

# English Long Term Plan: Year 1

**Aut 1** **Reading for Pleasure:** Yasmin the Superhero, Nimesh the Adventurer and Ramadan Moon.  
**Texts:** The Dinosaur that Pooped a Planet, Tyrannosaurus Drip, Dinosaurs Love Underpants, Harry and the Dinosaurs Make a Splash! Harry and the Dinosaurs go to School, The Dinosaur Awards, Dinosaurs in the Supermarket

## Writing Genres

|                       |                     |        |
|-----------------------|---------------------|--------|
| Character Description | Setting Description | Retell |
| Poetry                | Diary Entry         | Letter |
| Fact-File             |                     |        |

**Aut 2** **Texts:** Dick Whittingham, A Walk in London, A Christmas Carol, Paddington at the Palace, Mr Men in London, Topsy and Tim go to London, The Queen's Knickers

## Writing Genres

|                       |                     |         |
|-----------------------|---------------------|---------|
| Character Description | Setting Description | Recount |
| Narrative             | Diary Entry         | Letter  |
| Newspaper Report      |                     |         |

**Spring 1** **Text:** Puss in Boots, The Gruffalo, Just so Stories, The Tiger who came to tea, Dear Zoo, We're Going on a Bear Hunt

## Writing Genres

|                       |                     |                |
|-----------------------|---------------------|----------------|
| Character Description | Setting Description | Retell         |
| Poetry                | Diary Entry         | Letter Writing |

**Spring 2** **Text:** Chicken Licken, The Weather Monster, Lila and the Secret of Rain, The Boy who Lost his Bumble, Who Has Seen the Wind? Rain Cloud in a Jar instructions

## Writing Genres

|                     |                       |                     |
|---------------------|-----------------------|---------------------|
| Setting Description | Character Description | Narrative Writing   |
| Poetry              | Diary Entry           | Instruction Writing |

**Sum 1** **Text:** Hansel and Gretel, Goldilocks and the Three Bears, The Tale of Peter Rabbit, Fox Fact file

## Writing Genres

|                          |                       |                |
|--------------------------|-----------------------|----------------|
| Setting Description      | Character Description | Narrative      |
| Poetry                   | Diary                 | Letter Writing |
| Non-chronological Report |                       |                |

**Sum 2** **Text:** Phonics, Phonics, Supertato, Charlie's Superhero Underpants, Spy Fox (video), Zippo the Super Hippo, Superhero Bunny League Saves the World.

## Writing Genres

|                     |                       |             |
|---------------------|-----------------------|-------------|
| Setting Description | Character Description | Comic Strip |
| Narrative Writing   | Diary Entry           | Book Report |

In Year 1, we sequence the genres to start each half-term with fiction writing to engage and hook the children. Towards the end of each half-term the children are introduced to non-fiction genres once they have gained the knowledge required to be able to write from their personal experience of the subject areas. The children build on skills they have learnt in EYFS like writing simple sentences and move on to writing three or more sentences together to form a simple narrative.

The key skills introduced in Year 1 are:

- Write simple narratives about personal experiences.
- Write three or more sentences in order to tell a story.
- Use statement, questions and commands in sentences.
- Use past and present mostly correctly.
- Use some co-ordinating conjunctions (and/but).
- Using spaces between most words.
- Use capital letters and full stops.
- Use question marks when needed.
- Write capital letters to the correct size and orientation.
- Can spell Year 1 common words.
- Can form lower case letters.

| <b>English Long-Term Plan: Year 2</b>   |   |                       |                          |
|---|---|-----------------------|--------------------------|
| <b>Reading for Pleasure:</b> Grace for President, Bringing the Rain to Kaipiti Plain and Knights and Bikes (Rebel Bicycle). |   |                       |                          |
| <b>Aut 1</b>  | <b>Texts:</b> Diary of a Worm and Diary of a Spider |                       |                          |
|   | <b>Writing Genres</b>                               |                       |                          |
|   | Diary Entry   | Character Description | Newspaper Report         |
|   | Poetry  | Newspaper Report      | Non-Chronological Report |
| <b>Aut 2</b>  | <b>Text:</b> The Pied Piper                         |                       |                          |
|   | <b>Writing Genres</b>                               |                       |                          |
|   | Character Description                               | Newspaper Report      | Poetry                   |
|   | Letter  | Setting Description   | Character Description    |
| <b>Spring 1</b>   | <b>Text:</b> The Twits                              |                       |                          |
|   | <b>Writing Genres</b>                               |                       |                          |
|   | Diary Entry   | Narrative             | Letters                  |
|   | Poetry  | Character Description | Newspaper Report         |
| <b>Spring 2</b>   | <b>Text:</b> Charlie and The Chocolate Factory      |                       |                          |
|   | <b>Writing Genres</b>                               |                       |                          |
|   | Character Descriptions                              | Setting Description   | Narrative                |
|   | Poetry  | Letter                | Non-Chronological Report |
| <b>Sum 1</b>  | <b>Text:</b> The Wizard of Oz                       |                       |                          |
|   | <b>Writing Genres</b>                               |                       |                          |
|   | Setting Description                                 | Character Description | Narrative                |
|   | Letter  | Instructions          | Explanation Text         |
| <b>Sum 1</b>  | <b>Text:</b> The Wizard of Oz                       |                       |                          |
|   | <b>Writing Genres</b>                               |                       |                          |
|   | Recount   | Narrative             | Poetry                   |
|   | Letter  | Newspaper             | Non-Chronological Report |

In Year 2, the children develop their non-fiction skills by developing their ability to retell events into using the style and form of a newspaper article. In fiction they develop their descriptive writing skills and build them into more coherent narratives. Children also begin to adapt their register and formality by starting to write letters.

- Write simple, coherent narratives about personal experiences.
- Write about real events, recording them simply and clearly.
- Use present and past tense mostly correctly.
- Use co-ordination (e.g. or/and/but).
- Use some subordination (e.g. when/if/that/because).

- When needed use: capital letters, full stops and question marks in most of their writing.
- Spelling many words correctly and using phonic knowledge for others.
- Spelling many common exception words.
- Forming capital letters and digits of the correct size in relation to lower case letters.
- Use spacing, which reflects letter size.

## English Long-Term Plan: Year 3

**Reading for Pleasure:** The Shining Stones and Feed Your Mind: A Story of August Wilson.

|                 |  |                       |                     |
|-----------------|--|-----------------------|---------------------|
| <b>Aut 1</b>    | <b>Text:</b> Iron Man                      |                       |                     |
|                 | <b>Writing Genres</b>                      |                       |                     |
|                 | Setting Description                        | Character Description | Instructions        |
|                 | Poetry                                     |                       |                     |
| <b>Aut 2</b>    | <b>Text:</b> Stig of the Dump              |                       |                     |
|                 | <b>Writing Genres</b>                      |                       |                     |
|                 | Character Description                      | Newspaper Report      | Narrative           |
|                 | Letter Writing                             |                       |                     |
| <b>Spring 1</b> | <b>Text:</b> Greek Myths                   |                       |                     |
|                 | <b>Writing Genres</b>                      |                       |                     |
|                 | Recount                                    | Persuasive Writing    | Setting Description |
|                 | Book Review                                |                       |                     |
| <b>Spring 2</b> | <b>Text:</b> The Firework Maker's Daughter |                       |                     |
|                 | <b>Writing Genres</b>                      |                       |                     |
|                 | Diary Entry                                | Information Report    | Narrative           |
|                 | Poetry                                     |                       |                     |
| <b>Sum 1</b>    | <b>Text:</b> The Borrowers                 |                       |                     |
|                 | <b>Writing Genres</b>                      |                       |                     |
|                 | Character Description                      | Information Report    | Letter Writing      |
| <b>Sum 2</b>    | <b>Text:</b> The Sheep-Pig                 |                       |                     |
|                 | <b>Writing Genres</b>                      |                       |                     |
|                 | Diary Entry                                | Letters               | Narrative Writing   |
|                 | Book Review                                |                       |                     |

In Year 3, the children begin to develop their persuasive writing skills, considering their tone and the reader's motivations. They develop their fiction writing skills by considering the difference within specific narrative genres. Descriptive writing sessions are closely paired with narrative writing sessions to ensure the skills are linked and transferred. They develop the writing skills they have used in genres such as non-chronological reports and bring in a more sophisticated range of punctuation and grammatical devices.

- Write for a range of purposes and genres.
- For fiction pieces: writing a narrative with a setting, characters and plot.
- For non-fiction: headings/sub headings (if appropriate) and an introduction and conclusion

sentence

- Beginning to use paragraphs to group material and/or headings/sub headings
- Begin to use adverbial phrases to give more detail about when and where.
- Beginning to use adventurous adjectives.
- Can use co-ordinating and subordinating conjunctions.
- Beginning to use the perfect form e.g. I have been to London.
- Use the determiners 'a' or 'an' according to whether the next word begins with a vowel or a consonant.
- Inverted commas for direct speech.
- Editing writing against success criteria and make improvements to spelling, punctuation and grammar.
- Spell most Year 3 common words correctly.
- Use horizontal strokes to join most writing.

| <b>English Long Term Plan: Year 4</b>   |   |                          |                     |
|---|---|--------------------------|---------------------|
| <b>Reading for Pleasure:</b> Empire's End: A Roman Story and Arcade and the Triple T Token. |   |                          |                     |
| <b>Aut 1</b>  | <b>Text:</b> Erik the Viking            |                          |                     |
|   | <b>Writing Genres</b>                   |                          |                     |
|   | Diary Entry                             | Persuasive Letter        | Narrative           |
|   | Book Report                             |                          |                     |
| <b>Aut 2</b>  | <b>Text:</b> The Hobbit                 |                          |                     |
|   | <b>Writing Genres</b>                   |                          |                     |
|   | Character Description                   | Biography                | (Fantasy) Narrative |
|   | Poetry                                  |                          |                     |
| <b>Spring 1</b>   | <b>Text:</b> The Demon Dentist          |                          |                     |
|   | <b>Writing Genres</b>                   |                          |                     |
|   | Character Description                   | Non-Chronological Report | Diary Entry         |
|   | Book Report                             |                          |                     |
| <b>Spring 2</b>   | <b>Text:</b> Five on a Treasure Island  |                          |                     |
|   | <b>Writing Genres</b>                   |                          |                     |
|   | Setting Description                     | Instructions             | Narrative           |
|   | Poetry                                  |                          |                     |
| <b>Sum 1</b>  | <b>Text:</b> The Indian in the Cupboard |                          |                     |
|   | <b>Writing Genres</b>                   |                          |                     |
|   | Non-Chronological Report                | Persuasive Letter        | Narrative           |
|   | Poetry                                  |                          |                     |
| <b>Sum 2</b>  | <b>Text:</b> Thieves of Ostia           |                          |                     |
|   | <b>Writing Genres</b>                   |                          |                     |
|   | Narrative                               | Newspaper Report         | Book Review         |
|   | Poetry                                  |                          |                     |

In Year 4, children build on their persuasive writing skills by writing persuasive letters, advertisements and arguments. In fiction, they use different forms, such as play script, to communicate narratives and demonstrate characteristics in new way. The narrative genre is developed further by looking more deeply at fantasy and historical narratives and also myths and legends.

- Use paragraphs to group material and/or headings/sub-headings.
- Describe character, setting and plot.
- Use past, present and future tenses accurately.
- Use cohesive devices.
- Use ambitious adjectives, verbs and adverbs.
- Use adverbial phrases to give more detail about when, where and how.
- Using some expanded noun phrases with pre and post modifiers to describe and specify.
- Edit work to improve content.

- Inverted commas for direct speech and new speaker, new line.
- Spell most Year 3 and 4 common words correctly.
- Proof-read work for accuracy.
- Use diagonal and horizontal strokes to join most writing.

| <b>English Long Term Plan: Year 5</b>  |   |                          |                   |
|--|---|--------------------------|-------------------|
| <b>Reading for Pleasure:</b> Diver's Daughter: A Tudor Story, Oranges in No Man's Land and The Boy at the Back of the Class. |   |                          |                   |
| <b>Aut 1</b>   | <b>Text:</b> Treason                              |                          |                   |
|  | <b>Writing Genres</b>                             |                          |                   |
|  | Character Description                             | Newspaper Report         | Persuasive Letter |
|  | Book Review/Report                                |                          |                   |
| <b>Aut 2</b>   | <b>Text:</b> Alone on a Wide, Wide Sea            |                          |                   |
|  | <b>Writing Genres</b>                             |                          |                   |
|  | Setting Description                               | Diary Entry              | Narrative         |
|  | Poetry  |                          |                   |
| <b>Spring 1</b>  | <b>Text:</b> The Phoenix Code                     |                          |                   |
|  | <b>Writing Genres</b>                             |                          |                   |
|  | Character Description                             | Non-Chronological Report | Narrative         |
|  | Poetry  |                          |                   |
| <b>Spring 2</b>  | <b>Text:</b> The Secret Garden                    |                          |                   |
|  | <b>Writing Genres</b>                             |                          |                   |
|  | Setting Description                               | Letter                   | Narrative         |
|  | Poetry  |                          |                   |
| <b>Sum 1</b>   | <b>Text:</b> The Lion, the Witch and the Wardrobe |                          |                   |
|  | <b>Writing Genres</b>                             |                          |                   |
|  | Character Description                             | Biography                | Newspaper Report  |
|  | Book Review                                       |                          |                   |
| <b>Sum 2</b>   | <b>Text:</b> The Boy who Swam with Piranhas       |                          |                   |
|  | <b>Writing Genres</b>                             |                          |                   |
|  | Persuasive Writing (Advertisement)                | Persuasive Letter        | Narrative         |
|  | Poetry  |                          |                   |

In Year 5, emphasis is shifted to developing the children's 'voice' and flair for writing. The children spend longer on the same genre so they have the chance to manipulate the key skills within the writing and experiment with a range of ideas. They write non-fiction aimed at different audiences to prepare them for Year 6 where they will be writing with a more considered approach to their reader.

- Write for a range of purposes, audiences and genres including a short story.

- Write fiction with a clear beginning and end that creates atmosphere and characterisation.
- Integrate dialogue to convey character.
- Use verb and modal verb forms (past and present)
- Use a range of cohesive devices within and across paragraphs and sentences to make the piece flow.
- In non-fiction: maintain a level of formality across a whole text.
- Verb tenses are mostly correct.
- Use commas for clarity.
- Use a wide range of clauses.
- Converting nouns or adjectives into verbs using suffixes (eg –ate, ise, -ify).
- Proof reading and editing spelling, vocabulary, grammar and punctuation errors and ensure subject and agreement.

| <b>English Long-Term Plan: Year 6</b>  |   |   |                          |
|--|---|---|--------------------------|
| <b>Reading for Pleasure: The Boy at the Back of the Class and Amina's Voice.</b> |   |   |                          |
| Aut 1  | <b>Text: HOLES</b>                                |   |                          |
|  | <b>Writing Genres</b>                             |   |                          |
|  | Character Description                             | Persuasive Letter                           | Narrative Writing        |
|  | Poetry  |   |                          |
| Aut 2  | <b>Text: Pig Heart Boy</b>                        |   |                          |
|  | <b>Writing Genres</b>                             |   |                          |
|  | Diary Entry                                       | Persuasive Writing                          | Narrative                |
|  | Poetry  |   |                          |
| Spring 1   | <b>Text: Macbeth</b>                              |   |                          |
|  | <b>Writing Genres</b>                             |   |                          |
|  | Character Description                             | Newspaper Report                            | Narrative (Short Story)  |
|  | Poetry  |   |                          |
| Spring 2   | <b>Text: Son of the Circus: A Victorian Story</b> |   |                          |
|  | <b>Writing Genres</b>                             |   |                          |
|  | Biography   | Non-Chronological Report – Information Text | Narrative                |
|  | Poetry  |   |                          |
| Sum 1  | <b>Text: Stargazers</b>                           |   |                          |
|  | <b>Writing Genres</b>                             |   |                          |
|  | Persuasive Writing (Advertisement)                | Narrative                                   | Non-Chronological Report |
| Sum 2  | <b>Text: Stargazers</b>                           |   |                          |
|  | <b>Writing Genres</b>                             |   |                          |
|  | Book Reports/ Reviews                             | Narrative                                   | Poetry                   |

In Year 6, the children develop their ability to communicate using a personal and purposeful writing voice. They are given opportunities to manipulate their fundamental writing skills within genres and consider how achieve different tones and consider different audiences. Time is given for children to edit their work and refine the quality of their writing.

- Write effectively for a range of purposes with a good awareness of the reader.
- Describe setting, character and atmosphere.
- Integrate dialogue to convey character and advance action.
- Use passive verbs.
- Use modal verbs.

- Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns and synonyms) within and across paragraphs.
- Verbs tenses are consistent and correct.
- Use ambitious language and sophisticated sentence structures (Complex, compound, etc.).
- Work is edited or manipulated to improve, or alter, meaning.
- Use contracted forms in dialogue.
- Use inverted commas and all punctuation for direct speech.
- Use brackets, dashes or commas to indicate parenthesis.
- Spell Year 5/6 words correctly and use a dictionary for more ambitious vocabulary.
- Maintain legibility in joined handwriting.
- Work proof-read for accuracy of grammar, punctuation and spelling.