



# Belmont School

## Long Term Plan for Primary English

### 2022-2023

#### **Context**

This plan is based on The Foundation Stage Profile: Development Matters statements and the National Curriculum: English programmes of study.

This plan acknowledges the unique and complex pupils within our care and the skills that they need to develop to fulfil their potential. Differentiation within each class and year groups can be vast, with some pupils working within the Development Matters Statements at early stages of development, and possibly some pupils working at age-appropriate levels, or beyond, within some strands. Therefore, the Stages input within the four strands of English are a guide and are flexible to allow for an individual learning journey for each pupil, to meet their personal needs and to ensure progression is made for all pupils.

#### **Intent**

We recognise the central importance of English as a medium for thought, learning and expression across the curriculum, and as a subject within its own right. It is our aim to enable our pupils to communicate clearly, read with understanding, write legibly (or record their thoughts using ICT), infer information, think creatively and value their ideas.

#### **Implementation**

Reading will happen daily within each class during RWI sessions, 1:1 reading, and class reading activities across the curriculum.

Learning will be monitored across classes, individual pupil progress will be assessed, pupils identified for intervention, and the effectiveness of teaching and learning will be identified. The skills written within this plan will be evident within cross curricular writing, drama and presentations to others.

All year groups will teach the skills each term linked to a chosen topic.

Pupils will be given access to fiction, non-fiction and a range of genres as appropriate to their stages of development within a range of themes.

Class	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
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	<ul style="list-style-type: none"> <li>Stage 1-2- Attention Autism</li> <li>Communicating using unconventional gestures/body language</li> </ul>	<ul style="list-style-type: none"> <li>Stage 1-3- Attention Autism</li> <li>Communicating using conventional gestures/body language</li> </ul>	<ul style="list-style-type: none"> <li>Stage -1-3 - Attention Autism</li> <li>Using concrete symbols to communicate</li> </ul>	<ul style="list-style-type: none"> <li>Stage -1-4 3- Attention Autism</li> <li>Using abstract symbols to communicate</li> </ul>	<ul style="list-style-type: none"> <li>Stage -1-43 - Attention Autism</li> <li>Combining 2/3 concrete or abstract symbols</li> </ul>	<ul style="list-style-type: none"> <li>Stage -1-43 - Attention Autism</li> <li>Combining 2/3 concrete or abstract symbols</li> </ul>	
	<p><b>Writing</b>  <b>Purpose-</b> To entertain  <b>Text type-</b> Narrative (Traditional Tales)</p>	<p><b>Writing</b>  <b>Purpose-</b> To inform  <b>Text type-</b> Lists</p>	<p><b>Writing</b>  <b>Purpose-</b> To entertain  <b>Text type-</b> Poetry (Traditional Rhymes)</p>	<p><b>Writing</b>  <b>Purpose-</b> To inform  <b>Text type-</b> Labels and signs</p>	<p><b>Writing</b>  <b>Purpose-</b> To entertain  <b>Text type-</b> Narrative (Fairy Tales)</p>	<p><b>Writing</b>  <b>Purpose-</b> To inform  <b>Text type-</b> Procedural (Recipes)</p>	
Cheetahs	<p><b>Reading (Stages 2-5)</b></p> <ul style="list-style-type: none"> <li>Following RWI programme or Belmont pathway</li> <li>Colourful semantics- 'who' and what <u>doing</u>'</li> </ul>	<p><b>Reading (Stages 2-5)</b></p> <ul style="list-style-type: none"> <li>Following RWI programme or Belmont pathway</li> <li>Colourful semantics- 'with <u>what</u>'</li> </ul>	<p><b>Reading (Stages 2-5)</b></p> <ul style="list-style-type: none"> <li>Following RWI programme or Belmont pathway</li> <li>Colourful semantics- '<u>where</u>'</li> </ul>	<p><b>Reading (Stages 2-5)</b></p> <ul style="list-style-type: none"> <li>Following RWI programme or Belmont pathway</li> <li>Colourful semantics- '<u>to who(m)</u>'</li> </ul>	<p><b>Reading (Stages 2-5)</b></p> <ul style="list-style-type: none"> <li>Following RWI programme or Belmont pathway</li> <li>Colourful semantics- '<u>when</u>'</li> </ul>	<p><b>Reading (Stages 2-5)</b></p> <ul style="list-style-type: none"> <li>Following RWI programme or Belmont pathway</li> <li>Colourful semantics- '<u>when</u>'</li> </ul>	
	<p><b>Speaking, Listening and Communication (Stages 4-8)</b></p> <ul style="list-style-type: none"> <li>Stage 1-2<sup>3</sup>- Attention Autism</li> <li>Communicating using conventional gestures/body language</li> </ul>	<p><b>Speaking, Listening and Communication (Stages 4-8)</b></p> <ul style="list-style-type: none"> <li>Stage 1-2<sup>4</sup>- Attention Autism</li> <li>Using concrete symbols to communicate</li> </ul>	<p><b>Speaking, Listening and Communication (Stages 4-8)</b></p> <ul style="list-style-type: none"> <li>Stage -1-3<sup>4</sup> - Attention Autism</li> <li>Using abstract symbols to communicate</li> </ul>	<p><b>Speaking, Listening and Communication (Stages 4-8)</b></p> <ul style="list-style-type: none"> <li>Stage -1-3<sup>4</sup> Attention Autism</li> <li>Combining 2/3 concrete or abstract symbols</li> </ul>	<p><b>Speaking, Listening and Communication (Stages 4-8)</b></p> <ul style="list-style-type: none"> <li>Stage -1-4 - Attention Autism</li> <li>Social and vocabulary use and understanding</li> </ul>	<p><b>Speaking, Listening and Communication (Stages 4-8)</b></p> <ul style="list-style-type: none"> <li>Stage -1-4 - Attention Autism</li> <li>Narrative and Auditory Recall</li> </ul>	<p><b>Speaking, Listening and Communication (Stages 4-8)</b></p> <ul style="list-style-type: none"> <li>Stage -1-4 - Attention Autism</li> <li>Narrative and Auditory Recall</li> </ul>
	<p><b>Writing</b>  <b>Purpose-</b> To inform and entertain  <b>Text type-</b> Recount (Personal event)</p>	<p><b>Writing</b>  <b>Purpose-</b> To inform  <b>Text type-</b> Letters</p>	<p><b>Writing</b>  <b>Purpose-</b> To entertain  <b>Text type-</b> Poetry (Performance poetry)</p>	<p><b>Writing</b>  <b>Purpose-</b> To inform  <b>Text type-</b> Labels and diagrams</p>	<p><b>Writing</b>  <b>Purpose-</b> To entertain  <b>Text type-</b> Narrative (Fairy Tales)</p>	<p><b>Writing</b>  <b>Purpose-</b> To inform  <b>Text type-</b> Procedural (Instructions)</p>	<p><b>Writing</b>  <b>Purpose-</b> To inform  <b>Text type-</b> Procedural (Instructions)</p>
Dolphins	<p><b>Reading (Stages 3-7)</b></p> <ul style="list-style-type: none"> <li>Following RWI programme or Belmont pathway</li> <li>Colourful semantics- 'who' and what <u>doing</u>'</li> </ul>	<p><b>Reading (Stages 3-7)</b></p> <ul style="list-style-type: none"> <li>Following RWI programme or Belmont pathway</li> <li>Colourful semantics- 'with <u>what</u>' and '<u>where</u>'</li> </ul>	<p><b>Reading (Stages 3-7)</b></p> <ul style="list-style-type: none"> <li>Following RWI programme or Belmont pathway</li> <li>Colourful semantics- '<u>to who(m)</u>' and '<u>when</u>'</li> </ul>	<p><b>Reading (Stages 3-7)</b></p> <ul style="list-style-type: none"> <li>Following RWI programme or Belmont pathway</li> <li>Colourful semantics- '<u>to who(m)</u>' and '<u>when</u>'</li> </ul>	<p><b>Reading (Stages 3-7)</b></p> <ul style="list-style-type: none"> <li>Following RWI programme or Belmont pathway</li> <li>Colourful semantics- '<u>what like</u>'</li> </ul>	<p><b>Reading (Stages 3-7)</b></p> <ul style="list-style-type: none"> <li>Following RWI programme or Belmont pathway</li> <li>Colourful semantics- '<u>what like</u>'</li> </ul>	
	<p><b>Speaking, Listening and Communication (Stages 5-9)</b></p> <ul style="list-style-type: none"> <li>Stage 1-2<sup>4</sup>- Attention Autism</li> <li>Using concrete symbols to communicate</li> </ul>	<p><b>Speaking, Listening and Communication (Stages 5-9)</b></p> <ul style="list-style-type: none"> <li>Stage -1-3<sup>4</sup> - Attention Autism</li> <li>Using abstract symbols to communicate</li> </ul>	<p><b>Speaking, Listening and Communication (Stages 5-9)</b></p> <ul style="list-style-type: none"> <li>Stage -1-3<sup>4</sup> - Attention Autism</li> <li>Combining 2/3 concrete or abstract symbols</li> </ul>	<p><b>Speaking, Listening and Communication (Stages 5-9)</b></p> <ul style="list-style-type: none"> <li>Stage -1-4 - Attention Autism</li> <li>Social and vocabulary use and understanding</li> </ul>	<p><b>Speaking, Listening and Communication (Stages 5-9)</b></p> <ul style="list-style-type: none"> <li>Stage -1-4 - Attention Autism</li> <li>Narrative and Auditory Recall</li> </ul>	<p><b>Speaking, Listening and Communication (Stages 5-9)</b></p> <ul style="list-style-type: none"> <li>Stage -1-4 - Attention Autism</li> <li>Social and vocabulary use and understanding</li> </ul>	<p><b>Speaking, Listening and Communication (Stages 5-9)</b></p> <ul style="list-style-type: none"> <li>Stage -1-4 - Attention Autism</li> <li>Social and vocabulary use and understanding</li> </ul>
	<p><b>Writing</b>  <b>Purpose-</b> To entertain  <b>Text type-</b> Narrative (Fable)</p>	<p><b>Writing</b>  <b>Purpose-</b> To inform  <b>Text type-</b> Procedural (Recipes)</p>	<p><b>Writing</b>  <b>Purpose-</b> To inform and entertain  <b>Text type-</b> Recount (Personal event)</p>	<p><b>Writing</b>  <b>Purpose-</b> To inform  <b>Text type-</b> Fact File</p>	<p><b>Writing</b>  <b>Purpose-</b> To entertain  <b>Text type-</b> Poetry (Acrostic poems)</p>	<p><b>Writing</b>  <b>Purpose-</b> To inform  <b>Text type-</b> Letters</p>	<p><b>Writing</b>  <b>Purpose-</b> To inform  <b>Text type-</b> Letters</p>

	<p><b>SPAG (Stage 6)</b></p> <ul style="list-style-type: none"> <li>Capital letters at the beginning of sentences and for my own name</li> <li>Writing/typing initial sounds of words</li> </ul>	<p><b>SPAG (Stage 6)</b></p> <ul style="list-style-type: none"> <li>Spelling VC words using 'Fred talk'</li> <li>Using finger spaces/spaces on a keyboard</li> </ul>	<p><b>SPAG (Stage 6)</b></p> <ul style="list-style-type: none"> <li>Spelling CVC words using 'Fred talk'</li> <li>Using finger spaces/spaces on a keyboard</li> </ul>	<p><b>SPAG (Stage 6)</b></p> <ul style="list-style-type: none"> <li>Using sentence starters and word banks to support my writing/typing</li> <li>Using full stops</li> </ul>	<p><b>SPAG (Stage 6)</b></p> <ul style="list-style-type: none"> <li>Using sentence starters and word banks to support my writing/typing</li> <li>Introduction to adjectives- <u>real-life objects, animals</u></li> </ul>	<p><b>SPAG (Stage 6)</b></p> <ul style="list-style-type: none"> <li>Phase 2 tricky words and high frequency words</li> </ul>	
Elephants	<p><b>Reading (Stages 4-8)</b></p> <ul style="list-style-type: none"> <li>Following RWI programme or Belmont pathway</li> <li>Colourful semantics- '<u>who</u>' and what <u>doing</u>'</li> </ul>	<p><b>Reading (Stages 4-8)</b></p> <ul style="list-style-type: none"> <li>Following RWI programme or Belmont pathway</li> <li>Colourful semantics- '<u>with what</u>' and '<u>where</u>'</li> </ul>	<p><b>Reading (Stages 4-8)</b></p> <ul style="list-style-type: none"> <li>Following RWI programme or Belmont pathway</li> <li>Colourful semantics- '<u>to who(m)</u>' and '<u>-when</u>'</li> </ul>	<p><b>Reading (Stages 4-8)</b></p> <ul style="list-style-type: none"> <li>Following RWI programme or Belmont pathway</li> <li>Colourful semantics- '<u>what like</u> and '<u>who's</u>'</li> </ul>	<p><b>Reading (Stages 4-8)</b></p> <ul style="list-style-type: none"> <li>Following RWI programme or Belmont pathway</li> <li>Answering simple comprehension questions</li> </ul>	<p><b>Reading (Stages 4-8)</b></p> <ul style="list-style-type: none"> <li>Following RWI programme or Belmont pathway</li> <li>Answering simple comprehension questions</li> </ul>	
	<p><b>Speaking, Listening and Communication (Stages 8-12)</b></p> <ul style="list-style-type: none"> <li>Social and vocabulary use and understanding</li> </ul>	<p><b>Speaking, Listening and Communication (Stages 8-12)</b></p> <ul style="list-style-type: none"> <li>Narrative and Auditory Recall</li> </ul>	<p><b>Speaking, Listening and Communication (Stages 8-12)</b></p> <ul style="list-style-type: none"> <li>Social and vocabulary use and understanding</li> </ul>	<p><b>Speaking, Listening and Communication (Stages 8-12)</b></p> <ul style="list-style-type: none"> <li>Narrative and Auditory Recall</li> </ul>	<p><b>Speaking, Listening and Communication (Stages 8-12)</b></p> <ul style="list-style-type: none"> <li>Social and vocabulary use and understanding</li> </ul>	<p><b>Speaking, Listening and Communication (Stages 8-12)</b></p> <ul style="list-style-type: none"> <li>Narrative and Auditory Recall</li> </ul>	<p><b>Speaking, Listening and Communication (Stages 8-12)</b></p> <ul style="list-style-type: none"> <li>Narrative and Auditory Recall</li> </ul>
	<p><b>Writing</b> Purpose- To entertain Text type- Narrative (Adventure)</p>	<p><b>Writing</b> Purpose- To inform and entertain Text type- Recount (Diary Entry)</p>	<p><b>Writing</b> Purpose- To entertain Text type- Poetry (Narrative and rhyme)</p>	<p><b>Writing</b> Purpose- To inform Text type- Procedural (Instructions)</p>	<p><b>Writing</b> Purpose- To entertain Text type- Narrative (Science Fiction)</p>	<p><b>Writing</b> Purpose- To inform Text type- Fact file/information book</p>	<p><b>Writing</b> Purpose- To inform Text type- Fact file/information book</p>
	<p><b>SPAG (Stage 6-7)</b></p> <ul style="list-style-type: none"> <li>Using sentence starters and word banks to support my writing/typing</li> <li>Using finger spaces/spaces on a keyboard and full stops</li> </ul>	<p><b>SPAG (Stage 6-7)</b></p> <ul style="list-style-type: none"> <li>Spelling CVC words using 'Fred talk'</li> <li>Capital letters for names of places and people</li> <li>Adjectives- people and places</li> </ul>	<p><b>SPAG (Stage 6-7)</b></p> <ul style="list-style-type: none"> <li>Spelling CVC words using 'Fred talk'</li> <li>Capital letters for names of places and people</li> <li>Adjectives- people and places</li> </ul>	<p><b>SPAG (Stage 6-7)</b></p> <ul style="list-style-type: none"> <li>Using 'and' to join words and/clauses</li> <li>Capital letters for days of the week</li> <li>Spelling days of the week</li> </ul>	<p><b>SPAG (Stage 6-7)</b></p> <ul style="list-style-type: none"> <li>Using 'and' to join words and/clauses</li> <li>Capital letters for days of the week</li> <li>Spelling days of the week</li> </ul>	<p><b>SPAG (Stage 6-7)</b></p> <ul style="list-style-type: none"> <li>Using simple spelling rules</li> <li>Phase 3 tricky words and high frequency words</li> </ul>	<p><b>SPAG (Stage 6-7)</b></p> <ul style="list-style-type: none"> <li>Using simple spelling rules</li> <li>Phase 3 tricky words and high frequency words</li> </ul>
Foxes	<p><b>Reading (Stages 5-9)</b></p> <ul style="list-style-type: none"> <li>Following RWI programme or Belmont pathway</li> <li>Colourful semantics- '<u>who</u>' and what <u>doing</u>'</li> </ul>	<p><b>Reading (Stages 5-9)</b></p> <ul style="list-style-type: none"> <li>Following RWI programme or Belmont pathway</li> <li>Colourful semantics- '<u>with what</u>' and '<u>where</u>'</li> </ul>	<p><b>Reading (Stages 5-9)</b></p> <ul style="list-style-type: none"> <li>Following RWI programme or Belmont pathway</li> <li>Colourful semantics- '<u>to who(m)</u>' and '<u>-when</u>'</li> </ul>	<p><b>Reading (Stages 5-9)</b></p> <ul style="list-style-type: none"> <li>Following RWI programme or Belmont pathway</li> <li>Colourful semantics- '<u>what like</u>' and '<u>who's</u>'</li> </ul>	<p><b>Reading (Stages 5-9)</b></p> <ul style="list-style-type: none"> <li>Following RWI programme or Belmont pathway</li> <li>Answering simple comprehension questions</li> </ul>	<p><b>Reading (Stages 5-9)</b></p> <ul style="list-style-type: none"> <li>Following RWI programme or Belmont pathway</li> <li>Answering simple and comprehension questions</li> </ul>	

						<ul style="list-style-type: none"> <li>Making predictions</li> </ul>
<u>Speaking, Listening and Communication (Stages 9-12)</u> <ul style="list-style-type: none"> <li>Social and vocabulary use and understanding</li> </ul>	<u>Speaking, Listening and Communication (Stages 9-12)</u> <ul style="list-style-type: none"> <li>Narrative and Auditory Recall</li> </ul>	<u>Speaking, Listening and Communication (Stages 9-12)</u> <ul style="list-style-type: none"> <li>Social and vocabulary use and understanding</li> </ul>	<u>Speaking, Listening and Communication (Stages 9-12)</u> <ul style="list-style-type: none"> <li>Narrative and Auditory Recall</li> </ul>	<u>Speaking, Listening and Communication (Stages 9-12)</u> <ul style="list-style-type: none"> <li>Social and vocabulary use and understanding</li> </ul>	<u>Speaking, Listening and Communication (Stages 9-12)</u> <ul style="list-style-type: none"> <li>Narrative and Auditory Recall</li> </ul>	<ul style="list-style-type: none"> <li>Making predictions</li> </ul>
<u>Writing</u> <b>Purpose-</b> To inform and entertain <b>Text type-</b> Recount (Postcard)	<u>Writing</u> <b>Purpose-</b> To entertain <b>Text type-</b> Narrative (Adventure)	<u>Writing</u> <b>Purpose-</b> To inform <b>Text type-</b> Procedural (Science Experiment)	<u>Writing</u> <b>Purpose-</b> To entertain <b>Text type-</b> Poetry (Performance poems and raps)	<u>Writing</u> <b>Purpose-</b> To inform <b>Text type-</b> Fact information book	<u>Writing</u> <b>Purpose-</b> To entertain <b>Text type-</b> Narrative (Science Fiction)	<ul style="list-style-type: none"> <li>Making predictions</li> </ul>
<u>SPAG (Stage 7-8)</u> <ul style="list-style-type: none"> <li>Using finger spaces/spaces on a keyboard and full stops</li> <li>Phase 3 tricky words and high frequency words</li> </ul>	<u>SPAG (Stage 7-8)</u> <ul style="list-style-type: none"> <li>Suffixes- adding 's' and 'es'</li> <li>Capital letter for 'I'</li> <li>Using exclamation marks</li> </ul>	<u>SPAG (Stage 7-8)</u> <ul style="list-style-type: none"> <li>Using question marks</li> <li>Using commas to separate information in lists</li> <li>Verbs-bossy verbs (imperative verbs)</li> </ul>	<u>SPAG (Stage 7-8)</u> <ul style="list-style-type: none"> <li>Adding -ing, -ed, -er to verbs e.g., hunt</li> <li>Adding prefix -un e.g., unhappy</li> </ul>	<u>SPAG (Stage 7-8)</u> <ul style="list-style-type: none"> <li>Adding -ing, -ed, -er to verbs e.g., hunt</li> <li>Adding prefix -un e.g., unhappy</li> <li>Phase 4 tricky words and high frequency words</li> </ul>	<u>SPAG (Stage 7-8)</u> <ul style="list-style-type: none"> <li>Phase 4 tricky words and high frequency words</li> </ul>	<ul style="list-style-type: none"> <li>Making predictions</li> </ul>

\*Units of work can be swapped and interchanged with other units throughout the year if they fit in with other areas of your curriculum for a particular Term.

➤ Follow the 'Writing Progression Framework' for further details of text features and SPAG features related to the genre being taught for your particular class. **This is currently being written and will be ready in September – please do not panic, for example, I am not expecting Busy Bees to write a traditional tale, they will be developing writing skills for that genre e.g., sequencing the story, identifying 'who' (Colourful Semantics), writing key vocabulary linked to the story, learning a story orally accompanied with actions etc.**