



ENGLISH

Long Term Planning

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 (read and analyse, identify structure and use formulate a plan, writing phase).
- Interest led – select a text type from the current year or previous year and remind children of the structure and key features. Allow children to research an independent topic of interest, children then use this as a stimulus to write for the text type.

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

Modules

The long term plans are designed to ensure whole school coverage of non-fiction genres/text types. There is alignment with other curriculum areas e.g. text types have been allocated to support of foundation curriculum subjects. Teachers must take note of the outcome statements to ensure progression in texts types and to avoid repetition across year groups. You may move modules around within your year group in order to make better links with the wider curriculum.

Each new unit of work is to be introduced with a poem that links to the text or the genre in some way.

Text Driven – Tonge Moor Literature Spine

High quality texts have been selected for each year group, these comprise of one or two per term. Modules are taught with the key text at the centre, making learning meaningful and inspiring a love of reading for all.

RWI Phonics

EYFS & KS1 have daily RWI Phonics lessons. These lessons provide a cohesive and creative approach to teaching children to read and write.

KS2 Reading

Children in KS2 take part in regular reading lessons which are taught on a three week cycle. For 2 weeks, children take part in Book Talk lessons, these allow children to read and explore books matched to their reading ability whilst providing them with ‘reasons for reading’ linked to NC objectives. On the third week, children are taught using content domains to further develop and secure the knowledge skills and taught in reading lessons.

Nursery

Handwriting

Summer

Shark in the Park
by Nick Sharratt

Spring	Supertato by Paul Linnet and Sue Hendra		Handwriting to be taught through RWI speed sound lessons.
Summer	The Three Little Pigs		
Interest Led Writing			
Interest Led Writing opportunities throughout in the form of independent learning, focussed activities and continuous provision			
<i>Daily RWI Exposure of Sounds from Spring Term</i>			
Reception			
	Text		
Autumn	It's okay to be different by Todd Parr	Goldilocks and the Three Bears	Handwriting to be taught through RWI speed sound lessons.
Spring	A Squash and a Squeeze by Julia Donaldson	Jack and the Beanstalk	
Summer	Ten Little Pirates by Simon Rickerty	The Gingerbread Man	
Interest Led Writing			
Interest Led Writing opportunities throughout in the form of independent learning, focussed activities and continuous provision			
<i>Daily RWI Lessons</i>			

Year 1					
	Text	Fiction	Non-Fiction	Poetry	Handwriting
Autumn 1	Brown Bear, Brown Bear by Bill Martin Jr	Stories with predictable phrasing and patterned language (4 weeks) Write simple sentences using patterned language, words and phrases taken from familiar stories.	Labels, Lists and Captions (2 weeks) <i>Write labels and sentences for an in-class exhibition/ museum display</i>		Handwriting to be taught through RWI speed sound lessons.

Autumn 2	We're going on a Bear Hunt by Michael Rosen		Recount (2 weeks) Write simple first person recounts based on personal experience, using adverbs of time to aid sequencing – <i>First man on the moon</i>	Poetry using the Senses – Vocabulary Building (2 weeks) Read, discuss, perform free verse and write a poem.	
Interest Led Writing (1 or 2 weeks) One (or more) written outcomes based on previous genres/recapping genres from year before, linked with fiction/non-fiction modules already covered during the term.					
<i>Daily RWI Lessons</i>					
Spring 1	Bob the Man on the Moon by Simon Barrain	Stories from fantasy worlds (4 weeks) Write a series of sentences to describe a different setting.	Report (2 weeks) A simple non-chronological report with a series of sentences to describe aspects of the subject or person.		<i>Handwriting to be taught through RWI speed sound lessons.</i>
Spring 2	The Tiger than came to Tea by Judith Kerr		Instructions (2 weeks) Following a practical experience, write up the instructions for a simple recipe – Dips and sandwiches	Seasons Poetry - (2 weeks) Read, discuss and perform poems. Recite familiar poems by heart. Not read, write and perform free verse	
Interest Led Writing (1 or 2 weeks) One (or more) written outcomes based on previous genres/recapping genres from year before, linked with fiction/non-fiction modules already covered during the term.					
<i>Daily RWI Lessons</i>					
Summer 1	The Frog Prince	Traditional Tales – Fairy Tales (4 weeks) Write a re-telling of a traditional story.	Explanations (2 weeks) Draw pictures to illustrate a simple process and prepare several sentences to support the explanation – <i>Life cycles.</i>		<i>Handwriting to be taught through RWI speed sound lessons.</i>
Summer 2	The Night Pirates by Peter Harris		Report (2 weeks) A simple non-chronological report with a series of sentences under sub headings.	Riddles (2 weeks) Read, discuss and write riddle on a theme.	
Interest Led Writing (1 or 2 weeks) One (or more) written outcomes based on previous genres/recapping genres from year before, linked with fiction/non-fiction modules already covered during the term.					
<i>Daily RWI Lessons</i>					
Year 2					
	Text	Fiction	Non-Fiction	Poetry	Handwriting
Autumn 1	Jasmine's Lion by Angela McAllister	Tales with a twist (4weeks) Write a re-telling of a traditional story with a twist.	Recount - (2 weeks) Write first person recounts retelling historical events, using adverbs of time to aid sequencing, and maintaining consistency in tense and person.		<i>Handwriting to be taught through RWI speed sound lessons.</i>

Autumn 2	Polar Express		Report (3 weeks) Assemble information on a subject, sorting and categorising information; use comparative language to describe and differentiate	List Poems - Vocabulary Building (2 weeks) Read list poems. Write and perform own versions.	<i>Discrete Cursive Handwriting lesson (30 mins per week)</i>
Interest Led Writing (1 or 2 weeks) One (or more) written outcomes based on previous genres/recapping genres from year before, linked with fiction/non-fiction modules already covered during the term.					
<i>Daily RWI Lessons</i>					
Spring 1	Gorilla by Anthony Browne	Stories by the same author (4 weeks) <i>Use an author's style/theme as a model to write a new story.</i>			<i>Handwriting to be taught through RWI speed sound lessons.</i> <i>Discrete Cursive Handwriting lesson (30 mins per week)</i>
Spring 2	Bog Baby By Jeanne Willis		Explanation (3 weeks) <i>Following practical tasks, produce a simple flowchart or cyclical diagram and record a series of sentences to support the explanation.</i>	Acrostic poetry (2 week) <i>Read, discuss and perform poems. Write acrostic poems on a theme.</i>	
Interest Led Writing (1 or 2 weeks) One (or more) written outcomes based on previous genres/recapping genres from year before, linked with fiction/non-fiction modules already covered during the term.					
<i>Daily RWI Lessons/Guided reading sessions</i>					
Summer 1	Lost and Found By Oliver Jeffers	Extended stories with structure (3 weeks) <i>Identify key sections in extended stories. Lead on to writing their own story with an opening, dilemma and events to resolve.</i>	Instructions (2 weeks) <i>Write a series of fiction-based instructions (i.e. 'How to trap an ogre'), including diagrams.</i>	Free verse poetry - vocabulary building (1 week) <i>Read, write and perform free verse.</i>	<i>Handwriting to be taught through RWI speed sound lessons.</i> <i>Discrete Cursive Handwriting lesson (30 mins per week)</i>
Summer 2			Explanation (2 weeks) <i>Produce a flowchart, ensuring content is clearly sequenced – How to read a map, how to be an explorer etc.</i>	Take one poet – poetry appreciation (2 weeks) <i>Personal responses to poetry, recite familiar poems by heart.</i>	
Interest Led Writing (1 or 2 weeks) One (or more) written outcomes based on previous genres/recapping genres from year before, linked with fiction/non-fiction modules already covered during the term.					
<i>Daily RWI Lessons/Guided reading sessions</i>					
Year 3					
	Text	Fiction	Non-Fiction	Poetry	Handwriting
Autumn 1	The Snow Queen By Hans Christian Andersen	Traditional tales – fables (4 weeks) <i>Read and discuss existing fables. Write a new fable to convey a moral.</i>	Persuasion (3 weeks) <i>Present a point of view in the form of a letter linking points persuasively and selecting style and vocabulary appropriate to the reader.</i>		<ul style="list-style-type: none"> • ai unjoined • Diagonal join no ascender ai • wh unjoined • horizontal join to ascender wh • ow unjoined • horizontal join no ascender ow

Autumn 2			Instructions (2 weeks) <i>Write and evaluate a range of instructions, including directions.</i>	Poems with structure – limericks (2 weeks) <i>Read, build vocabulary and perform limericks. Recite familiar limericks by heart. Children write their own limericks.</i>	<ul style="list-style-type: none"> • Diagonal join to ascender th, ch • Diagonal join no ascender ai ay • Diagonal join no ascender ir er • Horizontal join to ascender wh, oh • Horizontal join no ascender ow, ou • Diagonal join to e ie, ue
Interest Led Writing (1 or 2 weeks) One (or more) written outcomes based on previous genres/recapping genres from year before, linked with fiction/non-fiction modules already covered during the term.					
Spring 1	Charlie and the Chocolate Factory By Roald Dahl	Author's style (3 weeks) <i>Re-write/add new sections using the author's style and vocabulary.</i>	Biography (2 weeks) <i>Look at the structure of this text type. Recreate the structure using information about the author.</i>		<ul style="list-style-type: none"> • Horizontal join to e oe, ve • Introducing ee • Diagonal join no ascender le • Numbers 1 – 100 • Diagonal join to anticlockwise letter ea, igh, dg, ng • Horizontal join to anticlockwise letter oo, oa, wa, wo • Mixed joins for three letters air, ear, oor, our, ing • Diagonal join to ascender ck, al, el, at, il, ill
Spring 2		Explanation (2 weeks) <i>Create and use a flowchart to write an explanation of a process, ensuring relevant details are included and accounts ended effectively.</i>	Take one poet – poetry appreciation (2 weeks) <i>Personal responses to poetry, recite familiar poems by heart.</i>		
Interest Led Writing (1 or 2 weeks) One (or more) written outcomes based on previous genres/recapping genres from year before, linked with fiction/non-fiction modules already covered during the term.					
Summer 1	Escape from Pompeii By Christina Balit	Adventure stories (3 weeks) <i>Look at structure in stories and lead on to writing their own story with an opening, dilemma and events to resolve.</i>	Recount (2 weeks) <i>Write in first person giving opinions and emotions of what happened in a historical era. Discuss the difference between fact and opinion.</i>		<ul style="list-style-type: none"> • Diagonal join no ascender ui, ey, aw, ur, an, ip • Horizontal join to ascender ok, ot, ob, ol • Horizontal join no ascender oi, oy, on, op, ov • Diagonal join to anticlockwise letter ed, cc, eg, ic, ad, ug, dd, ag • Horizontal join to anticlockwise letters oc, og, od, va, vo • Capitals • Joining words no ascenders or descenders
Summer 2		Newspaper report (2 weeks) <i>Teacher demonstrates research and note-taking techniques using information and ICT texts on a subject and using a spider gram to organise the information.</i>	Poems with structure – haiku, tanka and kennings (1 weeks) <i>Read and write haiku, tanka and kennings based on a theme.</i>		
Interest Led Writing (1 or 2 weeks) One (or more) written outcomes based on previous genres/recapping genres from year before, linked with fiction/non-fiction modules already covered during the term.					
Year 4					
	Text	Fiction	Non-Fiction	Poetry	Handwriting
Autumn 1	The Spiderwick Chronicles By Tony DiTerlizzi and Holly Black	Stories in a fantasy setting (3 weeks) <i>Children can identify different genres and the features. Children will write to demonstrate their understanding of the genre.</i>		Poetic features (2 weeks) <i>Children can identify similes and metaphors. They can apply this in some of their own poetry.</i>	<ul style="list-style-type: none"> • Joining words parallel ascenders • Joining s to ascenders sh, sl, st, sk • Joining s no ascenders sw, si, se, sm, sn, sp su • Joining so to anticlockwise letters sa, sc, sd, sg, so, sq

Autumn 2		Wordless picture books (1 week) <i>Explore wordless books and add dialogue to help move the plot forward.</i>	Report (2 weeks) <i>Write own report independently based on notes gathered from several sources. Explore different styles of reports and the links between fact and opinion.</i>		<ul style="list-style-type: none"> • Joining r to ascenders rb, rh, rk, rl, rt • Joining r no ascenders ri, ru, rn, rp • Joining r to anticlockwise letter ra, rd, rg, ro • Joining r to e are, ere, ure, ore, ire • Break letters g, j, y, f, b, p, x, z
Interest Led Writing (1 or 2 weeks)					
One (or more) written outcomes based on previous genres/recapping genres from year before, linked with fiction/non-fiction modules already covered during the term.					
Spring 1	Macbeth By William Shakespeare	Fiction from our literary heritage (3 weeks) <i>Explore a text in detail. Write in the style of the author to complete sections/full version of the stories.</i>			<ul style="list-style-type: none"> • Letter spacing • Spacing between words • Joins to s as, es, is, os, ws, ns, ds, ls, ts, ks • Joining ed and ing • Parallel ascenders • Joining to f if, ef, af, of • Joining f to an ascender fl, ft, • Joining f no ascender fe, fi, fu, fr, fy • Joining f to anticlockwise letter fo, fa
Spring 2		Persuasion (2 weeks) <i>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.</i>	Poetry with structure (2 weeks) <i>Read, write and perform basic narrative, free verse and ballads.</i>		
Interest Led Writing (1 or 2 weeks)					
One (or more) written outcomes based on previous genres/recapping genres from year before, linked with fiction/non-fiction modules already covered during the term.					
Summer 1	Tales told in Tents By Sally Pomme Clayton	Stories from other cultures (3 weeks) <i>Use a story structure and apply it to writing in a specific genre.</i>	Discussion (2 weeks) <i>Consider different sides of an argument and decide on a course of action, summarising your reasons.</i>		<ul style="list-style-type: none"> • Joining ff • Joining rr • Joining ss • Joining qu • Diagonal join from p and b to ascender ph, pl, bl • Parallel ascenders and descenders • Horizontal join from r to anticlockwise letter rs • Break letters • Capital letters
Summer 2		Explanation (2 weeks) <i>Create and use a flowchart to write an explanation of a process. Include an introduction, diagrams and a conclusion.</i>	Performance poetry (2 weeks) <i>Read, write and perform free verse. Perform a poem using tone, volume and expression.</i>		
Interest Led Writing (1 or 2 weeks)					
One (or more) written outcomes based on previous genres/recapping genres from year before, linked with fiction/non-fiction modules already covered during the term.					
Year 5					
	Text	Fiction	Non-Fiction	Poetry	Handwriting
Autumn 1	Viking Boy By Tony Bradman	Stories with a historical setting (3 weeks) <i>Children can identify different genres and the features. Children will write to demonstrate their understanding of the genre.</i>	Recount (2 weeks) <i>Compose a biographical account based on research.</i>		<ul style="list-style-type: none"> • Diagonal join from p and b no ascender bu, bi, be, pu, pi, pe • Diagonal join from p and b to anticlockwise letter pa, po, ps, ba, bo, bs • Parallel ascenders and descenders bb, pp • Break letters x, z

Autumn 2			Instructions (2 weeks) <i>Detailed instructions with clear introduction and conclusion tailored for a range of different audiences.</i>	Poetic features (2 weeks) <i>Children can identify similes, metaphors, personification, lists, alliteration and onomatopoeia. They can apply this in some of their own poetry.</i>	<ul style="list-style-type: none"> • Spacing • Consistent size • Relative size of capitals • Speed and fluency
Interest Led Writing (1 or 2 weeks) One (or more) written outcomes based on previous genres/recapping genres from year before, linked with fiction/non-fiction modules already covered during the term.					
Spring 1	Ancient Greek Myths and Legends https://classictales.co.uk/	Myths and legends (3 weeks) <i>Reflect on the main character of the legend from different viewpoints. Re-tell the story from several different perspectives.</i>	Persuasion (2 weeks) <i>Show through a range of writing an understanding of how persuasive writing can be adapted for different audiences and purposes.</i>		<ul style="list-style-type: none"> • Sloped writing horizontal join to anticlockwise letter <i>oo, oa, wa, va, vo</i> • Sloped writing joining from <i>r ra, re, ri, ro, ru</i> • Sloped writing joining from <i>s sh, su, sc, sl, sw, sp</i> • Parallel ascenders • Break letters • Sloped writing proportion joining from <i>f</i> to ascender <i>fl, ft</i> Sloped writing size joining from <i>f</i> no ascender <i>fa, fe, fi, fo, fu</i> • Sloped writing diagonal join to ascender <i>th, sh, nb, nd, ht, st</i> • Writing longer words • Speed and fluency
Spring 2		Report (2 weeks) <i>Write a report, in the form of an information leaflet, in which two or more subjects are compared.</i>	Spoken word poetry/rap (1 weeks) <i>Read, write and perform free verse. Listen to, read and respond to raps. Experiment with writing their own.</i>		
Interest Led Writing (1 or 2 weeks) One (or more) written outcomes based on previous genres/recapping genres from year before, linked with fiction/non-fiction modules already covered during the term.					
Summer 1	Room 13 By Robert Swindles The Highwayman By Alfred Noyes	Stories with suspense and mystery (3 weeks) <i>Develop skills of building up atmosphere in writing e.g. passages building up tension.</i>	Explanation (2 weeks) <i>Create a flowchart to explain how a new invention works; use the notes to write an explanation using an impersonal style.</i>		<ul style="list-style-type: none"> • Sloped writing diagonal join no ascender <i>ai, ay, kn, er, ie, en</i> • Sloped writing diagonal join to anticlockwise letter <i>ac, sc, bo, da, ea, ho</i> • Sloped writing horizontal join to ascender <i>wh, wl, oh, ol, of, ob</i> • Sloped writing horizontal join no ascender <i>oi, oy, ou, op, ve</i> • Writing at speed • Improving fluency • Speed and fluency
Summer 2		Discussion (2 weeks) <i>Write up a balanced discussion presenting two sides of an argument, following a debate.</i>	Narrative Poems (2 weeks) <i>Read, discuss and perform The Highway Man. Write an adapted version in the same style.</i>		
Interest Led Writing (1 or 2 weeks) One (or more) written outcomes based on previous genres/recapping genres from year before, linked with fiction/non-fiction modules already covered during the term.					

Year 6					
	Text	Fiction	Non-Fiction	Poetry	Handwriting
Autumn 1	Wonder by RJ Palacio	Review key narrative techniques (4 weeks) <i>A single extended narrative, or several narratives on a similar theme e.g. autobiographical stories, each developing a key narrative technique.</i>	Journalistic writing (2 weeks) <i>A debate followed by a write-up which presents and evaluates the opinions of multiple differing viewpoints.</i>		<ul style="list-style-type: none"> • Sloped writing at speed <i>ff</i> • Sloped writing at speed with legibility <i>rr</i> • Sloped writing size proportion and spacing <i>ss</i> • Sloped writing speed <i>qu</i> • Sloped writing joining <i>p</i> and <i>b</i> to ascenders <i>ph, pl, bl</i> • Joining <i>p</i> and <i>b</i> no ascenders <i>bu, bi, pe, pu, pi, pr</i>

Autumn 2				Power of Imagery (2 weeks) <i>Write a range of poems based on senses, use a range of poetic devices.</i>	<ul style="list-style-type: none"> Sloped writing parallel down strokes <i>pp, bb</i> Sloped writing double letters
Interest Led Writing (1 or 2 weeks) One (or more) written outcomes based on previous genres/recapping genres from year before, linked with fiction/non-fiction modules already covered during the term.					
Spring 1	Harry Potter and the Philosopher's Stone By JK Rowling	Narrative (4 weeks) <i>A range of short stories conveying different genres; a genre-swap story (where the genre changes from one paragraph to the next).</i>	Biography (2 weeks) <i>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.</i>		<ul style="list-style-type: none"> Sloped writing for speed <i>tial, cial</i> Sloped writing for fluency Crossbar join from <i>t th, ti, tr, ta, tt</i> Looping from <i>g gl, gi, gr, ga, gg</i> Looping from <i>j and y je, jo, ye, yr, yo</i> Looping from <i>f</i> Different joins to <i>s</i> Looping from <i>b</i> Joining from <i>v, w, x, and z</i>
Spring 2			Report (2 weeks) <i>Write reports as part of a presentation on a nonfiction 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.</i>	Author Intent in poetry (2 weeks) <i>Read and respond to poems. Why do authors use poetic devices?.</i>	
Interest Led Writing (1 or 2 weeks) One (or more) written outcomes based on previous genres/recapping genres from year before, linked with fiction/non-fiction modules already covered during the term.					
Summer 1	Holes By Louis Sachar				Consolidation of skills
Summer 2		Narrative (4 weeks) <i>Transition unit</i>	Persuasion (2 weeks) <i>A formal letter of complaint - 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.</i>	Take one poet – poetry appreciation (2 weeks) <i>Personal responses to poetry, recite familiar poems by heart.</i>	
Interest Led Writing (1 or 2 weeks) One (or more) written outcomes based on previous genres/recapping genres from year before, linked with fiction/non-fiction modules already covered during the term.					