

# -Aston Rowant C+E Primary School


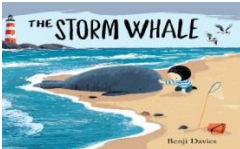
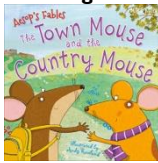
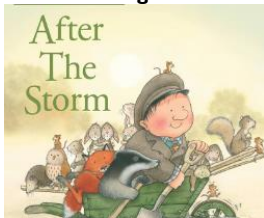

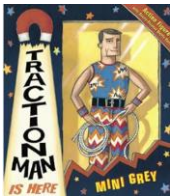


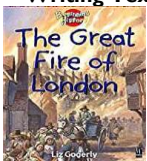

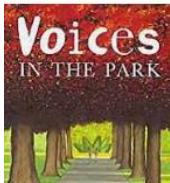



Growing together we inspire each other to achieve our full potential as courageous life long learners.

## English Long Term Plan Squirrel Class Aston Rowant C+E Primary School

The goal of education in Aston Rowant C+E Primary School is to enable our children be **curious** in their approach to learning, to be **courageous** in their attitude to learning, to be empowered to work both **independently** and **collaboratively**, to understand the impact their learning has had on them so far and be inspired to **keep learning**.

### Year 1/2 CYCLE B

AUTUMN I		SPRING I		SUMMER I	
I SPY WITH MY LITTLE EYE (2024-25)		OPEN THE BOOK (2024-25)		SIGNS & SYMBOLS (2024-25)	
Learning journey Autumn		Learning journey Spring		Learning journey Summer	
<b>Writing Text</b>  <b>Outcome: (Stories on a theme)</b> Narrative – Simple sentences/postcards  <b>Reading / Parallel Text</b> Red Ted	<b>Writing Text</b>  <b>Outcome: (Stories on a theme)</b> Narrative – Retell/Own version and diary accounts  <b>Reading / Parallel Text</b> The Storm Whale in Winter	<b>Writing Text</b>  <b>Outcome: (Classic texts)</b> Writing from different points of view.  <b>Reading / Parallel Text</b> Aesop's Fables/3 little pigs/Billy Goats Gruff	<b>Writing Text</b>  <b>Outcome: (Stories with familiar settings)</b> Character descriptions/diary entries <b>Reading / Parallel Text</b> Other Percy the Park Keeper stories	<b>Writing Text</b>  <b>Outcome: (Adventure stories/Instructions)</b> Plan another adventure story for Violet/Instructions for a flying machine  <b>Reading / Parallel Text</b> Rosie Revere, Engineer	<b>Writing Text</b>  <b>Outcome: (Adventure stories)</b> Write in role as Traction Man Plan an adventure story in comic style  <b>Reading / Parallel Text</b> Traction Man meets Turbo dog
<b>Writing Text</b> Autumn Performance Poetry  <b>Outcome: (Non-fiction) Animal descriptions/posters</b> Children will learn and perform this poem before adapting it to make it their own. <b>Reading / Parallel Text</b> Other Autumn based poems	<b>Writing Text</b>  <b>Outcome: (Non-fiction) Letters and postcards</b>  <b>Reading / Parallel Text</b> Katie Morag series/iPlayer clips	<b>Writing Text</b>  <b>Outcome: (Non-fiction Non-Chronological report)</b> Write an information text about the fire.  <b>Reading / Parallel Text</b> Other information texts on GFOL Magic Grandad/Samuel Pepys	<b>Writing Text</b>  <b>Outcome: (Information texts)</b> about Florence Nightingale and Mary Seacole  <b>Reading / Parallel Text</b> Mary Seacole text	<b>Writing Text</b>  <b>Outcome: (Stories in familiar settings)</b> Letters to characters/setting descriptions  <b>Reading / Parallel Text</b> Other Anthony Brown stories (Silly Billy/Into the forest)	<b>Writing Text</b> Caterpillar Shoes  Visual literacy unit  <b>Outcome: (Non-chronological reports/poetry about insects)</b>  <b>Reading / Parallel Text</b> Spyder

**GRATITUDE**

**RESILIENCE**

**OUTREACH**

**WONDER**

**TRUST**

**HARMONY**

<p><b>Year 1</b></p> <p>spell words containing each of the 40+ phonemes already taught</p> <p>Spell common exception words</p> <p>leave spaces between words</p> <p>write simple labels and captions</p> <p>compose a sentence orally before writing it</p> <p>use personal pronoun I</p> <p>begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p><b>Year 2</b></p> <p>consider what they are going to write before beginning by planning or saying out loud and writing down ideas and/or key words, including new vocabulary</p> <p>use capital letters and full stops to punctuate a sentence</p> <p>start using some of the diagonal and horizontal strokes needed to join letters</p> <p>write simple noun phrases to describe and specify</p> <p>use coordinating conjunctions (or / and / but / so)</p> <p>reread what has been written to check it makes sense spell common exception words</p>	<p><b>Year 1</b></p> <p>consider what they are going to write before beginning by writing down ideas and/or key words, including new vocabulary use simple word choice that helps to convey information and ideas, e.g. story or topic related vocabulary</p> <p>spell words using known phonemes</p> <p>use simple noun phrases (adjective + noun)</p> <p>sequence sentences to form short narratives</p> <p>evaluating their writing with the teacher and other pupils</p> <p>proof-read to check for errors in spelling</p> <p>punctuate sentences using a capital letter and a full stop</p> <p><b>Year 2</b></p> <p>start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>consider what they are going to write before beginning by writing down ideas and/or key words, including new vocabulary</p> <p>proof-read to check for errors in spelling, grammar and punctuation</p> <p>use sentences with different forms: question, exclamation, commands</p> <p>use coordinating conjunctions (or/and/but/so)</p> <p>learn how to use subordination (using when, if, that, or because)</p>	<p><b>Year 1</b></p> <p>compose a sentence orally before writing it</p> <p>sequence sentences to form short narratives</p> <p>use the prefix un</p> <p>use -ing, -ed, where no change is needed in the spelling of root words use simple word choice that helps to convey information and ideas, e.g. story or topic related vocabulary</p> <p>punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>use simple noun phrases (adjective + noun)</p> <p>reread what I have written to check it makes sense</p> <p><b>Year 2</b></p> <p>use the present and past tenses correctly and consistently</p> <p>consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence</p> <p>use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</p> <p>add suffixes to spell longer words</p> <p>use subordination (using when, if, that, or because)</p> <p>use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p>	<p><b>Year 1</b></p> <p>spell the days of the week</p> <p>sequence sentences to form short narratives</p> <p>join words/clauses using and</p> <p>use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>use simple noun phrases (adjective + noun)</p> <p>use -er--est where no change is needed in the spelling of root words</p> <p>punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>reread what I have written to check it makes sense</p> <p><b>Year 2</b></p> <p>make simple additions, revisions and corrections to their own writing by proof-reading to check for errors in spelling, grammar and punctuation</p> <p>add suffixes to spell longer words</p> <p>use the present and past tenses correctly and consistently including the progressive form</p> <p>spell more words with contracted forms</p> <p>consider what they are going to write before beginning by planning or saying out loud what they are going to write about</p> <p>use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p>	<p><b>Year 1</b></p> <p>write sentences by saying out loud what they are going to write about</p> <p>sequence sentences to form short narratives</p> <p>use simple word choice that helps to convey information and ideas, e.g. story or topic related vocabulary</p> <p>use coordinating conjunctions and/but /so</p> <p>punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>discuss what they have written with the teacher or other pupils</p> <p><b>Year 2</b></p> <p>consider what they are going to write before beginning by planning or saying out loud what they are going to write about</p> <p>writing down ideas and/or key words, including new vocabulary</p> <p>use commas for lists</p> <p>use coordination and subordination</p> <p>use expanded noun phrases to describe and specify</p> <p>to use sentences with different forms: statement, question, exclamation, command</p>	<p><b>Year 1</b></p> <p>use simple word choice that helps to convey information and ideas, e.g. story or topic related vocabulary</p> <p>use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>use -ing, -ed, -er and -est where no change is needed in the spelling of root words</p> <p>write sentences by saying out loud what they are going to write about</p> <p>reread what they have written to check that it makes sense</p> <p><b>Year 2</b></p> <p>write down ideas and/or key words, including new vocabulary</p> <p>make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils</p> <p>read aloud what they have written with appropriate intonation to make the meaning clear</p> <p>use subordinating conjunctions (when/ if /that /because)</p> <p>proof-read to check for errors in spelling, grammar and punctuation</p> <p>learn to use the apostrophe for singular possession</p> <p>use commas in a list</p>
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	<p>write expanded noun phrases to describe and specify</p> <p>re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently,</p>	<p>to use sentences with different forms: statement, question, exclamation, command</p>	<p>use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</p>	<p>the present and past tenses correctly and consistently including the progressive form</p> <p>re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils</p>	
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