




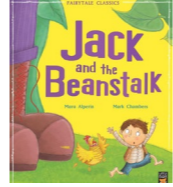


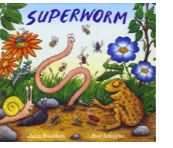

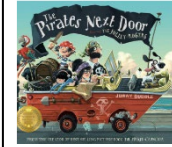


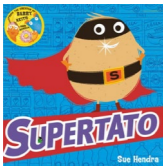

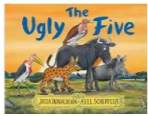


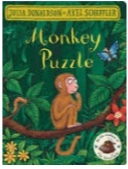




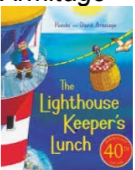

English Long-Term Plan

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery						
	Text: Owl Babies The Rainbow Fish The Colour Monster	Text: Winnie the Witch Stomp, Chomp, here come the Dinosaurs Portside Pirates The Christmas Story	Text: Goldilocks and the Three Bears The Gingerbread Man The Three Little Pigs	Text: The Very Hungry Caterpillar Jack and the Beanstalk The Runaway Pea	Text: We're going on a Bear Hunt Commotion in the Ocean Dear Zoo	Text: Car, car, truck, jeep Magic Train Ride Zoom Rocket Zoom The Train Ride
Reception						
Key Text	Text: The Colour Monster Elmer The Messy Book	Text: Room on the Broom Gigantosaurus A New Home for Pirate The Christmas Story	Text: Mr Wolf's Pancakes Billy Goats Gruff Little Red Riding Hood	Text: Farmer Duck A Seed in Need The Bog Baby	Text: The Gruffalo Billy's Bucket Oi frog	Text: The Way Back Home The Hundred Decker Bus Emma Janes Aeroplane
Suggested outcomes	<ul style="list-style-type: none"> • Drawing club- first week of each new text • Constructing verbal sentences • To identify the 5 key concepts of Text. • Initial sound labelling 	<ul style="list-style-type: none"> • Drawing club- first week of each new text • Letter: from the witch • Instructions: potions • Story sequencing: nativity • Xmas lists • Letters: to Santa • Fact books: dinosaurs • Story maps • Treasure maps 	<ul style="list-style-type: none"> • Instructions: pancakes • Character descriptions: wolf wanted poster • Lists: shopping list for school trip (Co-op) • Letters: to the troll 	<ul style="list-style-type: none"> • Letters: to the lazy farmer • Labels: plants, lifecycles • Instructions: how to look after a Bog Baby 	<ul style="list-style-type: none"> • Story maps • Character descriptions: Gruffalo • Instructions: how to roar • Fact files: animals • Riddles: Who am I? linked to sea creatures 	<ul style="list-style-type: none"> • Instructions: how to fix an alien spaceship, how to get the boy back from Mars • Lists: places we want to go on a plane • Postcards • Fact files: different countries • Story writing: innovate the end of Emma Jane's aeroplane.

Year 1

<p>Key Text</p>	<p>Fiction: Transition <i>The Colour Monster goes to School</i> by Anna Llenas</p> 	<p>Fiction Text: <i>Spooky Rumpus</i> by Tony Mitton</p>  <p>Non-fiction outcome</p>	<p>Fiction: Text: <i>Iggy Peck Architect</i> by Andrea Beaty</p> 	<p>Non-fiction (3 week) Text: <i>Letters from Santa/ or a winter character</i></p>	<p>Fiction: Action story (3 weeks) Text: <i>Traction Man</i></p> 	<p>Fiction: Problem and resolution story (3 weeks) Text: <i>Lost and Found</i> by Oliver Jeffers</p> 	<p>Fiction: Traditional Tales (3 weeks) Text: <i>Jack & the Beanstalk</i></p> 	<p>Fiction: Fairy tale fiction (3 weeks) Text: <i>Jack & the baked Beanstalk</i> by Colin Stimpson</p> 	<p>Fiction: Fantasy settings (3 weeks) Text: <i>Am I Yours?</i> by Alex Latimer</p> 	<p>Fiction: Rhyming fiction (3 weeks) Text: <i>Superworm</i> by Julia Donaldson</p>  <p>Non-fiction outcome</p>	<p>Fiction: Adventure story (3 weeks) Text: <i>The Night Pirates</i> by Peter Harris</p> 	<p>Fiction: Adventure story (3 weeks) Text: <i>The Pirates Next Door</i> by Jonny Duddle</p> 
<p>Suggested Outcomes</p>	<p>Simple sentence to describe the first week</p>	<p>Recount of a spooky disco</p>	<p>Imitate story</p>	<p>Letters</p>	<p>Personal recount- Write about your favourite toy</p>	<p>Imitate story</p>	<p>Imitate story</p>	<p>Instructions to grow a beanstalk</p>	<p>Recount</p>	<p>Minibeast fact file</p>	<p>Pirate fact file</p>	<p>Letter to persuade neighbours</p>
<p>Y1 Writing Genre Skills</p>	<p>Recount</p>	<ul style="list-style-type: none"> Experiment in a variety of play, exploratory and role-play situations Recount incidents in own life to other children or adults: verbally or written Talk about the order things happened using language such as 'first, then, next' Order pictures or captions correctly Talk about senses to describe what they feel, hear, see etc 										
<p>Story Writing</p>	<ul style="list-style-type: none"> Write simple sentences in sequence Include a beginning, middle and end Use some story language- "Once upon a time." "One day" Include a character and setting. 											
<p>Letters</p>	<ul style="list-style-type: none"> Write in 1st person Write simple sentences in time sequence Begin to link events using 'and' Use simple openings and closings e.g dear, from 											
<p>Instructions</p>	<ul style="list-style-type: none"> Write each instruction on a different line Sequence instructions in the correct order, beginning to use numbers Use time adverbials to sequence and order instructions Use imperative (bossy) verbs 											
<p>Description</p>	<ul style="list-style-type: none"> Exclamation sentences where appropriate Simple use of adjectives. "The troll is huge." Conjunction 'and' 											
<p>Non-chronological</p>	<ul style="list-style-type: none"> Create a fact file about a theme Discuss and then write down facts in sentences Use topic vocabulary Label and caption pictures / photos 											

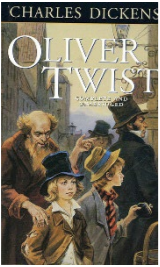
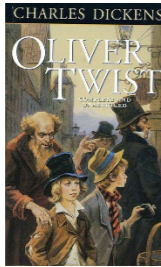
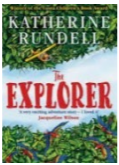







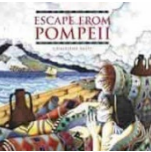
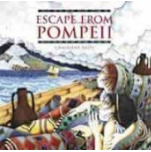
Year 2

Key Text	Fiction: Action story <i>Supertato</i> by Sue Hendra 	Fiction: Historical fiction Text: <i>Toby and the Great Fire of London</i> 	Fiction: Text: <i>The Ugly 5</i> by Julia Donaldson 	Fiction Text- Pick a Pine Tree 	Non fiction Text: <i>Little People Big Dreams: Amelia Earhart</i> 	Fiction Text: <i>Monkey Puzzle</i> by Julia Donaldson 	Fiction: Stories from familiar settings Text: <i>Alfie Goes Camping</i> by Shirley Hughes 	Fiction Text- Inside The Villains 	Fiction: Story with a moral Text: <i>The Loving Earth</i> by Deane Narayn-Lee 	Fiction text: Story with a moral Text: <i>Clean up!</i> By Nathan Bryon 	Fiction: Modern Classic Fiction Text: <i>Lighthouse Keepers lunch</i> by Ronda and David Armitage 	Fiction: Stories from the same author Text: <i>Katie Morag seaside stories</i> by <u>Mairi Hedderwick</u> 
Suggested outcomes	Imitate story	First person recount (Toby's POV)	Imitate story	Instruction writing	Fact file on Amelia Earhart	Setting description	Recount of camping trip set up by Y2 staff	Character description	Recount of planting or cleaning playground	Persuasive campaign- write a script for a persuasive speech to perform	Innovate story-simple (different sandwich filling)	Letter writing
Y2 Writing Genre skills	Story writing	<ul style="list-style-type: none"> The beginning, middle and end Written description of character including describing their personality using expanded noun phrases Describe the setting using a range of adjectives and adverbs Show an awareness of the reader by writing in a specific style Write in a consistent tense. 										
	Instructions	<ul style="list-style-type: none"> Write instructions continuing to use numbers correctly Use captions, pictures, diagrams and labels Use precise language to improve instruction as well as subject specific vocabulary Use commands with imperative verbs- use adverbs to add detail 										
	Non chronological report	<ul style="list-style-type: none"> Title Use a wide range of conjunctions to add further detail to facts. Write in paragraphs Use topic vocabulary Discuss the purpose of the report 										
	Description	<ul style="list-style-type: none"> Written description of character including describing their personality using expanded noun phrases. Describe the setting using a range of adjectives and adverbs. Show an awareness of the reader by considering word choice and affect Write in a consistent tense. 										
	Recount	<ul style="list-style-type: none"> Write simple recounts linked to topics of interest/study or personal experience Understand order of events and begin to write in chronological order Begin to use sequencing within writing Include 'who, what, when' to add detail to recount Write about the 5 senses Use descriptive language and begin to write about feelings Write consistently in the past tense Write in the first person Use expanded noun phrases and adverbs to add detail and interest to recounts. 										
	Letter	<ul style="list-style-type: none"> Brief introduction and conclusion Main ideas organised in groups Sequenced by time related words Appropriate greeting and sign off Expanded noun phrases and conjunctions to add detail 										
Persuasive	<ul style="list-style-type: none"> Have a personal view and reasons for this to help convince the reader Begin to support opinions with facts Use a range of conjunctions to support their opinions e.g "We should do this because" Begin to sequence writing so reasons flow Use persuasive and emotive language e.g "In my opinion" "I strongly believe that..." 											

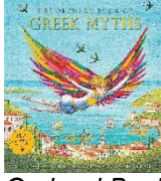
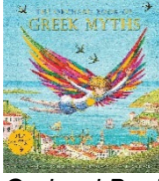


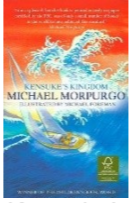
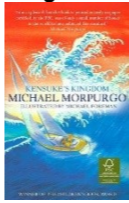



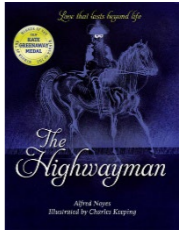
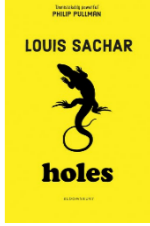
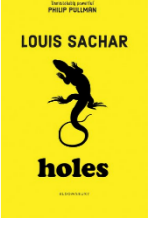
Year 3

Text	Fiction: Stories with a familiar setting (3 weeks) Text: <i>Stone Age Boy</i> by Satoshi Kitamura	Fiction: (3 weeks) Text: <i>How to wash a woolly mammoth</i> by Michelle Robinson	Fiction: Myths and Legends (3 weeks) Text: <i>Can you catch a mermaid?</i> by Jane Ray	Fiction Christmas Fiction (3 weeks) Text: <i>Grandpas Christmas</i> by Michael Morpurgo	Fiction: Historical fiction (3 weeks) Text: <i>Stone girl, bone girl</i> by Laurence Anholt	Non-Fiction Non-chronological reports (3 weeks) <i>Linked to 'Why did the Romans settle in Britain?' History unit.</i>	Fiction: Adventure & Mystery (3 weeks) Text: <i>The Lost Happy Endings</i> by Carol Anne Duffy	Fiction Traditional Tales (3 weeks) Text: <i>Little Red Riding Hood</i>	Non-Fiction (3 weeks) Text: <i>See Inside Ancient Egypt</i> -Rob Lloyd Jones	Non-Fiction (3 weeks) Text: <i>Egyptian fiction</i> A mummy ate my homework	Fiction (3 weeks) Text: <i>Matilda</i> by Roald Dahl	Fiction (3 weeks) Text: <i>Matilda</i> by Roald Dahl
Suggested outcomes	Setting description	Instructions linked to themes in text	Imitate story	Persuasive writing	First person recount from Mary A POV	Non-chronological report linked to the Romans	Diary Entry	Character description-wanted poster	Non-chronological report Information Text	Instructions on how to survive Ancient Egypt	Narrative writing with dialogue	letter
Y3 Writing skills	Story Writing	<ul style="list-style-type: none"> • Discuss and agree setting as a class using a model • Lengthy description of the setting using techniques such as noun phrases. • Stories looked at/rewritten are likely to be familiar. • Features of a traditional tale are evident e.g. magic, creatures, moral. • Focus on action. • Introduce short sentences to build tension. 										
	Instructions	<ul style="list-style-type: none"> • Emphasis on the sequencing of events (numbers, bullet points, adverbials) • Instructions include all features of the text type • Know the purpose and language is chosen carefully • Different audiences are explored 										
	Letter	<ul style="list-style-type: none"> • Clear introduction • Points about the issue/theme • Organised into paragraphs denoted by time/place • Topic related sentences • Sender's address in the top right hand corner • Date that the letter is written (under the sender's address) 										
	Recount	<ul style="list-style-type: none"> • Write recounts linked to topics of study stepping into the shoes of a character • Understand order of events to ensure recount is in chronological order • Use sequencing within writing e.g. adverbs -Include 'who, what, when and why' to add detail to recount • Write about the 5 senses beginning to think about the effective on the reader • Use descriptive and emotive language to explain feeling • Formality is agreed as a class and ways to stick to formality are modelled 										
	Non-Chronological Report	<ul style="list-style-type: none"> • Create a subject specific Information text with research • Organise logically with the correct features • Subheadings • Use concise, accurate language - Know the purpose of the report 										
	Diary	<ul style="list-style-type: none"> • Clear introduction • Organised into paragraphs about key events • A closing statement summarising the overall impact 										
Information Text	<ul style="list-style-type: none"> • Use specific e.g. fruit bats, and some technical vocabulary e.g. nocturnal, • Write a clear introduction • Use description to compare and contrast e.g. bats are one of the smallest mammals • Write in present tense (except historic reports) • Use subheadings 											

Year 4

<p>Year 4 Text</p> <p>Non-fiction Classic Fiction Novel (3 weeks)</p> <p>Text: <i>Oliver Twist</i> by Charles Dickens</p> 	<p>Fiction Classic Fiction Novel (3 weeks)</p> <p>Text: <i>Oliver Twist</i> by Charles Dickens</p> 	<p>Fiction Stories which raise issues/ dilemmas (3 weeks)</p> <p>Text: <i>The Explorer</i> Katherine Rundell</p> 	<p>Fiction Persuasive Text (3 weeks)</p> <p>Text: <i>The Explorer</i> Katherine Rundell</p> 	<p>Fiction Stories with imaginary worlds (3 weeks)</p> <p>Text: <i>Malamander: an Eerie on Sea Mystery</i> by Thomas Taylor</p> 	<p>Fiction Stories with imaginary worlds (3 weeks)</p> <p>Text: <i>MalaMander: an Eerie on Sea Mystery</i> by Thomas Taylor</p> 	<p>Non-fiction: Recounts: newspapers and magazines (3 weeks)</p> <p>Text: <i>The True Story of the Three Little Pigs</i> by John Scieszka & Lane Smith</p> 	<p>Non-Fiction Explanation Text (3 weeks)</p> <p>Text: <i>Wallace and Gromit's Cracking Contraptions</i> by Haynes</p> 	<p>Fiction: Historical fiction (3 weeks)</p> <p>Text: <i>Time Travel Twins: The Viking Attack</i> by Josh Lacey</p> 	<p>Non-Chronological Reports (3 weeks)</p> <p>Text: <i>Time Travel Twins: The Viking Attack</i> by Josh Lacey</p> 	<p>Fiction Play scripts (3weeks)</p> <p>Text: <i>Escape to Pompeii</i> by Christina Balti</p> 	<p>Poetry: Exploring form - Haiku and Cinquain poetry (2 weeks)</p> <p>Text: <i>Escape to Pompeii</i> by Christina Balti</p> 	
<p>Suggested outcomes</p>	<p>Instruction – How to pick a pocket?</p>	<p>Non-Chronological report- based on Fagin</p>	<p>Narrative writing (action scene)</p>	<p>Write the next chapter- when they return home</p>	<p>Newspaper report (when baby is found)</p>	<p>Setting description of children's own imaginary world</p>	<p>Diary entry</p>	<p>Design their own cracking contraption and write an explanation text to explain how it works</p>	<p>Narrative writing including dialogue</p>	<p>Non-chronological reports linked to themes in key text</p>	<p>Setting description</p>	<p>Haiku and Cinquain poems linked to key themes in text</p>
<p>Y4 Writing genre skills</p>	<p>Story Writing</p>	<p>Discuss and agree setting as a class using a model</p> <ul style="list-style-type: none"> • Children to have some freedom in dilemma section. • Lengthy description of the setting using a range of techniques • Begin to use dialogue to show character • Stories looked at/rewritten are likely to be unfamiliar but should include similar features to traditional tales. • Language should be appropriate to the culture chosen. • Discuss and agree setting / story line as a class. • Freedom in the dilemma • Balance of action and description • Language, creatures, names and places are fitting to the time period 										
<p>Non-Chronological report</p>	<ul style="list-style-type: none"> • Create a subject specific Information text with research • Organise logically with the correct features • Use concise, accurate language - Know the purpose of the report 											
<p>Instructions</p>	<ul style="list-style-type: none"> • Emphasis on the sequencing of events (numbers, bullet points, adverbials) • Instructions include all features of the text type • Know the purpose and language is chosen carefully 											
<p>Newspaper report</p>	<ul style="list-style-type: none"> • Modern setting • Introduce difference between fact and opinion • Range of chronological devices • Focus on paragraphing and speech types 											
<p>Diary</p>	<ul style="list-style-type: none"> • Engage the reader through detailed description • Use fronted adverbials to introduce or connect paragraphs e.g. Later that day, Inside the castle • Use a range of past tense forms • Write an opening paragraph to share thoughts and feelings and to summarise the day • Finish with a personal comment about hopes or concerns for the future 											
<p>Explanation</p>	<ul style="list-style-type: none"> • Use all features of an explanation text and begin to think about the impact of the audience • Ensure text is on sequenced appropriately using a range of techniques • Discuss cause and effect and incorporate this into writing. 											

Year 5

<p>Text</p>	<p>Fiction: Traditional stories, fables, myths and legends. (3 weeks) Text:  <i>Orchard Book of Greek Myths by Geraldine McCaughrean</i></p>	<p>Non-Fiction: (3 weeks) Text:  <i>Orchard Book of Greek Myths by Geraldine McCaughrean</i></p>	<p>Fiction Classic Fiction Text: Heidi (3 weeks) </p>	<p>Fiction Classic Fiction (3 weeks) Text: Heidi </p>	<p>Fiction: Adventure fiction (3 weeks) Text:  <i>Kensuke's Kingdom by Michael Morpurgo</i></p>	<p>Fiction Adventure fiction (3 weeks) Text: <i>Kensuke's Kingdom</i> </p>	<p>Fiction: Stories from other countries (3 weeks) Text: <i>The Lost Whale</i> by Hannah Gold </p>	<p>Persuasive Text (3 weeks) Text: <i>The Lost Whale</i> by Hannah Gold </p>	<p>Fiction: Mystery and Suspense (3 weeks) Text: <i>Hound Of the Baskervilles</i>- Sir Arthur Conan Doyle </p>	<p>Poetry: Classic/ Narrative Poems (3 weeks) Text: <i>The Highwayman</i> </p>	<p>Fiction: Novel-based study (3 weeks) Text: <i>Holes</i> </p>	<p>Fiction: Novel-based study (3 weeks) Text: <i>Holes</i> </p>
<p>Suggested outcomes</p>	<p>Diary Entry</p>	<p>Non-chronological report (Mythical creature)</p>	<p>Setting description</p>	<p>Retell of part of the story</p>	<p>Survival guide instructions</p>	<p>Write next chapter</p>	<p>Informal Letter</p>	<p>Persuasive Speech</p>	<p>Suspense writing (with dialogue)</p>	<p>Persuasive argument-persuading the judge to give him a fair trial</p>	<p>Non-chronological report (deserts)</p>	<p>Diary entry</p>
<p>Y5 Writing genre skills</p>	<p>Story Writing</p>	<ul style="list-style-type: none"> • Agree basic plot - children have freedom to make changes • Develop devices to create tension • Begin to leave clues to the reader (hinting at the twist ending) • Begin to show cohesion • Use dialogue for effect (to show character/begin to advance action) 										
	<p>Poetry</p>	<ul style="list-style-type: none"> • Use literary techniques to tell a story • Stanzas flow and show similar structure • Children are guided on structure 										
	<p>Persuasion</p>	<ul style="list-style-type: none"> • Persuasion • Sustain the viewpoint throughout whether personal or befitting of character role • Support opinions with facts and other side of argument is mentioned and used with affect • Sentence and overall structure is appropriate to the time period / formality and intended audience • Formality is consistent 										
	<p>Non-Chronological</p>	<ul style="list-style-type: none"> • Create an information text with research include mixed genre to add challenge e.g. inform and persuade • Organised logically with the audience in mind • Use concise, well chosen language, correct for the purpose and audience 										
	<p>Instructions</p>	<ul style="list-style-type: none"> • Instructions are well introduced and sequenced • Language is chosen to give appropriate detail • Audience and purpose is clear and considered 										

Year 6

Text	Fiction Picture book (3 weeks) Text: The Lost Thing by Shaun Tan 	Fiction Picture book (3 weeks) Text: The Lost Thing by Shaun Tan 	Fiction Horror (3 weeks) Text: Room 13  Short films: Dracula's Whitby	Fiction Horror (3 weeks) Text: Room 13  Short Film Francis	Fiction: Fantasy (3 weeks) Text: Tyger 	Fiction: Fantasy (3 weeks) Text: Tyger 	Fiction: Science fiction (3 weeks) Text: Who let the Gods out? by Maz Evans 	Fiction: Historical fiction Text: Who let the Gods out? by Maz Evans  Short Film The Piano	SATS Revision Non-Fiction Biography Text: Blood, sweat and Tears by Bear Grylls 	Non-Fiction Biography Text: Blood, sweat and Tears by Bear Grylls 	Short burst writing Fiction: Charlie and The Chocolate Factory  Short Film Wing	Short burst writing Fiction: Poetry Text: The Final Year by Matt Goodfellow 
Suggested outcomes	Character description	Informal letter	Setting description	News report	Non-Chronological report	Persuasive speech	First person narrative	Short story with flashbacks	SATS Revision	Biography	Setting description Narrative with dialogue	Poetry
Y6 Writing genre skills	Story Writing	<ul style="list-style-type: none"> • Agree basic plot: children have freedom to make changes • Use a range of devices to create tension • Leave clues to the reader whilst showing cohesion • Use dialogue for effect to show character and advance action 										
	Poetry	<ul style="list-style-type: none"> • Use a range of literary techniques creatively • Stanzas flow and show similar structure • Children have freedom on structuring 										
	Recount	<ul style="list-style-type: none"> • Recount is cohesive and well structured • Word choices and structure is chosen to engage and appeal to the reader • Formality and language is fitting to the time period / audience • Biography and Autobiography are also explored 										
	News Report	<ul style="list-style-type: none"> • Historical / Scientific or modern setting with appropriate language use. • Word choice and sentence structure selected to inform reader with use of devices to write with a biased view—using fact and opinion effectively / consciously • Range of chronological devices • Reported and direct 										
	Non-Chronological Reports	<ul style="list-style-type: none"> • Create an information text with research include mixed genre to add challenge e.g. inform and persuade • Organised logically with the audience in mind • Use concise, well chosen language, correct for the purpose and audience 										
	Instructions	<ul style="list-style-type: none"> • Instructions are well introduced and sequenced • • Language is chosen to give appropriate detail • • Audience and purpose is clear and considered 										