

St Mary's English Long Term Plan

Whole School 2022-23

Autumn Term																
	Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Wk8	Wk9	Wk10	Wk11	Wk12	Wk13	Wk14	Wk15	Wk16
EYFS	<p>Topic Overview: Myself BASELINE ASSESSMENTS s, a, t, p, l, n, m, d, g, o, c, k, ck, e, u, r, h, b. f. l. is, l, the</p> <ul style="list-style-type: none"> Orally blend and segment. Read and write my name. Begin to read and make simple CVC words. Form some recognisable letters matched to sounds, with support. 								<p>Topic Overview: Space Ff, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, nk, -s /s/ & /z/ <i>put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be</i></p> <ul style="list-style-type: none"> Read words containing known digraphs, with support Form most letters correctly Form some recognisable letters matched to sounds. Begin to write a simple phrase. 							
Y1	<p>Stories by the same author <i>Lost & Found by Oliver Jeffers</i></p> <p>Say and write simple sentences.</p>		<p>Non-chronological reports</p> <p>Information poster or booklet.</p>			<p>Poems on a theme: The animals went in two by two... Rhymes. Singular & Plural.</p>			<p>Poems on a theme <i>Bonfire night.</i> Four line poem including -ed endings.</p>		<p>Range of Non-Fiction texts: <i>The Great Fire of London</i></p> <p>To ask and write questions. To write information.</p>			<p>Repetitive patterned stories: <i>Zog by Julia Donaldson</i> Write sentences that can be read by themselves and others.</p>		
Y2	<p>Stories with familiar settings: <i>The Jolly Postman by Janet and Allan Ahlberg.</i></p> <p>Innovated narrative based on a model.</p>		<p>Non-chronological reports:</p> <p>A report linked to an aspect of Loughborough</p>			<p>Poems on a theme: School Poems (A First Poetry Book) Write a poem based on a model.</p>			<p>Traditional tales with a twist: <i>Prince Cinders by Babette Cole (and a variety of twisted tales).</i></p> <p>Writing an innovated traditional tale with a twist.</p>			<p>Instructions:</p> <p>To write a set of instructions for a new playground game.</p>				
Y3	<p>Fables</p> <p>Fable based on a structure.</p>				<p>Poems with a structure</p>		<p>Persuasion: letters</p>		<p>Narrative based on theme</p> <p>Narrative based on text read.</p>			<p>Poems on theme</p>		<p>Discussion</p>		

		Poem/s with a structure e.g. shape, calligrams	Persuasive letter.		Poem learned by heart for performance; create a poem linked to theme with a structure.	Discussion presenting different points of view.
Y4	<u>Explanation</u> Oral explanation of a process. Written explanation of a process.	<u>Fantasy</u> Innovated narrative based on a model.	<u>Film & Playscript</u> Script based on a short film.	<u>Fairy Tales</u> Innovated narrative based on a model	<u>Classic Narrative Poetry</u> Learn a poem by heart for performance.	<u>Recount: Newspapers</u> Newspaper report.
Y5	<u>Myths</u> A myth.	<u>Reports:</u> A non-chronological report about an aspect of the Olympics.	<u>Poems with figurative language:</u> Poem(s) based on a model	<u>Narrative writing: Legends of the British Isles:</u> Plan and write a legend of their own based on a model. Tell their story to an identified audience.	<u>Persuasive writing:</u> Persuasive Film/TV broadcast about a country within the British Isles. A formal presentation.	
Y6	<u>Novel as a theme</u> A debate related to an issue from the chosen text. A survival/adventure story.	<u>Biography</u> Carry out research, write and present a biography	<u>Poetry – Songs & Lyrics</u> Oral presentation of a poem/song. Reading journal entries detailing personal reflections and responses to songs and poems.	<u>Poems with Imagery</u> Interesting and engaging poem(s) which use powerful imagery.	<u>Detective/Crime Fiction</u> A detective story to entertain and intrigue children in another class.	<u>Explanations</u> An explanation linked to learning experiences in another subject,

Spring Term												
	Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Wk8	Wk8	Wk9	Wk10	Wk11
EYFS	<u>Topic Overview: Our Planet</u> Ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er, double letters, longer words <i>was, you, they, my, by, all, are, sure, pure</i>							<u>Topic Overview: Faces of the Earth</u> Review Phase 3, words with two or more digraphs, longer words, s in the middle, -s /z/, -es • Read and spell CVC words containing Phase 3 digraphs				

	<ul style="list-style-type: none"> • Read and spell CVC words containing Phase 3 digraphs, with support • Write simple sentences containing learnt Phase 3 digraphs, with support. 		<ul style="list-style-type: none"> • Write simple sentences containing Phase 3 digraphs 		
Y1	<p>Classic Stories: <i>The Tale of Peter Rabbit</i> by Beatrix Potter</p> <p>Write about characters and settings.</p>	<p>Instructions:</p> <p>To write instructions</p>	<p>Traditional Rhymes: <i>Pat a Cake. Hot Cross Buns.</i></p>	<p>Stories with fantasy settings: <i>The Three Little Aliens & the Big Bad Robot</i> by MM.</p> <p>To write a story about a robot.</p>	<p>Recounts: Write about how to make a robot.</p> <p>Poems to learn by heart: I'm a Little Robot</p>
Y2	<p>Stories by the same author:</p> <p><i>Books by Simon Bartram - 'Man on the Moon'</i></p> <p>A story based on a model.</p>	<p>Non-chronological reports:</p> <p><i>Information texts about explorers</i></p> <p>A class information book on the theme of explorers and exploring for the school library.</p>	<p>Stories with familiar settings: <i>Farmer Duck</i> by Martin Waddell</p> <p>(And a variety of farm-based stories)</p> <p>Innovated narrative with a farm setting.</p>	<p>Persuasion: <i>Farm attractions and leaflets</i></p> <p>Persuasive leaflet or poster.</p>	<p>Riddles</p> <p><i>Animal Riddles</i></p> <p>Fruit or vegetable riddle</p>
Y3	<p>Novel as a Theme: <i>The Iron Man</i> by Ted Hughes</p> <p>Story based on a plot structure from the focus text.</p>	<p>Recount – diaries</p> <p>Diary entries which include those written:</p> <ul style="list-style-type: none"> - from own experience. - in role as a character. 	<p>Folk tales</p> <p>Innovation of The Lancashire Giant.</p> <p>Presentation of innovated narrative to an audience using props, images, actions etc.</p>	<p>Recount – Biography</p> <p>Biography of a regional/local hero.</p>	
Y4	<p>Stories with a theme</p> <p>Narrative based on text read.</p>	<p>Poems with a structure</p> <p>Poem with a structure linked to the theme of water.</p>	<p>Information Booklets</p> <p>Booklet of information e.g. welcome brochure</p>	<p>Issues and Dilemmas</p> <p>Story based on a plot structure from text read.</p>	<p>Persuasion</p> <p>Persuasive advert.</p>
Y5	<p>Stories from other cultures: <i>Journey to the river Sea</i> Eva Ibbotson</p> <p>A story set in the rainforest.</p>	<p>Debate:</p> <p>A persuasive speech.</p> <p>A debate</p>	<p>Poems with a structure:</p> <p>A new poem drawing on the structure(s) of those studied.</p>	<p>Science fiction Stories:</p> <ul style="list-style-type: none"> ▪ A science fiction story to entertain an identified audience. 	<p>Information booklets:</p> <p>An information booklet which includes more than one non-fiction text type, e.g. non-chronological report, instructions and explanation</p>

Y6	<p>Older Literature</p> <p>A scene for a story or a new chapter, drawing on the writing style of a particular author.</p>	<p>Information Text Hybrid</p> <p>An information text containing a mixture of non-fiction text types and forms, e.g. a speech containing elements of persuasion, recount and report.</p>	<p>Balanced Argument</p> <p>Plan and write formal debates and balanced arguments.</p>	<p>Classic Fiction</p> <p>A new story or chapter using characters and/or plot structures from a classic novel</p>	<p>Persuasion: A formal Review</p> <p>A formal review of a live theatre or a live music performance.</p>
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Summer Term														
	Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Wk8	Wk9	Wk10	Wk11	Wk12	Wk13	
EYFS	<p>Topic Overview: Water</p> <p>Short vowels CVCC, CCVC, CCVCC, CCCVC, CCCVCC, longer words, compound words, root words ending in -ing, -ed /t/ /id/ /ed/, -est</p> <p><i>said, so, have like, some, come, love, do, were, here, little, says, there, when, what, one, out, today</i></p> <ul style="list-style-type: none"> Write a sequence of simple sentences using any taught digraphs/trigraphs, with support 							<p>Topic Overview: Sun, Sea and Sand</p> <p>Long vowel CVCC, CCVC, CCCVC, CCV, CCVCC, Phase 4 words ending in -s /s/ & /z/ Phase 4 words ending -es, longer words, root word ending -ing, -ed /t/, /id/, /ed/ & /d/ Root word ending -er, -est, longer words</p> <ul style="list-style-type: none"> Write a sequence of simple sentences using any taught digraphs/trigraphs. 						
Y1	<p>Stories with familiar settings: <i>Maisie Goes Camping by Lucy Cousins.</i></p> <p>To write an opening, middle and end of a story.</p>		<p>Non-Fiction texts - Booklets:</p> <p>To write an information booklet about camping</p>		<p>Traditional Rhymes: <i>Ring of Roses.</i></p> <p>Perform traditional rhymes</p>		<p>Traditional Tales: <i>A range of Traditional Tales.</i></p> <p>Use connectives to link ideas</p>			<p>Recounts:</p> <p>Write a family recount.</p>				
Y2	<p>Animal adventure stories</p> <p><i>The Wind in the Willows by Kenneth Grahame</i></p> <p>Own animal adventures story.</p>		<p>Recount: letters</p> <p><i>The Day the Crayons Quit by Drew Daywalt.</i></p> <p>Recount, written in role as a character from a story, in the form of a letter.</p>		<p>Classic poems</p> <p><i>Duck's Ditty</i></p> <p>Own verse based on a classic poem learnt by heart</p>		<p>Story as a theme</p> <p>A written narrative, based on a film with a seaside setting.</p>		<p>Explanations</p> <p>An explanation text linked to a process that happens at the seaside.</p>		<p>Poems on a theme</p> <p><i>Seaside Poems by Jill Bennett.</i></p> <p>A seaside poem.</p>			
Y3	<p>Playscripts</p>		<p>Non-chronological reports</p>		<p>Classic poetry</p>		<p>Mystery, adventure or fantasy story</p>			<p>Explanation</p>				

	Play script based on a film	Non-chronological report.	Performance of a poem. Written responses to poetry.	A mystery, adventure or fantasy story.	An explanation linked with the theme.		
Y4	<u>Novel as a theme</u> Story based on a plot structure from a focus text.	<u>Non-Chronological Reports</u> Information poster with flip-flap facts.		<u>Folk Tales</u> Narrative based on the studied text.		<u>Debate</u> Formal debate. Discussion text.	
Y5	<u>Novel as a theme:</u> <i>Oranges in No Man's Land</i> <ul style="list-style-type: none"> ▪ A range of writing outcomes linked to the novel, e.g. diary, letter, internal monologue, summary, prediction. ▪ An action scene about an invention. A short story or chapter for a novel about an invention. 	<u>Magazine information Text Hybrid:</u> <ul style="list-style-type: none"> ▪ A presentation based on reading and research. ▪ A page for a magazine which includes a range of text types. 	<u>Stories with historical settings:</u> New chapter or scene linked to novel/story with historical setting. Presentation linked to reading, e.g. <i>Is Fagin a hero or a villain?</i>	<u>Film and play scripts:</u> Write a play script for a new scene of a familiar film or book (storyboard, detail to include camera angles, direction etc).	<u>Classic Narrative Poetry:</u> An oral performance of a poem. A new poem, or verse for a poem, based on a model.		
Y6	<u>Short Stories with flashbacks</u> A story told in flashback.	<u>Discussion and debate</u> A discursive essay. A formal debate.	<u>Classic Narrative Poetry</u> Written response to the poem in another text type and form,	<u>Novel as a Theme</u> <ul style="list-style-type: none"> ▪ A range of writing outcomes linked to the novel, e.g. <i>diary, letter, internal monologue, summary, prediction.</i> ▪ Character description(s) written in the style of the author. ▪ A chapter for a novel. 		<u>Recount: Autobiography</u> <ul style="list-style-type: none"> ▪ An autobiography, written in role as a character: <ul style="list-style-type: none"> - A fictional person linked with the seaside, - A character from the class novel. 	<u>Poems on a Theme</u> A poem based on a model.