

St Mary's Horsforth Catholic Voluntary Academy long term plan for English 2023-2024



	Autumn Term	Spring Term	Summer Term
Literacy	<p>NB: Literacy is split into three elements – comprehension / word reading / writing – these are all interlinked and run alongside the schools phonic scheme - Floppy's phonics.</p> <p>Progress is assessed regularly throughout the year in phonics. Reading books – every child gets a phonic book to match class learning as well as a wider reading book.</p>		
Comprehension	<p>Joining in with rhymes and showing an interest in stories with repeated refrains.</p> <p>Role play area acting out stories that have been heard.</p> <p>Talk about what a title is and what an author and illustrators job is.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Starting to sequence stories verbally or with pictures.</p>	<p>Read simple phrases and sentences made up of words with known letter sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Demonstrate their understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play.</p>
Word reading	<p>Shared class reading Read individual letters by saying the sounds. Look how text is read from L to R / top to bottom. Decoding VC and CVC words Introducing 'Tricky Words' We use dashes to highlight sounds in words from our first phonic lesson to identify the graphemes. Following text with their reading finger.</p>	<p>Shared class reading and Individual reading Blending VC / CVC / CCVC/ CVCC words Tracking with finger from L to R. Sight words (Tricky & HF words) Read some letter groups that each represent one sound and say sounds for them (digraphs). Checking understand of what has been read. We use dashes' to highlight sounds in words, this helps identify the graphemes they can see. Look at rhyming, alliteration within stories.</p>	<p>Shared class reading, Individual reading and Guided reading Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Introduce expression and intonation within reading Sounding out in their heads to help with fluency. Identifying the punctuation within the text – such a full stop, capital letters, question marks, speech marks. Poetry / rhyming / non-fiction books. Start to write sentences independently that they can read and so can others.</p>

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Writing	Reading books to match each child's segmenting ability					
	<p>Dominant hand & pencil grip. Mark making & labelling. Name writing. Writing initial sounds and simple captions. Use initial sounds to label characters / images. Letter formation – percussive We use 'phonic fingers' to count out how many phonemes they can hear in words.</p>		<p>Start to incorporate tricky words such as 'I, the, no, go into' within their writing. Use 'phonic fingers' to count out how many phonemes they can hear in CVC, CVCC, CCVC words. Model developing short sentences in a meaningful context. Speech bubbles and sentences. (Start Philip Webb literacy structure 1. Prediction, 2. Understanding, 3. Writing) Form lower-case and capital letters correctly. Spell words by identifying the sounds, then writing the sound with letter/s.</p>		<p>Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters (graphemes). Write simple phrases and sentences that can be read by others. Story writing, writing sentences using a range of tricky words that are spelt correctly. Being able to retell & write about a familiar book. Form lower-case (percussive) and capital letters correctly. Introduce capital letters & full stops & finger spaces within writing.</p>	
Year 1	<p>Julia Donaldson Author Study Retell</p> <p>Poetry: Rhyming Poems</p> <p>Cross-curricular writing Geography: Weather report</p>	<p>Bog Baby Character description</p> <p>Cross-curricular writing Science: How to look after an animal</p>	<p>Little Red Character description Narrative</p> <p>Cross-curricular writing Geography: Factsheet about the UK</p>	<p>Lost in the toy museum. Diary entry</p> <p>Poetry: Acrostic Poems</p> <p>Cross-curricular writing RE: Easter story</p>	<p>A squash and a squeeze Setting description</p> <p>Cross-curricular writing Science: How to grow a plant</p>	<p>The Queen's Hat Narrative</p> <p>Cross-curricular writing Geography: Trip recount</p>
	Year 2	<p>Beegu Character description Lost poster Persuasive letter</p>	<p>Traditional Tales – Red Riding Hood and Jack and the Beanstalk Character</p>	<p>Handa's Surprise Stories from other cultures – Kenya</p> <p>Poetry: Concrete poems</p>	<p>Anthony Browne Author study</p> <p>The Tunnel Narrative</p>	<p>Winnie the Witch at the Seaside Character description Narrative</p>

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	<p>Poetry: Autumn Acrostic poem</p> <p>Cross-curricular writing</p> <p>Geography: Persuasive letter Descriptive writing</p>	<p>description Setting description Adapting a story</p> <p>Cross-curricular writing</p> <p>History: Recount – Great Fire of London</p> <p>RE: Nativity narrative</p>	<p>Cross-curricular writing</p> <p>Science: Explanation of science experiment</p>	<p>Character description</p> <p>Cross-curricular writing</p> <p>History: Recount – Florence Nightingale</p> <p>DT: Instructions – puppets</p>	<p>Poetry – Classic Humorous Poem</p> <p>Cross-curricular writing</p> <p>Geography: Non chronological report on Kenya</p>	<p>Poster</p> <p>Cross-curricular writing</p> <p>History: post card</p> <p>DT: Instructions – How to make a pizza</p>
Year 3	<p>Matt Haig Author Study - The Truth Pixie</p> <p>Iron Man by Ted Hughes Character Description Wanted Posters Recount of events Newspaper report</p> <p>Poetry: Nonsense - The Jabberwocky</p> <p>Cross-curricular writing</p> <p>Science: Climate Zones Explanation Text</p>	<p>Stone Age Boy Diary Entry Narrative</p> <p>The Savage Stone Age (Horrible Histories) Non-Chronological Report Q&A article and leaflet</p> <p>Cross-curricular writing</p> <p>History: Stone Age inspired magazine article</p>	<p>Flat Stanley 'Treasure' Visual Literacy</p> <p>Cross-curricular writing</p> <p>Geography: North America tourist guide</p>	<p>Stig of the Dump Diary Entry Narrative</p> <p>Journey Setting Description Narrative</p> <p>Cross-curricular writing</p> <p>History / Geography: Prehistoric Yorkshire</p>	<p>The Railway Children Informal letter Innovating a story</p> <p>Poetry: Free Verse - please Mrs Butler by Allan Ahlberg</p> <p>Cross-curricular writing</p> <p>Science: Instructions linked to plants</p> <p>Geography: Writing to persuade (linked)</p>	<p>If I Were a Kid in Ancient Egypt Non-Chronological Report Magazine Article</p> <p>The Great Egyptian Grave Robbery</p> <p>Cross-curricular writing</p> <p>History: Ancient Egypt</p> <p>DT: Recipe for healthy sandwiches (present as recipe)</p>

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					to Rio and South East Brazil)	book through ICT)
Year 4	Roald Dahl Author Study Biography The Tin Forest Character description Setting description	Non-fiction texts - Shang Dynasty Non-chronological report Poetry: Kennings	Flotsam Setting description Narrative with dialogue	Quest Setting description Narrative Mythologica Character description	Christophe's Story Diary entry Setting description Poetry: Haiku	The Present (film) Narrative Character description
	Cross-curricular writing Science: Explanation of the water cycle	Cross-curricular writing R.E: Mary's diary- The Annunciation	Cross-curricular writing R.E: Leaflet about the Mass Science: Balanced argument – deforestation	Cross-curricular writing R.E: Newspaper report- Palm Sunday- direct and indirect speech	Cross-curricular writing Geography: Persuasive text - visit South America	Cross-curricular writing Science: Explanation of how food is digested R.E: First Holy Communion poem
Year 5	Everest Factfile Diary Balanced argument Poetry: Limericks	Anglo Saxon Boy Newspaper report Speech Hidden Figures Non-chronological report	The Promise Narrative	Children of the Benin Kingdom Diary leaflet Highwayman Setting description Narrative	Michael Morpurgo Author Study Biography Pandora - film Non-chronological report	Kensuke's Kingdom Newspaper report Haiku poems narrative Poetry: Sonnet
	Cross-curricular writing RE: Letter Science: Report	Cross-curricular writing Science: Write up experiment	Cross-curricular writing Geography: Explanation RE: Biography	Cross-curricular writing History: Persuasive letter RE: Instructions	Cross-curricular writing Geography: Travel brochure	Cross-curricular writing History: Historical explanation
	Author Study - Character/Setting comparisons and descriptions	Cogheart Newspaper Street Child	Series of Unfortunate Events Poem	Roads End - film Narratives from two perspectives	Rose Blanche/The Harmonica Narrative with	Editing to improve writing Poetry: Ode –

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Year 6	<p>Wikipedia page</p> <p>Day of the Dead Setting description Diary Non-chronological report Persuasive leaflet</p> <p>Cross-curricular writing RE: Biography</p>	<p>Character and setting descriptions Letter</p> <p>Christmas Advert Narrative</p>	<p>Narrative of fairy tale in the style of Lemony Snicket</p> <p>Alma - film Narrative with shift in formality</p>	<p>flashback</p> <p>The Raven by Edgar Allen Poe Poetry: Narrative</p> <p>Cross-curricular writing Science: Diary - Charles Darwin History: Balanced argument - evacuation Diary entries RE: Diary - Holy Week</p>	<p>flashback</p> <p>The Raven by Edgar Allen Poe Poetry: Narrative</p> <p>Cross-curricular writing Science: Explanation text - How does blood circulate around the body?</p>	<p>music festivals</p> <p>Cross-curricular writing Geography: Newspaper and presentation Science – Report - exercise investigation</p>
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