

English Long-Term Plan



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year Group						
Nursery	<p>Nice to meet you</p> <p>Key Text: Nursery rhymes (3 weeks)</p> <p><i>The Colour Monster by Anna Llenas</i> (2/3 weeks)</p> <p><i>Owl Babies by Martin Waddell</i> (2 weeks)</p>	<p>Our Special Times</p> <p>Key Text: <i>Winnie the Witch by Valerie Thomas</i> (2 weeks)</p> <p><i>Kipper's Birthday by Mick Inkpen</i> (2 week)</p> <p><i>Stick Man by Julia Donaldson</i> (2 weeks)</p>	<p>Grrrrrr!</p> <p>Key Text: <i>We're Going on A Bear hunt by Michael Rosen/+ 1 bear story</i> (3 weeks)</p> <p><i>Portside Pirates by Barefoot Books</i> (2 weeks)</p> <p><i>Harry and the Bucketful of Dinosaurs by Ian Whybrow</i> (3 weeks)</p>	<p>Growing and Changing</p> <p>Key Text: <i>Jack and the Beanstalk</i> (2 weeks)</p> <p><i>The Hungry Caterpillar by Eric Carle</i> (2 weeks)</p> <p><i>Over in the Meadow by Barefoot Boots</i> (2 weeks)</p>	<p>Happily Ever After</p> <p>Key Text: <i>The Gingerbread Man</i> (2/3 weeks)</p> <p><i>The 3 Little Pigs</i> (2/3 weeks)</p> <p><i>Goldilocks</i> (2/3 weeks)</p>	<p>On The Move</p> <p>Key Text: <i>How To Catch A Star by Oliver Jeffers</i> (2 weeks)</p> <p><i>The Train Ride by June Crebbin/The Magic Train Ride by Sally Crabtree</i> (2 weeks)</p> <p><i>Ruby's Worry by Tom Percival</i> (1 week)</p>

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Reception	<p>Text: <i>Daisy's Dragons</i> by Frances Stickley (2 weeks)</p> <p>Writing outcomes:</p> <ul style="list-style-type: none"> - lists - story maps - labels <p>Text: <i>A Perfect Fit</i> by Naomi Jones (2 weeks)</p> <p>Writing outcomes:</p> <ul style="list-style-type: none"> - labels - captions <p>Text: <i>Elmer</i> by David McKee (2/3 weeks)</p> <p>Writing outcomes:</p> <ul style="list-style-type: none"> - name writing - story maps - retelling 	<p>Text: <i>Room On The Broom</i> by Julia Donaldson (3 weeks)</p> <p>Writing outcomes:</p> <ul style="list-style-type: none"> - instructions (magic spells) oral rehearsal? - rhyming words - letters <p>Text: <i>Confetti</i> by Dean Atta (2 week)</p> <p>Writing outcomes:</p> <ul style="list-style-type: none"> - invites - lists - cards <p>Text: <i>Luna loves Christmas</i> (2 weeks)</p> <p>Writing outcomes:</p> <ul style="list-style-type: none"> - retelling - story mapping - performance 	<p>Text: <i>A New Home For A Pirate</i> by Ronda Armitage (2 weeks)</p> <p>Writing outcomes:</p> <ul style="list-style-type: none"> - story mapping - drawing and labelling - lists - treasure maps <p>Text: <i>Billy's Bucket</i> by Kes Gray (2 weeks)</p> <p>Writing outcomes:</p> <ul style="list-style-type: none"> - story mapping - letters <p>Text: <i>Someone Swallowed Stanley</i> by Sarah Roberts (2 weeks)</p> <p>Writing outcomes:</p> <ul style="list-style-type: none"> - posters - short sentences - riddles 	<p>Text: <i>What the Ladybird Heard</i> by Julia Donaldson (3 weeks)</p> <p>Writing outcomes:</p> <ul style="list-style-type: none"> - story mapping - innovation <p>Text: <i>The Bog Baby</i> by Jeanne Willis (2 weeks)</p> <p>Writing outcomes:</p> <ul style="list-style-type: none"> - instructions <p>Text: <i>The Gruffalo</i> by Julia Donaldson (2 weeks)</p> <p>Writing outcomes:</p> <ul style="list-style-type: none"> - character descriptions (adjectives) - story mapping 	<p>Text: <i>The Three Billy Goats Gruff</i> (2 weeks)</p> <p>Writing outcomes:</p> <ul style="list-style-type: none"> - story sequencing - repeated phrases - story mapping - innovation - letters <p>Text: <i>Little Red Riding Hood</i> (2 weeks)</p> <p>Writing outcomes:</p> <ul style="list-style-type: none"> - story sequencing - retelling - story mapping - posters - <p>Text: <i>Mr Wolf's Pancakes</i> by Jan Fearnley (2 weeks)</p> <p>Writing outcomes:</p> <ul style="list-style-type: none"> - Instructions (sentences) - lists - recount of co-op walk 	<p>Text: <i>Meet the Planets</i> by Caryl Hart (2 weeks)</p> <p>Writing outcomes:</p> <ul style="list-style-type: none"> - fact files - information posters <p>Text: <i>The Way Back Home</i> by Oliver Jeffers (2 weeks)</p> <p>Writing outcomes:</p> <ul style="list-style-type: none"> - retelling - story mapping - postcards / letters - recounts <p>Text: <i>Emma Janes Aeroplane</i> by Katie Haworth (2 weeks)</p> <p>Writing outcomes:</p> <ul style="list-style-type: none"> - story writing <p>Transition work/story (1 week)</p> <p>Writing outcomes:</p> <ul style="list-style-type: none"> - letters - diaries

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Year 1	<p>Transition Week Unit (1 week) Text: <i>The Colour Monster goes to School</i> by Anna Llenas</p> <p>Writing Outcomes: - simple sentence to describe the first week</p> <p>EGPS focuses:</p> <ul style="list-style-type: none"> • Finger spaces, capital letters and full stops • Segmenting and blending to spell <p>Fiction: Journey story (3 weeks) Text: <i>The Shopping Basket</i> by J Burningham</p> <p>Writing Outcome: - Shopping lists - Food labels - Speech bubble - Character description (adjectives)</p> <p>EGPS focuses:</p> <ul style="list-style-type: none"> • Finger spaces, capital letters and full stops • Segmenting and blending to spell • Adjectives 	<p>Fiction: Traditional Tales (4 weeks) Text: <i>Cinderella</i></p> <p>Writing Outcomes: - Captions - Letter writing (to say why Cinderella should go to the ball) - Innovate a section of the story</p> <p>EGPS focuses:</p> <ul style="list-style-type: none"> • Conjunctions • Adjectives • Capital letters for names and I <p>Poetry: Senses poetry (2 weeks) Text: <i>The Snowflake Mistake</i> by L. Treleaven</p> <p>Writing Outcomes: - Write and perform a senses poem.</p> <p>EGPS focuses:</p> <ul style="list-style-type: none"> • Adjectives <p>Christmas Week (1 week)</p>	<p>Fiction: Problem and resolution story (3 weeks) Text: <i>Lost and Found</i> by Oliver Jeffers</p> <p>Writing Outcome: - Setting description - Postcard from the South Pole (recount) - Innovate the story</p> <p>EGPS focuses:</p> <ul style="list-style-type: none"> • Conjunctions • Nouns • Capital letter for I • Simple past and present tense <p>Fiction: Action story (3 weeks) Text: <i>Traction Man</i> by Mini Grey</p> <p>Writing Outcomes: - Speech bubbles - Character description (of a superhero to join Traction Man's team). - Perform character description to class as an 'audition'. - Fact-File of a superhero</p>	<p>Fiction: Traditional Tales (4 weeks) Text: <i>Jack & the Beanstalk</i> (2 weeks)</p> <p>Writing Outcome: - Letter writing to Mum (recount) - Innovate an alternative ending</p> <p>EGPS focus:</p> <ul style="list-style-type: none"> • Suffixes (ed, ing, er ...linked to text, climbed, shouted, running, faster, growing, taller, stomping etc) • Question marks and exclamation marks <p>Text: <i>Jim & the Beanstalk</i> (2 weeks)</p> <p>Writing Outcome: - Setting description - Innovation of a section of the story</p> <p>EGPS focus:</p> <ul style="list-style-type: none"> • Suffixes (ed, ing, er ...linked to text, climbed, shouted, running, faster, 	<p>Fiction: Fantasy settings (2 weeks) Text: <i>Am I Yours?</i> by Alex Latimer</p> <p>Writing Outcome: - Describing the setting - Diary entry</p> <p>EGPS focus:</p> <ul style="list-style-type: none"> • Prefix un (linked to topic...unbreakable, unfortunately, unhappy etc) • Adjectives <p>Non-Fiction: Recount (1 weeks) Text: WAGOLL Writing Outcomes: Recount of an event (trip).</p> <p>EGPS focus:</p> <ul style="list-style-type: none"> • Conjunctions • Pronoun I • Simple past tense • Time conjunctions <p>Fiction: Rhyming fiction (3 weeks) Text: <i>Superworm</i> by Julia Donaldson</p>	<p>Fiction: Adventure story (3 weeks) Text: <i>The Pirates Next Door</i> by Jonny Duddle</p> <p>Writing Outcome: - Character description - Letter to the pirates - Innovate a section of the story</p> <p>EGPS focus:</p> <ul style="list-style-type: none"> • Simple past and present tense • Adding the correct word to make sentences grammatically correct. <p>Non-Fiction: Fact files: Seasons (3 weeks) Text: WAGOLL</p> <p>Writing Outcome: - Fact-File about seasons.</p> <p>EGPS focuses:</p> <ul style="list-style-type: none"> • Simple past and present tense • Embedding of all Y1 EGPS objectives –

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	<p>Non-Fiction: Inform/Instructions (2 weeks) Text: <i>Spooky Rumpus</i> by Tony Mitton</p> <p>Writing Outcomes:</p> <ul style="list-style-type: none"> - Party invitation - A set of simple instructions for a monster dance. <p>EGPS focuses:</p> <ul style="list-style-type: none"> • Capital letters at the start of sentences • Full stops • Verbs • Conjunctions 	<p>Text: <i>A Letter to Santa</i> by James Newman-Gray</p> <p>Writing Outcomes: Descriptive letter writing</p> <p>EGPS focuses:</p> <ul style="list-style-type: none"> • Capital letters, full stops and finger spaces • Capital letter for names and I • Question marks and exclamation marks 	<p>EGPS focuses:</p> <ul style="list-style-type: none"> • Adjectives • Conjunctions (review all) 	<p>growing, taller, stomping etc)</p> <ul style="list-style-type: none"> • Question marks and exclamation marks <p>Non-Fiction: Instructions (2 weeks) Text: <i>Jim & the Beanstalk</i> by Raymond Briggs</p> <p>Writing Outcome: -Write a set of simple instructions for growing a beanstalk.</p> <p>EGPS focuses:</p> <ul style="list-style-type: none"> • Imperative verbs • Nouns and plural noun suffixes (es, s) • Capital letters and full stops (embedding) 	<p>Writing Outcomes:</p> <ul style="list-style-type: none"> - Character description of Wizard Lizard - Innovate the story <p>EGPS focuses:</p> <ul style="list-style-type: none"> • Prefix un (linked to topic...unkind, unfortunately, unhappy, unbelievable, untidy, untie etc) • Adjectives 	<p>time dedicated to teaching to gaps</p>
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Year 2	<p>Transition Week Unit: (1 week) Text: <i>The Mega Magic Teacher Swap</i> by Rochelle Humes</p> <p>Writing Outcomes: -simple sentence to describe the first week</p> <p>Fiction: Action story (2 weeks) Text: <i>Supertato</i> by Sue Hendra</p> <p>Writing Outcome: - Imitate and innovate characters</p> <p>EGPS Focuses:</p> <ul style="list-style-type: none"> • Capital letters, full stops, finger spaces • Capital letters for names and I • Exclamation marks (all embedding Yr 1) • Expanded noun phrases <p>Fiction: Traditional Tales (2 weeks) Text: <i>The Enormous Turnip</i></p> <p>Writing Outcome:</p>	<p>Poetry: Senses (1 week) Text: <i>Sparks in the Sky</i> eBook</p> <p>Writing outcomes: -Write and perform a firework senses poem (based on I can see, I can smell, I can hear etc.)</p> <p>EGPS Focuses:</p> <ul style="list-style-type: none"> • Exclamations • Expanded noun phrases • Use of 'ly' to turn adjective into adverb <p>Fiction: Story with a moral dilemma (3 weeks) Text: <i>The Rainbow Bear</i> by Michael Morpurgo</p> <p>Writing Outcomes: - Character description - Setting description</p> <p>EGPS Focuses:</p> <ul style="list-style-type: none"> • Suffixes that can be added to verbs (adding ed, ing or er) • Use of suffix 'er' and 'est' in adjectives 	<p>Fiction: Stories from different cultures (3 weeks) Text: <i>The Proudest Blue</i> by Ibtihaj Muhammad</p> <p>Writing Outcome: - Diary entry - Imitate and innovate a section of the story</p> <p>EGPS Focuses:</p> <ul style="list-style-type: none"> • Adverbs • Subordination (using when, if, that, because) and co-ordination (using or, and, but) <p>Non-Fiction: Chinese New Year (1 week) Text: Example letters, Chinese New Year non-fiction Text</p> <p>Writing Outcome: -Write a letter describing the key events of Chinese New Year.</p>	<p>Fiction: Modern classic fiction (4 weeks) Text: <i>The Lighthouse Keepers Lunch</i> by Ronda and David Armitage</p> <p>Writing outcome: - Imitate and innovate the story</p> <p>EGPS Focuses:</p> <ul style="list-style-type: none"> • Expanded noun phrases • Apostrophes for possession • Forming nouns using suffixes ('ness' and 'er') and by compounding (e.g; cupcake, superman). <p>Fiction: Stories from the same author (3 weeks) Text: <i>Katie Morag seaside stories</i> by Mairi Hedderwick</p> <p>Writing Outcomes: - Innovate the problem in the story</p>	<p>Fiction: Story with a moral (3 weeks) Text: <i>Clean Up!</i> by Nathan Bryon</p> <p>Writing Outcome: - Setting description - Persuasive letter</p> <p>EGPS Focuses:</p> <ul style="list-style-type: none"> • Prefix 'un' linked to text (unkind, unwilling, unfortunately, untidy, unhappy) • Commas in a list • Exclamation and question marks (rhetorical question) • Present tense • Expanded noun phrases <p>Non-Fiction: Explanation Text (3 weeks) Text: <i>The Extraordinary Gardener</i> by Sam Boughton</p> <p>Writing Outcome: -Explanation: How a seed grows (life cycle).</p>	<p>Fiction: Stories from familiar settings (3 weeks) Text: <i>Our Tower</i> by Joseph Coelho</p> <p>Writing Outcome: - Imitate and innovate a character in the story</p> <p>EGPS Focuses:</p> <ul style="list-style-type: none"> • Suffixes that can be added to verbs (adding ed, ing, er) • Expanded noun phrases <p>Non-fiction: Recounts (2 week)</p> <p>Writing Outcome: -Write a recount of class trip.</p> <p>EGPS Focuses:</p> <ul style="list-style-type: none"> • Past and present tense • Suffixes that can be added to verbs (adding ed, ing or er) • Use of suffix 'er' and 'est' in adjectives. • Conjunctions

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<p>-Write the opening of the story (setting, characters)</p> <p>EGPS Focuses:</p> <ul style="list-style-type: none"> • Capital letters, full stops, finger spaces • Using capital letters for names and the personal pronoun. • Plural noun suffixes (es, s) (recap Yr 1) <p>Non-Fiction: Instructions (1 week) Text: <i>A range of recipes and instructions</i></p> <p>Writing outcome: -Write a set of developed instructions for how to brush your teeth.</p> <p>EGPS Focuses:</p> <ul style="list-style-type: none"> • Imperative verbs (commands) • Commas in a list • Conjunctives – subordination and co-ordination • Adverbs of time to sequence 	<p>Non-Fiction: Information Text (2 weeks) Text: <i>The Rainbow Bear by Michael Morpurgo</i></p> <p>Writing Outcomes: -Write a basic non-chronological report on a polar bear.</p> <p>EGPS Focuses:</p> <ul style="list-style-type: none"> • Questions • Statements • Adverbs (-ly) • Present tense • Conjunctives – subordination and co-ordination <p>Christmas Week (1 week) Text: <i>WAGOLL</i></p> <p>Writing Outcomes: -Recount: write a letter recounting the events of the Christmas elves.</p> <p>EGPS Focuses:</p> <ul style="list-style-type: none"> • Using capital letters for names and the personal pronoun • Full stops, exclamation marks and question marks. • Past tense 	<p>EGPS Focuses:</p> <ul style="list-style-type: none"> • Past and present tense • Commas in a list • Exclamation and question marks • Expanded noun phrases <p>Poetry: Rhyming (2 weeks) Text: <i>Monkey Puzzle by Julia Donaldson</i></p> <p>Writing Outcome: -Write and perform a series of rhyming couplets to tell part of the story.</p> <p>EGPS Focuses:</p> <ul style="list-style-type: none"> • Verbs – progressive in the past and present 	<p>EGPS Focuses:</p> <ul style="list-style-type: none"> • Past and present tense • Apostrophes for omission • Forming adjectives using suffixes ('ful' and 'less). 	<p>EGPS Focuses:</p> <ul style="list-style-type: none"> • Commands • Imperative verbs • Exclamation and question marks • Conjunctives to explain (so, because etc) <ul style="list-style-type: none"> • Adverbs to sequence • Verbs <p>Poetry Humorous poetry (1 week) Text: Silly seaside riddles/descriptive poetry</p> <p>Writing Outcome: -Write and perform own riddles/descriptive poetry</p> <p>EGPS Focuses:</p> <ul style="list-style-type: none"> • Commas in a list • Co-ordination (and, but)
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		<ul style="list-style-type: none">• Conjunctives – subordination and co-ordination• Expanded noun phrases				
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Year 3	<p>Fiction: Stories with a familiar setting (3/4 weeks) Text: <i>Stone Age Boy</i> by Satoshi Kitamura</p> <p>Writing Outcome/s: - Setting description - Character description - Innovate and write a section of the story.</p> <p>EGPS focuses:</p> <ul style="list-style-type: none"> • Word families based on common words • Prepositions • Conjunctions <p>Non-Fiction: Instructions (3 weeks) Text: <i>How to wash a woolly mammoth</i> by Michelle Robinson</p> <p>Writing Outcome/s: -Write a 5-part set of instructions linked to themes in text.</p> <p>EGPS focuses:</p> <ul style="list-style-type: none"> • Determiners (a or an) • Adverbs, Conjunctions and Prepositions to express time and cause 	<p>Poetry: Language Play (2 weeks) Text: <i>On The Ning Nang Nong</i> by Spike Milligan <i>Firework Night</i> by Enid Blyton</p> <p>Writing Outcome/s: -Write and perform nonsense poems</p> <p>EGPS focuses:</p> <ul style="list-style-type: none"> • Formation of nouns using a range of prefixes (<i>super-, anti-, auto-</i>) • Use of an or an <p>Fiction: Myths and Legends (4 weeks) Text: <i>Can you catch a mermaid?</i> by Jane Ray</p> <p>Writing Outcome/s: - Description of special item in myth - Setting description - Innovate and write a section of the myth</p> <p>EGPS focuses:</p> <ul style="list-style-type: none"> • Irregular tense changes 	<p>Poetry: Performance Poetry (1 week) Text: <i>The Sound Collector</i> by Rodger McGough <i>Please Mrs Butler</i> by Alan Ahlberg</p> <p>Writing Outcome/s: -Write and perform a performance poem with sounds</p> <p>EGPS focuses:</p> <ul style="list-style-type: none"> • Suffixes to form comparison of adjectives and adverbs <p>Fiction unit: Fantasy & Imaginary Text: <i>The Tin Forest</i> by H. Ward & W.Anderson (3 weeks)</p> <p>Writing Outcome/s: - Setting description - Character description - Dialogue conversation between characters to perform (using inverted commas)</p> <p>EGPS focuses:</p> <ul style="list-style-type: none"> • Inverted commas to punctuate direct speech • Conjunctions, adverbs and prepositions 	<p>Fiction: Adventure & Mystery (5 weeks) Text: <i>The Lost Happy Endings</i> by Carol Anne Duffy</p> <p>Writing Outcome/s: - Character description - Diary entry - Innovate and write an alternative ending (with speech)</p> <p>EGPS focuses:</p> <ul style="list-style-type: none"> • Perfect form of verbs • Conjunctions, adverbs and prepositions • Apostrophes for contractions • Inverted commas (embedding) <p>Poetry: Shape poetry and calligrams (2 weeks) Text: <i>The Lost Happy Endings</i> by Carol Anne Duffy</p> <p>Writing Outcome/s: -Write and perform shape and calligram poetry linked to key themes in text</p>	<p>Fiction: Play-scripts (5 weeks) Text: <i>Matilda</i> by Roald Dahl</p> <p>Writing Outcome/s: - Scene description - Character description - Diary entry - A variety of playscripts based on key points of the plot to perform to class</p> <p>EGPS focuses:</p> <ul style="list-style-type: none"> • Inverted commas • Perfect form of verbs • Conjunctions, adverbs and prepositions (all embedding) 	<p>Non-Fiction: Information Texts (2 weeks) Text: <i>Egypt Magnified</i> by David Long</p> <p>Writing Outcome/s: - Sectioned non-chronological report about Ancient Egypt</p> <p>EGPS focuses:</p> <ul style="list-style-type: none"> - Introduction to paragraphs - Heading and sub-headings - Conjunctions - Perfect present tense (all embedding) <p>Fiction: (5 weeks) Text: <i>The King who Banned the Dark</i> by Emily Haworth-Booth</p> <p>Writing Outcome/s:</p> <ul style="list-style-type: none"> - Persuasive debate - Sectioned persuasive letter - Blog (about the King's decision/effects of banning the dark)
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	<ul style="list-style-type: none"> • Embedding commas in a list • Headings and sub-headings • Embed the use of the suffixes – <i>est</i> to form comparison of adjectives and adverbs 	<ul style="list-style-type: none"> • Introduction to paragraphs • Use of an or a 	<p style="text-align: center;">(embedding)</p> <p>Non-Fiction: Non-chronological reports: (2 weeks)</p> <p>Writing Outcome/s: -Sectioned non-chronological report linked to the Roman Britain.</p> <p>EGPS focuses:</p> <ul style="list-style-type: none"> • Intro to paragraphs • Conjunctions • Present perfect tense • Determiners • Headings and sub-headings (all embedding) 	<p>EGPS focuses:</p> <ul style="list-style-type: none"> • Suffixes to form comparison of adjectives and adverbs (embedding) 		<p>EGPS focuses:</p> <ul style="list-style-type: none"> - Paragraphs - Conjunctions, adverbs and prepositions - Present perfect form of verbs - Embedding of all Yr 3 EGPS objectives
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Year 4	<p>Fiction: Stories which raise issues/dilemmas (3/4 weeks) Text: <i>Charlotte's Web by E.B White</i></p> <p>Writing Outcome/s: - Setting description - Diary entry - Write the next chapter at key turning point</p> <p>EGPS focuses:</p> <ul style="list-style-type: none"> • Fronted adverbials • Use of commas after fronted adverbials • Conjunctions (coordinating and subordinating recap) <p>Non-fiction: Persuasive Text (3 weeks) Text: <i>Charlotte's Web by E.B White</i></p> <p>Writing Outcome/s: - Persuasive debate - Persuasive letter - Persuasive speech</p> <p>EGPS focuses:</p> <ul style="list-style-type: none"> • Paragraphs 	<p>Fiction: Stories from other cultures (4 weeks) Text: <i>Omar and the Accidental Trouble Magnet by Zanib Mian</i></p> <p>Writing Outcome/s: - Setting description - Character description - Letter - Innovate and write a new chapter</p> <p>EGPS focuses:</p> <ul style="list-style-type: none"> • Apostrophes to mark singular and plural possession • Noun phrases expanded by modifying adjectives, nouns and preposition phrases • Fronted adverbials <p>Non-fiction: Non-Chronological Reports (3 weeks) Text: <i>Omar and the Accidental Trouble Magnet by Zanib Mian</i></p> <p>Writing Outcome/s: - Write a non-chronological report (with paragraphs)</p>	<p>Fiction: Stories with imaginary worlds (4 weeks) Text: <i>MalaManda: an Eerie on Sea Mystery by Thomas Taylor</i></p> <p>Writing Outcome/s: - Setting description of children's own imaginary world - Innovate and write a new chapter</p> <p>EGPS focuses:</p> <ul style="list-style-type: none"> • Inverted commas and speech punctuation • Standard English forms for verb inflections • Noun phrases (expanded by modifying adjectives, nouns and preposition phrases) (Embedding) <p>Poetry: Creating Images (2 weeks) Text: <i>What are you? by Pie Corbett</i></p> <p>Writing Outcome/s:</p>	<p>Non-fiction: Recounts: newspapers and magazines (4 weeks) Text: <i>The True Story of the Three Little Pigs by John Scieszka & Lane Smith</i></p> <p>Writing Outcome/s: Developed recounts with paragraphs: - News bulletin (film) to present to class - Diary entry - Informal letter (recount)</p> <p>EGPS focuses:</p> <ul style="list-style-type: none"> • Fronted adverbials, adverbs and prepositions to sequence • Use of commas after fronted adverbials • Noun phrases (expanded by modifying adjectives, nouns and preposition phrases) (Embedding) <p>Non-Fiction: Explanation Text (3 weeks) Text:</p>	<p>Fiction: Adventure (5 weeks) Text: <i>The Last Bear by Hannah Gold</i></p> <p>Writing Outcome/s: - Character description - Setting description - Dialogue - Logbook entry - Blog</p> <p>EGPS focuses:</p> <ul style="list-style-type: none"> • Inverted commas and speech punctuation • Apostrophes • Fronted adverbials with a comma • Noun phrases (all embedding) 	<p>Fiction: Historical Fiction (4/5 weeks) Text: <i>Escape From Pompei by Christina Balti</i></p> <p>Writing Outcome/s: - Scene description - Character description - Suspense narrative of dilemma - Playscripts based on key points of the plot</p> <p>EGPS focuses: Revision of all Y4 EGPS objectives – time dedicated to identifying and teaching to gaps</p> <p>Poetry: Exploring form - Haiku and Cinquain poetry (2 weeks) Text: <i>Escape From Pompei by Christina Balti</i></p> <p>Writing Outcome/s: Haiku and Cinquain poems linked to key themes in text</p> <p>EGPS focuses:</p>
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	<ul style="list-style-type: none"> Noun phrases expanded by modifying adjectives, nouns and preposition phrases Appropriate choice of pronoun or noun <i>within</i> a sentence 	<p>linked to key themes in the text</p> <p>EGPS focuses:</p> <ul style="list-style-type: none"> Appropriate choice of pronoun or noun <i>within</i> and <i>across</i> sentences to avoid ambiguity and repetition Conjunctions (subordinating and coordinating recap) Paragraphs (embedding) 	<p>-Write and perform poems using similes, alliteration and other poetic devices to create imagery.</p> <p>EGPS focuses:</p> <ul style="list-style-type: none"> Plurals and possessive (-s) 	<p><i>Wallace and Gromit's Cracking Contraptions</i> by Haynes</p> <p>Writing Outcome/s:</p> <p>-ch design their own cracking contraption and write an explanation text (with paragraphs) to explain how it works</p> <p>EGPS focuses:</p> <ul style="list-style-type: none"> Appropriate choice of pronoun or noun <i>within</i> a sentences Fronted adverbials with a comma Plurals and possessive (-s) (all embedding) 		<ul style="list-style-type: none"> Appropriate choice of pronoun or noun <i>within</i> a sentence Noun phrases (expanded by modifying adjectives, nouns and preposition phrases) (all embedding)
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<p>Year 5</p>	<p>Fiction: Adventure fiction (5 weeks) Text: <i>Kensuke’s Kingdom</i> by <i>Michael Morpurgo</i></p> <p>Writing Outcome/s: - Balanced argument to present as a class - Formal persuasive letter - Diary entry - Write a next chapter (including speech)</p> <p>EGPS focuses:</p> <ul style="list-style-type: none"> • Modal verbs to indicate degrees of possibility • Devices to build cohesion within a paragraph <p>Non-Fiction: Instructions (2 weeks) Text: <i>Kensuke’s Kingdom</i></p> <p>Writing Outcome/s:</p> <ul style="list-style-type: none"> • Complex 5-part instructions on a survival guide <p>EGPS focuses:</p>	<p>Poetry: Poetic Style (2 weeks) Text: <i>The Magic Box</i> by <i>Pie Corbett</i></p> <p>Writing Outcome/s: -A piece of free-verse poetry focusing on word-play, rhyme, metaphor and word choice to present to class.</p> <p>EGPS focuses:</p> <ul style="list-style-type: none"> • Converting nouns or adjectives using suffixes (-ate, ise, -ify) <p>Fiction: Modern classics (5 weeks) Text: <i>Tom’s Midnight Garden</i> by <i>Phillipa Pearce</i></p> <p>Writing Outcome/s: - Character descriptions - Descriptive narrative - Re-write a chapter (including speech)</p> <p>EGPS focuses:</p> <ul style="list-style-type: none"> • Relative clauses • Dashes, brackets or commas for parenthesis 	<p>Fiction: Traditional stories, fables, myths and legends. (3 weeks) Text: <i>Orchard Book of Greek Myths</i> by <i>Geraldine McCaughrean</i></p> <p>Writing Outcome/s: - Character description - Re-write section of a myth from an alternative character’s viewpoint - Non-chronological report</p> <p>EGPS focuses:</p> <ul style="list-style-type: none"> • Commas to clarify meaning and avoid ambiguity • Devices to build cohesion within a paragraph (embedding) • Relative clauses • Dashes, brackets or commas for parenthesis • Modal verbs and adverbs <p>Non-Fiction: Recounts (3 weeks) Text: <i>Orchard Book of Greek Myths</i> by <i>Geraldine McCaughrean</i></p>	<p>Fiction: Stories from other countries (4 weeks) Text: <i>Journey to Jo-burg</i> by <i>Beverley Naidoo</i></p> <p>Writing Outcome/s: - Character description - Setting description - Diary entry - Informal letter</p> <p>EGPS focuses:</p> <ul style="list-style-type: none"> • Linking ideas across paragraphs using time adverbials • Commas to clarify meaning and avoid ambiguity • Modal verbs to indicate degrees of possibility • Devices to build cohesion within a paragraph (all embedding) <p>Non-Fiction: Persuasive Text (3 weeks) Text: <i>Journey to Jo-burg</i> by <i>Beverley Naidoo</i></p> <p>Writing Outcome/s: Developed persuasive texts: - Persuasive letter</p>	<p>Fiction: Mystery and Suspense (3 weeks) Text: <i>Things That Go Bump</i> by <i>Kathryn Foxfield</i></p> <p>Writing Outcome/s:</p> <ul style="list-style-type: none"> • Setting description • Suspense writing (with dialogue) • Re-write a chapter from an alternative character’s perspective <p>EGPS focuses:</p> <ul style="list-style-type: none"> • Relative clauses (embedding) • Dashes, brackets or commas for parenthesis (embedding) <p>Poetry: Classic/Narrative Poems (2 weeks) Text: <i>The Highwayman</i></p> <p>Writing Outcome/s: -Poetry writing inspired by the Highwayman (focusing on language and rhythm of the poem)</p> <p>EGPS focuses:</p> <ul style="list-style-type: none"> • Converting nouns or adjectives using suffixes 	<p>Fiction: Novel-based study (6/7 weeks) Text: <i>The Boy in the Girl’s Bathroom</i> by <i>Louis Sachar</i></p> <p>Writing Outcome/s: - A school report - Balanced argument - Write a next chapter (including speech punctuation) - Epilogue</p> <p>EGPS focuses: -Text type key features -Revision of all Y5 EGPS objectives – time dedicated to identifying and teaching to gaps in ch’s learning</p>
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	<ul style="list-style-type: none"> • Linking ideas across paragraphs using time adverbials • Relative clauses • Dashes, brackets or commas for parenthesis • Modal verbs 	<ul style="list-style-type: none"> • Verb prefixes (dis-, de-, mis-, over- and re-) 	<p>Writing Outcome/s:</p> <ul style="list-style-type: none"> - Newspaper report - Diary entries <p>EGPS focuses:</p> <ul style="list-style-type: none"> • Apostrophes to mark singular and plural possession • Cohesion within and across paragraphs • Modal verbs (embedding) • Shifts in formality (newspaper report) • Linking ideas across paragraphs using time adverbials (embedding) 	<ul style="list-style-type: none"> - Persuasive speech to present to class <p>EGPS focuses:</p> <ul style="list-style-type: none"> • Modal adverbs to indicate degrees of possibility • Devices to build cohesion within a paragraph (embedding) • Persuasive writing features 	<ul style="list-style-type: none"> • Verb prefixes (all embedding) 	
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<p>Year 6</p>	<p>Poetry: The Power of Imagery (2 weeks) Text: <i>City Jungle by Pie Corbett</i></p> <p>Writing Outcome/s: -Write and perform poems using personification, figurative language & imagery</p> <p>EGPS focuses:</p> <ul style="list-style-type: none"> • Understand how words are related by meaning as synonyms and antonyms • Recap verb prefixes and converting nouns or adjectives using suffixes (Y5) <p>Fiction: Fantasy and Imaginary (5 weeks) Text: <i>The Nowhere Emporium by Ross Mackenzie</i></p> <p>Writing Outcome/s: - setting description - diary - job advert for Emporium assistant - balanced argument</p>	<p>Non-Fiction: Biographies (2 weeks) Text: <i>Mud, Sweat and Tears by Bear Grylls</i></p> <p>Writing Outcome/s: - Application to become a survivalist to present to other year group class - Biography of a famous explorer</p> <p>EGPS focuses:</p> <ul style="list-style-type: none"> • Managing shifts in formality (using a range of formal and informal vocabulary and grammatical structures to match particular audiences and purposes) • Adverbial phrases (time) for cohesion withing and across paragraphs • Semi-colons for items in a list and colons to introduce lists • Passive voice • Subjunctive form • Hyphens <p>Fiction: Adventure</p>	<p>Fiction: Short stories with flashbacks (3 weeks) Text: <i>Holes by Louis Sachar</i></p> <p>Supplementing short films: <i>Up & The Piano</i></p> <p>Writing Outcome/s: - Detailed information text - Diary entry (recounting flash black) - Re-write a chapter from an alternative viewpoint</p> <p>EGPS focuses:</p> <ul style="list-style-type: none"> • Semi-colon, colon and dash • Cohesive devices (linking ideas across paragraphs) (all embedding) • Perfect form of verbs to mark relationship of time and cause • Hyphens • Subjunctive form (info text) <p>Non-Fiction: (Persuasion and Arguments (3 weeks) Text: <i>Holes by Louis Sachar</i></p> <p>Writing Outcome/s:</p>	<p>Fiction: Horror (4 weeks) Text: <i>Room 13 by Robert Swindells</i></p> <p>Supplementing short films: <i>Literacy Shed: Alma & Francis Brandywine</i></p> <p>Writing Outcome/s: - Blog (Francis) - Character description - Diary - Write next chapter at pivotal point (with speech) - Detailed information text</p> <p>EGPS focuses:</p> <ul style="list-style-type: none"> • Expanded noun phrases (to convey complicated information concisely) • Semi-colon, colon and dashes (embedding) • Use of cohesive devices within and across paragraphs • Hyphens to avoid ambiguity • Question tags <p>Fiction: Historical Fiction (3 weeks) Text:</p>	<p>SATs Revision: Reading and EGPS SATs Revision (3 weeks)</p> <p>Fiction: Historical Fiction (continued)</p> <p>Text: <i>The Titanic Detective Agency by Lyndsey Littleson</i> <i>Tragedy at Sea by David Long</i></p> <p>Writing Outcome/s: - Re-write a chapter from a different perspective</p> <p>EGPS focuses: Revision of all Y6 EGPS objectives – time dedicated to teaching to gaps in ch’s learning</p>	<p>Fiction/Poetry: Transition: Novel-based study (6/7 weeks) Text: <i>The Final Year by Matt Goodfellow</i></p> <p>Writing Outcome/s: - A range of poems linked to key themes in text. - Performance poetry - Diary entry - Letter</p> <p>EGPS focuses: Revision of all Y6 EGPS objectives – time dedicated to teaching to gaps in ch’s learning</p>
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	<p>- re-write an alternative opening chapter (with speech)</p> <p>EGPS focuses:</p> <ul style="list-style-type: none"> expanded noun phrases to convey complicated information concisely Adverbial phrases (time) for cohesion (y5 embedding) use of a wider range of cohesive devices, semantic cohesion, grammatical connections to link ideas across paragraphs 	<p>(4 weeks)</p> <p>Text: <i>Onyeka and the Academy of the Sun</i> by Tola Okogwu</p> <p>Writing Outcome/s:</p> <ul style="list-style-type: none"> -character description (own superpower) - Diary entry - Write next chapter at pivotal point (including speech) - Persuasive letter <p>EGPS focuses:</p> <ul style="list-style-type: none"> use of a wider range of cohesive devices, semantic cohesion, grammatical connections to link ideas across paragraphs Hyphens to avoid ambiguity Semi-colon, colons and dashes <p>Poetry: Protest Poetry (1 week)</p> <p>Text: <i>2 stars and a wish</i> by Stormzy <i>Bridge over Troubled Water (Artists for Grenfell)</i> by Stormzy</p> <p>Writing Outcome/s:</p>	<ul style="list-style-type: none"> - formal persuasive letter - persuasive speech - balanced argument (to perform as a class debate) <p>EGPS focuses:</p> <ul style="list-style-type: none"> Passive voice Informal and formal speech structures (incl. vocab) Use of a wider range of cohesive devices Subjunctive form Hyphens 	<p><i>The Titanic Detective Agency</i> by Lyndsey Littleson <i>Tragedy at Sea</i> by David Long</p> <p>Writing Outcome/s:</p> <ul style="list-style-type: none"> - Setting description (boarding Titanic) - Persuasive letter - Diary <p>EGPS focuses:</p> <ul style="list-style-type: none"> Cohesive devices Semi-colon, colon and dashes (embedding) Use of a wide variety of cohesive devices Subjunctive form Informal and formal speech structures 	
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		<p>-Write and perform poetry using a range of poetic devices</p> <p>EGPS focuses:</p> <ul style="list-style-type: none">• Synonyms and antonyms (embedding)				
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