>	<p>Power of Reading Picture Book Text – Ride the Wind Creative responses through drama, storytelling and artwork. To write in role an explore empathy of characters. To write for meaning, purpose and audience in a variety of forms.</p>	<p>Power of Reading Building Reading Stamina Text – Stay where you are and then Leave. A selection of comprehension, analytical and creative writing tasks, including a diary entry as a person living in London during WWI.</p>	<p>Power of Reading Non-Fiction Text – The Suffragettes: The Battle for Equality Formal letters, diary entries, balanced arguments and short campaigns to expand children’s knowledge of the movement.</p>	<p>Power of Reading Poetry Text – Overheard in a Tower Block Identify a range of poetic techniques and figurative language. Through studying a range of poems, children will be introduced to the skill of summarising and identifying the meaning of words in context.</p>
<p>Year 6 SPaG</p>	<p>Year 6 SPaG The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out - discover; ask for - request; go in – enter] How words are related by meaning as synonyms and antonyms [for example, big, large, little]. Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].</p>					

	<p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]</p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]</p> <p>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</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets or tables, to structure text]</p>
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