


<b>Long-Term Plan</b>		<b>Curriculum Strand</b>	My Communication	
<b>Trust</b>	Diverse Academies	<b>Subject</b>	Reading, Writing and Language Year A	
<b>School</b>	Yeoman Park Academy			

<b>Year A</b>		<b>Autumn 1 Roman Invasion</b>	<b>Autumn 2 Roman Invasion</b>	<b>Spring 1 Extreme Earth</b>	<b>Spring 2 Extreme Earth</b>	<b>Summer 1 Tomb Raiders</b>	<b>Summer 2 Tomb Raiders</b>
<b>Reading Focus</b>		Fiction: Roman-themed Text/Story	Poetry: Roman Poems (link to Myths and Legends)	Fiction: Weather/Earth- themed Text/Story	Poetry: Rhyming Poems linked to Weather and Earth	Fiction: Egyptian-themed Text/Story	Non-Fiction: Newspaper Articles and Hieroglyphics
<b>Writing Focus</b>	<b>Waypoints 1-6</b>	Mark Making and Letter Formation linked to key vocabulary	Mark Making and Letter Formation linked to poem	Mark Making and Letter Formation linked to key vocabulary	Mark Making and Letter Formation linked to poem	Mark Making and Letter Formation linked to key vocabulary	Mark Making and Letter Formation linked to hieroglyphics
	<b>Waypoints 7-14</b>	Order, Plan and/or Write a Roman Adventure Story	Order, Plan and/or Write a Roman Poem or Myth	Labels and captions for extreme weather pictures/photos	Order, Plan and/or Write a Rhyming Poem	Order, Plan and/or Write an Egyptian Mystery Story	Order, Plan and/or Write a Newspaper Title and/or Article linked to Egyptian Artefacts
<b>Key Language and Vocabulary</b>		Roman, Rome, centurion, emperor, barbarian, Boudicca, soldier, colosseum, amphitheatre, bath house, mosaic, villa, temple, shield, coin, gladiator, toga, chariot, numerals.		Earth, weather, drought, earthquake, flood, hurricane, tornado, tsunami, volcano, wildfire, sandstorm, snowstorm, ice, cold, hot, warm, heat, lava, blizzard, storm, tropical, cyclone.		Egypt, Egyptians, pharaoh, pyramid, mummy, Canopic jars, coffin, mask, hieroglyphics, desert, plough, scarab beetle, mummification, tomb, Nile, sickle, mattock, cat, Tutankhamun.	

Staff will use learners EHCPs and ILPs to inform them of their current areas of need and ensure the targets within these key documents are integrated across all areas of the curriculum in relation to reading, writing and language.

All learners have an individual reading plan, which details the provision they access in order to meet their individual targets and areas of needs. These plans include activities and sessions, which focus on targeted areas such as phonics, comprehension and social interaction.

The writing focus is based around transcription for waypoints 1-6, and composition for waypoints 7-14. However, it is important to note that through these focus activities, learners, where appropriate, will work on all aspects of writing – transcription, composition, spelling, vocabulary, grammar and punctuation.