English Long Term Plan

Showing clear progression



**Aims of this document:**

1. To give clear guidance on what to teach and when to teach it.
2. Provide a clear overview of the text types which will be covered each half term, allowing moderation across school to be in line and fair; this will allow staff to see progression across year groups and how their teaching builds on previous knowledge and understanding.
3. To create whole school writing opportunities.

**Overview**

Think about the purpose children are writing for: to entertain, to persuade, to discuss, to inform.

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| Year Group | Autumn 1(7 weeks)**Potions / invisibility** **GMMedicine****HASJJenkins****Macbeth** | Autumn 2(7 weeks) | Spring 1(7 weeks) | Spring 2(6 weeks)**(full half term, focus on setting descriptions, character descriptions, plenty of short burst writing opportunities.** **FOCUS – stories from other cultures)** | Summer 1(5 weeks)**WHOLE SCHOOL HOOK? ANIMALS? ZOO? (Aut 1 instead??)** | Summer 2(7 weeks) |
| LL / Nursery | **Nursery rhymes** **Retelling traditional tales** | **Nursery rhymes** **Retelling traditional tales** | **Nursery rhymes****Retelling traditional tales** | **Story settings** **Character descriptions**(pictures and language focus) | Dear Zoo | Poetry  |
| Rec | **Nursery rhymes****Retelling traditional tales** | **Nursery rhymes****Retelling traditional tales** | **Nursery rhymes****Retelling traditional tales** | **Narrative** – Handa’s Surprise | **Retelling traditional tales**(children to begin writing their own stories, using language such as “Once upon a time…” / drawing their story) | Poetry |
| Year 1  | **Instructions** – simple instructions**Narrative** - traditional tales – description of characters, accurate retelling of the story. | **Recount** – diary, first person – ALL ABOUT ME**Letter** – to entertain – to Santa? | **Narrative** – Peace at Last. Repetition **Role play and drama** | **Narrative** – Where the Wild Things Are – Maurice Sendak | **Poster** – Wanted Poster**Role play and drama** | **Poetry** – see below**Narrative** – KS1 competition - fractured fairy tales. Twist in the ending. The children to be imaginative with this. |
| Year 2 | **Instructions** – “How to create…”, “How to survive…”**Narrative** - traditional tales – understanding of beginning, middle and end, character descriptions, vocabulary | **Recount** – diary, either first person or third person**Letter** – to inform. | **Short Narrative****Newspaper Report** | **Narrative** – Fable **Role play and drama** | **Leaflet** **Role play and drama** | **Poetry** – see below**Narrative** – KS1 competition - fractured fairy tales. Twist in the ending. The children to be imaginative with this. |
| Year 3 | **Instructions** – e.g. “How to survive a volcanic eruption”**Narrative** – fractured fairytales. Focus on vocabulary, punctuation, structure.  | **Recount** – autobiography **Letter** - to persuade? Something for Christmas e.g. no more fighting, no more wars, more love in the world, etc. | **Discussion / argument** **Newspaper Report** | **Narrative** – Fable / Myths and Legends | **Explanation text****Role play and drama** | **Poetry** – see below**Narrative** – KS2 competition – most imaginative and funny story - e.g.“How the snail got it’s shell” |
| Year 4  | **Instructions** – e.g. “How to begin a school year positively” or Topic Based**Narrative** – fractured fairytales. Focus on sustained writing, vocabulary, punctuation, structure. | **Recount** – autobiography / diary**Letter** - to persuade? Something for Christmas e.g. no more fighting, no more wars, more love in the world, etc. | **Discussion / argument** **Newspaper Report** **\*\* Both linked to real life** | **Narrative** – The Butterfly Lion (Africa) | **Explanation text** **Role play and drama** | **Poetry** – see below**Narrative** – KS2 competition – most imaginative and funny story - e.g.“How the snail got it’s shell” |
| Year 5 | **Instructions** – Macbeth – “How to survive the wrath of Macbeth” **Narrative** – set in a particular period of History. Children to show an awareness of speech within this and the vocabulary characters may use. | **Recount** – biography (writing to inform and entertain)**Letter** - to persuade, formality, structure. | **Discussion / argument** **Newspaper Report** - (focus on different levels of formality, different magazine articles, different newspapers, e.g. The Guardian / The Sun covering the same story. Children to understand their audience. | **Narrative** – *The Village by the Sea - Anita Desai***Role play and drama –**own playscripts | **Non chronological report** -**Persuasion** – writing speeches | **Poetry** – see below**Narrative** – KS2 competition – most imaginative and funny story - e.g.“How the snail got it’s shell” |
| Year 6 | **Instructions** – Macbeth – “How to survive the wrath of Macbeth” **Narrative** – time slip - Children to show an awareness of speech within this and the vocabulary characters may use. Recognise that there is an event which causes the time slip. | **Recount** – biography (writing to inform and entertain)**Letter** - to persuade, formality, structure. | **Discussion / argument** **Newspaper Report** -(focus on different levels of formality, different magazine articles, different newspapers, e.g. The Guardian / The Sun covering the same story. Children to understand their audience. | **Narrative** –contemporary fiction**Role play and drama –** own playscripts | **Non chronological report** - **Persuasion** – writing speeches | **Poetry** – see below**Narrative** – KS2 competition – most imaginative and funny story - e.g.“How the snail got it’s shell” |