English

Suggested long term planning

Years 1 to 6

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The Long Term Plans allow for two planning approaches:

Planning which follows the teaching sequence for writing: Designed to follow the three phases of the teaching sequence, leading to a quality written outcome.

Topic based planning using a text as a stimulus ('Take One Book'): Allows teachers a wider creative freedom and an enhanced opportunity to focus on the 'reading for pleasure' element of the curriculum. One book is chosen, and from this, a variety of outcomes could be produced, and links made across the curriculum where appropriate.

Both approaches are designed to be tailored to the needs of the children through ongoing assessment/national expectations.

Non-Fiction Modules - The long term plans are designed to ensure whole school coverage of six non-fiction genres/text types. There is alignment with other curriculum areas e.g. where children are expected to 'explain' in science in year 1, an opportunity has been provided for the children to encounter an 'explanation' module beforehand. The modules have been chosen to allow for the embedded teaching of the grammar statements for each year group e.g. the recount module in year 3 that allows for the use of present perfect verb forms. Modules have also been designed to take account of any mention of specific text types in the English Reading Comprehension and Writing Composition Programmes of Study e.g. the curriculum places emphasis on 'fairy stories' and 'traditional tales' from years 1 to 4 and this is reflected in the narrative module titles. Where possible, titles also reflect terminology of the National Curriculum e.g. 'predictable phrasing' in year 1. The non-fiction provision map provides a graphic illustration of the time allocated to each non-fiction module and the coverage across Key Stages 1 and 2.

Fiction modules - As the children progress through Key Stage 2, narrative units vary their focus e.g. from plot in years 1, 2 and 3 to other aspects of narrative writing such as characterisation and creating atmosphere. In every year group, opportunities have been planned for children to write complete narratives.

Poetry - Three aspects of poetry are addressed in each year group: vocabulary building; structure e.g. Haiku and poetry appreciation (Take one Poet – where children can become familiar with a poet appropriate for their year group). Opportunities for performance and recital should occur regularly throughout the year.

The 'suggested written outcomes' have been chosen to ensure a variety of outcomes throughout the Key Stages and may also incorporate learning from other curriculum areas. These also, as mentioned above, are designed to facilitate embedded teaching of grammar.





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English Modules – Year 1

	Term 1			Term 2			Term 3		
Narrative	**Stories with predictable phrasing** (6 weeks – or 2 + 2 + 2 weeks)		**'Take One Book'** **(1 or 2 weeks)** One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term	**Contemporary fiction – stories reflecting children's own experience** (4 weeks – or 2 + 2 weeks)		**'Take One Book'** **(1 or 2 weeks)** One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term	**Traditional Tales - Fairy tales** (6 weeks – or 2 + 2 + 2 weeks)		**'Take One Book'** **(1 or 2 weeks)** One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term
Suggested final written outcome	Write simple sentences using patterned language, words and phrases taken from familiar stories			Write a series of sentences to retell events based on personal experience.			Write a re-telling of a traditional story.		
Non-fiction	**Labels, lists and captions** 1 week	**Recount** 2 weeks - or 1 + 1 week		**Report** 2 weeks	**Instructions** 2 weeks		**Report** 2 weeks	**Explanations** 2 weeks	
Suggested final written outcome	Write labels and sentences for an in-class exhibition/ museum display	Write simple first person recounts based on personal experience, using adverbs of time to aid sequencing		A simple non-chronological report with a series of sentences to describe aspects of the subject; distinguish between a description of a single member of a group and the group in general	Following a practical experience, write up the instructions for a simple recipe		A simple non-chronological report with a series of sentences to describe aspects of the subject; distinguish between a description of a single member of a group and the group in general	Draw pictures to illustrate a simple process and prepare several sentences to support the explanation	
Poetry	**Vocabulary building** (1 week)	**Structure – rhyming couplets** (1 week)		**Vocabulary building** (1 week)	**Structure – rhyming couplets** (1 week)		**Vocabulary building** (1 week)	**Take one poet – poetry appreciation** (1 week)	
Suggested outcome	Read, write and perform free verse	Recite familiar poems by heart		Read, write and perform free verse	Recite familiar poems by heart. Not read, write and perform free verse		Read, write and perform free verse	Personal responses to poetry Recite familiar poems by heart	

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English Modules – Year 2

	Term 1			Term 2			Term 3		
Narrative	**Traditional Tales - Fairy Tales** (4 weeks – or 2 + 2 weeks)		**'Take One Book'** **(1 or 2 weeks)** One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term	**Stories with recurring literary language** (4 weeks – or 2 + 2 weeks)		**'Take One Book'** **(1 or 2 weeks)** One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term	**Traditional Tales - Myths (creation stories)** (4 weeks - or 2 + 2 weeks)		**'Take One Book'** **(1 or 2 weeks)** One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term
Suggested final written outcome	Write a re-telling of a traditional story.			Use a familiar story as a model to write a new story.			Write a creation myth based on ones read e.g. how the zebra got his stripes.		
Non-fiction	**Explanations** 2 week	**Recount** 2 weeks - or 1 + 1 week		**Report** 4 weeks – or 2 + 2 weeks			**Instructions** 2 weeks	**Explanations** 2 weeks	
Suggested final written outcome	Following practical tasks, produce a simple flowchart or cyclical diagram and record a series of sentences to support the explanation	Write first person recounts re-telling historical events, using adverbs of time to aid sequencing, and maintaining consistency in tense and person		Assemble information on a subject, sorting and categorising information; use comparative language to describe and differentiate			Write a series of fiction-based instructions (i.e. 'How to trap an ogre'), including diagrams.	Produce a flowchart, ensuring content is clearly sequenced	
Poetry	**Vocabulary building (list poems)** (2 weeks)	**Structure – calligrams** (1 week)		**Vocabulary building** (1 week)	**Structure – calligrams** (2 weeks - or 1+1weeks)		**Vocabulary building** (1 week)	**Take one poet – poetry appreciation** (2 weeks)	
Suggested outcome	Read list poems. Write and perform own versions.	Write own calligrams (based on single words)		Read, write and perform free verse	Write own calligrams (shape poems)		Read, write and perform free verse	Personal responses to poetry Recite familiar poems by heart	

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English Modules – Year 3

	Term 1			Term 2			Term 3		
Narrative	**Traditional Tales - Fables** (2 weeks – or 2 + 2 weeks)	**Writing and performing a Play** (2 weeks)	**'Take One Book'** **(2 weeks)** One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term	**Traditional Tales – fairy tales (alternative versions)** (3 weeks)		**'Take One Book'** **(2 weeks)** One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term	**Adventure stories** (5 weeks)		**'Take One Book'** **(2 weeks)** One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term
Suggested final written outcome	Write a new fable to convey a moral.	Write and perform a play, based on a familiar story		Write a traditional tale from a key characters perspective.			Write an adventure story, focusing on plot.		
Non-fiction	**Recount** 2 weeks	**Instructions – giving directions** 2 weeks		**Explanations** 2 weeks	**Report** 3 weeks		**Persuasion - persuasive letter writing** 3 weeks		
Suggested final written outcome	Write a news/ sports report of an 'unfolding event' (e.g. commentary), including detail expressed in ways that will engage the reader/viewer	Write and evaluate a range of instructions, including directions e.g. a treasure hunt		Create and use a flowchart to write an explanation of a process, ensuring relevant details are included and accounts ended effectively	Teacher demonstrates research and note-taking techniques using information and ICT texts on a subject and using a spidergram to organise the information.		Present a point of view in the form of a letter linking points persuasively and selecting style and vocabulary appropriate to the reader		
Poetry	**Vocabulary building** (2 weeks)	**Structure – limericks** (1 week)		**Vocabulary building** (1 week)	**Structure – haiku, tanka and kennings** (2 weeks)		**Vocabulary building** (1 week)	**Take one poet – poetry appreciation** (2 weeks)	
Suggested outcome	Read, write and perform free verse	Recite familiar limericks by heart		Read, write and perform free verse	Read and write haiku, tanka and kennings		Read, write and perform free verse	Research a particular poet. Personal responses to poetry Recite familiar poems by heart	

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English Modules – Year 4

	Term 1			Term 2			Term 3		
Narrative	**Traditional Tales - Myths (quests)** (4 weeks)		**'Take One Book'** **(2 weeks)** One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term *This could include non-fiction text types not taught as a unit in this year group (e.g. recounts, instructions)*	**Writing and performing a play** (2 weeks)	**Story settings** (3 weeks)	**'Take One Book'** **(2 weeks)** One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term *This could include non-fiction text types not taught as a unit in this year group (e.g. recounts, instructions)*	**A story/stories with a theme** (4 weeks)		**'Take One Book'** **(2 weeks)** One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term *This could include non-fiction text types not taught as a unit in this year group (e.g. recounts, instructions)*
Suggested final written outcome	Write a Greek myth focusing on effective characterisation e.g. descriptions (in the style of: a 'Wanted' poster; 'lonely hearts' advert; job application); link dialogue to effective characterisation, interweaving speech and action.			Write and perform a play, based on a familiar story	Write a section of a narrative (or several narratives) focusing on setting		Relate the theme of the story to personal experience and write an autobiographical story/account reflecting that theme.		
Non-fiction	**Report** 4 weeks			**Persuasion** 3 weeks			**Discussion** 2 weeks	**Explanation** 2 weeks	
Suggested final written outcome	Write own report independently based on notes gathered from several sources			Assemble and sequence points in order to plan the presentation of a point of view, using graphs, images, visual aids to make the view more convincing			Consider different sides of an argument and decide on a course of action, summarising your reasons in a letter	Create a flowchart to explain how a new invention works; use the notes to write an explanation using an impersonal style	
Poetry	**Vocabulary building** (2 weeks)	**Structure – riddles** (1 week)		**Vocabulary building** (1 week)	**Structure– narrative poetry** (2 weeks)		**Vocabulary building** (1 week)	**Take one poet – poetry appreciation** (2 weeks)	
Suggested outcome	Read, write and perform free verse	Read and write riddles		Read, write and perform free verse	Recite some narrative poetry by heart Read and respond		Read, write and perform free verse	Research a particular poet. Personal responses to poetry Recite familiar poems by heart	

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English Modules – Year 5

	Term 1			Term 2			Term 3		
Narrative	**Traditional Tales - legends** (3 weeks)		**'Take One Book'** **(2 weeks)** One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term *This could include non-fiction text types not taught as a unit in this year group (e.g. recounts, instructions)*	**Suspense and mystery** (4 weeks)		**'Take One Book'** **(2 weeks)** One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term *This could include non-fiction text types not taught as a unit in this year group (e.g. recounts, instructions)*	**Fiction from our literary heritage** (4 weeks)		**'Take One Book'** **(2 weeks)** One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term *This could include non-fiction text types not taught as a unit in this year group (e.g. recounts, instructions)*
Suggested final written outcome	Reflect on the main character of the legend from different viewpoints. Re-tell the story from several different perspectives.			Develop skills of building up atmosphere in writing e.g. passages building up tension			Explore a text in detail. Write in the style of the author to complete sections of the stories. Take the plot and theme from the text to plan and write their own contemporary version.		
Non-fiction	**Recount** 2 weeks	**Explanation** 2 weeks		**Persuasion** 3 weeks	**Instructions** 1 weeks		**Report** 2 weeks	**Discussion** 2 weeks	
Suggested final written outcome	Compose a biographical account based on research	Links to Geography PoS 'physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle		Show through a range of writing an understanding of how persuasive writing can be adapted for different audiences and purposes	Detailed instructions with clear introduction and conclusion.		Write a report, in the form of an information leaflet, in which two or more subjects are compared	Write up a balanced discussion presenting two sides of an argument, following a debate	
Poetry	**Vocabulary building** (2 weeks)	**Structure – cinquain** (1 week)		**Vocabulary building** (1 week)	**Structure – spoken word poetry/rap** (2 weeks)		**Vocabulary building** (1 week)	**Take one poet – poetry appreciation** (2 weeks)	
Suggested outcome	Read, write and perform free verse	Read and respond to cinquains. Experiment with writing their own.		Read, write and perform free verse	Listen to, read and respond to raps. Experiment with writing their own.		Read, write and perform free verse	Research a particular poet. Personal responses to poetry Recite familiar poems by heart	

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English Modules – Year 6

	Term 1				Term 2			Term 3			
Narrative	**Fiction Genres** (4 weeks)			**'Take One Book'** **(2 weeks)** One (or more) written outcomes, linked with fiction/ non-fiction modules already covered during the term *This could include non-fiction text types not taught as a unit in this year group (e.g. recounts, instructions)*	**Narrative workshop: review key narrative technique e.g. creating settings, characterisation, atmosphere** (4 weeks)		**'Take One Book'** **(2 weeks)** One (or more) written outcomes, linked with fiction/ non-fiction modules already covered during the term *This could include non-fiction text types not taught as a unit in this year group (e.g. recounts, instructions)*	**Focus on Study Skills (3 weeks)**	**Assessment Week (1 week)**	**Incorporated In 'Take One Book'**	**'Take One Book'** **(extended book study over 5 weeks)** A range of written outcomes, linked with fiction/ non-fiction modules covered across the year
Suggested final written outcome	A range of short stories conveying different genres; a genre-swap story (where the genre changes from one paragraph to the next)				A single extended narrative, or several narratives on a similar theme e.g. autobiographical stories, each developing a key narrative technique						
Non-fiction	**Explanation** 2 weeks	**Recounts** 2 weeks	**Report** 2 weeks		**Persuasion** 3 weeks	**Discussion** 2 weeks				**Debating skills** 2 weeks	
Suggested final written outcome	Links to science PoS 'reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results	Write in role, adapting distinctive voices, e.g. of historical characters, through preparing a CV; composing a biographical account or describing a person from different perspectives, e.g. police description, school report, newspaper obituary	Write reports as part of a presentation on a non-fiction subject. Choose the appropriate style and form of writing to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types.		Construct an argument in note form or full text to persuade others of a point of view and present the case to the class or a group; use standard English appropriately; evaluate its effectiveness	A debate followed by a write-up which presents and evaluates the opinions of multiple differing viewpoints				A series of live debates on various subjects. Children work in groups/pairs/ individually to prepare and present points of views	
Poetry	**Vocabulary building** (1 week)				**Vocabulary building**	**Structure monologues** (1 week)		**Take one poet - Poetry appreciation** (2 weeks)			
Suggested outcome	Read, write and perform free verse				Read, write and perform free verse	Read and respond		Research a particular poet. Personal responses to poetry Recite familiar poems by heart			

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