



## Beechfield English Long-Term Plan

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

### EYFS – Nursery

Autumn	Spring	Summer
<p><b>Aut 1 Theme: All About Me</b> Brown bear, brown bear, what do you see? Walking through the jungle Autumn non-fiction books Owl Babies Diwali/party non-fiction books</p> <p><b>Aut 2 Theme: Celebrations</b> Lima's red-hot Chili Goldilocks and the tree bears Firework non-fiction books Pass the jam, Jim Christmas story Christmas non-fiction books</p>	<p><b>Spr 1 Theme: Around the World</b> Winter non-fiction books Bumpus Jumpus Dinosaurumpus! Dear Zoo The three little pigs Pirate books</p> <p><b>Spr 2 Theme: Grow and Change</b> Oliver's Vegetables Mr Wolf's pancakes Spring non-fiction books Farmer Duck Jasper's Beanstalk Rosie's Walk Easter non-fiction books Festivals non-fiction books</p>	<p><b>Sum 1 Theme: Let's investigate</b> Minibeasts/mad about minibeasts/name the minibeasts non-fiction books The Very Hungry Caterpillar We're going on a bear hunt Emergency services non-fiction books Jobs non-fiction books Elmer's weather</p> <p><b>Sum 2 Theme: Let's tell a story</b> The three Billy goats gruff Non-fiction books about goats Toddle Waddle Little Red Hen Non-fiction recipe books The gingerbread man</p>

### EYFS - Reception

Autumn	Spring	Summer
<p><b>Aut 1 Theme: All About Me</b></p> <ul style="list-style-type: none"> <li>- Giraffes Can't Dance</li> <li>- Stick Man</li> <li>- The Brilliant Brain</li> <li>- Goldilocks</li> <li>- Three Little Pigs</li> <li>- Storm</li> <li>- Read T4W nursery texts</li> </ul> <p><b>Aut 2 Theme: People who help us</b></p> <ul style="list-style-type: none"> <li>- Patrolling Police Cars</li> <li>- Amazing machines: Ambulances</li> <li>- Topsy and Tim meet the firefighters</li> <li>- Mog and the vet</li> <li>- Doctorsaurus</li> <li>- The Jolly postman</li> <li>- When you are fast asleep</li> <li>- Christmas Story</li> </ul>	<p><b>Spr 1 Theme: Fantasy</b></p> <ul style="list-style-type: none"> <li>- Harry and the bucket full of dinosaurs</li> <li>- Pirates love underpants</li> <li>- Whatever next</li> <li>- Rapunzel</li> <li>- Supertato: Bubbly Trouble</li> <li>- When will it be spring</li> </ul> <p><b>Spr 2 Theme: Growing and Changing</b></p> <ul style="list-style-type: none"> <li>- Monkey Puzzle</li> <li>- What the ladybird heard</li> <li>- Handa's surprise</li> <li>- I lost my tooth</li> <li>- Easter story</li> </ul>	<p><b>Sum 1 Theme: Let's Investigate</b> Mad about minibeasts The hungry caterpillar Commotion in the ocean You choose Non-fiction text (summer) The Gruffalo</p> <p><b>Sum 2 Theme: All Around the World</b> Katie goes to London Non-fiction texts (the world and the UK) Elmer Sharing a shell Clean up The naughty bus</p>
<b>T4W: Baby Mouse (Aut 2)</b>	<b>T4W: Sleepy Bumblebee + Jack and The Beanstalk</b>	<b>T4W: Farmer Duck + The Gingerbread Man or The Kiss That Missed</b>

# Year 1

Autumn	Spring	Summer
<p><b><u>Fiction/short burst writing</u></b> 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 &amp; 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><b><u>Fiction</u></b> 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 &amp; 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><b><u>Fiction -</u></b> 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 &amp; Plot Structure: Journey tale / story from another culture</p>	<p><b><u>Fiction</u></b> 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 &amp; Plot Structure: Lost and Found Tale</p> <p style="text-align: center;"><b><u>OPTIONAL ADDITIONAL UNIT</u></b></p> <p><b><u>Fiction</u></b> 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 &amp; Plot Structure: Finding tale</p>
<p><b><u>Non-fiction</u></b> 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 &amp; Plot Structure: Instructions <i>Focus on sentence structure and building this into a set of instructions</i></p>	<p><b><u>Non-fiction</u></b> 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 &amp; Plot Structure: Report – Information report</p>	<p><b><u>Non-fiction</u></b> 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 &amp; Plot Structure: Information / non- chronological report</p>
<p><b><u>Poetry</u></b> In the spider's pocket I found (including reciting a poem)</p>	<p><b><u>Poetry</u></b> Rhyming couplets</p>	<p><b><u>Poetry</u></b> Vocabulary building, response to poetry – Read, write and perform free verse (including reciting a poem by heart) -</p>

## Year 2

Autumn	Spring	Summer
<p><b><u>Fiction</u></b> 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 &amp; Plot Structure: Beat the Baddy</p> <p><b><u>Fiction</u></b> 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 &amp; Plot Structure: Journey / Meeting Tale</p>	<p><b><u>Fiction</u></b> Focus / Outcome (Hot Task): Using description Model Text: Kasim and The Greedy Dragon model text Genre &amp; Plot Structure: Tale of Fear</p>	<p><b><u>Fiction</u></b> Class text / stimulus: George and the Dragon – Chris Wormell Fiction Model Text: George and the Dragon adapted model Genre &amp; Plot Structure: Beat the Baddy Focus / Outcome (Hot Task): To write a Beat the Baddy story tale</p>
<p><b><u>Non-fiction</u></b> Focus / Outcome (Hot Task): To write an information text about a superhero. Non-fiction Model Text: Supertato model text information report Genre &amp; Plot Structure: Information text / report</p>	<p><b><u>Non-fiction</u></b> Non-fiction Model Text: How to Trap a Dragon Genre &amp; 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><b><u>Non-fiction</u></b> Non-fiction Model Text: Why Wolves are Dangerous Genre &amp; Plot Structure: Explanation Focus / Outcome (Hot Task): Explanation text – Why ??? are ??? and then an explanation text linked to a foundation subject</p>
<p><b><u>Poetry</u></b> A few frightening things</p>	<p><b><u>Poetry</u></b> Vocabulary building – calligrams Include reciting poetry</p>	<p><b><u>Poetry</u></b> Free verse / reciting a poem by heart</p>

## Year 3

Autumn	Spring	Summer
<p><b><u>Fiction</u></b> 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><b><u>Fiction</u></b> Class text / stimulus: The Day the Crayons Quit – Drew Daywalt Model Text: The Day the Crayons Quit adapted model Genre &amp; 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><b><u>Fiction</u></b> Class text / stimulus: The Great Kapok Tree – Lynne Cherry Model Text: The Great Kapok Tree adapted model Genre &amp; Plot Structure: Character transformation tale Focus / Outcome (Hot Task): Children will write their character transformation story</p>	<p><b><u>Fiction</u></b> Fiction Model Text: Elf Road Genre &amp; Plot Structure: Story – focus on setting Focus / Outcome (Hot Task): To write a story opening and build up focused on their setting</p>
<p><b><u>Non-fiction</u></b> 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><b><u>Non-fiction</u></b> Focus / Outcome (Hot Task): Persuasive letter Model Text: Letter from the Rainforest Animals Genre &amp; Plot Structure: Persuasion <i>If time, one week for writing a letter linked to a foundation subject</i></p>	<p><b><u>Non-fiction</u></b> Focus / Outcome (Hot Task): Non-chronological report Model Text: The Land of Neverbelieve Genre &amp; Plot Structure: Non-Chronological report</p>
<p><b><u>Poetry</u></b> Wish a spell (Brian Moses)</p>	<p><b><u>Poetry</u></b> Vocabulary building – Haikus and Tankas Include reciting poetry</p>	<p><b><u>Poetry</u></b> Kennings - including imagery/short burst writing to support ideas for kennings. Include reciting poetry</p>

## Year 4

Autumn	Spring	Summer
<p><b><u>Fiction</u></b> 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><b><u>Fiction</u></b> Model Text: The Wild Girl – Chris Wormell Genre &amp; Plot Structure: Adventure Story / Finding Tale Focus / Outcome (Hot Task): To write an adventure story with a focus on character</p>	<p><b><u>Fiction</u></b> Class text / stimulus: The Tunnel – Anthony Browne Model Text: The Tunnel adapted model Genre &amp; 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><b><u>Fiction</u></b> Class text / stimulus: The Field Guide/The Seeing Stone (part of The Spiderwick Chronicles) – Holly Black Model Text: The Night Fairy Genre &amp; Plot Structure: Fantasy/Finding Tale Focus / Outcome (Hot Task): To write a story focussing on character and setting</p>
<p><b><u>Non-fiction</u></b> 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 &amp; 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><b><u>Non-fiction</u></b> Class text / stimulus: <i>The Tunnel</i> – Anthony Browne Model Text: <i>Rose's diary</i> (first person diary recount) Genre &amp; 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><b><u>Non-fiction</u></b> 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 &amp; 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><b><u>Poetry</u></b> What do the fairies ride? by Clare Bevan</p>	<p><b><u>Poetry</u></b> Dragon's Wood by Brian Moses</p>	<p><b><u>Poetry</u></b> Riddles Vocabulary building</p>

## Year 5

Autumn	Spring	Summer
<p><b>Fiction</b> 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><b>Fiction</b> 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 &amp; Plot Structure: Fantasy/ Tale of suspense Focus / Outcome (Hot Task): To write a fantasy story with a focus on suspense</p>	<p><b>Fiction</b> Class text / stimulus: <i>Beowulf</i> – Michael Morpurgo Fiction 3 Model Text: Beowulf fights the monster Genre &amp; 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><b>Fiction</b> 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 &amp; Plot Structure: Meeting Tale</p>
<p><b>Non-fiction</b> 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 &amp; Plot Structure: Explanation Focus / Outcome (Hot Task): Explanation text – Why are XX XX ? <i>An extra week (or the 4<sup>th</sup> week) could be spent writing an explanation text linked to a foundation subject</i></p>	<p><b>Non-fiction</b> Class text / stimulus: <i>Beowulf</i> – Michael Morpurgo Fiction 3 Model Text: Do Monsters like Grendel exist? Genre &amp; 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><b>Non-fiction</b> <b>TFW unit:</b> Class text / stimulus: Images of Killer Whales; short films of Killer Whales in the wild. Model Text: Killer Whales Genre &amp; 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><b>Poetry</b> The River by Pie Corbett</p>	<p><b>Poetry</b> Structure – narrative poems</p>	<p><b>Poetry</b> Free verse Vocabulary building, personal response to poetry</p>

## Year 6

Autumn	Spring	Summer
<p><b>Fiction</b> 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><b>Fiction</b> 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 &amp; Plot Structure: Adventure; Chasing/Hiding Plot Focus / Outcome (Hot Task): To write their own adventure story with a chasing/hiding plot</p>	<p><b>Fiction</b> 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 Genre &amp; Plot Structure: Adventure, flashback plot</p>	<p><b>Fiction</b> Suspense story opening 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><b>Non-fiction</b> 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><b>Non-fiction</b> 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 &amp; Plot Structure: Discussion</p>	
<p><b>Poetry</b> Into the Lair of Baron Jugula by Brian Moses</p>		