



Beechfield English Long Term Plan Years 1 – 6

All units should follow TFW structure of planning using a model text and the 3 stages: imitation, innovation, independent application.

Year 1

Autumn (7 + 7.5 weeks)	Spring (5.5 + 6 weeks)	Summer (6 + 7 weeks)
<p><u>Fiction</u> TFW unit: Class text / stimulus: The Gigantic Turnip – Aleksei Tolstoy Model Text: The Enormous Turnip adapted model Genre & Plot Structure: Traditional tale / Cumulative Focus / Outcome (Hot Task): To write an innovated version e.g. the enormous potato</p> <p>TFW unit: Class text / stimulus: How to Catch a Star- Oliver Jeffers Fiction Model Text: How to Catch a Star adapted model Genre & Plot Structure: Wishing Story Focus / Outcome (Hot Task): A new version of a wishing tale. Children will innovate a new way to catch a star</p>	<p><u>Fiction</u> TFW unit: Class text / stimulus: Handa’s Surprise – Eileen Browne Fiction Model Text: Handa’s Surprise adapted model Genre & Plot Structure: Journey tale / story from another culture Focus / Outcome (Hot Task): A version of Handa’s surprise but where Akeyo takes fruit to Handa and meets different animals on the way.</p>	<p><u>Fiction</u> TFW unit: Class text / stimulus: The Storm Whale –Benji Davis Model Text: The Storm Whale adapted model Genre & Plot Structure: Finding tale Focus / Outcome (Hot Task): To write another finding story based on the plot of finding an animal in trouble, saving it and returning it to its natural habitat</p> <p>TFW unit: Class text / stimulus: No-Bot, The Robot with No Bottom – Sue Hendra Model Text: No-Bot, The Robot with No Bottom adapted model Genre & Plot Structure: Lost and Found Tale Focus / Outcome (Hot Task): To write another story involving the robot but where he loses something else e.g. arm, leg etc.</p>
<p><u>Non-fiction</u> TFW unit: Non-fiction Model Text: Teacher written How to Catch a Fairy Genre & Plot Structure: Instructions Focus / Outcome (Hot Task): To write instructions to create their own star catcher.</p> <p>1st person recount: based on personal experience Focus: simple first person recounts based on personal experience, using adverbs of time to aid sequencing</p>	<p><u>Non-fiction</u> TFW unit: Class text / stimulus: Handa’s Hen - Eileen Browne Non-fiction Model Text: Amazing Antelopes Genre & Plot Structure: Report – Information report Focus / Outcome (Hot Task): To write an information report about the animals in Handa’s surprise and/or Handa’s hen</p> <p>Instructions Following a practical experience, write up the instructions for a simple recipe</p>	<p><u>Non-fiction</u> TFW unit: Class text / stimulus: Dear Greenpeace – Simon James; Big Blue Whale – Nicola Davies Model Text: Teacher written non-chronological report about Blue Whales Genre & Plot Structure: Information – non- chronological report Focus / Outcome (Hot Task): To write a non-chronological report about a different sea creature</p>
<p><u>Poetry</u> TFW unit: In the spider’s pocket I found (including reciting a poem)</p>	<p><u>Poetry</u> Rhyming couplets</p>	<p><u>Poetry</u> Vocabulary building, response to poetry – Read, write and perform free verse (including reciting a poem by heart) -</p>
<p><u>Take 1 book</u> Teacher choice of book Short burst writing opportunities (including poetry) – addressing any new objectives or misconceptions/further practise of an objective</p>	<p><u>Take 1 film</u> Short burst writing opportunities (including poetry) – addressing any new objectives or misconceptions/further practise of an objective</p>	<p><u>Take 1 picture</u> Teacher choice of picture Short burst writing opportunities (including poetry) – addressing any new objectives or misconceptions/further practise of an objective</p>

Year 2

Autumn (7 + 7.5 weeks)	Spring (5.5 + 6 weeks)	Summer (6 + 7 weeks)
<p><u>Fiction</u> TFW unit: Class text / stimulus: Meerkat Mail Fiction Model Text: Meerkat Mail adapted model Genre & Plot Structure: Journey / Meeting Tale Focus / Outcome (Hot Task): To create an additional setting for Sunny to visit to embellish the story.</p> <p>TFW unit: Class text / stimulus: Supertato by Sue Hendra Fiction Model Text: Supertato adapted version Genre & Plot Structure: Beat the Baddy Focus / Outcome (Hot Task): To write a superhero story based on the Beat the Baddy plot.</p>	<p><u>Fiction</u> Stories with recurring literacy language, e.g. Room on the broom Use a familiar story as a model to write a new story.</p> <p>TFW unit: Class text / stimulus: The Owl Who Was Afraid of the Dark by Jill Tomlinson Model Text: Teacher adapted version of The Owl Who Was Afraid of the Dark Genre & Plot Structure: Tale of Fear Focus / Outcome (Hot Task): To write a tale of fear based on the model The xxxx who was afraid of xxxx</p>	<p><u>Fiction</u> TFW unit: Class text / stimulus: George and the Dragon – Chris Wormell Fiction Model Text: George and the Dragon adapted model Genre & Plot Structure: Beat the Baddy Focus / Outcome (Hot Task): To write a Beat the Baddy story tale</p> <p>Myths Write a creation myth based on ones read e.g. how the zebra got his stripes.</p>
<p><u>Non-fiction</u> TFW unit: Non-fiction Model Text: Teacher written superhero report based on Supertato Genre & Plot Structure: Information text - report Focus / Outcome (Hot Task): To write an information text about a superhero.</p> <p>Recount of a real-life event Write first person recounts retelling historical events, using adverbs of time to aid sequencing, and maintaining consistency in tense and person</p>	<p><u>Non-fiction</u> TFW unit: Non-fiction Model Text: <i>The Storm Owl</i> Genre & Plot Structure: Report – Information report Focus / Outcome (Hot Task): To write an information report about a dragon or a unicorn.</p>	<p><u>Non-fiction</u> TFW unit: Non-fiction Model Text: How to Trap a Dragon – Pie Corbett Genre & Plot Structure: Instructions Focus / Outcome (Hot Task): To write a set of instructions for trapping another mythical creature</p> <p>Explanation text Including producing a flowchart, ensuring content is clearly sequenced</p>
<p><u>Poetry</u> TFW unit: A few frightening things</p>	<p><u>Poetry</u> Vocabulary building – calligrams</p>	<p><u>Poetry</u> Free verse / reciting a poem by heart</p>
<p><u>Take 1 book</u> Teacher choice of book Short burst writing opportunities (including poetry) – addressing any new objectives or misconceptions/further practise of an objective</p>	<p><u>Take 1 film</u> Short burst writing opportunities (including poetry) – addressing any new objectives or misconceptions/further practise of an objective</p>	<p><u>Take 1 picture</u> Teacher choice of picture Short burst writing opportunities (including poetry) – addressing any new objectives or misconceptions/further practise of an objective</p>

Year 3

Autumn (7 + 7.5 weeks)	Spring (5.5 + 6 weeks)	Summer (6 + 7 weeks)
<p>Fiction TFW unit: Class text / stimulus: The Day the Crayons Quit – Drew Daywalt Model Text: The Day the Crayons Quit adapted model Genre & Plot Structure: Conflict and Resolution story Focus / Outcome (Hot Task): Children will write their own conflict and resolution story e.g. The Day the Clothes Quit</p> <p>TFW unit: Class text / stimulus: The Great Kapok Tree – Lynne Cherry Model Text: The Great Kapok Tree adapted model Genre & Plot Structure: Character transformation tale Focus / Outcome (Hot Task): Children will write their character transformation story</p>	<p>Fiction TFW unit: Class text / stimulus: Grandpa’s Teeth – Rod Clement Model Text: Grandpa’s Teeth adapted model Genre & Plot Structure: Mystery story/ Losing Tale Focus / Outcome (Hot Task): To write a losing tale.</p>	<p>Fiction TFW unit: Class text / stimulus: The Lion, the Witch and the Wardrobe – C S Lewis Genre & Plot Structure: Creating setting for a portal story – focus on vocabulary generation to be used elsewhere in writing Focus / Outcome (Hot Task): Generate vocabulary that can be used to create strong settings in a portal story. Short burst creative writing opportunities.</p> <p>TFW unit: Fiction Model Text: Setting description of The Lion, the Witch and the Wardrobe Genre & Plot Structure: Portal Story – focus on setting Focus / Outcome (Hot Task): To write a fantasy story opening and build up focused on their setting</p>
<p>Non-fiction TFW unit: Class text / stimulus: Until I met Dudley Model Text: Teacher text: Why Dragons are afraid of mice Genre & Plot Structure: Explanation Focus / Outcome (Hot Task): To write a ‘why’ explanation e.g. Why Dragons breathe fire; Why Trolls are angry..</p> <p>Instructions Write and evaluate a range of instructions, including directions e.g. a treasure hunt</p>	<p>Non-fiction Persuasive letter Genre & Plot Structure: Persuasion Focus / Outcome (Hot Task): Persuasive letter (base on TFW planning but use a different stimulus)</p> <p>TFW unit: Class text / stimulus: Grandpa’s Teeth – Rod Clement Non-fiction 1 Model Text: Dazzling Demon Dentures advert for a new set of teeth Genre & Plot Structure: Persuasion (advertising) Focus / Outcome (Hot Task): To write a persuasive radio advert for a new set of teeth for a particular person/creature.</p>	<p>Non-fiction Non chronological report Teacher demonstrates research and note-taking techniques using information and ICT texts on a subject and using a spidergram to organise the information.</p>
<p>Poetry TFW unit: Wish a spell (Brian Moses)</p>	<p>Poetry Vocabulary building – Haikus and Tankas</p>	<p>Poetry Kennings - including imagery/short burst writing to support ideas for kennings.</p>
<p>Take 1 book Teacher choice of book Short burst writing opportunities (including poetry) – addressing any new objectives or misconceptions/further practise of an objective</p>	<p>Take 1 film Short burst writing opportunities (including poetry) – addressing any new objectives or misconceptions/further practise of an objective</p>	<p>Take 1 picture Teacher choice of picture Short burst writing opportunities (including poetry) – addressing any new objectives or misconceptions/further practise of an objective</p>

Year 4

Autumn (7 + 7.5 weeks)	Spring (5.5 + 6 weeks)	Summer (6 + 7 weeks)
<p>Fiction TFW unit: Class text / stimulus: <i>The Wild Girl</i> – Chris Wormell Model Text: <i>The Wild Girl</i> adapted model Genre & Plot Structure: Overcoming the monster adventure tale Focus / Outcome (Hot Task): Chn will write a sequel further adventure of the wild girl.</p> <p>TFW unit: Class text / stimulus: One of Flat Stanley's Adventures (Jeff Brown) series stories Model Text: <i>Adventure at Sandy Cove</i> – Pie Corbett Genre & Plot Structure: Adventure Story / Finding Tale Focus / Outcome (Hot Task): To write an adventure story with a finding plot</p>	<p>Fiction TFW unit: Class text / stimulus: <i>The Tunnel</i> – Anthony Browne Model Text: <i>The Tunnel</i> adapted model Genre & Plot Structure: Opening and Build up focused on setting and atmosphere Focus / Outcome (Hot Task): To write an opening and build up to a portal story focused on setting and atmosphere.</p>	<p>Fiction TFW unit: Class text / stimulus: <i>The Field Guide/The Seeing Stone</i> (part of <i>The Spiderwick Chronicles</i>) – Holly Black Model Text: <i>The Night Fairy</i> Genre & Plot Structure: Fantasy/Finding Tale Focus / Outcome (Hot Task): To write a Finding Tale set in a fantasy world</p>
<p>Non-fiction TFW unit: Class text / stimulus: <i>The Wild Girl</i> –Chris Wormell Model Text: <i>The Day I met the Mighty Aslan</i> – Teacher written magazine article Genre & Plot Structure: Recount Focus / Outcome (Hot Task): Chn will write their own magazine recount article about a meeting with a fictional character</p> <p>Explanation text Create a flowchart to explain how a new invention works; use the notes to write an explanation using an impersonal style</p>	<p>Non-fiction TFW unit: Class text / stimulus: <i>The Tunnel</i> – Anthony Browne Model Text: <i>Rose's diary</i> (first person diary recount) Genre & Plot Structure: Recount Focus / Outcome (Hot Task): To write a first person diary recount about a personal experience</p> <p>Non chronological report Write own report independently based on notes gathered from several sources</p>	<p>Non-fiction TFW unit: Class text / stimulus: <i>The Field Guide/The Seeing Stone</i> (part of <i>The Spiderwick Chronicles</i>) – Holly Black</p> <p>Model Text: Teacher written discussion – Should Trolls be abolished? (Slight change from the TFW model text) Genre & Plot Structure: Discussion Focus / Outcome (Hot Task): A discussion answering another Should question related to one of the creatures from the class text</p> <p>TFW unit: Class text / stimulus: <i>The Field Guide/The Seeing Stone</i> (part of <i>The Spiderwick Chronicles</i>) – Holly Black</p> <p>Model Text: Teacher written persuasive letter to a River Troll Genre & Plot Structure: Persuasion Focus / Outcome (Hot Task): To write a persuasive letter to another of the fantastical creatures</p>
<p>Poetry TFW unit: <i>What do the fairies ride?</i> by Clare Bevan</p>	<p>Poetry TFW unit: <i>Dragon's Wood</i> by Brian Moses</p>	<p>Poetry Riddles Vocabulary building</p>
<p>Take 1 book Teacher choice of book Short burst writing opportunities (including poetry) – addressing any new objectives or misconceptions/further practise of an objective</p>	<p>Take 1 film Short burst writing opportunities (including poetry) – addressing any new objectives or misconceptions/further practise of an objective</p>	<p>Take 1 picture Teacher choice of picture Short burst writing opportunities (including poetry) – addressing any new objectives or misconceptions/further practise of an objective</p>

Year 5

Autumn (7 + 7.5 weeks)	Spring (5.5 + 6 weeks)	Summer (6 + 7 weeks)
<p>Fiction TFW unit: Class text / stimulus: <i>Lucinda's Secret</i> (part of <i>The Spiderwick Chronicles</i>) – Holly Black Model Text: Teacher written opening and build up with a focus on creating suspense Genre & Plot Structure: Fantasy/Tale of suspense Focus / Outcome (Hot Task): To write an opening and build up to a fantasy story with a focus on suspense</p> <p>TFW unit: Class text / stimulus: <i>Lucinda's Secret</i> (part of <i>The Spiderwick Chronicles</i>) – Holly Black Model Text: <i>The Nightmare Man</i> by Pie Corbett Genre & Plot Structure: Fantasy/ Tale of suspense Focus / Outcome (Hot Task): To write a fantasy story with a central suspense theme</p>	<p>Fiction TFW unit: Class text / stimulus: <i>Beowulf</i> – Michael Morpurgo Fiction 3 Model Text: <i>Beowulf fights the monster</i> or similar teacher written model text Genre & Plot Structure: Myth – Defeat the monster/Action Scene Outcome (Hot Task): To write an action scene e.g for the battle between a hero and a mythical creature (could be Theseus and the Minotaur, Cobbler and the dragon or Beowulf and a creature)</p> <p>TFW unit: Class text / stimulus: Stories such as: <i>Ariadne, Theseus and The Minotaur or Cobbler of Krakow & the Dragon</i> by Pie Corbett Fiction 4 Model Text: Teacher written paragraph describing a mythical hero or beast Genre & Plot Structure: Myth – Defeat the monster/ Characterisation Outcome (Hot Task): To write an extract from a myth which develops character</p>	<p>Fiction TFW unit: Class text / stimulus: <i>This Morning I Met a Whale</i> – Michael Morpurgo Fiction Model Text: <i>This Morning I Met a Whale</i> adapted model Genre & Plot Structure: Meeting Tale Focus / Outcome (Hot Task): To write a meeting tale e.g. where the main character learns an important lesson.</p>
<p>Non-fiction TFW unit: Class text / stimulus: <i>Lucinda's Secret</i> (part of <i>The Spiderwick Chronicles</i>) – Holly Black Model Text: Teacher written discussion – Do elves exist? Genre & Plot Structure: Discussion Focus / Outcome (Hot Task): To write a discussion around a fantastical creature?</p>	<p>Non-fiction Discussion Write up a balanced discussion presenting two sides of an argument, following a debate</p>	<p>Non-fiction TFW unit: Non-fiction Model Text: Teacher written exemplar – persuasive speech Genre & Plot Structure: Persuasion Focus / Outcome (Hot Task): To write a persuasive speech E.g. on <i>why</i> we should care for our environment / endangered animals / recycle etc.</p> <p>TFW unit: Class text / stimulus: Images of Killer Whales; short films of Killer Whales in the wild. Model Text: Killer Whales Genre & Plot Structure: Information – Non-chronological report Focus / Outcome (Hot Task): To write a detailed information report about an endangered animal.</p>
<p>Poetry TFW unit: <i>The River</i> by Pie Corbett</p>	<p>Poetry Structure – narrative poems</p>	<p>Poetry Free verse Vocabulary building, personal response to poetry – link to a foundation subject</p>
<p>Take 1 book Teacher choice of book Short burst writing opportunities (including poetry) – addressing any new objectives or misconceptions/further practise of an objective</p>	<p>Take 1 film Short burst writing opportunities (including poetry) – addressing any new objectives or misconceptions/further practise of an objective</p>	<p>Take 1 picture Teacher choice of picture Short burst writing opportunities (including poetry) – addressing any new objectives or misconceptions/further practise of an objective</p>

Year 6

Autumn (7 + 7.5 weeks)	Spring (5.5 + 6 weeks)	Summer (6 + 7 weeks)
<p>Fiction TFW unit: Class text / stimulus: <i>The Ironwood Tree/The Wrath of Mulgrath</i> (part of <i>The Spiderwick Chronicles</i>) – Holly Black Model Text: <i>The Library</i> Genre & Plot Structure: Adventure; Chasing/Hiding Plot Focus / Outcome (Hot Task): To write their own adventure story with a chasing/hiding plot</p> <p>TFW unit: Class text / stimulus: <i>Skellig</i> – David Almond Model Text: <i>Zelda Claw and the Rain Cat</i> – Pie Corbett</p> <p>Genre & Plot Structure: Tale of Fear; suspense focus Focus / Outcome (Hot Task): To write a story which contains suspense</p>	<p>Fiction TFW unit: Class text / stimulus: Storm Breaker – Anthony Horowitz ; Videos about spies e.g. James Bond etc Model Text: Kidnapped by Pie Corbett Genre & Plot Structure: Adventure; Flashback plot Focus / Outcome (Hot Task): To write an extract of adventure story</p>	<p>Fiction Suspense story opening Class stimulus: Literacy shed – Chaperon Rouge, for example</p>
<p>Non-fiction TFW unit: Class text / stimulus: <i>The Spiderwick Chronicles</i> Model Text: Teacher written explanation <i>Why ogres are dangerous</i> Genre & Plot Structure: Explanation Focus / Outcome (Hot Task): Children will plan and write a 'why' explanation linked to the fantastical beast they write about in their innovated write became extinct e.g. <i>Why kelpies are in danger of becoming extinct</i></p> <p>Persuasion 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</p>	<p>Non-fiction TFW unit: Class text / stimulus: <i>Spy Kids</i> film Model Text: Teacher written discussion – Should parents be spies? Genre & Plot Structure: Discussion Focus / Outcome (Hot Task): To write a discursive text e.g. <i>Should a skate-board ramp be built on the playground? (Choose a theme relative to the children's age/experiences</i></p> <p>Biographies Compose a biographical account based on research</p>	<p>Non-fiction Non-chronological report 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 type</p>
<p>Poetry TFW unit: <i>Into the Lair of Baron Jugula</i> by Brian Moses</p>		<p>Writing opportunities to embed literacy skills: Short narrative extract with a dialogue focus Diary entry Informal letter with a response Descriptive writing from an image Letter of complaint</p>
<p>Take 1 book Teacher choice of book Short burst writing opportunities (including poetry) – addressing any new objectives or misconceptions/further practise of an objective</p>	<p>Take 1 film Short burst writing opportunities (including poetry) – addressing any new objectives or misconceptions/further practise of an objective</p>	<p>Take 1 picture Teacher choice of picture Short burst writing opportunities (including poetry) – addressing any new objectives or misconceptions/further practise of an objective</p>