

# **English**

Suggested long term planning  
Years 1 to 6

Stourbridge Literacy Group 2014

The Long Term Plans allow for two planning approaches:

Planning which follows the teaching sequence for writing: Designed to follow the three phases of the teaching sequence, leading to a quality written outcome.

Topic based planning using a text as a stimulus ('Take One Book'): Allows teachers a wider creative freedom and an enhanced opportunity to focus on the 'reading for pleasure' element of the curriculum. One book is chosen, and from this, a variety of outcomes could be produced, and links made across the curriculum where appropriate.

Both approaches are designed to be tailored to the needs of the children through ongoing assessment/national expectations.

**Non-Fiction Modules** - The long term plans are designed to ensure whole school coverage of six non-fiction genres/text types. There is alignment with other curriculum areas e.g. where children are expected to 'explain' in science in year 1, an opportunity has been provided for the children to encounter an 'explanation' module beforehand. The modules have been chosen to allow for the embedded teaching of the grammar statements for each year group e.g. the recount module in year 3 that allows for the use of present perfect verb forms. Modules have also been designed to take account of any mention of specific text types in the English Reading Comprehension and Writing Composition Programmes of Study e.g. the curriculum places emphasis on 'fairy stories' and 'traditional tales' from years 1 to 4 and this is reflected in the narrative module titles. Where possible, titles also reflect terminology of the **National Curriculum** e.g. 'predictable phrasing' in year 1. The **non-fiction provision map** provides a graphic illustration of the time allocated to each non-fiction module and the coverage across Key Stages 1 and 2.

**Fiction modules** - As the children progress through Key Stage 2, narrative units vary their focus e.g. from plot in years 1, 2 and 3 to other aspects of narrative writing such as characterisation and creating atmosphere. In every year group, opportunities have been planned for children to write complete narratives.

**Poetry** - Three aspects of poetry are addressed in each year group: vocabulary building; structure e.g. Haiku and poetry appreciation (Take one Poet – where children can become familiar with a poet appropriate for their year group). Opportunities for performance and recital should occur regularly throughout the year.

**The 'suggested written outcomes'** have been chosen to ensure a variety of outcomes throughout the Key Stages and may also incorporate learning from other curriculum areas. These also, as mentioned above, are designed to facilitate embedded teaching of grammar.



English Modules – Year 1									
	Term 1			Term 2			Term 3		
<b>Narrative</b>	Stories with predictable phrasing (3weeks)	<b>Fantasy Stories</b> (3 weeks)	Assessment and Review Week	<b>Contemporary fiction – stories reflecting children’s own experience</b> (4 weeks – or 2 + 2 weeks)		Assessment and Review Week	<b>Traditional Tales - Fairy tales</b> (6 weeks – or 2 + 2 + 2 weeks)		<b>‘Take One Book’</b>  (1 or 2 weeks)  One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term
Suggested final written outcome	Write simple sentences using patterned language, words and phrases taken from familiar stories			Write a series of sentences to retell events based on personal experience.			Write a re-telling of a traditional story.		
<b>Non-fiction</b>	<b>Labels, lists and captions</b> 1 week	<b>Recount</b> 2 weeks - or 1 + 1 week		<b>Report</b> 2 weeks	<b>Instructions</b> 2 weeks		<b>Report</b> 2 weeks	<b>Explanations</b> 2 weeks	
Suggested final written outcome	Write labels and sentences for an in-class exhibition/ museum display	Write simple first person recounts based on personal experience, using adverbs of time to aid sequencing		A simple non-chronological report with a series of sentences to describe aspects of the subject; distinguish between a description of a single member of a group and the group in general	Following a practical experience, write up the instructions for a simple recipe		A simple non-chronological report with a series of sentences to describe aspects of the subject; distinguish between a description of a single member of a group and the group in general	Draw pictures to illustrate a simple process and prepare several sentences to support the explanation (Link to cross curricular topic)	
<b>Poetry</b>	<b>Vocabulary Building Structure – rhyming couplets</b> (2 weeks)			<b>Structure – Traditional rhymes</b> (2 weeks)			<b>Take one poet – poetry appreciation</b> (2 weeks)		
Suggested outcome	Read, write and perform free verse and recite familiar poems by heart			Recite familiar poems by heart. Learn and perform own poems			Personal responses to poetry Recite familiar poems by heart		

English Modules – Year 2									
	Term 1			Term 2			Term 3		
<b>Narrative</b>	<b>Traditional Tales - Fairy Tales</b> (4 weeks – or 2 + 2 weeks)		Assess and Review view Week	<b>Contemporary Fiction and Stories with recurring literary language</b> (4 weeks)		Assessment and Review Week	<b>Tales , Myths and Creation stories</b> (4 weeks - or 2 + 2 weeks)		<b>‘Take One Book’</b>  (1 or 2 weeks)  One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term
Suggested final written outcome	Write a re-telling of a traditional story, adding alternative characters and settings.			Use a familiar story as a model to write a new story.			Write a creation myth based on ones read e.g. how the zebra got his stripes.		
<b>Non-fiction</b>	<b>Explanations</b> 2 week	<b>Recount</b> 2 weeks - or 1 + 1 week		<b>Report</b> 4 weeks – or 2 + 2 weeks			<b>Instructions</b> 2 weeks	<b>Explanations</b> 2 weeks	
Suggested final written outcome	Following practical tasks, produce a simple flowchart or cyclical diagram and record a series of sentences to support the explanation	Write first person recounts re-telling historical events, using adverbs of time to aid sequencing, and maintaining consistency in tense and person		Assemble information on a subject, sorting and categorising information; use comparative language to describe and differentiate			Write a series of fiction-based instructions (i.e. ‘How to trap an ogre’), including diagrams.	Produce a flowchart, ensuring content is clearly sequenced	
<b>Poetry</b>	<b>Vocabulary building/ Structure - list poems</b> (3 weeks)			<b>Structure – Calligrams</b> (3 weeks)			<b>Take one poet – poetry appreciation</b> ( 3 weeks)		
Suggested outcome	Read , write and perform list poems			Write own calligrams based on single words			Personal responses to poetry Recite familiar poems by heart		

**English Modules – Year 3**

	Term 1			Term 2			Term 3	
<b>Narrative</b>	<b>Traditional Tales - Fables</b> (4 weeks – or 2 + 2 weeks)	<b>Writing and performing a Play</b> (2 weeks)	<b>Assessment and Review Week</b>	<b>Fairy tales and alternative versions</b> (3 weeks)		<b>Assessment and Review Week</b>	<b>Adventure stories</b> (5 weeks)	
Suggested final written outcome	Write a new fable to convey a moral.	Write and perform a play, based on a familiar story		Write a traditional tale from a key characters perspective.			Write an adventure story, focusing on plot.	
<b>Non-fiction</b>	<b>Recount of a recent event</b> 2 weeks	<b>Instructions (Giving Directions)</b> 2 weeks		<b>Explanations</b> 2 weeks	<b>Non-Chronological Report</b> 3 weeks		<b>Persuasive letter writing</b> 3 weeks	
Suggested final written outcome	Write a news/sports report of an 'unfolding event' (e.g. commentary), including detail expressed in ways that will engage the reader/viewer	Write and evaluate a range of instructions, including directions e.g. a treasure hunt		Create and use a flowchart to write an explanation of a process, ensuring relevant details are included and accounts ended effectively	Teacher demonstrates research and note-taking techniques using information and ICT texts on a subject and using a spidergram to organise the information.		Persuade in the form of letters / invitations linking points persuasively and selecting style and vocabulary appropriate to the reader( e.g. formal and informal)	
<b>Poetry</b>	<b>Based on observations and the senses</b>  (3 weeks)			<b>Structure based on haiku, tanka and kennings</b> (3 weeks)			<b>Take one poet – poetry appreciation</b> (2 weeks)	
Suggested outcome	Written poem in the form of a Shape Perform and present			Read and write and perform haiku, tanka and kennings			Research a particular poet. Personal responses to poetry Recite familiar poems by heart	
								<b>'Take One Book'</b> <b>(2 weeks)</b>  One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term

**English Modules – Year 4**

	Term 1		Term 2			Term 3			
<b>Narrative</b>	<b>Narrative plot, character and setting</b> (2+2 weeks)	Assessment and Review Week	<b>Writing and performing a play</b> (2 weeks)	<b>Story settings</b> (3 weeks)	Assessment and Review Week	<b>Stories with issues and dilemmas</b> (4 weeks)		<b>‘Take One Book’</b>  (3 weeks)  One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term  <i>This could include non-fiction text types not taught as a unit in this year group (e.g. recounts, instructions)</i>	
Suggested final written outcome	Story plans resulting in:  Written narrative with a strong plot, descriptive settings and believable characters		Write and perform a play, based on a familiar story	Write a section of a narrative (or several narratives) focusing on setting		Relate the theme of the story to personal experience and write a story/account reflecting that theme.			
<b>Non-fiction</b>	<b>Newspaper Reports</b> 4 weeks		<b>Persuasion</b> 3 weeks			<b>Discussion</b> 2 weeks	<b>Explanation</b> 2 weeks		
Suggested final written outcome	Write own report independently based on notes gathered from several sources		Assemble and sequence points in order to plan the presentation of a point of view, using graphs, images, visual aids to make the view more convincing			Consider different sides of an argument and decide on a course of action, summarising your reasons in a letter	Create a flowchart to explain how a new invention works; use the notes to write an explanation using an impersonal style		
<b>Poetry</b>	<b>Poems with similar themes</b> (2 weeks)		<b>Structure– narrative poetry</b> (3 weeks)			<b>Take one poet – poetry appreciation</b> (2 weeks)			
Suggested outcome	Read, write and perform poems with similar themes	Recite some narrative poetry by heart Read and respond			Research a particular poet. Personal responses to poetry Recite familiar poems by heart				



English Modules – Year 5									
	Term 1			Term 2			Term 3		
<b>Narrative</b>	<b>Traditional Tales - legends</b> (4 weeks)		<b>Assessment and Review Week</b>	<b>Suspense and mystery</b> (4 weeks)		<b>Assessment and Review Week</b>	<b>Fiction from our literary heritage</b> (4 weeks)		<b>‘Take One Book’</b>  (2 weeks)  One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term  <i>This could include non-fiction text types not taught as a unit in this year group (e.g. recounts, instructions)</i>
Suggested final written outcome	Reflect on the main character of the legend from different viewpoints. Re-tell the story from several different perspectives.			Develop skills of building up atmosphere in writing e.g. passages building up tension			Explore a text in detail. Write in the style of the author to. Take the plot and theme from the text to plan and write their own contemporary version.		
<b>Non-fiction</b>	<b>Recount</b> 2 weeks	<b>Explanation</b> 3 weeks		<b>Persuasion</b> 3 weeks	<b>Instructions</b> 1 weeks		<b>Report</b> 2 weeks	<b>Discussion</b> 3 weeks	
Suggested final written outcome	Compose a biographical account based on research	Cross-curricular Links e.g Geography PoS_ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes,		Persuasive letter, leaflet, poster (cross curricular links)	Detailed instructions with clear introduction and conclusion.		Write a report, in which two or more subjects are compared	Write up a balanced discussion presenting two sides of an argument, following a debate	
<b>Poetry</b>	<b>Vocabulary building</b> (1 week)	<b>Structure – cinquain</b> (2 weeks)		<b>Structure – spoken word poetry/rap</b> (2 weeks)			<b>Take one poet – poetry appreciation</b> (2 weeks)		
Suggested outcome	Read, write and perform free verse	Read and respond to cinquains. Experiment with writing their own.	Listen to, read, perform and respond to raps. Experiment with writing their own.		Research a particular poet. Personal responses to poetry Recite familiar poems by heart				

**English Modules – Year 6**

English Modules – Year 6							
	Term 1			Term 2		Term 3	
<b>Narrative</b>	<b>Fiction Genres</b> (4 weeks)			<b>Assessment And Review Week</b>	<b>Narrative workshop: review key narrative technique e.g. creating settings, characterisation, atmosphere</b> (4 weeks)		<b>Assessment And Review Week</b>
Suggested final written outcome	A range of stories conveying different genres				A single extended narrative, or several narratives on a similar theme e.g. autobiographical stories developing a key narrative technique e.g time slip		
<b>Non-fiction</b>	<b>Explanation</b> 2 weeks	<b>Recounts</b> 2 weeks	<b>Report</b> 2 weeks		<b>Persuasion</b> 2 weeks	<b>Discussion</b> 2 weeks	
Suggested final written outcome	<u>Links to topic</u> including conclusions, causal relationships and explanations	Write in role, adapting distinctive voices, e.g. of historical characters, through preparing a CV; composing a biographical account or describing a person from different perspectives, e.g. police description, school report, newspaper obituary	Write reports as part of a presentation on a non-fiction subject. Choose the appropriate style and form of writing to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types.		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	A debate followed by a write-up which presents and evaluates the opinions of multiple differing viewpoints	
<b>Poetry</b>	<b>Vocabulary building</b> (1 week)			<b>Poems in a given style e.g. Hamilton Trust “Slam”</b> (2 Weeks)		<b>Take one poet - Poetry appreciation</b> (2 weeks)	
Suggested outcome	Read, write and perform free verse			Read, respond and perform a selection of poems n a given style		Research a particular poet. Personal responses to poetry Recite familiar poems by heart	
				<b>Focus on Study Skills</b> (3 weeks)		<b>Assessment Week</b> (1 week)	
				<b>‘Take One Book’ (extended book study over 5 weeks)</b>			
				A range of written outcomes, linked with fiction/ non-fiction modules covered across the year			



