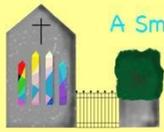


A Small School with a BIG Heart

Ellingham C of E  
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In Space Base, the children will cover each genre of writing every term; each time they cover a genre, they will have a different focus.

| Year 1/2 English Long-Term Plan  |   |  |  |   |   |  |
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|  | Reading: decoding   | Reading: comprehension   | Writing: transcription   | Writing: grammar, vocabulary and punctuation  | Writing: composition  | Assessment reading/writing   |
| <p><b>Autumn 1</b><br/><b>Topic: Coming and Going</b></p> <p><b>Fiction:</b> Paddington Bear goes to London and other stories.</p> <p><b>Non-fiction:</b> Leaflets and information texts of Northumberland and surrounding areas.</p> <p><b>Class novel:</b> The Enchanted Wood; <i>Enid Blyton</i>.</p> | <p><b>Individual reading:</b><br/>1-1 reading 2x a week. Phonics sessions 3x a week.</p> <p><b>Guided reading:</b><br/>Weekly activities exploring a variety of texts and extracts, including the class novel, fairy tales, poetry and non-fiction.</p> <p><b>Shared reading:</b><br/>Class novel - The Enchanted Wood, <i>Enid Blyton</i>.<br/>Poems - Poems Aloud, <i>Joseph Coelho</i>.<br/>Non-fiction - Teacher made texts.</p> <p><b>Reading aloud/performance:</b><br/>Reading own writing aloud to a partner, group or whole class. Take part in drama: Nativity performance.</p> | <p>Explore and discuss a variety of texts, including the class novel and text met in shared reading activities and Phonics.</p> <p>* Apply phonics knowledge and skills until automatic decoding has become embedded and my reading is fluent.</p> <p>*Read a further range of common exception words.</p> <p>* Ask and answer simple questions on unfamiliar texts.</p> <p>*Discuss and explain understanding of books, poems and other texts.</p> <p>* Make predictions on the basis of what has been read.</p> <p>*Make simple statements and express views about characters.</p> | <p><b>Handwriting:</b><br/>Weekly handwriting sessions. Daily practice through spelling, vocabulary and activities to produce neat handwriting across the curriculum.</p> <p>*Form lower case letters accurately; ensure capital letters and lower case are consistently of the correct size and orientation.</p> <p><b>Spelling:</b><br/>Weekly spellings following Space Base's spelling programme based on National Curriculum requirements, including spelling patterns, statutory word lists and the RWI Phonics programme.</p> <p>Dictation of sentences for handwriting and spelling to increase retention of spelling, fluency and speed of writing.</p> | <p><b>Vocabulary:</b><br/>*Explore vocabulary linked with relevant shared texts, history, geography or science units.</p> <p><b>Sentence structure:</b><br/>*Recognise nouns, verbs and adjectives appropriately.<br/>*Use subordination and coordination to join clauses.<br/>* Write in the past tense and use past and present progressive.<br/>*Vary my sentence openers.<br/>*Recognise and use sentences in different forms: statements, commands, questions, exclamations.</p> <p><b>Punctuation:</b><br/>*Most of my sentences are demarcated correctly with capital letters and full stops.<br/>* Use apostrophes to indicate singular possession.</p> | <p>Story writing; descriptions; information texts; postcard; persuasive leaflet.</p> <p><b>Fiction:</b><br/>Create a setting description based on Northumberland and a fantasy island; Write an adaptation of a well-known story.</p> <p><b>Non-fiction:</b><br/>Research and write an information text based on Northumberland; Create a persuasive leaflet/poster based on things to do in Northumberland.</p> <p><b>Text structure and organisation:</b><br/>* Use a scaffold to aid my writing.<br/>* Write about more than one idea and begin to group relevant ideas together.<br/>*Begin to use simple devices to structure my work.</p> | <p><b>Writing assessments:</b><br/>Beginning of year independent write - summer holiday description; Adapted traditional tale; Information text.</p> <p><b>Spelling, punctuation and grammar assessments:</b><br/>Weekly spelling tests.</p> <p><b>Reading assessments:</b><br/>Weekly Phonics reading comprehension questions.</p> <p><b>Spoken language assessments:</b><br/>Reading own writing aloud to partner, group or class.<br/>Nativity performance.</p> |



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|  |  |  |  |  | <p><b>Composition and effect:</b></p> <ul style="list-style-type: none"> <li>* Compose sentences orally.</li> <li>* Plan what I am going to write by writing down ideas.</li> <li>* Use wider and more adventurous vocabulary.</li> <li>* Create and describe settings and characters in stories.</li> </ul> |  |
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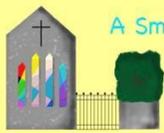
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| <p><b>Autumn 2</b><br/><b>Topic: Coming and Going</b></p> <p><b>Fiction:</b> I am Enough; <i>Grace Byers</i>.</p> <p><b>Non-fiction:</b> Newspaper reports.</p> <p><b>Class novel:</b> The Boy Who Grew Dragons <i>Andy Shepherd</i>.</p> | <p><b>Individual reading:</b> 1-1 reading 2x a week. Phonics sessions 3x a week.</p> <p><b>Guided reading:</b> Weekly activities exploring a variety of texts and extracts, including RWI phonics books, including the class novel, fairy tales, poetry and non-fiction.</p> <p><b>Shared reading:</b> Class novel: The Boy Who Grew Dragons, <i>Andy Shepherd</i>. Poems: nursery rhymes, Julia Donaldson books. Non-fiction: a variety of non-fiction texts based on science and real-life events.</p> | <p>Explore and discuss a variety of texts, including the class novel and text met in shared reading activities and Phonics.</p> <p>*Read accurately by blending the sounds in words and confidently recognise alternative sounds for graphemes.</p> <p>*Take note of full stops, commas, exclamation and question marks when reading sentences appropriately.</p> <p>*Become familiar with a wider range of stories, fairytales and traditional tales.</p> <p>*Identify and comment on key events in a text; comment on ways</p> | <p><b>Handwriting:</b> Weekly handwriting sessions. Daily practice through spelling, vocabulary and activities to produce neat handwriting across the curriculum.</p> <p>*Use diagonal and horizontal strokes to join letters.</p> <p><b>Spelling:</b> Weekly spellings following Space Base's spelling programme based on National Curriculum requirements, including spelling patterns, statutory word lists and the RWI Phonics programme.</p> | <p><b>Vocabulary:</b> *Explore vocabulary linked with relevant shared texts, history, geography or science units.</p> <p>*Explore vocabulary that may be used in traditional tales, discuss the difference.</p> <p><b>Sentence structure:</b> *Recognise proper nouns and use capital letters appropriately.</p> <p>*Choose and use the correct tense consistently in writing.</p> <p>*Use coordination and subordination.</p> <p><b>Punctuation:</b> *Use question and exclamation marks correctly.</p> | <p><b>Fiction:</b> Write a diary entry; Create an explanation text using the correct structure; Discuss nursery rhymes, traditional and new adaptations.</p> <p><b>Non-fiction:</b> Write a newspaper report based on a real-life event; Create an explanation text based on our science work.</p> <p><b>Author study:</b> I am Enough; <i>Grace Byers</i>.</p> <p><b>Text structure and organisation:</b> *Write about more than one idea and begin</p> | <p><b>Writing assessments:</b> Newspaper report based on a real-life event.</p> <p><b>Spelling, punctuation and grammar assessments:</b> Weekly spelling tests. SPaG assessments for Y2.</p> <p><b>Reading assessments:</b> Weekly Phonics reading comprehension questions. SATs style reading comprehension for Y2.</p> <p><b>Spoken language assessments:</b> Reading own writing aloud to partner, group or class. Whole class worship.</p> |
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|   | <p><b>Reading aloud/performance:</b><br/>Reading own writing aloud to a partner, group or whole class.<br/>Take part in drama: whole class worship.</p>   | <p>non-fiction texts are written' comment on events, characters and ideas.</p>   |  | <p>*Use commas to separate a list.</p>   | <p>to group relevant ideas together.<br/>*Use simple devices to structure my work.</p> <p><b>Composition and effect:</b><br/>*Develop positive attitudes towards and stamina for writing by writing for different purposes.<br/>*Use wider and more adventurous vocabulary.<br/>*Evaluate writing with others.</p>   |  |
| <p><b>Spring 1</b><br/><b>Topic: Eureka</b></p> <p><b>Fiction:</b> Taking Flight; <i>Literacy Shed</i>.</p> <p><b>Non-fiction:</b> Scientists of the World; <i>Little People</i>, <i>Big Dreams</i> collection.</p> <p><b>Class novel:</b> Engineer; <i>Rosie Revere</i>.</p> | <p><b>Individual reading:</b><br/>1-1 reading 2x a week.<br/>Phonics sessions 3x a week.</p> <p><b>Guided reading:</b><br/>Weekly activities exploring a variety of texts and extracts, including RWI phonics books, including the class novel, fairy tales, poetry and non-fiction.</p> <p><b>Shared reading:</b><br/>Fiction: Taking Flight; <i>Literacy Shed</i>.<br/>Class novel: Engineer; <i>Rosie Revere</i>.<br/>Non-fiction: Scientists of the World; <i>Little People</i>, <i>Big Dreams</i>.</p> | <p>Explore and discuss a variety of texts, including the class novel and text met in shared reading activities and Phonics.</p> <p>*Read aloud books consistent with my improving phonics knowledge.<br/>*Discuss word meanings, linking new meanings to those already known.<br/>*Understand books I read or listen to by drawing on what is already known or on background information and vocabulary provided by the teacher.</p> | <p><b>Handwriting:</b><br/>Weekly handwriting sessions. Daily practice through spelling, vocabulary and activities to produce neat handwriting across the curriculum.<br/>*Use the correct formation and letter size for ascending and descending letters.</p> <p><b>Spelling:</b><br/>Weekly spellings following Space Base's spelling programme based on National Curriculum requirements, including spelling patterns, statutory word lists</p> | <p><b>Vocabulary:</b><br/>*Explore vocabulary linked with relevant shared texts, history, geography or science units.</p> <p><b>Sentence structure:</b><br/>*Recognise and use nouns, adjectives and verbs appropriately.<br/>*Recognise and use sentences in different forms: statements, commands, questions and exclamations.</p> <p><b>Punctuation:</b><br/>*Use apostrophes to show contracted forms.<br/>*Sentences are correctly demarcated</p> | <p><b>Fiction:</b><br/>Write a story using clear beginning, middle and end paragraphs;</p> <p><b>Non-fiction:</b><br/>Create an information text based on our science topic; Write a biography; Be persuasive in our letter writing.</p> <p><b>Text structure and organisation:</b><br/>*Use appropriate openings and endings for stories and non-fiction.<br/>*Use simple devices to structure my work.</p> | <p><b>Writing assessments:</b><br/>Story writing using clear beginning, middle and end paragraphs.</p> <p><b>Spelling, punctuation and grammar assessments:</b><br/>Weekly spelling tests. SPaG assessments for Y2.</p> <p><b>Reading assessments:</b><br/>Weekly Phonics reading comprehension questions.<br/>SATs style reading comprehension for Y2.</p> <p><b>Spoken language assessments:</b></p> |

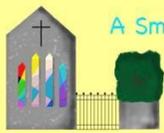


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|  | <p><b>Reading aloud/performance:</b><br/>Reading own writing aloud to a partner, group or whole class.</p> | <p>*Use a simple dictionary to locate given words with guided support.<br/>*Independently find specific information in simple texts.<br/>*Make simple plausible inferences about a text.</p> | <p>and the RWI Phonics programme.</p> | <p>with capital letters and full stops.</p> | <p><b>Composition and effect:</b><br/>*Plan my writing by writing down ideas, key words and new vocabulary.<br/>*Use adverbs to add detail.<br/>*Proofread work to check for sense and to correct errors in spelling, grammar and punctuation.</p> | <p>Reading own writing aloud to partner, group or class.</p> |
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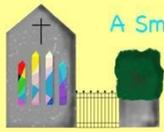
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| <p><b>Spring 2</b><br/><b>Topic: Eureka</b></p> <p><b>Fiction:</b> Supertato; Paul Linnet and Sue Hendra.</p> <p><b>Non-fiction:</b> Variety of instructions.</p> <p><b>Poetry:</b> Life Doesn't Frighten Me; Maya Angelou.</p> <p><b>Class novel:</b> Engineer; Rosie Revere.</p> | <p><b>Individual reading:</b><br/>1-1 reading 2x a week. Phonics sessions 3x a week.</p> <p><b>Guided reading:</b><br/>Weekly activities exploring a variety of texts and extracts, including RWI phonics books, including the class novel, fairy tales, poetry and non-fiction.</p> <p><b>Shared reading:</b><br/>Class novel: Engineer; Rosie Revere.<br/>Fiction: Supertato, Paul Linnet and Sue Hendra.</p> | <p>Explore and discuss a variety of texts, including the class novel and text met in shared reading activities and Phonics.</p> <p>*Read words containing common suffixes.<br/>*Check that a text makes sense as I read it.<br/>*Use a range of strategies to read age-appropriate texts.<br/>*Read with intonation and expression.<br/>*Discuss the sequence of key events in books and how items of</p> | <p><b>Handwriting:</b><br/>Weekly handwriting sessions. Daily practice through spelling, vocabulary and activities to produce neat handwriting across the curriculum.</p> <p><b>Spelling:</b><br/>Weekly spellings following Space Base's spelling programme based on National Curriculum requirements, including spelling patterns, statutory word lists and the RWI Phonics programme.</p> | <p><b>Vocabulary:</b><br/>*Explore vocabulary linked with relevant shared texts, history, geography or science units.</p> <p><b>Sentence structure:</b><br/>*Choose and use the present and past tenses correctly and consistently in my writing.<br/>*Use the past and present progressive.<br/>*Vary my sentence openers.</p> <p><b>Punctuation:</b></p> | <p><b>Fiction:</b><br/>Create a comic strip based on a well-known story.</p> <p><b>Non-fiction:</b><br/>Write a persuasive text; Write a set of instructions using the correct structure.</p> <p><b>Poetry:</b><br/>Write a selection of acrostic poems and riddles.</p> <p><b>Text structure and organisation:</b><br/>*Use appropriate openings and endings</p> | <p><b>Writing assessments:</b><br/>Explanation text and a set of instructions.</p> <p><b>Spelling, punctuation and grammar assessments:</b><br/>Weekly spelling tests. SPaG assessments for Y2.</p> <p><b>Reading assessments:</b><br/>Weekly Phonics reading comprehension questions.<br/>SATs style reading comprehension for Y2.</p> <p><b>Spoken language assessments:</b></p> |
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|  | <p>Poems: Life Doesn't Frighten Me, Maya Angelou.<br/>Non-fiction: Variety of instructions.</p> <p><b>Reading comprehension:</b><br/>Reading own writing aloud to a partner, group or whole class.</p>  | <p>information are related.<br/>*Understand and use a wider range of language, referring to print.</p>  |   | <p>*Use apostrophes to indicate singular possession in nouns.<br/>*Use apostrophes to show contracted forms.</p>   | <p>for stories and non-fiction.<br/>*Use simple devices to structure my work.</p> <p><b>Composition and effect:</b><br/>*Develop positive attitudes towards and stamina for writing.<br/>*Plan my writing by talking about my ideas and saying sentences aloud before writing.<br/>*Use expanded noun phrases to describe and specify.</p>                     | <p>Reading own writing aloud to partner, group or class.</p>   |
| <p><b>Summer 1</b><br/><b>Topic:</b><br/><b>Globetrotters</b></p> <p><b>Fiction:</b> The Gruffalo; Julia Donaldson.</p> <p><b>Non-Fiction:</b> Teacher modelled examples.</p> <p><b>Class Novel:</b> Looking After Planet Earth; Chitra Soundar.</p> | <p><b>Individual reading:</b><br/>1-1 reading 2x a week. Phonics sessions 3x a week.</p> <p><b>Guided reading:</b><br/>Weekly activities exploring a variety of texts and extracts, including RWI phonics books, including the class novel, fairy tales, poetry and non-fiction.</p> <p><b>Shared reading:</b><br/>Class novel: Looking After Planet Earth, Chitra Soundar.</p> | <p>Explore and discuss a variety of texts, including the class novel and text met in shared reading activities and Phonics.</p> <p>* I am becoming increasingly familiar with a wider range of stories, fairy stories and traditional tales and can retell some of these orally.<br/>* I can use a simple dictionary to locate given words with guided support.</p> | <p><b>Handwriting:</b><br/>Weekly handwriting sessions. Daily practice through spelling, vocabulary and activities to produce neat handwriting across the curriculum.</p> <p><b>Spelling:</b><br/>Weekly spellings following Space Base's spelling programme based on National Curriculum requirements, including spelling patterns, statutory word lists</p> | <p><b>Vocabulary:</b><br/>* I am beginning to use wider and more adventurous vocabulary.<br/>* I can use expanded noun phrases to describe and to specify (e.g. a deep, dark cave; one cold night).<br/><b>Sentence Structure:</b><br/>* I can choose and use the present and past tenses correctly and consistently in my writing.<br/>* I can use subordination (when, if, that, because) to join clauses.</p> | <p><b>Fiction:</b><br/>Write an adaptation of a story from another culture; Use a range of vocabulary to write a description of a setting; Write a persuasive letter based on the world - linked with class novel.</p> <p><b>Non-fiction:</b><br/>Use the correct features to create an email style letter.</p> <p><b>Text structure and organisation:</b></p> | <p><b>Writing assessments:</b><br/>An adaptation of a story from another culture.<br/>Assessed email/letter.</p> <p><b>Spelling, punctuation and grammar assessments:</b><br/>Weekly spelling tests<br/>SPaG assessments for Y2.</p> <p><b>Reading assessments:</b><br/>1:1 reading sessions.<br/>Y1 phonics assessment.<br/>Common exception word spelling and reading.</p> |

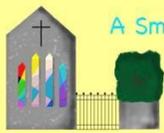


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|  | <p>Fiction: <i>The Gruffalo</i>, <i>Julia Donaldson</i>. <i>Hattie and Olaf, Frida Nilsson</i>.<br/>Non-fiction: teacher modelled examples.</p> <p><b>Reading comprehension:</b><br/>Reading own writing aloud to a partner, group or whole class.</p> | <p>* I can confidently make simple plausible inferences about a text on the basis of what is being said and done.</p> | <p>and the RWI Phonics programme.</p> | <p>* I can use the past and present progressive form (e.g. <i>she is walking; he was running</i>).</p> <p><b>Punctuation:</b><br/>*All of my sentences will be fully demarcated with the correct punctuation.<br/>*I can use apostrophes to show possession and contractions.<br/>*I can use question marks, exclamation marks and punctuation correctly.</p> | <p>* I am beginning to use simple devices to structure my work, e.g. writing relevant sentences under my own subheadings.<br/>* I am beginning to use appropriate openings and endings for stories and non-fiction.</p> <p><b>Composition and effect:</b><br/>* I am developing positive attitudes towards and stamina for writing by writing narratives about personal experiences (real and fictional), real events, poetry and writing for different purposes.<br/>* I can use expanded noun phrases to describe and to specify (e.g. <i>a deep, dark cave; one cold night</i>).<br/>* I can begin to proofread my work to check for sense and to correct errors in spelling, grammar and punctuation.</p> | <p><b>Spoken language assessment:</b><br/>Reading aloud our letters.</p> |
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| <p><b>Summer 2</b><br/><b>Topic:</b><br/><b>Globetrotters</b></p> | <p><b>Individual reading:</b><br/>1-1 reading 2x a week.</p> | <p>Explore and discuss a variety of texts, including the class novel</p> | <p><b>Handwriting:</b><br/>Weekly handwriting sessions. Daily practice</p> | <p><b>Vocabulary:</b><br/>* I am beginning to comment on how</p> | <p><b>Fiction:</b></p> | <p><b>Writing assessments:</b><br/>* Explanation text using the correct</p> |
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| <p><b>Fiction:</b> Seaside Stories; <i>Katie Morag</i>.</p> <p><b>Poetry:</b> Variety of free-verse poetry; <i>Monkey Puzzle</i>; <i>Julia Donaldson</i>; <i>Whose toes are those?</i>; <i>Jabari Asim</i>; <i>We Go Together</i>; <i>Todd Dunn</i>.</p> <p><b>Non-Fiction:</b> Variety of newspaper reports.</p> <p><b>Class Novel:</b> <i>Looking After Planet Earth</i>; <i>Chitra Soundar</i>.</p> | <p>Phonics sessions 3x a week.</p> <p><b>Guided reading:</b> Weekly activities exploring a variety of texts and extracts, including RWI phonics books, including the class novel, fairy tales, poetry and non-fiction.</p> <p><b>Shared reading:</b> Class novel: <i>Looking After Planet Earth</i>, <i>Chitra Soundar</i>.</p> <p>Fiction: Seaside stories: <i>Katie Morag</i>.</p> <p>Poetry: <i>Monkey Puzzle</i>; <i>Julia Donaldson</i>; <i>Whose toes are those?</i>; <i>Jabari Asim</i>; <i>We Go Together</i>; <i>Todd Dunn</i>.</p> <p>Non-fiction: teacher modelled examples.</p> <p><b>Reading comprehension:</b> Reading own writing aloud to a partner, group or whole class.</p> | <p>and text met in shared reading activities and Phonics.</p> <p>* I can comment on ways non-fiction texts are written and presented, including similarities and differences.</p> <p>* I can recognise simple recurring literary language in stories and poetry.</p> <p>* I am beginning to comment on how particular words and phrases have been used to create atmosphere and humour.</p> | <p>through spelling, vocabulary and activities to produce neat handwriting across the curriculum.</p> <p><b>Spelling:</b> Weekly spellings following Space Base's spelling programme based on National Curriculum requirements, including spelling patterns, statutory word lists and the RWI Phonics programme.</p> | <p>particular words and phrases have been used to create atmosphere and humour.</p> <p>* I can plan what I am going to write by writing down my ideas, key words and new vocabulary.</p> <p>* I am beginning to create and describe settings and characters in stories.</p> <p><b>Sentence Structure:</b></p> <p>*I can recognise and use nouns, verbs and adjectives appropriately.</p> <p>* I can recognise and use sentences in different forms: statements, questions, exclamations and commands.</p> <p><b>Punctuation:</b></p> <p>*All sentences will be punctuated correctly.</p> | <p>Write a story based on the seaside, using <i>Kate Morag</i> as a base.</p> <p><b>Non-fiction:</b> Use the correct features to write a newspaper article; Write a formal letter.</p> <p><b>Poetry:</b> Write rhyming couplets and verse and perform our poetry.</p> <p><b>Text structure and organisation:</b></p> <p>* I am beginning to use simple devices to structure my work, e.g. writing relevant sentences under my own subheadings.</p> <p><b>Composition and effect:</b></p> <p>* I can begin to proofread my work to check for sense and to correct errors in spelling, grammar and punctuation.</p> <p>* I can evaluate my writing with others.</p> | <p>features and extended sentences.</p> <p>* A poem written about our summer holidays.</p> <p><b>Spelling, punctuation and grammar assessments:</b> Weekly spelling tests SPaG assessments for Y2.</p> <p><b>Reading assessments:</b> 1:1 reading sessions. Y1 phonics assessment. Common exception word spelling and reading.</p> <p><b>Spoken language assessment:</b> Performing our poems in worship.</p> |
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