



# Whole School Long Term Planning for English

## Coverage and **Key Texts** (2018-2019)

Year Group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
1	<b>Narratives:</b> Stories with predictable and patterned language.  Descriptions  Characterisation	<b>Non-Fiction:</b> Recount writing  Instructions	<b>Narratives:</b> Stories with familiar settings (related to seasons)	<b>Narratives:</b> Story writing  <b>Non-Fiction:</b> Letter writing  Diaries (Linked to N. Armstrong)	<b>Narratives:</b> Descriptive writing  Non-Fiction:  Poetry - rhyming words.	<b>Non-Fiction:</b> Non-chronological reports ( <a href="#">Linked to Geography - local area.</a> )  <b>Narratives:</b> Characterisation Settings Descriptive writing
	<i>The Gruffalo</i>  <i>Peter Rabbit</i>	Information books on <i>Guy Fawkes</i>  <i>Hugless Douglas and the great cake bake</i>	<i>Percy the Park keeper</i> texts: <i>One Snowy Night</i> (Winter) <i>The Secret Path</i> (Spring) <i>The Rescue Party</i> (Summer) <i>After the Storm</i> (Autumn)	<i>Aliens love underpants!</i>  <i>Aliens in underpants save the World!</i>	<i>Tortuga</i>  <i>M. Rosen poetry</i>  Various tongue twisters	<i>Little Red Riding Hood</i>
2	<b>Non-fiction:</b> Reading and writing information texts on foxes (Week 1)	<b>Poetry:</b> list poems; alliteration; rhyme  <b>Narratives:</b> Stories with familiar patterns (Winter stories)	<b>Non-fiction:</b> information posters/ non-chronological reports  <b>Non-fiction:</b> instructions	<b>Narratives:</b> Fairy tales and traditional tales  SATs Preparation	<b>Narratives:</b> Stories from other cultures  <b>Narratives:</b> Fictional safari recounts  <b>Poetry:</b>	<b>Narratives:</b> Adventure stories  <b>Non-fiction:</b> Information books and reports

	<b>Narratives:</b> Stories with familiar settings and familiar themes				African animal list poems and riddles  <b>SATs + Animal Project</b>	<b>Poetry:</b> following the structure of a poem
	Teacher written information texts on foxes  The Tiger who came to Tea  Dogger  Peace at Last	Ten things found in an Autumn Spell (Teacher-written)  The Sound Collector  Spaghetti! Spaghetti! Spaghetti! (and other food poems)  We're going on an animal hunt (Teacher-written)  Bear Snores On	Non-fiction texts on polar animals ( <a href="#">links to geography</a> )  Real life instruction texts, e.g. recipe books (cooking)	Goldilocks and the Three Bears  The Three Little Pigs  The Little Red Hen (drama)  Three Billy Goats Gruff Little Red Riding Hood	Beautiful Bananas  We all went on safari  Teacher written poems	The Lighthouse Keeper series  The Snail and the Whale  Seaside information texts/ lighthouse information texts  Catch a little rhyme  Ten things found in a wizard's pocket
3	<b>Narratives:</b> Adventure stories	<b>Non-fiction:</b> non-chronological reports: the Romans  <b>Narratives:</b> Myths and Legends  <b>Non- Fiction:</b> Newspaper reports  ( <a href="#">link to Roman topic</a> )	Dictionary work  <b>Narratives:</b> letter writing  <b>Poetry:</b> chants	<b>Narratives:</b> Fairy tales and traditional tales  <b>Non-fiction:</b> instructions	<b>Narratives:</b> Play scripts and Dialogue  <b>Narratives:</b> Stories from the same author-Animals ( <a href="#">Links with Science topic of Animals</a> ).	<b>Poetry:</b> traditional poems  <b>Non-fiction:</b> Persuasive writing. ( <a href="#">Links with Rainforest Topic</a> ).  <b>Narratives:</b> Stories from other Cultures
	Katie picture book series  Gorilla, Anthony Browne  The Hodgeheg	Romulus and Remus  Non-fiction books on the Romans.  Escape to Pompeii and The Roman Record.	Mrs Armitage Quentin Blake  The Bug Chant	Hansel and Gretel  The three little wolves and the big bad pig.  George and the Dragon  How to trap a Dragon	Charlie and the Chocolate Factory  Dolphin Boy	"Quack" said the Billy Goat, The sounds in the evening.  The Great Kapok Tree  The Rainforest Story Book

4	<p><b>Narratives:</b> Victorian themed writing</p> <p><b>Recounts:</b> diary writing, letter writing</p> <p>Instructional texts</p> <p>Explanatory texts</p> <p>Regular independent extended writing - variety of genres</p>	<p>Descriptive writing</p> <p>Newspaper report</p> <p>Biography</p> <p>Regular independent extended writing - variety of genres</p>	<p>Significant author (Roald Dahl? - ask children)</p> <p>Poetry - exploring form and style</p> <p>Regular independent extended writing - variety of genres</p>	<p><b>Narratives:</b> Greek Myths and Legends</p> <p>Non-chronological reports</p> <p>Regular independent extended writing - variety of genres</p>	<p><b>Narrative:</b> character and setting descriptions</p> <p>Stories set in imaginary worlds</p> <p>Regular independent extended writing - variety of genres</p>	<p>Poetry - performance and choral</p> <p>Persuasive writing - adverts</p> <p>Argument writing</p> <p>Regular independent extended writing - variety of genres</p>
	<p>'Street Child' by Berlie Doherty</p> <p>'How to trap a dragon' by Pie Corbett</p> <p>'Magnificent Machines' by Pie Corbett</p>	<p>'The Iron Man' by Ted Hughes</p> <p>Examples of newspaper reports, Models for Writing example</p>	<p>Range of poetry in different form and styles</p>	<p>Theseus and the Minotaur</p> <p>Perseus and the Gorgon's head</p> <p>Various non-chronological report examples</p>	<p>Narnia?</p>	<p>'Range of different choral poetry</p> <p>Real life adverts</p> <p>Examples of argument based writing</p>
5	<p>Reports and Recounts</p> <p>Persuasive</p> <p><b>Non-fiction:</b> Instructions</p>	<p>Persuasive</p> <p><b>Narratives:</b> Suspense Writing</p>	<p><b>Narratives:</b> Mystery Stories</p> <p><b>Narratives:</b> Visual Narrative</p> <p><b>Poetry:</b> Poetry-The Power of Imagery</p>	<p><b>Poetry:</b> Classic Poetry</p> <p><b>Non-fiction:</b> Argument and Debate</p>	<p><b>Narratives:</b> Myths &amp; Legends</p>	<p><b>Narratives/ Poetry:</b> Texts from our literary heritage</p> <p>Story-telling and Play scripts</p>
	<p>Tuesday</p> <p>Various persuasive texts</p> <p>Various instruction texts</p>	<p>Monsters Inc.</p> <p>The Nightmare Man by Pie Corbett</p>	<p>Short!</p> <p>The Piano</p> <p>Poems about the sea</p>	<p>The Highwayman</p> <p>Various Texts for arguments and debates</p>	<p>Thor</p> <p>Beowulf</p>	<p>Shakespeare- Twelfth Night, Macbeth, Hamlet</p>
6	<p><b>Narratives:</b> Stories with WWII theme</p>		<p><b>Narratives:</b> Traditional stories -</p>	<p>SATs preparation</p>	<p>SATs preparation</p>	<p>Modern fiction</p>

	Recounts: diary entries, letters  <b>Poetry:</b> WWII  Regular independent extended writing - variety of genres	myths, legends, fairy tales and legends  Regular independent extended writing - variety of genres	Regular independent extended writing - variety of genres	Regular independent extended writing - variety of genres	Playscripts (end of Year 6 production)
	'Rose Blanche' by Ian McEwan  'Sam's Spitfire Summer' by Ian McDonald  'The Little Ships' by Louise Borden  Diary of Anne Frank  Erika's Story  Various information texts and war poetry	Range of traditional fables and fairy tales, myths and legends  Alternative versions - Little Red Riding Hoodie, Trust Me - Jack's Beanstalk stinks! Honestly -Red Riding Hood was rotten! The Stinky Cheese Man, Robin Hood			'The Chicken Gave it to me' by Anne Fine  'The Boy in the Girls' bathroom' by Louis Sachar  'Holes' by Louis Sachar  Jurassic Park for settings

### EYFS Curriculum overview for literacy

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic & Possible Texts	-Ourselves & Our Families -Homes & Houses -People Who Help Us  -Owl Babies -Peace at Last -Harry & His Bucketful of Dinosaurs go to School	Toys Celebrations Christmas  -Harry & His Bucketful of Dinosaurs series -Little Bear series	Space  -Whatever Next	Transport  -Non Fiction texts	Pets & Animals  -Mog the Cat series -The Tiger Who Came to Tea -Dear Zoo -The Little Red Hen	Pirates  -Pirate School

<p>Writing Objectives</p>	<ul style="list-style-type: none"> <li>-Sometimes gives meaning to marks as they draw and paint.</li> <li>-Ascribes meanings to marks that they see in different places.</li> <li>-Recognises some letters of personal significance</li> </ul>	<ul style="list-style-type: none"> <li>-Hears and says the initial sound in words.</li> <li>-Can segment the sounds in simple words and blend them together.</li> <li>-Links sounds to letters, naming and sounding the letters of the alphabet.</li> </ul>	<ul style="list-style-type: none"> <li>-Hears and says the initial sound in words.</li> <li>-Can segment the sounds in simple words and blend them together.</li> <li>-Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>-Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> <li>-Writes own name and other things such as labels, captions.</li> </ul>	<ul style="list-style-type: none"> <li>-Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> <li>-Writes own name and other things such as labels, captions.</li> <li>-Attempts to write short sentences in meaningful contexts.</li> </ul>	<ul style="list-style-type: none"> <li>-Children use their phonic knowledge to write words in ways which match their spoken sounds.</li> <li>-Write some irregular common words.</li> <li>-Write simple sentences which can be read by themselves and others.</li> <li>-Spell some words correctly and others are phonetically plausible.</li> </ul> <p><i>Early Learning Goal</i></p>	<ul style="list-style-type: none"> <li>-Children use their phonic knowledge to write words in ways which match their spoken sounds.</li> <li>-Write some irregular common words.</li> <li>-Write simple sentences which can be read by themselves and others.</li> <li>-Spell some words correctly and others are phonetically plausible.</li> <li>-Children can spell phonically regular words of more than one syllable as well as many irregular but high frequency words.</li> <li>-They use key features of narrative in their own writing.</li> </ul> <p><i>Early Learning Goal</i></p>
<p>Reading Objectives</p>	<ul style="list-style-type: none"> <li>-Listens to and joins in with stories and poems, one-to-one and also in small groups.</li> <li>-Joins in with repeated refrains and anticipates</li> </ul>	<ul style="list-style-type: none"> <li>-Continues a rhyming string.</li> <li>-Hears and says the initial sound in words.</li> <li>-Can segment the sounds in simple</li> </ul>	<ul style="list-style-type: none"> <li>-Hears and says the initial sound in words.</li> <li>-Can segment the sounds in simple words and blend them together and</li> </ul>	<ul style="list-style-type: none"> <li>-Begins to read words and simple sentences.</li> <li>-Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> </ul>	<ul style="list-style-type: none"> <li>-Children read and understand simple sentences.</li> <li>-They use phonic knowledge to decode regular words and</li> </ul>	<ul style="list-style-type: none"> <li>-Children read and understand simple sentences.</li> <li>-They use phonic knowledge to decode regular words and read</li> </ul>

	<p>key events and phrases in rhymes and stories.</p> <ul style="list-style-type: none"> <li>-Beginning to be aware of the way stories are structured.</li> <li>-Suggests how the story might end.</li> </ul>	<p>words and blend them together and knows which letters represent some of them.</p> <ul style="list-style-type: none"> <li>-Links sounds to letters, naming and sounding the letters of the alphabet.</li> </ul>	<p>knows which letters represent some of them.</p> <ul style="list-style-type: none"> <li>-Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>-Begins to read words and simple sentences.</li> <li>-Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> </ul>	<ul style="list-style-type: none"> <li>-Enjoys an increasing range of books.</li> <li>-Knows that information can be retrieved from books and computers.</li> </ul>	<p>read them aloud accurately.</p> <ul style="list-style-type: none"> <li>-They also read some common irregular words.</li> <li>-They demonstrate understanding when talking with others about what they have read.</li> </ul> <p><i>Early Learning Goal</i></p>	<p>them aloud accurately.</p> <ul style="list-style-type: none"> <li>-They also read some common irregular words.</li> <li>-They demonstrate understanding when talking with others about what they have read.</li> <li>-Children can read phonically regular words of more than one syllable as well as many irregular but high frequency words. They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary.</li> <li>-They can describe the main events in the simple stories they have read.</li> </ul> <p><i>Early Learning Goal</i></p>
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