



## English Long Term Plan 2020-21

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Reception	<p>In Early Years, the focus for writing is on building up the muscles needed in the body to sit and write. Children spend time improving their physical and fine motor skills and mark making in a variety of ways. Throughout every aspect of the curriculum in Early Years, there is a focus on building language acquisition so children can talk confidently in full sentences about the world around them.</p> <p>In Nursery, they learn to recognise and write their own names.</p> <p>In Reception, children begin to learn how to form their letters correctly and start to put words together to form sentences. Writing opportunities are provided through understanding the interests of the children and could include; writing shopping lists, party invitations, labels for items in a shop or letters to Father Christmas.</p>					
Year 1	Labels and Captions <i>Not a Stick</i>  Traditional Tales <i>The Three Little Pigs</i>  (Autumn-EYFS Transition planning) <i>Scruffy Bear and the 6            White Moice, Peter            Rabbit</i>	List Poetry  Take One Book <i>The Little Red Hen</i>  (Celebrations-EYFS TRANSITON planning) <i>Kipper's balloon</i>	Recounts  Take One Book	Instructions  Non-Chronological reports  Rhyming Couplets	Writing Stories that reflect children's own experiences <i>Billy's Bucket, Kipper's Toy-box</i>  Non-chronological reports	Take One Poet <i>Michael Rosen</i>  Explanations  Take One Book
Year 2	Traditional Tales <i>Three Billy Goat Gruff            Elves and the Shoemaker            The Gingerbread Man</i>  Explanations	Take One Book <i>The Queen's Knickers</i>  List Poetry <i>In My Magic Box</i>  Reports <i>Great Fire of London</i>	Traditional Tales – Myths <i>Tinga Tinga Tales</i>  Recounts Zoo trip	Instructions <i>How to wash a woolly mammoth            How to trap an ogre</i>  Reports Animal Writing	Stories with repetitive phrasing <i>Emily Brown</i>	Explanations  Poetry  Take One Poet
Year 3	Traditional Tales – Fables  Poetry – vocabulary Building	Take One Book <i>I'll take you to Mrs Cole</i>  Writing and performing a play	Traditional Tales – Alternative Versions  Recounts  Poetry – free verse	Poetry – Haiku, Kennings and tanka  Non-chronological reports	Adventure Stories	Persuasion  Take One Poet <i>Benjamin Zephaniah</i>  Take One Book



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	Instructions	Explanation Light Processes		Take One Book		
Year 4	Poetry - Limericks  Traditional Tales – Myths <i>Jupiter and the Bee</i>  Poetry – Vocabulary Building – Currently teaching!  Poetry - Riddles	Non-chronological reports  Take One Book <i>The Christmas Truce</i>  Narrative Poems	Persuasion The Tudors  Writing and Performing a Play <i>Cinderella – a Twisted Tale</i>  Poetry – Vocabulary Building	Story Settings <i>Moana</i>  Narrative Poems Jesus' Death and Resurrection  Take One Book <i>Badger's Party</i>	Discussion Should people eat meat or not?  Take One Poet <i>Michael Rosen</i>  Poetry – vocabulary building	Explanation How does transport work?  Stories with a Moral <i>The Tortoise and the Harel</i>  Take one book <i>The Proudest Blue</i>
Year 5	Reports <i>Arthur Spiderwick Chronicles</i>  Poetry – Vocabulary building – cinquains	Explanation  Narrative <i>War of the Worlds</i>  Persuasion	Narrative – Historical focus  Poetry – rap  Reports – Victorians	Narrative – suspense and mystery  Poetry – vocabulary building  Recounts	Narrative – literary heritage  Take One Book	Instructions  Take One Poet <i>Ted Hughes</i>  Narrative  Discussion
Year 6	SPAG  Narrative fiction <i>The Firework Maker's Daughter</i>  Explanations	Discussions <i>The Dancing Bear</i>  Persuasion <i>William Churchill's Speech</i>  Narrative <i>Chaperone Rouge</i>	Narrative characterisation <i>Lord of the Rings</i>  Non-chronological reports <i>Lord of the Rings</i>	Narrative poetry <i>The Highwayman</i>  Narrative with perspectives <i>Eric</i>  Recounts	Take One Book  SPAG  Debating Skills  Discussion	Take One Poet  Poetry - monologue