



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	Spring	Summer
<p>Fiction/short burst writing - 3 weeks Focus / Outcome: Securing core skills/revisiting prior learning and, if ready, to write an innovated version e.g. the enormous potato Class text / stimulus: The Gigantic Turnip – Aleksei Tolstoy Model Text: The Enormous Turnip Genre & Plot Structure: Traditional tale / Cumulative <i>Only use model text and write innovated text if children are ready, if not then use the 3 weeks for securing core skills and revisiting prior learning.</i></p> <p>Fiction - 5 weeks Focus / Outcome (Hot Task): Sentence structure. A new version of a wishing tale. Children will innovate a new way to catch a star 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 <i>Children may only write 1 or 2 sentences in their beginning, middle, end – this unit should focus on perfecting sentence structure. A sentence has a 'who' (noun) and a 'what' (verb).</i></p>	<p>Fiction - 5 weeks Focus / Outcome (Hot Task): Using description of characters/objects. Write a version of Handa's surprise but where Akeyo takes fruit to Handa and meets different animals on the way. 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</p>	<p>Fiction - 5 weeks Focus / Outcome (Hot Task): Creating interesting sentences, writing another story involving the robot but where he loses something else e.g. arm, leg etc. Class text / stimulus: No-Bot, The Robot with No Bottom – Sue Hendra Model Text: No-Bot The Robot Genre & Plot Structure: Lost and Found Tale</p> <p style="text-align: center;"><u>OPTIONAL ADDITIONAL UNIT</u></p> <p>Fiction - 3 weeks 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 Class text / stimulus: The Storm Whale –Benji Davis Model Text: The Storm Whale adapted model Genre & Plot Structure: Finding tale</p>
<p>Non-fiction - 4 weeks Focus / Outcome (Hot Task): To write instructions to create something, e.g. their own star catcher. Non-fiction Model Text: How to Catch a Fairy Genre & Plot Structure: Instructions <i>Focus on sentence structure and building this into a set of instructions</i></p>	<p>Non-fiction – 4 weeks Focus / Outcome (Hot Task): To write an information report about the animals in Handa's surprise and/or Handa's Hen Class text / stimulus: Handa's Hen - Eileen Browne Non-fiction Model Text: Amazing Antelopes Genre & Plot Structure: Report – Information report</p>	<p>Non-fiction 4 weeks Focus / Outcome (Hot Task): Information text – non-chronological report Class text / stimulus: Teacher to pick non-fiction text that will show children information writing – could be linked to a foundation subject Model Text: The School Robot Genre & Plot Structure: Information / non- chronological report</p>
<p>Poetry - 1 week In the spider's pocket I found (including reciting a poem)</p>	<p>Poetry 1 to 2 weeks Rhyming couplets</p>	<p>Poetry 1 to 2 weeks Vocabulary building, response to poetry – Read, write and perform free verse (including reciting a poem by heart) -</p>

Year 2

Autumn	Spring	Summer
<p>Fiction – 3 weeks Focus / Outcome: Short burst writing activities to secure core skills and revisit prior learning (sentence structure should be a key focus if not secured) <i>If children are secure key Year 1 skills, then use the model text and planning structure for the outcome to be a short super hero story (or part of one).</i> Class text / stimulus: Supertato by Sue Hendra Fiction Model Text: Supertato adapted version Genre & Plot Structure: Beat the Baddy</p> <p>Fiction 5 weeks Focus / Outcome (Hot Task): To create an additional setting for Sunny to visit to embellish the story. Class text / stimulus: Meerkat Mail Fiction Model Text: Meerkat Mail adapted model Genre & Plot Structure: Journey / Meeting Tale</p>	<p>Fiction 5 weeks Focus / Outcome (Hot Task): Using description Model Text: Kasim and The Greedy Dragon model text Genre & Plot Structure: Tale of Fear</p>	<p>Fiction 5 weeks 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>Non-fiction - 4/5 weeks Focus / Outcome (Hot Task): To write an information text about a superhero. Non-fiction Model Text: Supertato model text information report 3 weeks Genre & Plot Structure: Information text / report</p>	<p>Non-fiction 4 weeks Non-fiction Model Text: How to Trap a Dragon Genre & Plot Structure: Instructions Focus / Outcome (Hot Task): Write instructions: How to trap a ??? and then a week writing instructions for something linked to a foundation subject</p>	<p>Non-fiction 4 weeks Non-fiction Model Text: Why Wolves are Dangerous Genre & Plot Structure: Explanation Focus / Outcome (Hot Task): Explanation text – Why ??? are ??? and then an explanation text linked to a foundation subject</p>
<p>Poetry A few frightening things 1 week</p>	<p>Poetry Vocabulary building – calligrams 1 week Include reciting poetry</p>	<p>Poetry Free verse / reciting a poem by heart 1 week</p>

Year 3

Autumn	Spring	Summer
<p>Fiction 3 weeks Focus / Outcome: Short burst writing activities to secure core skills and revisit prior learning from Year 2 as well as preparation of skills for next unit</p> <p>Fiction 5 weeks 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 with a focus on character</p>	<p>Fiction 3 weeks 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 5 weeks Fiction Model Text: Elf Road Genre & Plot Structure: Story – focus on setting Focus / Outcome (Hot Task): To write a story opening and build up focused on their setting</p>
<p>Non-fiction 4 weeks Class text / stimulus: Heavenly Helpful Hat (look at some adverts so children understand the purpose) Model Text: Teacher text: Heavenly Helpful Hat Focus / Outcome (Hot Task): Write a persuasive advert <i>If time, one week for writing an advert linked to a foundation subject</i></p>	<p>Non-fiction 4 weeks Focus / Outcome (Hot Task): Persuasive letter Model Text: Letter from the Rainforest Animals Genre & Plot Structure: Persuasion <i>If time, one week for writing a letter linked to a foundation subject</i></p>	<p>Non-fiction 4 weeks Focus / Outcome (Hot Task): Non-chronological report Model Text: The Land of Neverbelieve Genre & Plot Structure: Non-Chronological report</p>
<p>Poetry Wish a spell (Brian Moses) 1 week</p>	<p>Poetry Vocabulary building – Haikus and Tankas 1 week Include reciting poetry</p>	<p>Poetry Kennings 1 week - including imagery/short burst writing to support ideas for kennings. Include reciting poetry</p>

Year 4

Autumn	Spring	Summer
<p>Fiction 3 weeks Focus / Outcome: Short burst writing activities to secure core skills and revisit prior learning from Year 3 as well as preparation of skills for next unit</p> <p>Fiction 5 weeks Model Text: The Wild Girl – Chris Wormell Genre & Plot Structure: Adventure Story / Finding Tale Focus / Outcome (Hot Task): To write an adventure story with a focus on character</p>	<p>Fiction 3 weeks Class text / stimulus: The Tunnel – Anthony Browne Model Text: The Tunnel 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 5 weeks Class text / stimulus: The Field Guide/The Seeing Stone (part of The Spiderwick Chronicles) – Holly Black Model Text: The Night Fairy Genre & Plot Structure: Fantasy/Finding Tale Focus / Outcome (Hot Task): To write a story focussing on character and setting</p>
<p>Non-fiction 4 weeks Class text / stimulus: The Field Guide/The Seeing Stone (part of The Spiderwick Chronicles) – Holly Black 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 <i>If time, an additional week for writing a persuasive letter based on foundation subject learning</i></p>	<p>Non-fiction Class text / stimulus: <i>The Tunnel</i> – Anthony Browne 3 weeks 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 2 to 3 weeks Write own report independently based on notes gathered from several sources</p>	<p>Non-fiction 4 weeks Class text / stimulus: Narnia (only need to read relevant sections if not looked at in guided reading) Model Text: The Day I met the Mighty Aslan Genre & Plot Structure: Recount Focus / Outcome (Hot Task): Chn will write their own journalistic recount article about a meeting with a fictional character (link to a class story/guided reading text – a character children are already familiar with)</p>
<p>Poetry What do the fairies ride? by Clare Bevan 1 week</p>	<p>Poetry Dragon's Wood by Brian Moses 1 week</p>	<p>Poetry Riddles 1 week Vocabulary building</p>

Year 5

Autumn	Spring	Summer
<p>Fiction 3 weeks Focus / Outcome: Short burst writing activities to secure core skills and revisit prior learning from Year 2 as well as preparation of skills for next unit</p> <p>Fiction 5 weeks Class text / stimulus: <i>Lucinda's Secret</i> (part of <i>The Spiderwick Chronicles</i>) – Holly Black Model Text: Zelda Claw and the Raincat Genre & Plot Structure: Fantasy/ Tale of suspense Focus / Outcome (Hot Task): To write a fantasy story with a focus on suspense</p>	<p>Fiction 5 weeks Class text / stimulus: <i>Beowulf</i> – Michael Morpurgo Fiction 3 Model Text: Beowulf fights the monster 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) – focus on narrative of action</p>	<p>Fiction 5 weeks Focus / Outcome (Hot Task): To write a meeting tale e.g. with a focus on imagery. Class text / stimulus: <i>This Morning I Met a Whale</i> – Michael Fiction Model Text: <i>This Morning I Met a Whale</i> adapted model Genre & Plot Structure: Meeting Tale</p>
<p>Non-fiction 4 weeks Class text / stimulus: <i>Lucinda's Secret</i> (part of <i>The Spiderwick Chronicles</i>) – Holly Black Model Text: Teacher written discussion – Why are Raincats Extinct? Genre & Plot Structure: Discussion Focus / Outcome (Hot Task): Explanation text – Why are XX XX ? <i>An extra week (or the 4th week) could be spent writing an explanation text linked to a foundation subject</i></p>	<p>Non-fiction Class text / stimulus: <i>Beowulf</i> – Michael Morpurgo Fiction 3 Model Text: Do Monsters like Grendel exist? Genre & Plot Structure: Discussion text Outcome (Hot Task): Write up a balanced discussion presenting two sides of an argument, following a debate. Include a class debate. <i>Keep the structure to: argument for, argument against, own opinion – these 3 sections could be more than one argument/paragraph</i></p>	<p>Non-fiction 4 weeks 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. <i>The 4 week (or an extra week) could be spent writing a non chronological report linked to a foundation subject</i></p>
<p>Poetry The River by Pie Corbett 1 week</p>	<p>Poetry Structure – narrative poems 1 week</p>	<p>Poetry Free verse 1 week Vocabulary building, personal response to poetry</p>

Year 6

Autumn (7 + 7.5 weeks)	Spring (5.5 + 6 weeks)	Summer (6 + 7 weeks)
<p>Fiction 3 weeks Focus / Outcome: Short burst writing activities to secure core skills and revisit prior learning from Year 2 as well as preparation of skills for next unit</p> <p>Fiction 5 weeks 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>Fiction 5 weeks Focus / Outcome (Hot Task): To write an extract of adventure story with a flashback Class text / stimulus: Storm Breaker – Anthony Horowitz Model Text: Kidnapped by Pie Corbett 3 weeks Genre & Plot Structure: Adventure, flashback plot</p>	<p>Fiction Suspense story opening 2-3 weeks Class stimulus: Literacy shed – Chaperon Rouge, for example</p> <p>Short burst writing opportunities – need to have both fiction and non fiction: Extended narrative Observational Poetry Narrative Opening and Build Up Ending of a story Creating contrasting atmospheres/moods Conveying character Factual and personal recounts Diary entry Persuasive letters Description with narrative woven in Character conversation that tells part of a story Non chronological report</p>
<p>Non-fiction Persuasive letter writing Base this on a current issue, foundation subject, guided reading/class story text, something that the children are interested in.</p>	<p>Non-fiction 4 weeks Focus / Outcome (Hot Task): To write a discussion text including a counter argument– could be linked to a foundation subject/current issue/sustainability, etc. Include a class debate. Class text / stimulus: <i>Spy Kids</i> film (may need additional stimulus for hot task) Model Text: Teacher written discussion – Should parents be spies? Genre & Plot Structure: Discussion</p>	
<p>Poetry Into the Lair of Baron Jugula by Brian Moses 1 week</p>		