

## Co-op Academy Clarice Cliff - English Long Term Plan 2023-24

	Autumn 1 (8)	Autumn 2 (7)	Spring 1 (6)	Spring 2 (6)	Summer 1 (6)	Summer 2 (7)
Topic	Local area study: Trentham lakes ( <i>Local</i> )	Britain's settlement by Anglo-Saxons and Scots	Extreme Earth: volcanoes, earthquakes and temperatures. ( <i>Global</i> )	Islamic Civilisation – Baghdad	European country: Greece (comparison with UK) ( <i>Global</i> )	Vikings and Anglo-Saxons (Struggle for England to Edward the Confessor's death)
Main text	<p>The House with the Chicken Legs- Sophie Anderson</p> 	<p>Beowulf- Jones Lloyd</p> 	<p>The Boy in the Dress- David Walliams</p> 	<p>The Golden Horsemen of Baghdad- Saviour Piroтта</p> 	<p>Room 13- Robert Swindells</p> 	<p>Room 13- Robert Swindells</p> 

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	contribute to meaning	contribute to meaning	contribute to meaning	contribute to meaning	contribute to meaning	contribute to meaning
	discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
	distinguish between statements of fact and opinion	distinguish between statements of fact and opinion	distinguish between statements of fact and opinion	distinguish between statements of fact and opinion	distinguish between statements of fact and opinion	distinguish between statements of fact and opinion
	retrieve, record and present information from non-fiction	retrieve, record and present information from non-fiction	retrieve, record and present information from non-fiction	retrieve, record and present information from non-fiction	retrieve, record and present information from non-fiction	retrieve, record and present information from non-fiction
	participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and	participate in discussions about books that are read to them and those they can read for themselves, building on their own and	participate in discussions about books that are read to them and those they can read for themselves, building on their own and	participate in discussions about books that are read to them and those they can read for themselves, building on their own and	participate in discussions about books that are read to them and those they can read for themselves, building on their own and	participate in discussions about books that are read to them and those they can read for themselves, building on their own and

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	<p>challenging views courteously</p> <p>explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>provide reasoned justifications for their views</p>	<p>others' ideas and challenging views courteously</p> <p>explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>provide reasoned justifications for their views</p>	<p>challenging views courteously</p> <p>explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>provide reasoned justifications for their views</p>	<p>others' ideas and challenging views courteously</p> <p>explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>provide reasoned justifications for their views</p>	<p>themselves, building on their own and others' ideas and challenging views courteously</p> <p>explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>provide reasoned justifications for their views</p>	<p>challenging views courteously</p> <p>explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>provide reasoned justifications for their views</p>
Grammar	<p>Proper nouns adverbs of possibility Converting Nouns and Adjectives into</p>	<p>Adverbs degrees or possibility- modal verbs</p>	<p>Prepositions coordinating conjunctions Using Inverted Commas (Changing</p>	<p>Pronouns and possessive pronouns word families subordinate clauses</p>	<p>Adverbials and fronted adverbials relative clauses parenthesis- dashes Assess and review</p>	<p>Adverbials/Fronted adverbials Dictionary Work Relative Clauses</p>



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	Verbs - Suffixes -ate, -ise, -ify Tenses: Past & Present Progressive and Present Perfect Possessive plural apostrophes Expanded Noun Phrases (expanded by the addition of modifying adjectives, nouns and prepositional phrases)	Verb Prefixes dis-, de-, mis-, over-, re Verb Inflections & Standard English Using Inverted Commas	the Position of the Reporting Clause) Parenthesis - brackets commas for meaning and clarity	writing cohesive paragraphs Parenthesis - commas		Editing & Evaluating Parenthesis - Dashes
Spelling	<p>Week 1: Words endings that sound like shuhs/ spelt with cious</p> <p>Week 2: Words with endings that sound like shuhs/ spelt with -tious or -ious</p> <p>Week 3: Words with short vowel sound /i/ spelt with y</p> <p>Week 4: Words with the long vowel sound /i/ spelt with y</p>	<p>Week 1: Words with silent letters</p> <p>Week 2: Words with silent letters</p> <p>Week 3: Modal verbs</p> <p>Week 4: Words ending in 'ment'</p> <p>Week 5: Adverbs of possibility and frequency</p>	<p>Week 1: Adding suffixes beginning with vowel letters to words ending in -fer</p> <p>Week 2: Words with a long /e/ sound spelt 'ie' after c and exceptions</p> <p>Week 3: Words with a long /e/ sound spelt 'ie' after c and exceptions</p>	<p>Week 1: Word families based on common words showing how words are related in form and meaning</p> <p>Week 2: Words that can be nouns and verbs</p> <p>Week 3: Words that can be nouns and verbs</p> <p>Week 4: Words with a long /o/ sound spelt 'ow' or 'ou'</p>	<p>Week 1: Word families based on common words showing how words are related in form and meaning</p> <p>Week 2: Words that can be nouns and verbs</p> <p>Week 3: Words that can be nouns and verbs</p> <p>Week 4: Words with a long /o/ sound spelt 'ow' or 'ou'</p>	<p>Week 1: Unstressed vowels in polysyllabic words</p> <p>Week 2: Adding verb prefixes de- and re-</p> <p>Week 3: Adding the prefix over-</p> <p>Week 4: Convert nouns or verbs into adjectives using the suffix '-ful'</p> <p>Week 5:</p>

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	Week 5: Homophones and near homophones	Week 6: Statutory spelling words	Week 4: Word families based on common words, showing how words are related in their form and meaning	Week 5: Words ending in '-ible'	Week 5: Words ending in '-ible'	Convert nouns or verbs into adjectives using the suffix '-ive'
	Week 6: Homophones and near homophones	Week 7: Review week	Week 5: Word families based on common words, showing how words are related in their form and meaning	Week 6: Words ending in 'ibly'	Week 6: Words ending in 'ibly'	Week 6: Convert nouns or verbs into adjectives using the suffix '-al'
	Week 7: Review week		Week 6: Statutory spelling words	Week 7: Review week	Week 7: Review week	Week 7: Review week