

## English Long-Term Plan

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year Group</b>						
<b>Nursery</b>	<p><b>Nice to meet you</b></p> <p>Key Text: Nursery rhymes (3 weeks)</p> <p><i>The Colour Monster by by Anna Llenas</i> (2/3 weeks)</p> <p><i>Owl Babies by Martin Waddell</i> (2 weeks)</p>	<p><b>Our Special Times</b></p> <p>Key Text: <i>Pumpkin Soup by Helen Cooper</i> (2 weeks)</p> <p>Bonfire night safety (Non-fiction) (1 day)</p> <p><i>Binny's Diwali by Thrity Umrigar</i> (2 weeks)</p> <p><i>The Nativity Story</i></p> <p><i>Stick Man by Julia Donaldson</i> (2 weeks)</p>	<p><b>Grrrrrr!</b></p> <p>Key Text: <i>We're Going on A Bear hunt by Michael Rosen/+ 1 bear story</i> (3 weeks)</p> <p>Chinese New Year (Non-fiction)</p> <p><i>Stomp, Chomp Here Come the Dinosaurs by Kaye Umansky</i></p> <p><i>Hugasaurus by Rachel Bright</i></p> <p><i>Harry and the Bucketful of Dinosaurs by Ian Whybrow</i> (3 weeks)</p>	<p><b>Growing and Changing</b></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>Farmer Duck by Martin Waddell</i> (2 weeks)</p>	<p><b>Happily Ever After</b></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><b>On The Move</b></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</i></p> <p><i>The Magic Train Ride by Sally Crabtree</i> (2 weeks)</p> <p><i>The Hundred Decker Bus by Mike Smith</i> (2 weeks)</p> <p><i>Ruby's Worry by Tom Percival</i> (1 week)</p>

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

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<b>Year 1</b>	<p><b>Transition Week Unit</b> (1 week) <b>Text:</b> <i>The Colour Monster goes to School</i> by Anna Llenas</p> <p><b>Writing Outcomes:</b> -simple sentence to describe the first week</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Finger spaces, capital letters and full stops</li> <li>• Segmenting and blending to spell</li> </ul> <p><b>Fiction:</b> Journey story (3 weeks) <b>Text:</b> <i>The Shopping Basket</i> by J Burningham</p> <p><b>Writing Outcome:</b> - Shopping lists - Food labels - Captions</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Finger spaces, capital letters and full stops</li> <li>• Segmenting and blending to spell</li> </ul> <p><b>Non-Fiction:</b> Recounts (2 weeks)</p>	<p><b>Fiction:</b> Traditional Tales (4 weeks) <b>Text:</b> <i>Cinderella</i></p> <p><b>Writing Outcomes:</b> - Imitate and innovate a section of the story - Persuasive letter (to say why Cinderella should go to the ball)</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Conjunctions</li> <li>• Adjectives</li> </ul> <p><b>Poetry:</b> Senses poetry (2 weeks) <b>Text:</b> <i>The Snowflake Mistake</i> by L.Treleaven</p> <p><b>Writing Outcomes:</b> -Write and perform a senses poem</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Adjectives</li> </ul> <p><b>Christmas Week</b> (1 week) <b>Text:</b> <i>A Letter to Santa</i> by James Newman-Gray</p> <p><b>Writing Outcomes:</b> Descriptive letter</p>	<p><b>Fiction:</b> Problem and resolution story (3 weeks) <b>Text:</b> <i>Lost and Found</i> by Oliver Jeffers</p> <p><b>Writing Outcome:</b> - Imitate and innovate a section of the story</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Conjunctions (and, but)</li> <li>• Nouns</li> </ul> <p><b>Fiction:</b> Action story (3 weeks) <b>Text:</b> <i>Traction Man</i> by Mini Grey</p> <p><b>Writing Outcomes:</b> - Character description (of a super hero to join Traction Man’s team). Perform as an ‘audition’. - Story writing with innovation of characters</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Adjectives</li> <li>• Conjunctions (review all)</li> </ul>	<p><b>Fiction:</b> Traditional Tales (4 weeks) <b>Text:</b> <i>Jack &amp; the Beanstalk</i> (main text), <i>Jim &amp; the Beanstalk</i> (example of innovation)</p> <p><b>Writing Outcome:</b> - Innovate an alternative ending - Letter (from the giant, with ways to help him)</p> <p><b>EGPS focus:</b></p> <ul style="list-style-type: none"> <li>• Suffixes (ed, ing, er ...linked to text, climbed, shouted, running, faster, growing, taller, stomping etc)</li> <li>• Question marks and exclamation marks</li> </ul> <p><b>Non-Fiction:</b> Instructions (3 weeks) <b>Text:</b> <i>Jim &amp; the Beanstalk</i> by Raymond Briggs</p> <p><b>Writing Outcome:</b> -Write a set of simple instructions for how to plant a seed</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Imperative verbs</li> </ul>	<p><b>Fiction:</b> Fantasy settings (2 weeks) <b>Text:</b> <i>Am I Yours?</i> by Alex Latimer</p> <p><b>Writing Outcome:</b> - Diary entry</p> <p><b>EGPS focus:</b></p> <ul style="list-style-type: none"> <li>• Prefix un (linked to topic...unbreakable, unfortunately, unhappy etc)</li> </ul> <p><b>Fiction:</b> Rhyming fiction (3 weeks) <b>Text:</b> <i>Superworm</i> by Julia Donaldson</p> <p><b>Writing Outcomes:</b> - Character description of Wizard Lizard - Innovation of character</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Prefix un (linked to topic...unkind, unfortunately, unhappy, unbelievable, untidy, untie etc)</li> <li>• Adjectives</li> <li>• Time conjunctions</li> </ul>	<p><b>Fiction:</b> Adventure story (3 weeks) <b>Text:</b> <i>The Pirates Next Door</i> by Jonny Duddle</p> <p><b>Writing Outcome:</b> - Imitate and innovate a section of the story</p> <p><b>EGPS focus:</b></p> <ul style="list-style-type: none"> <li>• Simple past and present tense</li> <li>• Adding the correct word to make sentences grammatically correct.</li> </ul> <p><b>Non-Fiction:</b> Fact files: pirates and explorers (3 weeks) <b>Text:</b> <i>The Pirates Next Door</i> by Jonny Duddle</p> <p><b>Writing Outcome:</b> - Fact file linked to pirates</p> <p><b>Non-Fiction</b> (linked to Health and Well-being): <b>Writing Outcome:</b> Write a review of your healthy smoothie. Perform as a short video clip.</p>

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	<p><b>Text:</b> <i>Spooky Rumpus</i> by Tony Mitton</p> <p><b>Writing Outcomes:</b> -Recount of spooky disco</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Capital letters at the start of sentences</li> <li>• Full stops</li> <li>• Capital letter for pronoun I</li> <li>• Verbs</li> </ul>	<p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Capital letters at the start of sentences</li> <li>• Full stops</li> <li>• Capital letter for pronoun</li> <li>• Question marks and exclamation marks</li> </ul>		<ul style="list-style-type: none"> <li>• Nouns and plural noun suffixes (es, s)</li> </ul>		<p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Simple past and present tense</li> <li>• Embedding of all Y1 EGPS objectives – time dedicated to teaching to gaps</li> </ul>
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Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 2</b>	<p><b>Transition Week Unit:</b> (1 week) <b>Text:</b> <i>The Mega Magic Teacher Swap</i> by Rochelle Humes</p> <p><b>Writing Outcomes:</b> -simple sentence to describe the first week</p> <p><b>Fiction:</b> Action story (2 weeks) <b>Text:</b> <i>Supertato</i> by Sue Hendra</p> <p><b>Writing Outcome:</b> - Imitate and innovate characters</p> <p><b>EGPS Focuses:</b></p> <ul style="list-style-type: none"> <li>• Capital letters, full stops, finger spaces</li> <li>• Expanded noun phrases</li> <li>• Exclamation marks</li> </ul> <p><b>Fiction:</b> Traditional Tales (2 weeks) <b>Text:</b> <i>The Enormous Turnip</i></p> <p><b>Writing Outcome:</b> -Write the opening of the story (setting, characters)</p> <p><b>EGPS Focuses:</b></p>	<p><b>Poetry:</b> Senses (1 week) <b>Text:</b> <i>Sparks in the Sky eBook</i> (Twinkl)</p> <p><b>Writing outcomes:</b> -Firework senses poem (based on I can see, I can smell, I can hear etc.)</p> <p><b>EGPS Focuses:</b></p> <ul style="list-style-type: none"> <li>• Exclamations</li> <li>• Expanded noun phrases</li> <li>• Adjectives</li> <li>• Use of 'ly' to turn adjective into adverb</li> </ul> <p><b>Fiction:</b> Story with a moral dilemma (3 weeks) <b>Text:</b> <i>The Rainbow Bear</i> by Michael Morpurgo</p> <p><b>Writing Outcomes:</b> - Character description - Setting description</p> <p><b>EGPS Focuses:</b></p> <ul style="list-style-type: none"> <li>• Suffixes that can be added to verbs (adding ed, ing or er)</li> <li>• Use of suffix 'er' and 'est' in adjectives</li> </ul>	<p><b>Fiction:</b> Stories from different cultures (3 weeks) <b>Text:</b> <i>The Proudest Blue</i> by Ibtihaj Muhammad</p> <p><b>Writing Outcome:</b> - Diary entry - Imitate and innovate a section of the story</p> <p><b>EGPS Focuses:</b></p> <ul style="list-style-type: none"> <li>• Subordination (using when, if, that, because) and Co-ordination (using or, and, but)</li> </ul> <p><b>Non-Fiction:</b> Chinese New Year (1 week) <b>Text:</b> Example letters, Chinese New Year non-fiction Text</p> <p><b>Writing Outcome:</b> -Write a letter to another class describing the key events of Chinese New Year.</p> <p><b>EGPS Focuses:</b></p> <ul style="list-style-type: none"> <li>• Past and present tense</li> <li>• Exclamation and question marks</li> </ul>	<p><b>Fiction:</b> Modern classic fiction (4 weeks) <b>Text:</b> <i>The Lighthouse Keepers Lunch</i> by Ronda and David Armitage</p> <p><b>Writing outcome:</b> - Imitate and innovate the story</p> <p><b>EGPS Focuses:</b></p> <ul style="list-style-type: none"> <li>• Commas in a list</li> <li>• Expanded noun phrases</li> <li>• Apostrophes for possession</li> </ul> <p><b>Fiction:</b> Stories from the same author (3 weeks) <b>Text:</b> <i>Katie Morag seaside stories</i> by Mairi Hedderwick</p> <p><b>Writing Outcomes:</b> - Innovate the problem in the story - Write a class seaside story</p> <p><b>EGPS Focuses:</b></p> <ul style="list-style-type: none"> <li>• Past and present tense</li> <li>• Apostrophes for omission</li> </ul>	<p><b>Fiction:</b> Story with a moral (2 weeks) <b>Text:</b> <i>Clean Up!</i> by Nathan Bryon</p> <p><b>Writing Outcome:</b> - Setting description - Persuasive letter</p> <p><b>EGPS Focuses:</b></p> <ul style="list-style-type: none"> <li>• Prefix un linked to text (unkind, unwilling, unfortunately, untidy, unhappy)</li> <li>• Commas in a list</li> <li>• Co-ordination (using or, and, but)</li> <li>• Exclamation and question marks</li> </ul> <p>SATs preparation (2 weeks) -</p> <p><b>Non-Fiction:</b> Explanation Text (2 weeks) <b>Text:</b> <i>The Extraordinary Gardener</i> by Sam Boughton</p> <p><b>Writing Outcome:</b> -Explanation: How a seed grows (life cycle)</p>	<p><b>Fiction:</b> Stories from familiar settings (3 weeks) <b>Text:</b> <i>Alfie Goes Camping</i> by Shirley Hughes</p> <p><b>Writing Outcome:</b> - Imitate and innovate a character in the story</p> <p><b>EGPS Focuses:</b></p> <ul style="list-style-type: none"> <li>• Suffixes that can be added to verbs (adding ed, ing or er)</li> <li>• Expanded noun phrases</li> <li>• Inverted commas for speech</li> </ul> <p><b>Non-fiction:</b> Recounts (2 week)</p> <p><b>Writing Outcome:</b> -Write a recount of class trip to Ponderosa</p> <p><b>EGPS Focuses:</b></p> <ul style="list-style-type: none"> <li>• Past and present tense</li> <li>• Suffixes that can be added to verbs (adding ed, ing or er)</li> <li>• Use of suffix 'er' and 'est' in adjectives.</li> </ul>

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	<ul style="list-style-type: none"> <li>Capital letters, full stops, finger spaces</li> <li>Using capital letters for names and the personal pronoun.</li> </ul> <p><b>Non-Fiction:</b> Instructions (1 week) <i>Text: A range of recipes and instructions</i></p> <p><b>Writing outcome:</b> -Write a set of developed instructions for how to brush your teeth</p> <p><b>EGPS Focuses:</b></p> <ul style="list-style-type: none"> <li>Imperative verbs</li> <li>Commands</li> <li>Plural noun suffixes (es, s)</li> <li>Accurate use of a and an</li> <li>Commas in a list</li> </ul>	<p><b>Non-Fiction:</b> Information Text (2 weeks) <i>Text: The Rainbow Bear by Michael Morpurgo</i></p> <p><b>Writing Outcomes:</b> -Write a non-chronological report on a polar bear</p> <p><b>EGPS Focuses:</b></p> <ul style="list-style-type: none"> <li>Questions</li> <li>Statements</li> <li>Forming nouns using suffixes ('ness' and 'er') and by compounding (e.g; cupcake, superman).</li> </ul> <p><b>Christmas Week</b> (1 week) <i>Text: WAGOLL</i></p> <p><b>Writing Outcomes:</b> -Recount: write a letter recounting the events of the naughty Christmas elves.</p> <p><b>EGPS Focuses:</b></p> <ul style="list-style-type: none"> <li>Using capital letters for names and the personal pronoun</li> <li>Full stops, exclamation marks and question marks.</li> </ul>	<p><b>Poetry:</b> Rhyming (2 weeks) <i>Text: Monkey Puzzle by Julia Donaldson</i></p> <p><b>Writing Outcome:</b> -Write and perform a series of rhyming couplets to tell part of the story.</p> <p><b>EGPS Focuses:</b></p> <ul style="list-style-type: none"> <li>Verbs – progressive in the past and present</li> </ul>	<ul style="list-style-type: none"> <li>Forming adjectives using suffixes ('ful' and 'less').</li> </ul> <p><b>EGPS Focuses:</b></p> <ul style="list-style-type: none"> <li>Using a and an accurately</li> <li>Commands</li> <li>Imperative verbs</li> <li>Exclamation and question marks</li> </ul>	<p><b>Poetry</b> Humorous poetry (1 week) <i>Text: Silly seaside riddles/descriptive poetry</i></p> <p><b>Writing Outcome:</b> -Write and perform own riddles/descriptive poetry</p> <p><b>EGPS Focuses:</b></p> <ul style="list-style-type: none"> <li>Commas in a list</li> <li>Co-ordination (and, but)</li> </ul>
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<p><b>Year 3</b></p>	<p><b>Fiction:</b> Stories with a familiar setting (3/4 weeks) <b>Text:</b> <i>Stone Age Boy</i> by Satoshi Kitamura</p> <p><b>Writing Outcome/s:</b> - Setting description - Character description - Innovate and write a section of the story</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Word families based on common words</li> <li>• Prepositions</li> <li>• Conjunctions</li> </ul> <p><b>Non-Fiction:</b> Instructions (3 weeks) <b>Text:</b> <i>How to wash a woolly mammoth</i> by Michelle Robinson</p> <p><b>Writing Outcome/s:</b> -Write a detailed set of instructions linked to themes in text.</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Determiners (a or an)</li> <li>• Adverbs to express time</li> <li>• Embedding commas in a list</li> <li>• Headings and sub-headings</li> </ul>	<p><b>Poetry:</b> Language Play (2 weeks) <b>Text:</b> <i>On The Ning Nang Nong</i> by Spike Milligan <i>Firework Night</i> by Enid Blyton</p> <p><b>Writing Outcome/s:</b> -Write and perform nonsense poems</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Formation of nouns using a range of prefixes (<i>super-, anti-, auto-</i>)</li> </ul> <p><b>Fiction:</b> Myths and Legends (4 weeks) <b>Text:</b> <i>Can you catch a mermaid?</i> by Jane Ray</p> <p><b>Writing Outcome/s:</b> - Description of special item in myth - Setting description - Innovate and write a section of the myth</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Irregular tense changes</li> <li>• Introduction to paragraphs</li> </ul>	<p><b>Poetry:</b> Performance Poetry (1 week) <b>Text:</b> <i>The Sound Collector</i> by Rodger McGough <i>Please Mrs Butler</i> by Alan Ahlberg</p> <p><b>Writing Outcome/s:</b> -Write and perform a performance poem with sounds</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Suffixes to form comparison of adjectives and adverbs</li> </ul> <p><b>Fiction unit:</b> Fantasy &amp; Imaginary <b>Text:</b> <i>The Tin Forest</i> by H. Ward &amp; W.Anderson (3 weeks)</p> <p><b>Writing Outcome/s:</b> - Setting description - Character description - Dialogue conversation between characters (using inverted commas)</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Inverted commas to punctuate direct speech</li> <li>• Conjunctions, adverbs and prepositions (embedding)</li> </ul>	<p><b>Fiction:</b> Adventure &amp; Mystery (5 weeks) <b>Text:</b> <i>The Lost Happy Endings</i> by Carol Anne Duffy</p> <p><b>Writing Outcome/s:</b> - Character description - Diary entry - Innovate and write an alternative ending (with speech)</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Perfect form of verbs</li> <li>• Apostrophes for contractions</li> <li>• Inverted commas (embedding)</li> </ul> <p><b>Poetry:</b> Shape poetry and calligrams (2 weeks) <b>Text:</b> <i>The Lost Happy Endings</i> by Carol Anne Duffy</p> <p><b>Writing Outcome/s:</b> -Write and perform shape and calligram poetry linked to key themes in text</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Suffixes to form comparison of adjectives and adverbs (embedding)</li> </ul>	<p><b>Fiction:</b> Play-scripts (5 weeks) <b>Text:</b> <i>Matilda</i> by Roald Dahl</p> <p><b>Writing Outcome/s:</b> - Scene description - Character description - Diary entry - A variety of playscripts based on key points of the plot.</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Inverted commas</li> <li>• Perfect form of verbs</li> <li>• Conjunctions, adverbs and prepositions (all embedding)</li> </ul>	<p><b>Non-Fiction:</b> Information Texts (2 weeks) <b>Text:</b> <i>Egypt Magnified</i> by David Long</p> <p><b>Writing Outcome/s:</b> - Information text about Ancient Egypt.</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Introduction to paragraphs</li> <li>• Heading and sub-headings</li> <li>• Commas in a list (all embedding)</li> </ul> <p><b>Fiction:</b> (5 weeks) <b>Text:</b> <i>The King who Banned the Dark</i> by Emily Haworth-Booth</p> <p><b>Writing Outcome/s:</b> - Persuasive debate - Persuasive letter - Newspaper report (about the King’s decision/effects of banning the dark)</p> <p><b>EGPS focuses:</b> Revision of all Y3 EGPS objectives – time dedicated to identifying and teaching to gaps</p>
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## English Long-Term Plan

	<ul style="list-style-type: none"><li>• Embed the use of the suffixes – <i>est</i> to form comparison of adjectives and adverbs</li></ul>		<p><b>Non-Fiction:</b> Non-chronological reports: (2 weeks)</p> <p><b>Writing Outcome/s:</b> -Non-chronological report linked to the Roman Britain.</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"><li>• Intro to paragraphs</li><li>• Commas to separate items in a list</li><li>• Determiners</li><li>• Headings and Sub-headings (all embedding)</li></ul>			
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## English Long-Term Plan

<b>Year 4</b>	<p><b>Fiction:</b> Stories which raise issues/dilemmas (3/4 weeks) <b>Text:</b> <i>Charlotte's Web by E.B White</i></p> <p><b>Writing Outcome/s:</b> - Setting description - Diary entry - Write the next chapter at key turning point of the novel - Newspaper report</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Fronted adverbials</li> <li>• Use of commas after fronted adverbials</li> </ul> <p><b>Non-fiction:</b> Persuasive Text (3 weeks) <b>Text:</b> <i>Charlotte's Web by E.B White</i></p> <p><b>Writing Outcome/s:</b> - Persuasive debate - Persuasive letter - Persuasive speech</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Paragraphs</li> <li>• Appropriate choice of pronoun or noun <i>within</i> a sentence</li> </ul>	<p><b>Fiction:</b> Stories from other cultures (4 weeks) <b>Text:</b> <i>Fastest Boy In The World by Elizabeth Laird</i></p> <p><b>Writing Outcome/s:</b> - Setting description - Character description - Letter - Innovate and write a new chapter</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Standard English forms for verb inflections</li> <li>• Apostrophes to mark singular and plural possession</li> </ul> <p><b>Non-fiction:</b> Non-Chronological Reports (3 weeks) <b>Text:</b> <i>Fastest Boy In The World by Elizabeth Laird</i></p> <p><b>Writing Outcome/s:</b> - Write a non-chronological linked to key themes in the text (Ethiopia)</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Appropriate choice of pronoun or noun <i>across</i> a sentence</li> <li>• Paragraphs (embedding)</li> </ul>	<p><b>Fiction:</b> Stories with imaginary worlds (4 weeks) <b>Text:</b> <i>MalaManda: an Eerie on Sea Mystery by Thomas Taylor</i></p> <p><b>Writing Outcome/s:</b> - Setting description of children's own imaginary world - Innovate and write a new chapter</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Inverted commas and speech punctuation</li> <li>• Noun phrases (expanded by modifying adjectives, nouns and preposition phrases)</li> </ul> <p><b>Poetry:</b> Creating Images (2 weeks) <b>Text:</b> <i>What are you? by Pie Corbett</i></p> <p><b>Writing Outcome/s:</b> -Poems using similes, alliteration and other poetic devices to create imagery</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Plurals and possessive (-s)</li> </ul>	<p><b>Non-fiction:</b> Recounts: newspapers and magazines (4 weeks) <b>Text:</b> <i>The True Story of the Three Little Pigs by John Scieszka &amp; Lane Smith</i></p> <p><b>Writing Outcome/s:</b> - News bulletin (film) - Diary entry - Informal letter (recount)</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Fronted adverbials</li> <li>• Use of commas after fronted adverbials</li> <li>• Noun phrases</li> <li>• Inverted commas and speech punctuation (all embedding)</li> </ul> <p><b>Non-Fiction:</b> Explanation Text (3 weeks) <b>Text:</b> <i>Wallace and Gromit's Cracking Contraptions by Haynes</i></p> <p><b>Writing Outcome/s:</b> -ch design their own cracking contraption and write an explanation text to explain how it works</p> <p><b>EGPS focuses:</b></p>	<p><b>Fiction:</b> Adventure (5 weeks) <b>Text:</b> <i>The Last Bear by Hannah Gold</i></p> <p><b>Writing Outcome/s:</b> - Character description - Setting description - Dialogue - Logbook entry - Newspaper report</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Inverted commas and speech punctuation</li> <li>• Apostrophes (all embedding)</li> </ul>	<p><b>Fiction:</b> Historical Fiction (4/5 weeks) <b>Text:</b> <i>Escape From Pompei by Christina Balti</i></p> <p><b>Writing Outcome/s:</b> - Scene description - Character description - Suspense narrative of dilemma - Playscripts based on key points of the plot.</p> <p><b>EGPS focuses:</b> Revision of all Y4 EGPS objectives – time dedicated to identifying and teaching to gaps</p> <p><b>Poetry:</b> Exploring form - Haiku and Cinquain poetry (2 weeks) <b>Text:</b> <i>Escape From Pompei by Christina Balti</i></p> <p><b>Writing Outcome/s:</b> Haiku and Cinquain poems linked to key themes in text</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Appropriate choice of pronoun or noun <i>within</i> a sentence</li> <li>• Noun phrases (expanded by</li> </ul>
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## English Long-Term Plan

				<ul style="list-style-type: none"><li>• Appropriate choice of pronoun or noun <i>within</i> a sentence (embedding)</li><li>• Plurals and possessive (-s) (embedding)</li></ul>		modifying adjectives, nouns and preposition phrases) (all embedding)
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## English Long-Term Plan

<b>Year</b> <b>5</b>	<p><b>Fiction:</b> Adventure fiction (5 weeks) <b>Text:</b> <i>Kensuke's Kingdom</i> by <i>Michael Morpurgo</i></p> <p><b>Writing Outcome/s:</b> - Balanced argument - Formal persuasive letter - Diary entry - Write a next chapter (including speech)</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Modal verbs to indicate degrees of possibility</li> <li>• Devices to build cohesion within a paragraph</li> </ul> <p><b>Non-Fiction:</b> Instructions (2 weeks) <b>Text:</b> <i>Kensuke's Kingdom</i></p> <p><b>Writing Outcome/s:</b> Survival guide instructions</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Linking ideas across paragraphs using time adverbials</li> </ul>	<p><b>Poetry:</b> Poetic Style (2 weeks) <b>Text:</b> <i>The Magic Box</i> by <i>Pie Corbett</i></p> <p><b>Writing Outcome/s:</b> -A piece of free-verse poetry focusing on word-play, rhyme, metaphor and word choice.</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Converting nouns or adjectives using suffixes (-ate, ise, -ify)</li> </ul> <p><b>Fiction:</b> Modern classics (5 weeks) <b>Text:</b> <i>Tom's Midnight Garden</i> by <i>Phillipa Pearce</i></p> <p><b>Writing Outcome/s:</b> - Character descriptions - Descriptive narrative - Re-write a chapter (including speech)</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Relative clauses</li> <li>• Dashes, brackets or commas for parenthesis</li> <li>• Verb prefixes (dis-, de-, mis-, over- and re- )</li> </ul>	<p><b>Fiction:</b> Traditional stories, fables, myths and legends. (3 weeks) <b>Text:</b> <i>Orchard Book of Greek Myths</i> by <i>Geraldine McCaughrean</i></p> <p><b>Writing Outcome/s:</b> - Setting description - Character description - Re-write section of a myth from an alternative character's viewpoint - Non-chronological report</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Commas to clarify meaning and avoid ambiguity</li> <li>• Devices to build cohesion within a paragraph (embedding)</li> </ul> <p><b>Non-Fiction:</b> Recounts (3 weeks) <b>Text:</b> <i>Orchard Book of Greek Myths</i> by <i>Geraldine McCaughrean</i></p> <p><b>Writing Outcome/s:</b> - Newspaper reports - Diary entries</p>	<p><b>Fiction:</b> Stories from other countries (4 weeks) <b>Text:</b> <i>Journey to Jo-burg</i> by <i>Beverley Naidoo</i></p> <p><b>Writing Outcome/s:</b> - Character description - Setting description - Diary entry - Informal letter</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Linking ideas across paragraphs using time adverbials</li> <li>• Commas to clarify meaning and avoid ambiguity</li> <li>• Modal verbs to indicate degrees of possibility</li> <li>• Devices to build cohesion within a paragraph (all embedding)</li> </ul> <p><b>Non-Fiction:</b> Persuasive Text (3 weeks) <b>Text:</b> <i>Journey to Jo-burg</i> by <i>Beverley Naidoo</i></p> <p><b>Writing Outcome/s:</b> - Persuasive letter - Persuasive speech</p>	<p><b>Fiction:</b> Mystery and Suspense (3 weeks) <b>Text:</b> <i>The Ghost of Thomas Kempe</i> by <i>Penelope Lively</i></p> <p><b>Writing Outcome/s:</b></p> <ul style="list-style-type: none"> <li>• Setting description</li> <li>• Suspense writing (with dialogue)</li> <li>• Re-write a chapter from an alternative character's perspective</li> </ul> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Relative clauses (embedding)</li> <li>• Dashes, brackets or commas for parenthesis (embedding)</li> </ul> <p><b>Poetry:</b> Classic/Narrative Poems (2 weeks) <b>Text:</b> <i>The Highwayman</i></p> <p><b>Writing Outcome/s:</b> -Poetry writing inspired by the Highwayman (focusing on language and rhythm of the poem)</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Converting nouns or adjectives using suffixes</li> <li>• Verb prefixes (all embedding)</li> </ul>	<p><b>Fiction:</b> Novel-based study (6/7 weeks) <b>Text:</b> <i>The Boy in the Girl's Bathroom</i> by <i>Louis Sachar</i></p> <p><b>Writing Outcome/s:</b> - A school report - Balanced argument - Write a next chapter (Including speech punctuation) - Epilogue</p> <p><b>EGPS focuses:</b> Revision of all Y5 EGPS objectives – time dedicated to identifying and teaching to gaps in ch's learning</p>
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## English Long-Term Plan

			<b>EGPS focuses:</b> <ul style="list-style-type: none"><li>• Apostrophes to mark singular and plural possession</li><li>• Linking ideas across paragraphs using time adverbials (embedding)</li></ul>	<b>EGPS focuses:</b> <ul style="list-style-type: none"><li>• Adverbs to indicate degrees of possibility</li><li>• Devices to build cohesion within a paragraph (embedding)</li></ul>		
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English Long-Term Plan



<p><b>Year</b> <b>6</b></p>	<p><b>Poetry:</b> The Power of Imagery (2 weeks) <b>Text:</b> <i>City Jungle by Pie Corbett</i></p> <p><b>Writing Outcome/s:</b> -Write and perform poems using personification, figurative language &amp; imagery</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Understand how words are related by meaning as synonyms and antonyms</li> <li>• Recap verb prefixes and converting nouns or adjectives using suffixes (Y5)</li> </ul> <p><b>Fiction:</b> Fantasy and Imaginary (5 weeks) <b>Text:</b> <i>The Nowhere Emporium by Ross Mackenzie</i></p> <p><b>Writing Outcome/s:</b> - setting description - character description - detailed information text - re-write an alternative chapter (with speech)</p>	<p><b>Non-Fiction:</b> Biographies (2 weeks) <b>Text:</b> <i>Mud, Sweat and Tears by Bear Grylls</i></p> <p><b>Writing Outcome/s:</b> - Application to become a survivalist - Biography of a famous explorer</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Managing shifts in formality (using a range of formal and informal vocabulary and grammatical structures to match particular audiences and purposes)</li> <li>• Adverbial phrases (time) for cohesion (Y5 embedding)</li> <li>• Semi-colon, colon and dashes</li> <li>• Layout devices to structure non-fiction writing</li> <li>• Passive voice</li> <li>• Subjunctive form</li> </ul> <p><b>Fiction:</b> Adventure (4 weeks) <b>Text:</b> <i>Onyeka and the Academy of the Sun by Tola Okogwu</i></p>	<p><b>Fiction:</b> Short stories with flashbacks (3 weeks) <b>Text:</b> <i>Holes by Louis Sachar</i></p> <p><b>Supplementing short films:</b> <i>Up &amp; The Piano</i></p> <p><b>Writing Outcome/s:</b> - detailed information text - diary entry (recounting flash black) - re-write a chapter from an alternative viewpoint</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Semi-colon, colon and dash</li> <li>• Cohesive devices (linking ideas across paragraphs) (all embedding)</li> <li>• Perfect form of verbs to mark relationship of time and cause</li> </ul> <p><b>Non-Fiction:</b> (Persuasion and Arguments (3 weeks) <b>Text:</b> <i>Holes by Louis Sachar</i></p> <p><b>Writing Outcome/s:</b> - formal persuasive letter - persuasive speech - balanced argument and class debate</p>	<p><b>Fiction:</b> Horror (4 weeks) <b>Text:</b> <i>Room 13 by Robert Swindells</i></p> <p><b>Supplementing short films:</b> <i>Literacy Shed: Alma &amp; Francis Brandywine</i></p> <p><b>Writing Outcome/s:</b> - Character description - Setting description - A short horror story (with speech)</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Expanded noun phrases (to convey complicated information concisely)</li> <li>• Semi-colon, colon and dashes (embedding)</li> <li>• Adverbial phrases for cohesion (embedding)</li> <li>• Hyphens to avoid ambiguity</li> </ul> <p><b>Fiction:</b> Adventure &amp; Mystery (3 weeks) <b>Text:</b> <i>Stormbreaker by Alex Rider</i></p> <p><b>Writing Outcome/s:</b> - character description (own spy character) - persuasive advert - Write an extract of an adventure narrative</p>	<p><b>SATs Revision:</b> Reading and EGPS SATs Revision (3 weeks)</p> <p><b>Fiction (continued):</b> Action &amp; Spy (2 weeks) <b>Text:</b> <i>Stormbreaker by Alex Rider</i></p> <p><b>Writing Outcome/s:</b> - re-write the ending from a different perspective</p> <p><b>EGPS focuses:</b> Revision of all Y6 EGPS objectives – time dedicated to teaching to gaps in ch’s learning</p>	<p><b>Fiction/Poetry:</b> Transition: Novel-based study (6/7 weeks) <b>Text:</b> <i>The Final Year by Matt Goodfellow</i></p> <p><b>Writing Outcome/s:</b> - A range of poems linked to key themes in text. - Performance poetry - Diary entry - Letter</p> <p><b>EGPS focuses:</b> Revision of all Y6 EGPS objectives – time dedicated to teaching to gaps in ch’s learning</p>
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## English Long-Term Plan

	<p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>expanded noun phrases to convey complicated information concisely</li> <li>Adverbial phrases (time) for cohesion (y5 embedding)</li> </ul>	<p><b>Writing Outcome/s:</b></p> <p>-character description (own superpower)</p> <p>- Diary entry</p> <p>- Letters (of advice to characters)</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>use of a wider range of cohesive devices, semantic cohesion, grammatical connections to link ideas across paragraphs</li> <li>Hyphens to avoid ambiguity</li> </ul> <p><b>Poetry:</b></p> <p>Protest Poetry (1 week)</p> <p><b>Text:</b></p> <p><i>2 stars and a wish by Stormzy</i></p> <p><i>Bridge over Troubled Water (Artists for Grenfell) by Stormzy</i></p> <p><b>Writing Outcome/s:</b></p> <p>-Write and perform poetry using a range of poetic devices</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>Synonyms and antonyms (embedding)</li> </ul>	<p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>Passive voice</li> <li>Informal and formal speech structures</li> <li>Layout devices to structure non-fiction writing (embedding)</li> <li>Colons and semi colons in a list</li> </ul>	<p>-Re-write a chapter of a fantasy narrative (at a key turning point)</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>Cohesive devices</li> <li>Bullet points to list information</li> <li>Semi-colon, colon and dashes (embedding)</li> <li>Adverbial phrases for cohesion (embedding)</li> </ul>	
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# English Long-Term Plan



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