



Long Term Plan English

Below is the long term plan for Reading and Writing. In brackets, the purpose of each assessed piece of writing is shown. The purposes of Writing are taken from Michael Tidd's 4 Purposes of Writing.

Focus	Autumn		Spring		Summer	
EYFS (Cycle 1)	<ul style="list-style-type: none"> • Myself Titch, Dear Zoo, Christmas story, Peepo! Farm 1,2,3, Oh dear! Polar Bear, Polar Bear What Do you Hear? and Brown Bear, Brown Bear What do you See?		<ul style="list-style-type: none"> • Traditional Tales Goldilocks and the 3 Bears, The 3 Little Pigs, The Three Billy Goats Gruff, The Gingerbread Man, Cookery books, The Bean Diary, Jack and the Beanstalk and The Enormous Turnip		<ul style="list-style-type: none"> • Author Study – Eric Carle stories The Very Hungry Caterpillar, The Bad Tempered Ladybird and The Very Busy Spider	
EYFS (Cycle 2)	<ul style="list-style-type: none"> • Elmer Elmer, Elmer's friends, Elmer and the wind, Elmer and the snow Elmer story sack		<ul style="list-style-type: none"> • Bears We're All Going on a Bear Hunt-book, Teddy Bear's Picnic- book, Old Bear Stories, Peace At Last, Whatever Next and Non-Fiction books on space		<ul style="list-style-type: none"> • Author study – Mick Inkpen stories The Blue Balloon, Penguin Small, Kipper's Toybox, Kipper's Birthday, The Great Pet Shop, Billy's Beetle and The Train Ride	
<i>Term</i>	<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
Year 1 Reading	Little Wandle Phonics and Guided Reading					
Writing	Kindness is my superpower (PSHE book to support transition) <ul style="list-style-type: none"> • Labels, lists and captions (Inform) Non-fiction books about Mary Seacole	Paddington Stories by Michael Bond. <ul style="list-style-type: none"> • Sentence writing (Entertain) Poetry with a form Christmas list poems (Entertain)	Traction Man by Mini Grey <ul style="list-style-type: none"> • Narrative – story retelling (Entertain) Lost in The Toy Museum by David Lucas	The Gruffalo by Julia Donaldson <ul style="list-style-type: none"> • Narrative – innovating and retelling a story (Entertain) Information leaflets	Nimesh the Adventurer by Ranjit Singh <ul style="list-style-type: none"> • Letter writing (Inform) Cinderella by Chloe Perkins <ul style="list-style-type: none"> • Narrative – retell a 	Lighthouse Keeper's Lunch by David and Ronda Armitage <ul style="list-style-type: none"> • Instructions (Inform) Language poetry (From Caterpillar cake book by Matt Goodfellow) (Entertain)

	<ul style="list-style-type: none"> Building the concept of a sentence. Sentence writing linked to picture books. 		<ul style="list-style-type: none"> Setting description (Entertain) 	<ul style="list-style-type: none"> Create an information leaflet about St Augustine's (Inform) 	traditional tale (Entertain)	
Year 2 Reading	Little Wandle Phonics and Guided Reading					
Y2 Writing	<p>Daisy Saves the Day by Shirley Hughes</p> <ul style="list-style-type: none"> Character Description (Inform) Diary (Entertain) 	<p>The Emperor's Egg by Martin Jenkins</p> <ul style="list-style-type: none"> Non-chronological report (Inform) Poetry with a form (Entertain) <p>Remembrance Poetry</p>	<p>Man on the Moon by Simon Bartram</p> <ul style="list-style-type: none"> Recount (Inform) Instructions (Inform) 	<p>Little Red and the Very Hungry Lion by Alex T.Smith</p> <ul style="list-style-type: none"> Setting (Entertain) description Narrative – innovate a traditional tale (Entertain) 	<p>Language poetry – Colour poems (Entertain)</p> <p>The Incredible-Book-Eating boy by Oliver Jeffers</p> <ul style="list-style-type: none"> Information text (Inform) Narrative – story writing (Entertain) 	<p>India, incredible India by Jasbinder Bilan as a reference book to support.</p> <p>Grandpa Chatterjii by Jamila Gavin</p> <p>Nikhil and Jay Save the Day by Chitra Soundar</p> <ul style="list-style-type: none"> Letter (Inform)
Year 3 Reading	<p>Usborne Illustrated Atlas of Britain and Ireland by Struan Reid</p> <p>Up (film clip, Disney)</p>	<p>The Iron Man by Ted Hughes</p> <p>The Iron Giant (film)</p> <p>Genre : Fantasy</p>	<p>Ice Palace by Robert Swindells.</p> <p>Genre : Fiction – adventure.</p>	<p>This Morning I Met a Whale by Michael Morpurgo</p>	<p>Egyptian Cinderella by Shirley Climo</p> <p>Wonderful Things by the Literacy Company</p>	<p>The Sea Book by Charlotte Milner.</p> <p>Genre : Information.</p>

<p>Writing</p>	<p>Genre : Information text</p> <p>Use dictionaries to check the meaning of words that they have read Identify how language, structure and presentation contribute to meaning Retrieve and record information from non-fiction</p> <p>Stone Age Boy by Satoshi Kitamura</p> <ul style="list-style-type: none"> • Non-chronological report (Inform) • Recount (Inform) 	<p>Identify themes and conventions in a wide range of books Discuss words and phrases that capture the reader's interest and imagination Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence</p> <p>Once Upon An Ordinary School Day by Colin McNaughton</p> <ul style="list-style-type: none"> • Diary (Entertain) <p>Audience – key character.</p> <ul style="list-style-type: none"> • Poetry on a form – kennings and riddles (Entertain) 	<p>Discuss words and phrases that capture the reader's interest and imagination Ask questions to improve understanding Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence</p> <p>Escape from Pompeii by Christina Balit</p> <ul style="list-style-type: none"> • Description (Entertain) <p>Audience – teacher.</p> <ul style="list-style-type: none"> • Newspaper report (Inform) <p>Audience – local residents of Pompeii.</p>	<p>Why would anyone hunt a whale? By the Literacy Company</p> <p>Discuss words and phrases that capture the reader's interest and imagination Ask questions to improve understanding Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence</p> <p>Diary of a Killer Cat by Dick King Smith</p> <ul style="list-style-type: none"> • Narrative – innovate a story (Entertain) <p>Audience – teacher.</p> <ul style="list-style-type: none"> • Persuasive letter (Persuade) <p>Audience – teacher within the text</p>	<p>Genre : Fiction – historical// traditional tale</p> <p>Use dictionaries to check the meaning of words that they have read Identify main ideas drawn from more than one paragraph and summarise Retrieve and record information from non-fiction</p> <p>Hansel and Gretel by Anthony Browne</p> <ul style="list-style-type: none"> • Play script (Entertain) <p>Audience – teacher and those who enjoy theatre/performing arts.</p> <ul style="list-style-type: none"> • Persuasive advert (Persuade) <p>Audience –children (intention to attract them to the gingerbread house)</p>	<p>Identify themes and conventions in a wide range of books Identify main ideas drawn from more than one paragraph and summarise Identify how language, structure and presentation contribute to meaning</p> <p>Our Tower by Joseph Coehlo</p> <ul style="list-style-type: none"> • Narrative – story writing (Entertain) <p>Audience – teacher</p> <ul style="list-style-type: none"> • Language poetry – animals (Entertain) <p>Audience- teacher/ friends</p>
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Year 4 Reading	A World Full of Animal Stories: 50 Folk Tales and Legends	A Myth Hunter's Travel Guide by the Literacy Company	Ariki and the Island of Wonders by Nicola Davies	The Train to Impossible Places by P.G.Bell	Fantastically Great Women who Saved the Planet by Kate Pankhurst.	DK Findout! Volcanoes by Martha Gill.
Writing	Genre: Fiction – traditional tales Ask questions to improve understanding Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence	Genre : Information Use dictionaries to check the meaning of words that they have read Ask questions to improve understanding Retrieve and record information from non-fiction	Genre : Fiction-adventure Discuss words and phrases that capture the reader's interest and imagination Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence	Genre : Fantasy Discuss words and phrases that capture the reader's interest and imagination Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence Identify main ideas drawn from more than one paragraph and summarise	Genre : Recount-biography/information Identify themes and conventions in a wide range of books Identify main ideas drawn from more than one paragraph and summarise Identify how language, structure and presentation contribute to meaning	Genre : Information Use dictionaries to check the meaning of words that they have read Identify how language, structure and presentation contribute to meaning Retrieve and record information from non-fiction
	Beowulf – retold by Rob Lloyd Jones <ul style="list-style-type: none"> Narrative – a historical story (Entertain) Description (Entertain) 	Migration – Incredible Animal Journeys by Mike Unwin <ul style="list-style-type: none"> Non-chronological report (Inform) Audience – Those interested in animals	Marcy and the Riddle of the Sphinx by Joe Todd-Stanton <ul style="list-style-type: none"> Narrative – adventure story (Entertain) 	Bill's New Frock by Anne Fine <ul style="list-style-type: none"> Diary (Entertain) Audience – teacher	The Barnabus Project by the Fan Brothers <ul style="list-style-type: none"> Persuasive letter (Persuade) Audience – scientists.	Earth Heroes by Lily Dyu <ul style="list-style-type: none"> Biography (Inform) Audience – those interested in geography and the environment.

		Poetry with a form <ul style="list-style-type: none"> • Haikus (Entertain) 	The Shirt Machine (visual literacy) and Until I Met Dudley <ul style="list-style-type: none"> • Explanation text (Inform) <p>Audience – those interested in wanting to know how the invention works.</p>	<ul style="list-style-type: none"> • Letter of complaint (Inform) <p>Audience – the Headteacher of the school in the book.</p>	<ul style="list-style-type: none"> • Narrative – story writing (Entertain) <p>Audience – teacher.</p>	<ul style="list-style-type: none"> • Language poetry – Earth and environment (Entertain) <p>Audience – those interested in geography and the environment.</p>
Year 5 Reading	Odd and the Frost Giants by Neil Gaiman Genre :Fiction – Myths and Legends Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence Make comparisons within and across books	The Last Wild by Piers Torday Pollution : a look behind the scenes by the Literacy Company Genre : Contemporary fiction Persuasion/ Information Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence Identify how language, structure and presentation contribute to meaning	Goodnight Stories for Rebel Girls Genre : Recount/ biography Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence Make comparisons within and across books	Exploring Space by the Literacy Company Planet Unknown by Shawn Wang (a film) Genre : Information text Summarise main ideas from more than one paragraph, identifying key details Distinguish between fact and opinion Identify how language, structure and presentation contribute to meaning	African Tales : A Barefoot Collection Genre : Fiction from other cultures and traditions Evaluate authors’ language choice, including figurative language Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence Identify and discuss themes and conventions	Hansel and Gretel by Neil Gaiman Genre: Traditional tale Evaluate authors’ language choice, including figurative language Identify and discuss themes and conventions Summarise main ideas from more than one paragraph, identifying key details
	Jotun : Journey of a Viking by the Literacy Shed	The Promise by Nicola Davies	Greek Myths by Marcia Williams	Language poetry – Rivers (Entertain)	Journey to Jo’Burg by Beverley Naidoo	23/24- Titanium (Literacy Shed)

<p>Writing</p>	<ul style="list-style-type: none"> • A description (Entertain) • Narrative – flashback story (Entertain) 	<ul style="list-style-type: none"> • Newspaper article (Discuss) <p>Audience – local people in the town.</p> <p>Poetry with a form</p> <ul style="list-style-type: none"> • Cinquains (Entertain) 	<ul style="list-style-type: none"> • Myth writing (Entertain) <p>Audience – teacher</p> <p>The Corinthian Girl by Christina Balit</p> <ul style="list-style-type: none"> • Non-chronological report (Inform) <p>Audience - historians or those interested in sport</p> <p><u>Old unit</u> FaRther by Graham Baker-Smith.</p> <ul style="list-style-type: none"> • Narrative – story writing (Entertain) 	<p>Audience - teacher</p> <p><i>Add in writing here linked to debates.</i></p>	<ul style="list-style-type: none"> • Personal recount (Inform) <p>Audience – teacher</p> <ul style="list-style-type: none"> • Persuasive letter (Persuade) <p>Audience – President of S.Africa</p>	<ul style="list-style-type: none"> • Narrative – story writing (Entertain) <p>Audience – teacher</p>
<p>Year 6 Reading</p>	<p>Great Adventurers by Alastair Humphreys.</p> <p>Genre : Information</p>	<p>When We Were Warriors by Emma Carroll.</p> <p>Genre : Fiction – historical.</p>	<p>SATS preparation</p>	<p>SATS preparation</p>	<p>Whole class reading and writing based on Holes.</p>	<p>Whole class reading and writing based on Macbeth.</p>

<p>Writing</p>	<p>Summarise main ideas, identifying key details Identify how language, structure and presentation contribute to meaning Distinguish between fact and opinion</p> <p>The Man who Walked Between the Towers by Mordicai Gernstein</p> <ul style="list-style-type: none"> • Biography (Inform) <p>Poetry with a form</p> <ul style="list-style-type: none"> • Blackout poetry (Entertain) 	<p>Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence Make comparisons within and across books Evaluate authors' language choice, including figurative language</p> <p>Rose Blanche by Christophe Gallaz and Roberto Innocenti</p> <ul style="list-style-type: none"> • Balanced argument (Discuss) <p>Audience – Rose</p> <ul style="list-style-type: none"> • Description (Entertain) <p>Audience – teacher/ child reading the book.</p>	<p>The Island by Armin Greder</p> <ul style="list-style-type: none"> • Inner Monologue (Entertain) • Formal letter of complaint (Inform) <p>Audience – leader/s of the Island.</p>	<p>Leaflets and brochures</p> <ul style="list-style-type: none"> • Persuasive leaflet – visit Manor Adventure (Persuade) <p>Audience – schools wishing to visit MA.</p> <p>The Highway Man by Alfred Noyes</p> <ul style="list-style-type: none"> • Narrative poetry <p>OR</p> <p>Way Home by Libby Hawthorn</p> <ul style="list-style-type: none"> • Narrative – story adaptation <p>Audience – teacher</p> <p>[Cohort and term dates dependent]</p>	<p>Holes by Louis Sachar</p> <ul style="list-style-type: none"> • Narrative – story continuation (Entertain) <p>Audience – teacher.</p> <ul style="list-style-type: none"> • Non-chronological report (Inform) <p>Audience – parents of children who may join the camp</p>	<p>Macbeth by Shakespeare and adaptations</p> <ul style="list-style-type: none"> • Newspaper article (Inform) <p>Audience – local people living at the time.</p> <ul style="list-style-type: none"> • Persuasive letter (Persuade) <p>Audience - key character.</p>
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