

# English Long-Term Plan

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

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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) oral rehearsal?</li> <li>- rhyming words</li> <li>- letters</li> </ul> <p><b>Text:</b> <i>Confetti</i> by Dean Atta (2 weeks)</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>Luna loves Christmas</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> </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>- 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 (adjectives)</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 (sentences)</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 Jane's 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 - Speech bubble - Character description (adjectives)</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> <li>Adjectives</li> </ul>	<p><b>Fiction:</b> Traditional Tales (4 weeks) <b>Text:</b> <i>Cinderella</i></p> <p><b>Writing Outcomes:</b> - Captions - Letter writing (to say why Cinderella should go to the ball) - Innovate a section of the story</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>Conjunctions</li> <li>Adjectives</li> <li>Capital letters for names and I</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 (in assembly/other year group class)</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>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> - Setting description - Postcard from the South Pole (recount) to share with other year group class - Innovate the story</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>Conjunctions</li> <li>Nouns</li> <li>Capital letter for I</li> <li>Simple past and present tense</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> - 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><b>Fiction:</b> Traditional Tales (4 weeks) <b>Text:</b> <i>Jack &amp; the Beanstalk</i> (2 weeks)</p> <p><b>Writing Outcome:</b> - Letter writing to Mum (recount) - Innovate an alternative ending to share with class.</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>Text:</b> <i>Jim &amp; the Beanstalk</i> (2 weeks)</p> <p><b>Writing Outcome:</b> - Setting description - Innovation of a section of the story</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> </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> - Describing the setting - 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> <li>Adjectives</li> </ul> <p><b>Non-Fiction:</b> Recount (1 weeks) <b>Text:</b> WAGOLL</p> <p><b>Writing Outcomes:</b> Recount of an event (trip) to share with Year 1.</p> <p><b>EGPS focus:</b></p> <ul style="list-style-type: none"> <li>Conjunctions</li> <li>Pronoun I</li> <li>Simple past tense</li> <li>Time conjunctions</li> </ul> <p><b>Fiction:</b> Rhyming fiction (3 weeks) <b>Text:</b> <i>Superworm</i> by Julia Donaldson</p>	<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> - Character description - Letter to the pirates - 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: Seasons (3 weeks) <b>Text:</b> WAGOLL</p> <p><b>Writing Outcome:</b> - Fact-File about seasons (Class book)</p> <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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	<p><b>Non-Fiction:</b> Inform/Instructions (2 weeks) <b>Text:</b> <i>Spooky Rumpus</i> by Tony Mitton</p> <p><b>Writing Outcomes:</b></p> <ul style="list-style-type: none"> <li>- Party invitation</li> <li>- A set of simple instructions for a monster dance (class book)</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>• Verbs</li> <li>• Conjunctions</li> </ul>	<p><b>Writing Outcomes:</b> Descriptive letter writing</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Capital letters, full stops and finger spaces</li> <li>• Capital letter for names and I</li> <li>• Question marks and exclamation marks</li> </ul>	<p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Adjectives</li> <li>• Conjunctions (review all)</li> </ul>	<ul style="list-style-type: none"> <li>• Question marks and exclamation marks</li> </ul> <p><b>Non-Fiction:</b> Instructions (2 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 growing a beanstalk (to share with Reception).</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Imperative verbs</li> <li>• Nouns and plural noun suffixes (es, s)</li> <li>• Capital letters and full stops (embedding)</li> </ul>	<p><b>Writing Outcomes:</b></p> <ul style="list-style-type: none"> <li>- Character description of Wizard Lizard</li> <li>- Innovate the story</li> </ul> <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> </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>Capital letters for names and I</li> <li>Exclamation marks (all embedding Yr 1)</li> <li>Expanded noun phrases</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>Poetry:</b> Senses (1 week) <b>Text:</b> <i>Sparks in the Sky</i> eBook</p> <p><b>Writing outcomes:</b> -Write and perform a 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>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>Non-Fiction:</b> Information Text (2 weeks)</p>	<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>Adverbs</li> <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>Commas in a list</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>Expanded noun phrases</li> <li>Apostrophes for possession</li> <li>Forming nouns using suffixes ('ness' and 'er') and by compounding (e.g; cupcake, superman).</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</p> <p><b>EGPS Focuses:</b></p> <ul style="list-style-type: none"> <li>Past and present tense</li> </ul>	<p><b>Fiction:</b> Story with a moral (3 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>Exclamation and question marks (rhetorical question)</li> <li>Present tense</li> <li>Expanded noun phrases</li> </ul> <p><b>Non-Fiction:</b> Explanation Text (3 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) to share with other year group class.</p> <p><b>EGPS Focuses:</b></p>	<p><b>Fiction:</b> Stories from familiar settings (3 weeks) <b>Text:</b> <i>Our Tower</i> by Joseph Coelho</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, er)</li> <li>Expanded noun phrases</li> </ul> <p><b>Non-fiction:</b> Recounts (2 week)</p> <p><b>Writing Outcome:</b> -Write a recount of class trip.</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> <li>Conjunctions</li> <li>Adverbs to sequence</li> <li>Verbs</li> </ul>

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	<p><b>EGPS Focuses:</b></p> <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> <li>Plural noun suffixes (es, s) (recap Yr 1)</li> </ul> <p><b>Non-Fiction:</b> Instructions (1 week) <b>Text:</b> <i>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 to share with Reception.</p> <p><b>EGPS Focuses:</b></p> <ul style="list-style-type: none"> <li>Imperative verbs (commands)</li> <li>Commas in a list</li> <li>Conjunctives – subordination and co-ordination</li> <li>Adverbs of time to sequence</li> </ul>	<p><b>Text:</b> <i>The Rainbow Bear by Michael Morpurgo</i></p> <p><b>Writing Outcomes:</b> -Write a basic 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>Adverbs (-ly)</li> <li>Present tense</li> <li>Conjunctives – subordination and co-ordination</li> </ul> <p><b>Christmas Week (1 week)</b> <b>Text:</b> <i>WAGOLL</i></p> <p><b>Writing Outcomes:</b> -Recount: write a letter recounting the events of the Christmas elves (to share with Yr 1).</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> <li>Past tense</li> <li>Conjunctives – subordination and co-ordination</li> <li>Expanded noun phrases</li> </ul>	<ul style="list-style-type: none"> <li>Exclamation and question marks</li> <li>Expanded noun phrases</li> </ul> <p><b>Poetry:</b> Rhyming (2 weeks) <b>Text:</b> <i>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>Apostrophes for omission</li> <li>Forming adjectives using suffixes ('ful' and 'less').</li> </ul>	<ul style="list-style-type: none"> <li>Commands</li> <li>Imperative verbs</li> <li>Exclamation and question marks</li> <li>Conjunctives to explain (so, because etc)</li> </ul>	<p><b>Poetry</b> Humorous poetry (1 week) <b>Text:</b> Silly seaside riddles/descriptive poetry</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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# English Long-Term Plan

<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 to share with other year group class.</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 5-part 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, Conjunctions and Prepositions to express time and cause</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> <li>• Use of an or an</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 (class book) - 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> <li>• Use of an or a</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 to perform (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 to share with Year 2 - 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>• Conjunctions, adverbs and prepositions</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>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 to perform to class</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> - Sectioned non-chronological report about Ancient Egypt (class book)</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>- Conjunctions</li> <li>- Perfect present tense (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 - Sectioned persuasive letter - Blog (about the King's decision/effects of banning the dark)</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>- Paragraphs</li> <li>- Conjunctions, adverbs and prepositions</li> </ul>
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## English Long-Term Plan

	<ul style="list-style-type: none"> <li>• Embedding commas in a list</li> <li>• Headings and sub-headings</li> <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> -Sectioned 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>• Conjunctions</li> <li>• Present perfect tense</li> <li>• Determiners</li> <li>• Headings and sub-headings (all embedding)</li> </ul>	<p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Suffixes to form comparison of adjectives and adverbs (embedding)</li> </ul>		<ul style="list-style-type: none"> <li>- Present perfect form of verbs</li> <li>- Embedding of all Yr 3 EGPS objectives</li> </ul>
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## English Long-Term Plan

<p><b>Year 4</b></p>	<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 to share with class</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>• Conjunctions (coordinating and subordinating recap)</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>• Noun phrases expanded by modifying adjectives,</li> </ul>	<p><b>Fiction:</b> Stories from other cultures (4 weeks) <b>Text:</b> <i>Omar and the Accidental Trouble Magnet by Zanib Mian</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>• Apostrophes to mark singular and plural possession</li> <li>• Noun phrases expanded by modifying adjectives, nouns and preposition phrases</li> <li>• Fronted adverbials</li> </ul> <p><b>Non-fiction:</b> Non-Chronological Reports (3 weeks) <b>Text:</b> <i>Omar and the Accidental Trouble Magnet by Zanib Mian</i></p> <p><b>Writing Outcome/s:</b> - Write a non-chronological report (with paragraphs) linked to key themes in the text to share with other year group class.</p>	<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>• Standard English forms for verb inflections</li> <li>• Noun phrases (expanded by modifying adjectives, nouns and preposition phrases) (Embedding)</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> -Write and perform poems using similes, alliteration and other poetic devices to create imagery.</p>	<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> Developed recounts with paragraphs: - News bulletin (film) to present to class - Diary entry - Informal letter (recount)</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Fronted adverbials, adverbs and prepositions to sequence</li> <li>• Use of commas after fronted adverbials</li> <li>• Noun phrases (expanded by modifying adjectives, nouns and preposition phrases) (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>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 - Blog to present to other year group class</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Inverted commas and speech punctuation</li> <li>• Apostrophes</li> <li>• Fronted adverbials with a comma</li> <li>• Noun phrases (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 to perform to class</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 to perform to other year group class</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> </ul>
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## English Long-Term Plan

	<p>nouns and preposition phrases</p> <ul style="list-style-type: none"> <li>• Appropriate choice of pronoun or noun <i>within</i> a sentence</li> </ul>	<p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Appropriate choice of pronoun or noun <i>within</i> and <i>across</i> sentences to avoid ambiguity and repetition</li> <li>• Conjunctions (subordinating and coordinating recap)</li> <li>• Paragraphs (embedding)</li> </ul>	<p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Plurals and possessive (-s)</li> </ul>	<p><b>Writing Outcome/s:</b></p> <p>-ch design their own cracking contraption and write an explanation text (with paragraphs) to explain how it works</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Appropriate choice of pronoun or noun <i>within</i> a sentences</li> <li>• Fronted adverbials with a comma</li> <li>• Plurals and possessive (-s) (all embedding)</li> </ul>		<ul style="list-style-type: none"> <li>• Noun phrases (expanded by modifying adjectives, nouns and preposition phrases) (all embedding)</li> </ul>
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# English Long-Term Plan

<p><b>Year</b> <b>5</b></p>	<p><b>Fiction:</b> Adventure fiction (5 weeks) <b>Text:</b> <i>Kensuke's Kingdom</i> by Michael Morpurgo</p> <p><b>Writing Outcome/s:</b> - Balanced argument to present as a class - 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></p> <ul style="list-style-type: none"> <li>• Complex 5-part instructions on a survival guide to share with other year group class</li> </ul> <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 Pie Corbett</p> <p><b>Writing Outcome/s:</b> -A piece of free-verse poetry focusing on word-play, rhyme, metaphor and word choice to present to class.</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 Philippa Pearce</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 Geraldine McCaughrean</p> <p><b>Writing Outcome/s:</b> - Character description to share with Year 4. - 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> <li>• Relative clauses</li> <li>• Dashes, brackets or commas for parenthesis</li> <li>• Modal verbs and adverbs</li> </ul> <p><b>Non-Fiction:</b> Recounts (3 weeks) <b>Text:</b> <i>Orchard Book of Greek Myths</i> by Geraldine McCaughrean</p> <p><b>Writing Outcome/s:</b> - Newspaper reports to present to class</p>	<p><b>Fiction:</b> Stories from other countries (4 weeks) <b>Text:</b> <i>Journey to Jo-burg</i> by Beverley Naidoo</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 Beverley Naidoo</p> <p><b>Writing Outcome/s:</b> Developed persuasive texts: - Persuasive letter - Persuasive speech to present to class</p>	<p><b>Fiction:</b> Mystery and Suspense (3 weeks) <b>Text:</b> <i>Things That Go Bump</i> by Kathryn Foxfield</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) to perform to other year group class</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 Louis Sachar</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> -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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## English Long-Term Plan

	<ul style="list-style-type: none"> <li>Relative clauses</li> <li>Dashes, brackets or commas for parenthesis</li> <li>Modal verbs</li> </ul>		<p>- Diary entries</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>Apostrophes to mark singular and plural possession</li> <li>Cohesion within and across paragraphs</li> <li>Modal verbs (embedding)</li> <li>Shifts in formality (newspaper report)</li> <li>Linking ideas across paragraphs using time adverbials (embedding)</li> </ul>	<p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>Modal adverbs to indicate degrees of possibility</li> <li>Devices to build cohesion within a paragraph (embedding)</li> <li>Persuasive writing features</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 - diary - job advert for Emporium assistant - balanced argument - re-write an alternative opening chapter (with speech)</p> <p><b>EGPS focuses:</b></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 to present to other year group class - 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 withing and across paragraphs</li> <li>Semi-colons for items in a list and colons to introduce lists</li> <li>Passive voice</li> <li>Subjunctive form</li> <li>Hyphens</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> <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> <li>Hyphens</li> <li>Subjunctive form (info text)</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 (to perform as a class debate)</p>	<p><b>Fiction:</b> Horror (4 weeks) <b>Text:</b> <i>Room 13 by Robert Swindells</i> <b>Supplementing short films:</b> <i>Literacy Shed: Alma &amp; Francis Brandywine</i></p> <p><b>Writing Outcome/s:</b> - Blog (Francis) to present to Year 5 - Character description - Diary - Write next chapter at pivotal point (with speech) - Detailed information text</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>Use of cohesive devices within and across paragraphs</li> <li>Hyphens to avoid ambiguity</li> <li>Question tags</li> </ul> <p><b>Fiction:</b> Historical Fiction (3 weeks) <b>Text:</b> <i>The Titanic Detective Agency by Lyndsey Littleton</i> <i>Tragedy at Sea by David Long</i></p>	<p><b>SATs Revision:</b> Reading and EGPS SATs Revision (3 weeks)</p> <p><b>Fiction:</b> Historical Fiction (continued)</p> <p><b>Text:</b> <i>The Titanic Detective Agency by Lyndsey Littleton</i> <i>Tragedy at Sea by David Long</i></p> <p><b>Writing Outcome/s:</b> - Re-write a chapter 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

	<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> <li>use of a wider range of cohesive devices, semantic cohesion, grammatical connections to link ideas across paragraphs</li> </ul>	<p><b>Writing Outcome/s:</b></p> <ul style="list-style-type: none"> <li>-character description (own superpower)</li> <li>- Diary entry</li> <li>- Write next chapter at pivotal point (including speech)</li> <li>- Persuasive letter</li> </ul> <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> <li>• Semi-colon, colons and dashes</li> </ul> <p><b>Poetry:</b> Protest Poetry (1 week)</p> <p><b>Text:</b> <i>2 stars and a wish by Stormzy</i> <i>Bridge over Troubled Water (Artists for Grenfell) by Stormzy</i></p> <p><b>Writing Outcome/s:</b></p> <ul style="list-style-type: none"> <li>-Write and perform poetry using a range of poetic devices</li> </ul> <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 (incl. vocab)</li> <li>• Use of a wider range of cohesive devices</li> <li>• Subjunctive form</li> <li>• Hyphens</li> </ul>	<p><b>Writing Outcome/s:</b></p> <ul style="list-style-type: none"> <li>- Setting description (boarding Titanic)</li> <li>- Persuasive letter</li> <li>- Diary</li> </ul> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Cohesive devices</li> <li>• Semi-colon, colon and dashes (embedding)</li> <li>• Use of a wide variety of cohesive devices</li> <li>• Subjunctive form</li> <li>• Informal and formal speech structures</li> </ul>		
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## English Long-Term Plan