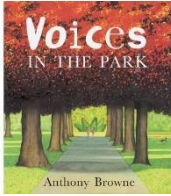
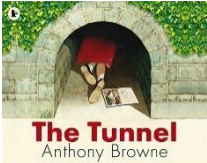

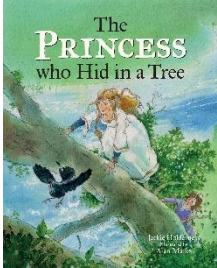

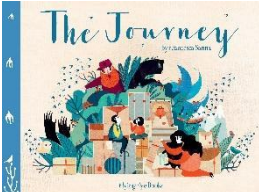
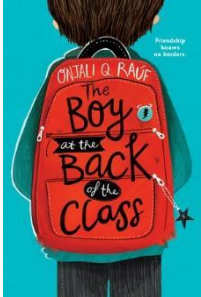

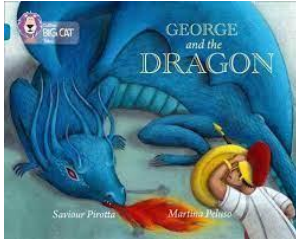


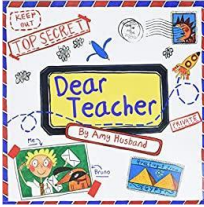


Long Term English Plan LKS2 Cycle A

Hello	We are conservationists	We are voyagers	We are citizens	We are explorers	We are healthy	Goodbye
What communities do I belong to?	Rivers	Anglo Saxons	Carterton	Who were the Mayans?	Where does our food come from?	Individual and whole class transitions

Fiction Texts

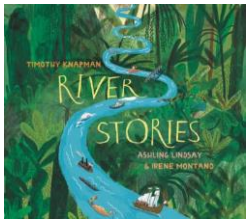
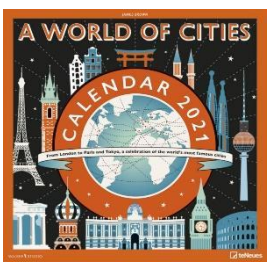

  <p>Voices in the Park and the Tunnel by Anthony Browne</p> <p>Outcomes The tunnel: To write a descriptive paragraph</p> <p>Voices in the Park – to retell a story</p>	 <p>A River by Marc Martin</p> <p>Outcomes: To write a descriptive poem about a river.</p>	 <p>The Princess who Hid in a Tree by Jackie Holderness</p> <p>Outcome: To write a letter persuading Princess Frideswide to visit their favourite place.</p>  <p>The Christmas Story My First Nativity Book</p> <p>The</p>  <p>The Journey by Francesca Sanna (this overlaps into the citizens topic by a week)</p>	 <p>The Boy at the Back of the Class by Onjali Q. Rauf.</p> <p>Outcome: To write a newspaper report about the incident at Buckingham Palace.</p>	 <p>Leon and the Place Between By Angela McCallister and Grahame Baker-Smith</p> <p>Outcome: To write a description of a hidden room</p>  <p>George and the Dragon By Saviour Pirotta and Martina Peluso</p> <p>Outcome: To write a story based on George and the Dragon</p>	 <p>Arthur and the Golden Rope Joe Todd-Stanton</p> <p>Outcome: To write a myth .</p> <p>ART WEEK –</p>  <p>Suffocating mother nature picture.</p> <p>Outcome: To write a poem.</p>	 <p>Dear Teacher By Amy Husband</p>
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		Outcome: To write a story about a journey of a child/family escaping.				
<p>Reading outcomes:</p> <ul style="list-style-type: none"> <li>To make connections with familiar stories - increasing familiarity.</li> <li>Drawing inferences such as thoughts, feelings and emotions from character actions</li> <li>Justifying inferences using evidence</li> </ul> <p>To make predictions.</p>	<p>Reading outcomes:</p> <ul style="list-style-type: none"> <li>-To draw inferences and support with evidence</li> <li>-To discuss words and phrases that capture the readers interest and imagination.</li> <li>-To read aloud and understand the meaning of new words</li> <li>- Identify themes in a text.</li> <li>- Use a dictionary to discuss vocabulary</li> </ul>	<p>Reading outcomes:</p> <ul style="list-style-type: none"> <li>Discuss words and phrases that capture the reader's interest and imagination.</li> <li>Predict what might happen from details stated and implied.</li> <li>Draw inference and justify with evidence.</li> <li>I can locate information in a text</li> <li>I can justify my answer with evidence</li> <li>I can retrieve information from the text and demonstrate understanding</li> <li>I can read aloud showing an understanding of new words</li> <li>I can discuss books that I can read myself.</li> </ul>	<p>Reading outcomes:</p> <ul style="list-style-type: none"> <li>Understand texts using a range of strategies.</li> <li>-To use a dictionary.</li> <li>Retrieve and record information from non-fiction writing</li> </ul>	<p>Reading outcomes:</p> <ul style="list-style-type: none"> <li>To retell some stories orally</li> <li>To identify and discuss themes in a story and make predictions.</li> <li>To use technical terms when discussing the language that has been chosen for the text type.</li> <li>Make predictions about what might happen from details stated or implied.</li> <li>Identify how language, structure and presentation contribute to meaning.</li> <li>Read aloud with expression.</li> </ul>	<p>Reading outcomes:</p> <ul style="list-style-type: none"> <li>Reading outcomes:</li> <li>Make predictions about what might happen from details stated or implied.</li> <li>Identify how language, structure and presentation contribute to meaning.</li> <li>Read aloud with expression</li> <li>Identify and discuss themes and conventions in a wide range of writing.</li> </ul>	<p>Reading outcomes:</p> <ul style="list-style-type: none"> <li>Discuss words and phrases that capture the readers imagination</li> <li>Predict what might happen</li> <li>Read and listen to books for a range purposes.</li> <li>Retrieve</li> <li>Summarise</li> <li>Draw inferences with evidence.</li> </ul>

					<ul style="list-style-type: none"> <li>• Read poems aloud demonstrating understanding</li> <li>• Discuss words and phrases which capture the readers imagination</li> </ul>	
<p>Writing outcomes:</p> <ul style="list-style-type: none"> <li>• Sentences have a range of structures with varied and rich vocabulary.</li> <li>• yr3 - in narratives create characters, settings and plots.</li> <li>• yr 3 - choosing rich and varied vocabulary and using it correctly.</li> <li>• yr 2 - write about experience personal or of others.</li> <li>• Sentences using capital letters, full stops.</li> <li>• Write in past tense (yr2)</li> </ul>	<p>Writing outcomes:</p> <p>Description is expanded through the use of vivid language, including:</p> <ul style="list-style-type: none"> <li>○ precise choices of verbs</li> <li>○ expanded noun phrases of increasing complexity</li> <li>○ sensory detail</li> <li>○ figurative language</li> </ul> <ul style="list-style-type: none"> <li>• A range of prepositions are used effectively to express place</li> <li>• Increasing range of sentence length and structure, including: <ul style="list-style-type: none"> <li>○ compound sentences using and/but/so</li> </ul> </li> </ul>	<p>Writing outcomes</p> <ul style="list-style-type: none"> <li>• Use sentences which have a range of structures with varied and rich vocabulary.</li> <li>• Use conjunctions, adverbs and prepositions to express time and cause.</li> <li>• Use subordinating conjunctions</li> <li>•</li> </ul>	<p>Writing outcomes:</p> <ul style="list-style-type: none"> <li>• To use inverted commas</li> <li>• To use time adverbials</li> <li>• To use time prepositions</li> <li>• I can use the past and present tense</li> <li>• I can use simple organisational devices such as headings and subheadings.</li> <li>• Write using the 3rd person.</li> </ul>	<p>Writing Outcomes</p> <ul style="list-style-type: none"> <li>• Identify key language and organisational features within a writing model.</li> <li>• Use expanded noun phrases to add description.</li> <li>• Sentences have a range of structures with a rich and varied vocabulary.</li> <li>• Use conjunctions, adverbs and prepositions to express time and cause.</li> <li>• To record ideas</li> <li>• To write sentences with a range of structures and varied vocabulary</li> </ul>	<p>Writing outcomes</p> <ul style="list-style-type: none"> <li>• To identify and use simple settings, characters and plot.</li> <li>• To use prepositions to show position or direction.</li> <li>• Sentences have a range of structures with a rich and varied vocabulary</li> <li>• Use adverbs to add extra interest for the reader.</li> </ul>	<p>Key writing statements</p> <ul style="list-style-type: none"> <li>• To plan for writing</li> <li>• Rich and varied vocabulary</li> <li>• simple settings, characters and plot</li> <li>• Edit structure, vocab and grammar</li> </ul>

	<ul style="list-style-type: none"> <li>○ subordination using when/if/as</li> <li>○ use of participles (-ing) to expand</li> </ul>			<ul style="list-style-type: none"> <li>● To write narratives with a setting and plot</li> <li>● To read aloud my writing to check it makes sense and has a clear story line.</li> <li>● To edit my writing to make it more effective for the reader.</li> <li>● To use a range of conjunctions.</li> </ul>	<ul style="list-style-type: none"> <li>● Sentences have a range of structures with a rich and varied vocabulary</li> <li>● Continue to improve writing with reference to effectiveness.</li> <li>● Read aloud their own writing so the meaning is clear.</li> </ul>	
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**Non-Fiction Texts**

<p>Facts about Anthony Browne using <a href="http://www.anthonybrownebooks.com/books">http://www.anthonybrownebooks.com/books</a></p> <p>To create a non fiction report about Anthony Browne,</p>	 <p>River Stories by Timothy Knappman (this also has fiction elements)</p> <p>Outcome: To create a non-fiction page about a made up river.</p>		 <p>A World of Cities By James Brown</p> <p>Outcome: To create a fact page about Carterton.</p>		 <p>Junk – literacy shed film</p> <p>Outcome: To write a non-fiction report on a 'junk food'</p>	
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<p>Reading outcomes: -participate in discussion about both books that are read to them and those they read for themselves, taking turns and listening to what others say. (yr3)</p> <p>- Retrieve and recall information from non-fiction (yr3)</p>	<p>Reading outcomes To discuss and identify vocabulalry To summarise a text</p>		<p>Reading outcomes</p> <ul style="list-style-type: none"> <li>● Predicting what might happen from what is said or implied.</li> <li>● Drawing inferences</li> <li>● Retrieve and information</li> </ul> <p>Asking questions</p>		<p>Reading outcomes</p> <ul style="list-style-type: none"> <li>● Understand the difference between poetry and prose and how it affects the reader.</li> <li>● Identify key features of poetry.</li> </ul> <p>Read aloud poetry.</p>	
<p>Writing outcomes</p> <ul style="list-style-type: none"> <li>- Discussing the sequence of events in a book and how items of information are related (yr2)</li> <li>- read aloud to a group or whole class (yr3)</li> <li>- using the present perfect form of verb</li> </ul>	<p>Wriitng outcomes</p> <ul style="list-style-type: none"> <li>-To use and apply past and present tense</li> <li>- To identify and use sub-ordinatory</li> </ul>		<p>Writing outcomes</p> <ul style="list-style-type: none"> <li>● To organise paragraphs around a theme</li> <li>● Identify key organisational and language features in a writing model</li> </ul>		<p>Writing outcomes</p> <ul style="list-style-type: none"> <li>● Organise paragraphs around a theme.</li> <li>● Consistently use the correct 'a' and 'an' form.</li> <li>● Use organisational devices in non-narrative writing.</li> </ul> <p>Discuss and record ideas when planning.</p>	

On going statements: