

English Long-Term Plan

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year Group						
Nursery	Nice to meet you 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)	Our Special Times 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)	Grrrrrr! 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)	Growing and Changing 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)	Happily Ever After 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)	On The Move 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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Reception	Text: <i>Daisy's Dragons</i> by Frances Stickley (2 weeks) Writing outcomes: - lists - story maps - labels Text: <i>A Perfect Fit</i> by Naomi Jones (2 weeks) Writing outcomes: - labels - captions Text: <i>Elmer</i> by David McKee (2/3 weeks) Writing outcomes: - name writing - story maps - retelling	Text: <i>Room On The Broom</i> by Julia Donaldson (3 weeks) Writing outcomes: - instructions (magic spells) oral rehearsal? - rhyming words - letters Text: <i>Confetti</i> by Dean Atta (2 weeks) Writing outcomes: - invites - lists - cards Text: <i>Luna loves Christmas</i> (2 weeks) Writing outcomes: - retelling - story mapping - performance	Text: <i>A New Home For A Pirate</i> by Ronda Armitage (2 weeks) Writing outcomes: - story mapping - drawing and labelling - lists - treasure maps Text: <i>Billy's Bucket</i> by Kes Gray (2 weeks) Writing outcomes: - story mapping - letters Text: <i>Someone Swallowed Stanley</i> by Sarah Roberts (2 weeks) Writing outcomes: - posters - short sentences - riddles	Text: <i>What the Ladybird Heard</i> by Julia Donaldson (3 weeks) Writing outcomes: - story mapping - innovation Text: <i>The Bog Baby</i> by Jeanne Willis (2 weeks) Writing outcomes: - instructions Text: <i>The Gruffalo</i> by Julia Donaldson (2 weeks) Writing outcomes: - character descriptions (adjectives) - story mapping	Text: <i>The Three Billy Goats Gruff</i> (2 weeks) Writing outcomes: - story sequencing - repeated phrases - story mapping - innovation - letters Text: <i>Little Red Riding Hood</i> (2 weeks) Writing outcomes: - story sequencing - retelling - story mapping - posters - Text: <i>Mr Wolf's Pancakes</i> by Jan Fearnley (2 weeks) Writing outcomes: - Instructions (sentences) - lists - recount of co-op walk	Text: <i>Meet the Planets</i> by Caryl Hart (2 weeks) Writing outcomes: - fact files - information posters Text: <i>The Way Back Home</i> by Oliver Jeffers (2 weeks) Writing outcomes: - retelling - story mapping - postcards / letters - recounts Text: <i>Emma Jane's Aeroplane</i> by Katie Haworth (2 weeks) Writing outcomes: - story writing Transition work/story (1 week) Writing outcomes: - letters - diaries

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Year 1	Transition Week Unit (1 week) Text: <i>The Colour Monster goes to School</i> by Anna Llenas Writing Outcomes: - simple sentence to describe the first week EGPS focuses: - Finger spaces, capital letters and full stops - Segmenting and blending to spell Fiction: Journey story (3 weeks) Text: <i>The Shopping Basket</i> by J Burningham Writing Outcome: - Shopping lists - Food labels - Speech bubble - Character description (adjectives) EGPS focuses: - Finger spaces, capital letters and full stops - Segmenting and blending to spell - Adjectives	Fiction: Traditional Tales (4 weeks) Text: <i>Cinderella</i> Writing Outcomes: - Captions - Letter writing (to say why Cinderella should go to the ball) - Innovate a section of the story EGPS focuses: - Conjunctions - Adjectives - Capital letters for names and I Poetry: Senses poetry (2 weeks) Text: <i>The Snowflake Mistake</i> by L. Treleaven Writing Outcomes: - Write and perform a senses poem (in assembly/other year group class) EGPS focuses: - Adjectives Christmas Week (1 week) Text: <i>A Letter to Santa</i> by James Newman-Gray	Fiction: Problem and resolution story (3 weeks) Text: <i>Lost and Found</i> by Oliver Jeffers Writing Outcome: - Setting description - Postcard from the South Pole (recount) to share with other year group class - Innovate the story EGPS focuses: - Conjunctions - Nouns - Capital letter for I - Simple past and present tense Fiction: Action story (3 weeks) Text: <i>Traction Man</i> by Mini Grey Writing Outcomes: - Speech bubbles - Character description (of a superhero to join Traction Man's team). - Perform character description to class as an 'audition'. - Fact-File of a superhero	Fiction: Traditional Tales (4 weeks) Text: <i>Jack & the Beanstalk</i> (2 weeks) Writing Outcome: - Letter writing to Mum (recount) - Innovate an alternative ending to share with class. EGPS focus: - Suffixes (ed, ing, er ...linked to text, climbed, shouted, running, faster, growing, taller, stomping etc) - Question marks and exclamation marks Text: <i>Jim & the Beanstalk</i> (2 weeks) Writing Outcome: - Setting description - Innovation of a section of the story EGPS focus: - Suffixes (ed, ing, er ...linked to text, climbed, shouted, running, faster, growing, taller, stomping etc)	Fiction: Fantasy settings (2 weeks) Text: <i>Am I Yours?</i> by Alex Latimer Writing Outcome: - Describing the setting - Diary entry EGPS focus: - Prefix un (linked to topic...unbreakable, unfortunately, unhappy etc) - Adjectives Non-Fiction: Recount (1 weeks) Text: WAGOLL Writing Outcomes: Recount of an event (trip) to share with Year 1. EGPS focus: - Conjunctions - Pronoun I - Simple past tense - Time conjunctions Fiction: Rhyming fiction (3 weeks) Text: <i>Superworm</i> by Julia Donaldson	Fiction: Adventure story (3 weeks) Text: <i>The Pirates Next Door</i> by Jonny Duddle Writing Outcome: - Character description - Letter to the pirates - Innovate a section of the story EGPS focus: - Simple past and present tense - Adding the correct word to make sentences grammatically correct. Non-Fiction: Fact files: Seasons (3 weeks) Text: WAGOLL Writing Outcome: - Fact-File about seasons (Class book) EGPS focuses: - Simple past and present tense - Embedding of all Y1 EGPS objectives – time dedicated to teaching to gaps

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	Non-Fiction: Inform/Instructions (2 weeks) Text: <i>Spooky Rumpus</i> by Tony Mitton Writing Outcomes: - Party invitation - A set of simple instructions for a monster dance (class book) EGPS focuses: • Capital letters at the start of sentences • Full stops • Verbs • Conjunctions	Writing Outcomes: Descriptive letter writing EGPS focuses: • Capital letters, full stops and finger spaces • Capital letter for names and I • Question marks and exclamation marks	EGPS focuses: • Adjectives • Conjunctions (review all)	• Question marks and exclamation marks Non-Fiction: Instructions (2 weeks) Text: <i>Jim & the Beanstalk</i> by Raymond Briggs Writing Outcome: -Write a set of simple instructions for growing a beanstalk (to share with Reception). EGPS focuses: • Imperative verbs • Nouns and plural noun suffixes (es, s) • Capital letters and full stops (embedding)	Writing Outcomes: - Character description of Wizard Lizard - Innovate the story EGPS focuses: • Prefix un (linked to topic...unkind, unfortunately, unhappy, unbelievable, untidy, untie etc) • Adjectives	
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Year 2	Transition Week Unit: (1 week) Text: <i>The Mega Magic Teacher Swap</i> by Rochelle Humes Writing Outcomes: -simple sentence to describe the first week Fiction: Action story (2 weeks) Text: <i>Supertato</i> by Sue Hendra Writing Outcome: - Imitate and innovate characters EGPS Focuses: - Capital letters, full stops, finger spaces - Capital letters for names and I - Exclamation marks (all embedding Yr 1) - Expanded noun phrases Fiction: Traditional Tales (2 weeks) Text: <i>The Enormous Turnip</i> Writing Outcome: -Write the opening of the story (setting, characters)	Poetry: Senses (1 week) Text: <i>Sparks in the Sky</i> eBook Writing outcomes: -Write and perform a firework senses poem (based on I can see, I can smell, I can hear etc.) EGPS Focuses: - Exclamations - Expanded noun phrases - Use of 'ly' to turn adjective into adverb Fiction: Story with a moral dilemma (3 weeks) Text: <i>The Rainbow Bear</i> by Michael Morpurgo Writing Outcomes: - Character description - Setting description EGPS Focuses: - Suffixes that can be added to verbs (adding ed, ing or er) - Use of suffix 'er' and 'est' in adjectives Non-Fiction: Information Text (2 weeks)	Fiction: Stories from different cultures (3 weeks) Text: <i>The Proudest Blue</i> by Ibtihaj Muhammad Writing Outcome: - Diary entry - Imitate and innovate a section of the story EGPS Focuses: - Adverbs - Subordination (using when, if, that, because) and co-ordination (using or, and, but) Non-Fiction: Chinese New Year (1 week) Text: Example letters, Chinese New Year non-fiction Text Writing Outcome: -Write a letter to another class describing the key events of Chinese New Year. EGPS Focuses: - Past and present tense - Commas in a list	Fiction: Modern classic fiction (4 weeks) Text: <i>The Lighthouse Keepers Lunch</i> by Ronda and David Armitage Writing outcome: - Imitate and innovate the story EGPS Focuses: - Expanded noun phrases - Apostrophes for possession - Forming nouns using suffixes ('ness' and 'er') and by compounding (e.g; cupcake, superman). Fiction: Stories from the same author (3 weeks) Text: <i>Katie Morag seaside stories</i> by Mairi Hedderwick Writing Outcomes: - Innovate the problem in the story EGPS Focuses: - Past and present tense	Fiction: Story with a moral (3 weeks) Text: <i>Clean Up!</i> by Nathan Bryon Writing Outcome: - Setting description - Persuasive letter EGPS Focuses: - Prefix 'un' linked to text (unkind, unwilling, unfortunately, untidy, unhappy) - Commas in a list - Exclamation and question marks (rhetorical question) - Present tense - Expanded noun phrases Non-Fiction: Explanation Text (3 weeks) Text: <i>The Extraordinary Gardener</i> by Sam Boughton Writing Outcome: -Explanation: How a seed grows (life cycle) to share with other year group class. EGPS Focuses:	Fiction: Stories from familiar settings (3 weeks) Text: <i>Our Tower</i> by Joseph Coelho Writing Outcome: - Imitate and innovate a character in the story EGPS Focuses: - Suffixes that can be added to verbs (adding ed, ing, er) - Expanded noun phrases Non-fiction: Recounts (2 week) Writing Outcome: -Write a recount of class trip. EGPS Focuses: - Past and present tense - Suffixes that can be added to verbs (adding ed, ing or er) - Use of suffix 'er' and 'est' in adjectives. - Conjunctions - Adverbs to sequence - Verbs

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

	- expanded noun phrases to convey complicated information concisely - Adverbial phrases (time) for cohesion (y5 embedding) - use of a wider range of cohesive devices, semantic cohesion, grammatical connections to link ideas across paragraphs	Writing Outcome/s: -character description (own superpower) - Diary entry - Write next chapter at pivotal point (including speech) - Persuasive letter EGPS focuses: • use of a wider range of cohesive devices, semantic cohesion, grammatical connections to link ideas across paragraphs • Hyphens to avoid ambiguity • Semi-colon, colons and dashes Poetry: Protest Poetry (1 week) Text: <i>2 stars and a wish by Stormzy</i> <i>Bridge over Troubled Water (Artists for Grenfell) by Stormzy</i> Writing Outcome/s: -Write and perform poetry using a range of poetic devices EGPS focuses: • Synonyms and antonyms (embedding)	EGPS focuses: • Passive voice • Informal and formal speech structures (incl. vocab) • Use of a wider range of cohesive devices • Subjunctive form • Hyphens	Writing Outcome/s: - Setting description (boarding Titanic) - Persuasive letter - Diary EGPS focuses: • Cohesive devices • Semi-colon, colon and dashes (embedding) • Use of a wide variety of cohesive devices • Subjunctive form • Informal and formal speech structures		
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English Long-Term Plan