

Easington Church of England Primary School

English

Genre Coverage and Long-Term Plan

Cycles A and B



EYFS - Drawing Club

Autumn 1 – Drawing Club

Week 1	Getting to know you – Transition		
Week 2			
Week 3			
Week 4	<u>GET-UP- STAND-UP VOCABULARY</u> ACCELERATE BRAKING STEERING	<u>Animation</u> THE ADVENTURE OF THE PAST Wacky Races Clip Robert Carey-2mins https://www.youtube.com/watch?v=8xugHKz3KnE	Character – Choose your favourite...
			Setting - DESIGN A NEW VEHICLE TO ENTER THE WACKY RACES
			Adventure Time...I wonder? (AT) - THE VEHICLES NEED A PETROL STATION TO REFUEL
			AT - WHAT DO YOU WIN IF YOU COME FIRST IN THE RACE? WHAT IF YOU FINISH LAST?
Week 5	<u>GET-UP- STAND-UP VOCABULARY</u> IGNORE FIERCESOME ASTONISHED	<u>Fiction</u> THE ADVENTURE OF BOOKS NOT NOW BERNARD BY DAVID MCKEE	Character – A MONSTER TO EAT MUM AND DAD
			Setting – BERNARD'S HOUSE
			AT - WHERE DID THE MONSTER COME FROM?
			AT - HOW CAN MUM AND DAD GET THE MONSTER OUT OF THE HOUSE?
Week 6	<u>GET-UP- STAND-UP VOCABULARY</u>	<u>Traditional Tale</u>	Character – THE TROLL

	CREAKY FEARLESS BAMBOOZLE	THE ADVENTURE OF TALES THREE BILLY GOATS GRUFF	Setting – THE BRIDGE
			AT - HOW CAN WE RESCUE THE TROLL FROM THE RIVER?
			AT - THERES BEEN A FLOOD AND THE BRIDGE GOT WASHED AWAY. HOW CAN WE CROSS THE RIVER?
Week 7	<u>GET-UP- STAND-UP VOCABULARY</u> TEARFUL PROTECT SHELTER	<u>Animation</u> THE ADVENTURE OF THE PAST MR BENN – ZOOKEEPER https://youtu.be/NN-xmyjbMSU	Character - MR BENN
			Setting - THE ZOO
			AT - THE ZOO WANT TO HAVE A BRAND-NEW ANIMAL – WHAT SHALL THEY GO AND LOOK FOR?
			AT - HOW CAN THE ZOO CATCH THE ANIMAL FOR THE ZOO?
Week 8	<u>GET-UP- STAND-UP VOCABULARY</u> CUTLASS VOYAGE OCEAN	<u>Fiction</u> THE ADVENTURE OF BOOKS PIRATE PETE BY NICK SHARRATT	Character – PIRATE PETE
			Setting – PIRATE PETE’S BOAT
			AT - PIRATE PETE NEEDS A CREW. WHO WILL JOIN HIM?

			AT - PIRATE PETE HAS FOUND TREASURE BUT HAS FORGOTTEN HIS SPADE. HOW CAN HE GET IT?
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Week 1	<u>GET-UP- STAND-UP VOCABULARY</u> CLAMBERING BOOMING DESCENDING	<u>Traditional Tale</u> THE ADVENTURE OF TALES JACK AND THE BEANSTALK	<u>Autumn 2</u>
			Character – THE GIANT
			Setting – THE GIANT'S CASTLE
			AT - THE GIANT HAS CALLED THE POLICE TO CATCH JACK – WHAT WILL THEY NEED TO CAPTURE HIM?
			AT - JACK IS SPENDING ALL THE TREASURE HE STOLE – WHAT IS HE BUYING?
Week 2	<u>GET-UP- STAND-UP VOCABULARY</u> FEARFUL CREEP DISTANT	<u>Fiction</u> THE ADVENTURE OF BOOKS THE HAIRY TOE BY DANIEL POSTGATE	Character – WHAT DOES THE MONSTER LOOK LIKE?
			Setting – THE OLD WOMAN'S HOUSE
			AT - THE OLD WOMAN WANTS TO TRAP THE MONSTER. WHAT SHOULD SHE BUILD?
			AT - WHO WILL COME AND RESCUE THE OLD WOMAN NOW THE MONSTER HAS FOUND HER?
Week 3	<u>GET-UP- STAND UP VOCABULARY</u> ZOOMING ACCIDENT BOULDER	<u>Animation</u> THE ADVENTURE OF THE PAST ROADRUNNER https://youtu.be/GdKkI1vGsmE	Character - ROADRUNNER
			Setting – WHERE DOES THE COYOTE LIVE?

			AT – THE COYOTE WANTS TO INVENT A WAY TO TRAVEL SUPER FAST...
			AT - WHAT COULD COYOTE LEAVE OUT FOR THE ROADRUNNER TO EAT TO TRICK IT?
Week 4	<u>VOCABULARY</u> Gold Frankincense Myrrh	<u>Animation</u> The Christian Story of the First Christmas https://www.youtube.com/watch?v=FrTF_AZPQxpE	Character – Mary and Joseph
			Setting – Stable
Week 5	NATIVITY		
Week 6	NATIVITY		
Week 7	Christmas Week		

Week 1	<u>GET-UP- STAND-UP VOCABULARY</u> BAKING INGREDIENTS RISING	<u>Traditional Tales</u> The Adventure of the past The Little Red Hen	<u>Spring 1</u> Character – The Red Hen
			Setting – The farm but there is an odd animal on it!
			AT -What disgusting thing might the little red hen put on the bread?
			AT – The smell of the bread has attracted a bed character. Who is coming?
Week 2	<u>GET-UP- STAND-UP VOCABULARY</u> SWALLOW ADORE SILENT	<u>Fiction</u> THE ADVENTURE OF BOOKS PENGUIN BY POLLY DUNBAR	Character – The Lion
			Setting – Where does the lion live?
			AT - THE LION IS STILL HUNGRY. WHAT CAN WE GIVE HIM TO EAT?
			AT - THE LION ATE PENGUIN! HOW CAN WE GET HIM OUT?
Week 3	<u>GET-UP- STAND-UP VOCABULARY</u> MUSCULAR EXPLODE SUPERHUMAN	<u>Animation</u> THE ADVENTURE OF THE PAST POPEYE https://youtu.be/nffXvVVKcLs	Character – POPEYE
			Setting – THE SPINACH CAN FACTORY
			AT - WHAT WOULD BE TOO HEAVY FOR POPEYE TO LIFT UP?

			AT - BLUTO HAS WEARING A DISGUISE – WHAT DOES HE LOOK LIKE – CAN HE SNEAK UP ON POPEYE?
Week 4	<u>GET-UP- STAND-UP VOCABULARY</u> DEVoured ROYAL HYSTERICAL	<u>Traditional Tale</u> THE ADVENTURE OF TALES CHICKEN LICKEN	Character – THE FOX
			Setting – THE SKY – WHAT'S UP THERE? ADD SOMETHING THAT DOESN'T BELONG THERE TOO!
			AT- THE FOX IS COMING TO SCHOOL – HOW WILL WE STOP HIM!
			At - THE FOX IS BRINGING AN ARMY OF BADDIES: WHO IS WITH HIM?
Week 5	<u>GET-UP- STAND-UP VOCABULARY</u> DECISION FREEZING BRAVE	<u>Fiction</u> THE ADVENTURE OF BOOKS WOULD YOU RATHER...? BY JOHN BURNINGHAM	Character - WHAT IS THE SCARIEST CREATURE YOU'D DARE TO HOLD!
			Setting - WHAT'S IN THE SPOOKY HOUSE? WHO MIGHT YOU MEET?
			AT - WHAT WOULD YOU RATHER EAT? SWEETS OR SNAILS? HOW MANY?
			AT - UP, UP, UP WHAT WOULD YOU INVENT TO GO UP INTO THE SKY TO HAVE A PICNIC?
Week 6	<u>GET-UP- STAND-UP VOCABULARY</u> COMICAL FURIOUS STAMP	<u>Animation</u> THE ADVENTURE OF THE PAST PINK PANTHER – SEASON 1 EPISODE 1 https://www.youtube.com/watch?v=59lKdaXX6Eo&t=164s	Character – PINK PANTHER
			Setting – PINK PANTHER'S CAR
			AT - PINK PANTHER HAS A FRIEND WITH ANOTHER COLOUR IN ITS NAME...
			AT - PINK PANTHER NEEDS TO GET MORE PAINT – WHAT DOES THE PAINT FACTORY LOOK LIKE?

Week 7	<u>GET-UP-</u> <u>STAND-UP</u> <u>VOCABULARY</u> GUZZLE SLUMBER PERFECT	<u>Traditional Tale</u> THE ADVENTURE OF TALES GOLDILOCKS	Character – BEAR OR GOLDILOCKS
			Setting – THE BEARS' HOUSE
			AT- THE BEARS GO LOOKING FOR GOLDILOCKS BUT THEY NEED A MAP!
			AT- WHERE IS GOLDILOCKS HIDING?

Week 1	<u>GET-UP- STAND-UP VOCABULARY</u> TIPTOE PANIC HIDE	<u>Fiction</u> THE ADVENTURE OF BOOKS WE'RE GOING ON A BEAR HUNT BY MICHAEL ROSEN	<u>SPRING 2</u>
			Character – THE BEAR
			Setting - THE BEAR'S CAVE WITH ITS FURNITURE
			AT -THE BEAR IS COMING BACK TO GET THROUGH THE UPSTAIRS WINDOW – HOW CAN IT GET UP?
			AT - THE FAMILY ESCAPE BUT GET TO THE RIVER + IT'S FLOODED – HOW CAN THEY GET ACROSS?
Week 2	<u>GET-UP- STAND-UP VOCABULARY</u> RAPID NAPPING HURDLE	<u>Animation</u> THE ADVENTURE OF THE PAST BAT FINK – THE SHORT CIRCUIT CASE https://www.youtube.com/watch?v=DpGk7p7QPjk	Character-BATFINK
			Setting - BATFINK'S CAVE
			AT - HOW CAN BATFINK CREATE MORE ELECTRICITY?
			AT - HELP THE MAD SCIENTIST KEEP AN EYE FOR BATFINK. WHAT CAN HE INVENT?
Week 3	<u>GET-UP- STAND-UP VOCABULARY</u> LEAP SOGGY DISAPPOINTED	<u>Traditional Tale</u> THE ADVENTURE OF TALES THE GINGERBREAD MAN	Character - THE GINGERBREAD MAN
			Setting - THE RIVER
			AT - THE OLD WOMAN BAKED A NEW CHARACTER – THE STINKY CHEESE MAN

			AT - WHAT DO YOU TURN INTO IF YOU TOUCH THE STINKY CHEESE MAN?
Week 4	<u>GET-UP- STAND-UP VOCABULARY</u> SLURPING CROUCH FAREWELL	<u>Fiction</u> ADVENTURE OF BOOKS THE TIGER WHO CAME TO TEA BY JUDITH KERR	Character -THE TIGER
			Setting - THE CAFE
			AT- THE TIGER WANTS TO JOIN THE FAMILY AT THE CAFÉ. WHAT WILL HE ORDER?
			AT- THE TIGER HAS LOST HIS WAY HOME. HE NEEDS TO GET ON THE TIGER BUS BUT HE DOESN'T KNOW WHAT IT LOOKS LIKE
Week 5	<u>GET-UP- STAND-UP VOCABULARY</u> PACING GREETING RACING	<u>Animation</u> THE ADVENTURE OF THE PAST THE MAGIC ROUNDAABOUT - BUBBLES	Character -ZEBEDEEEE
			Setting -WHERE DOES MR RUSTY LIVE?
			AT - THE BUBBLES ARE BROKEN! CAN WE INVENT A BUBBLE MACHINE?
			AT - WHICH STORY CHARACTER FROM ANY STORY WOULD YOU LIKE TO BLOW BUBBLES FOR?
Week 6	<u>GET-UP- STAND-UP VOCABULARY</u> CONSTRUCT CELEBRATE EXHALE	<u>Traditional Tale</u> THE ADVENTURE OF TALES THE THREE LITTLE PIGS	Character - THE WOLF
			Setting - THE BRICK HOUSE

			AT - THE WOLF HAS DISGUISED HIMSELF AS A PIG...
			AT - THE THREE LITTLE PIGS TAKE THE WOLF TO THE BUILDERS YARD BUT THEY NEED TO MOVE THE BRICKS
Week 7	<u>GET-UP-</u> <u>STAND-UP</u> <u>VOCABULARY</u> GIFT ELONGATED DISAPPROVE	<u>Fiction</u> ADVENTURE OF BOOKS DEAR ZOO BY ROD CAMPBELL	Character - THE PUPPY
			Setting -THE CAGE
			AT - THE ZOO WOULD LIKE US TO HAVE THREE OTHER PETS
			AT- THE CROCODILE IS HUNGRY! WHAT SHOULD WE GIVE HIM TO EAT?

Summer 1- Drawing Club Volume 2

Week 1	The Inventures of Noodle and Titch	1. The missing teapot	Character – A new way to make a cup of tea for Noodle and Titch
			Setting – What's living down the hole?
			AT – How can Noodle and Titch get the teapot out?
			AT – If you drink a cup of tea from the teapot, what will you turn into?
Week 2	The Inventures of Noodle and Titch	2. The case of the bionic binoculars	Character - New bionic binoculars for Noodle and Titch
			Setting – What can you see through the new binoculars?
			AT – Where do the Ark Ark birds come from?
			AT – The Ark Ark birds want more biscuits - what will you invent to make the biscuits for them?
Week 3	The Inventures of Noodle and Titch	3. The upside down button	Character – Noodle and Titch want to go to Upside Down World. Invent a way to get there.
			Setting – What does Upside Down World look like?
			AT – Who lives in Upside Down World?
			AT – The Upside Down witch is on her way to get Noodle and Titch - what does she look like?
Week 4	The Inventures of Noodle and Titch	4. The pet popper upper	Character – A new pet popper upper for Noodle and Titch
			Setting – What pet would you like to pop up and where does it live?
			AT – What pet would you not want to pop up?
			AT – Noodle and Titch have popped up a crocodile! What does it look like?

Summer 2 – Drawing Club Volume 2

Week 1	The Inventures of Noodle and Titch	5. The Mini Memory Machine	Character – Invent a new memory maker for Noodle and Titch
			Setting – What memory do you have of last week?
			AT – Noodle and Titch have remembered that they need to go to the shop. Invent a way for them to get there
			AT – They have forgotten five things from the shop. What were they?
Week 2	The Inventures of Noodle and Titch	6. The Rickety Rockety Racing Car	Character – Help Noodle and Titch invent a new rickety rockety car
			Setting – Noodle and Titch need a map to get to the Moonpin party
			AT – There's something living inside the shell - what is it?
			AT – The Moonpins are having a new party - what gift shall Noodle and Titch take?
Week 3	The Inventures of Noodle and Titch	7. The Zippety Zap Gun	Character – Noodle and Titch want a new zap gun – what does it look like?
			Setting – If the zap gun got you, where would it send you?
			AT - The zap gun has shrunk the teacher! How can Noodle and Titch turn them back to normal?
			AT - What can you invent to block the zap getting Noodle and Titch?
Week 4	The Inventures of Noodle and Titch	8.The Bingle Bongle Bit Bot	Character – A new bingle bongle bit bot for Noodle and Titch
			Setting – Where can Noodle and Titch hide from all the angry characters?
			AT – The big bad wolf wants to dress up as something else to play a trick - what could it be?
			AT - The troll's bridge has broken - how can Noodle and Titch help get the goats across
Week 5	The Inventures of Noodle and Titch	9.The Hickory Dickory Dock Clock	Character – Invent a new clock for Noodle and Titch
			Setting – What can you invent to unburn the biscuits?
			AT – Noodle and Titch want more biscuits - invent a biscuit making machine
			AT – If it was 'Do Anything You Want O'clock' what would you do?
Week 6	The Inventures	10. The Whizzy Washer Upper	Character – A new whizzy washer upper
			Setting – Noodle and Titch's kitchen
			AT – The biscuit goblin is coming – what does it look like?

	of Noodle and Titch		AT – Where can Noodle and Titch hide their biscuits from the biscuit goblin
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Year 1 – Curious Quest

Autumn 1

Week 1	TRANSITION – BASELINE ASSESSMENT			
Week 2	Drawing Club	The Colour Monster	Character – Colour Monster	- Contentment - Discombobulated - Exasperated - Jumbled - Tranquillity
		PVPG: Noun focus	Adventure Time – The Emotion Thief is coming! What does it look like?	
			Adventure Time – The stolen emotion is back safely. What can he invent to keep the thief out?	
Week 3	Drawing Club	The Gingerbread Man	Character – The Gingerbread Man	- Devious - Hesitantly - Pursue - Saturated - Scramble
		PVPG: Noun focus	Adventure Time – The old woman baked a new character – who is it?	
			Adventure Time – How can the Gingerbread Man and his new friend to get across the river safely?	
Week 4	Drawing Club	Noddy and the Goblins	Setting – The Dark Wood	- Eerie - Maniacal - Mischievous - Ominous - Swindler
		PVPG: Noun focus	Adventure Time – Mr Plod is looking for Noddy’s car – Can you make a poster for Noddy’s car?	
			Adventure Time – Bumpy Dog earns a medal for finding Noddy’s car – can you design it?	
Week 5	Drawing Club	Tiger Who Came to Tea	Character – The Tiger	- Cautious - Courteous - Devoured - Disappeared - Scrumptious
		PVPG: Verb focus	Adventure Time – The Tiger wants to join the family at the café. What will he eat?	
			Adventure Time – The Zoo have come looking for the Tiger. Where can he hide?	
Week 6	Drawing Club	Fireman Sam: Barn Fire	Setting – Pontypandy	- Catastrophe - Deplete - Emergency - Persevere - Predicament
		Adjectives	Adventure Time – What Do We Do When the Water Runs Out?	
			Adventure Time – What Would You Make with the Bits and Pieces?	

Week 7	Drawing Club	Pumpkin Soup	Character – The Duck	- Harmonious - Inconsolable - Rumpus - Squabble - Trudged
		Adjectives	Adventure Time – The animals go looking for Duck but they need a map!	
			Adventure Time – If Duck opened ‘Duck’s Kitchen’, what food would he serve?	
Week 8	Drawing Club	Little Red Hen	Character – The Little Red Hen	- Concocting - Emboldened - Independently - Occupied - Selfish
		Adjectives	Adventure Time – What might the little red hen put on her bread?	
			Adventure Time – The bread has attracted a character – Who is it?	

Autumn 2

Week 1	The Curious Quest	Curious Quest	Professor Klunk	- Curious - Quest - Inventuring - Mysterious - Villain
			Noodle and Titch	
		Finger Spaces	The Greap	
Week 2	The Curious Quest	Mr Benn and the Magic Carpet	Character – Mr Benn	- Adventure - Commotion - Enchanted - Ordinary - Souvenir
		Capital Letters	Adventure Time – What do you think is inside the bottle?	
			Adventure Time – What will the boy’s palace look like?	
Week 3	The Curious Quest	Elves and the Shoemaker	Character – The elves	- Astonishment - Benevolent - Enraptured - Impoverished - Magnificent
		Full Stops	Adventure Time – The elves need to make some more shoes – Can you design some new shoes?	
			Adventure Time – What gift would you give the elves?	
Week 4	The Curious Quest	Refuge	Setting – The stable	- Altruistic - Danger - Exhausted - Journey - Refuge
		Capital Letters and Full Stops	Adventure Time – What gifts would you take to the baby Jesus?	
			Adventure Time – Can you design a safe place for Mary, Joseph and Baby Jesus to travel to?	

Week 5	NATIVITY
Week 6	NATIVITY
Week 7	CHRISTMAS ACTIVITIES

Spring 1

Week 1	The Curious Quest	Introduction to the Faithful Friends	Mon: The Midnight Fox	- Conquer - Covert - Expedition - Magic - Mission
			Tues: Scruff	
			Wed: Latimer	
		PVPG: Single Clause Sentences	Thurs: Byron	
			Fri: CQ – Faithful Friends HQ	
Week 2	The Curious Quest	Where The Wild Things Are - Sendak	Mon: Character – Wild Thing	- Disembark - Ferocious - Gnashed - Mesmerized - Navigate
			Tues: Setting – The Island	
			Wed: Adventure Time – Max is the King of all Wild Things – What will he do first?	
		PVPG: Single Clause Sentences	Thurs: Adventure Time – Where is Max going to sail to?	
			Fri: CQ – Lava Lake	
	The		Mon: Character – Wishing Chair	

Week 3	Curious Quest	The Wishing Chair – The Land of Dreams	Tues: Setting – Dreaming Land	- Bewildered - Extraordinary - Peculiar - Scampered - Solemnly
			Wed: Adventure Time – What do you think the chair will turn into next?	
		PVPG: Single Clause Sentences	Thurs: Adventure Time – Where will the Balloons take Peter?	
			Fri: CQ – The Biscuit Goblin	
Week 4	The Curious Quest	Rapunzel	Mon: Character – Rapunzel	- Beyond - Clamber - Despair - Deserted - Furious
			Tues: Setting – The Tower in the Forest	
		and	Wed: Adventure Time – The stepmother cuts Rapunzel’s hair. How will the prince climb up the tower now?	
			Thurs: Adventure Time - Where are the Prince and Rapunzel going to live now?	
			Fri: CQ – The Bag of Joy	
Week 5	The Curious Quest	The Shoe People – PC Boot to the Rescue	Mon: Character – PC Boot	- Bellow - Collision - Grateful - Rescue - Solution
			Tues: Setting – The boating lake	
			Wed: Adventure Time – How can PC Boot rescue Trampy and Margot	
		and	Thurs: Adventure Time – How can Trampy and Margot thank PC Boot and Wellington?	
			Fri: CQ – The Hovering Helicopter	
Week 6	The Curious Quest	Emperor of Absurdia	Mon: Character – Emperor of Absurdia	- Absurd - Grumbled - Stubborn - Tumbled - Warily
			Tues: Setting – The Deep Dark Cave	
			Wed: Adventure Time – Where will the pointy bird take the Emperor?	
		and	Thurs: Adventure Time – Design a new scarf for the Emperor. Does it have special powers?	
			Fri: CQ – Malevolent Mountains	
Week 7	The Curious Quest	The Smurfs – Dreamy’s Nightmare	Mon: Character – Gargamel	- Ambush - Quandary - Demolish - Malevolent - Triumph
			Tues: Setting – Gargamel’s House	
			Wed: Adventure Time – Gargamel is in the Smurf village – How can we stop him?	
		and	Thurs: Adventure Time – Gargamel squashed Smurfette’s house! What will her new house look like?	
			Fri: CQ – The Spider Dragon	

Spring 2

Week 1	The Curious Quest	Open Very Carefully a book with a bite	Mon: Character – The Crocodile	- Colossal - Fearsome - Malicious - Ravenous - Stealthy
			Tues: Setting – Where did the Crocodile go?	
			Wed: Adventure Time – Something else has sneaked into the book. What is it?	
		-ing	Thurs: Adventure Time – How will we get rid of the unwanted guest from the book?	
			Fri: CQ – The Staff of Light	
Week 2	The Curious Quest	The Bear Under the Stairs	Mon: Character – Bear	- Dingy - Fierce - Gnarly - Petrified - Revolting
			Tues: Setting – The Cupboard	
			Wed: AT – What did Bear get up to in the night?	
		-ing	Thurs: AT – Where did Bear go next?	
			Fri: CQ – The Muddled-Up Motor Car	
Week 3	The Curious Quest	The Cave	Mon: Character – The Wolf	- Deceit - Distract - Perilous - Obscure - Sly
			Tues: Setting – The Cave	
			Wed: Adventure Time – What creature lives in the cave?	
		-ing	Thurs: Adventure Time – How might you distract the creature to get inside the cave?	
			Fri: CQ – The Whispering Wood	
Week 4	The Curious Quest	Supertato	Mon: Character – Supertato	- Courageous - Calamity - Capture - Destruction - Evade
			Tues: Setting – Supermarket	
			Wed: Adventure Time – Evil Pea has evaded capture – Make a Wanted! Poster	
		-ed	Thurs: Adventure Time – Design a trap to capture Evil Pea!	
			Fri: CQ – The Gingerbread Giant	
Week 5	The Curious Quest	The Odd Egg	Mon: Character – The Odd Egg	- Emerge - Patient - Quarrel - Incubate - Spiteful
			Tues: Adventure Time – Where did the egg come from?	
			Wed: Adventure Time – What type of animal laid the egg?	
		-ed	Thurs: Adventure Time – What is inside the egg?	
			Fri: CQ – The Timeless Clock	

Summer 1

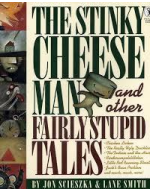
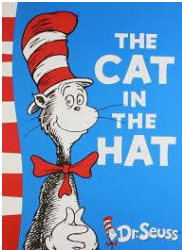
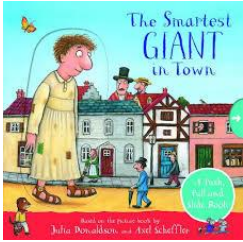
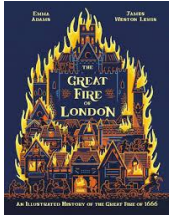
Week 1	The Curious Quest	Look Up! Nathan Bryon	Mon: Character – What do you want to know about Rocket?	- Endeavour - Distraught - Persist - Pioneer - Speechless
			Tues: Setting – What is in the park?	
			Wed: Adventure Time – How could Rocket get to space?	
		! and ?	Thurs: Adventure Time – What did Rocket see when she looked up?	
			Fri: CQ – The Rapid Rollerskates	
Week 2	The Curious Quest	The Three Foxes AA Milne	Mon: Character – The Foxes	- Attire - Copse - Dwelling - Reside - Whimsical
			Tues: Setting – The Houses in the Forest	
			Wed: Adventure Time – What could the Foxes blow their noses on?	
		-s and -es	Thurs: Adventure Time – What did the Foxes like to do for fun?	
			Fri: CQ – The Pond of Despond	
Week 3	The Curious Quest	King of the Swamp Catherine Emmett	Mon: Character – King of the Swamp	- Dank - Desolate - Forlorn - Minions - Resolute
			Tues: Setting – The Swamp	
			Wed: Adventure Time – How could he get rid of the furry, green grubs?	
		-er	Thurs: Adventure Time – How can they make the swamp better?	
			Fri: CQ – The Chocolate Zombie	
Week 4	The Curious Quest	Smartest Giant in Town Julia Donaldson	Mon: Character – Scruffiest Giant in Town	- Considerate - Gracious - Melancholy - Observant - Unkempt
			Tues: Character – Smartest Giant in Town	
			Wed: Adventure Time – What animals live in town?	
		-est	Thurs: Adventure Time – A New animal moved to town – How does the Giant help him?	
			Fri: CQ – The Wishing Tree	
Week 5	The Curious Quest	Unfortunately Alan Durant	Mon: Character – The Boy	- Disastrous - Distressed - Energetic - Fortuitous - Inhabited
			Tues: Setting – The Jungle	
			Wed: Adventure Time – The vine broke... What happens next?	
		-un	Thurs: Adventure Time – What happened to the boy and girl next?	
			CQ – The Teleportation Tunnel	

Summer 2

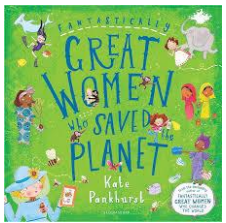
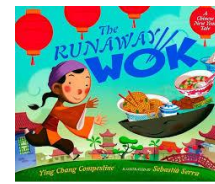
Week 1	The Curious Quest	Traction Man	Mon: Character – Traction Man	- Captive - Lumber - Noble - Prepared - Victorious
			Tues: Setting – The Lawniverse	
			Wed: Adventure Time – What powers does Traction Man’s new green suit have?	
		all skills	Thurs: Adventure Time – Traction Man and Scrubbing Brush are relaxing when suddenly....	
			CQ – The Cantankerous Centaur	
Week 2	The Curious Quest	Tin Forest	Mon: Character – The Old Man	- Abandoned - Exotic - Monochrome - Windswept - Yearning
			Tues: Setting – The Tin Forest	
			Wed: Adventure Time – What could the old man make out of tin next?	
		all skills	Thurs: Adventure Time – What do you think the old man wishes for?	
			Fri: CQ – The Ancient Amulet	
Week 3	The Curious Quest	Grandad’s Island	Mon: Character – Grandad	- Dilapidated - Lurched - Meticulously - Treacherous - Sweltering
			Tues: Setting – Grandad’s Island	
			Wed: Adventure Time – Grandad’s shack is dilapidated – Design a new place for him to live	
		all skills	Thurs: Adventure Time – Syd changes the attic to remember Grandad – what does it look like?	
			Fri: CQ – The Talking Teapot	
Week 4	The Curious Quest	The Wizard of Oz	Mon: Character – Dorothy	- Beckon - Bestow - Camaraderie - Dismal - Mishap
			Tues: Setting – Oz	
		all skills	Wed: Adventure Time – What gifts will the Wizard bestow upon the friends?	
			Thurs: Adventure Time – The slippers are broken – How can Dorothy get home?	
			Fri: CQ – The Golden Windmill	
Week 5	The Curious Quest	Treasure Island	Mon: Character – Billy Bones	- Dire - Ensnare - Mutinous - Valient - Vivid
			Tues: Setting – Treasure Island	
			Wed: Adventure Time -	
		all skills	Thurs: Adventure Time -	
			Fri: CQ – The Secretive Seer	
Week 6	The Curious	The Return of the Jabberwock	Mon: Character – Jabberwock	- Askew
			Tues: Setting – Tulgey Wood	

	Quest		Wed: Adventure Time – The boy needs stronger armour – What can he wear to protect himself?	- Gargantuan
		all skills	Thurs: Adventure Time – How can the boy capture the Jabberwock?	- Ghastly
			Fri: CQ – The Bridge of Doom	- Thicket - Venture

Year 2 – English Long Term Plan Cycle A and Cycle B (single year group class)

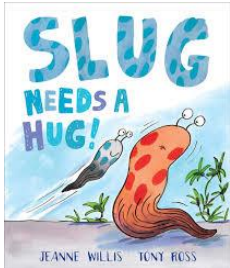
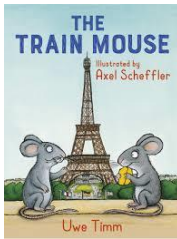
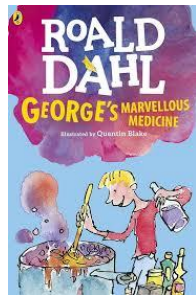
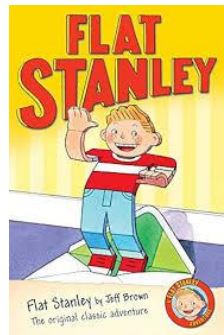
Term:	<u>Autumn 1</u> PVPG to begin the year	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Unit:	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>
Text, genre, purpose, audience, time frame:	Mon – PVPG Tues – PVPG Wed – PVPG Thurs – PVPG Fri – Cold write - Personal narrative – poem about me Repeat until PVPG is complete	 Text: The Stinky Cheese Man + Other Fairly Stupid Tales – J Scieszka (56 pages) Genre: Fiction Purpose: Entertain Audience: Y2 Time Frame: 2 weeks	 Text: The Cat In The Hat – Dr Suess (64 pages) Genre: Fiction Purpose: Entertain Audience: Y2 Time Frame: 2 weeks	 Text: Escape at Bedtime – Robert Louis Stevenson Genre: Fiction - Poetry Purpose: Entertain Audience: Y2 Time Frame: 2 weeks	 Text: The Smartest Giant in Town – Julia Donaldson Genre: Fiction Purpose: Entertain Audience: Y2 Time Frame: 2 weeks	 Text: The Great Fire of London: An Illustrated History of the Great Fire of 1666 – Emma Adams Genre: Fiction Purpose: Entertain Audience: Y2 Time Frame: 2 weeks

Reading and SPAG week:	Mon – PVPG Tues – PVPG Wed – PVPG Thurs – PVPG Fri – Cold write – Traditional Tale – character description – Gingerbread Man Repeat until PVPG is complete	Mon – 1a - Draw on knowledge of vocabulary to understand texts Tues – 1a - Draw on knowledge of vocabulary to understand texts Wed – Co-ordinating Sentences (and, or, but) Thurs – Subordination (when, if, that, because) Fri - Cold write – personal narrative – recount of a memory	Mon – 1d - Make inferences from the text Tues – 1e - Predict what might happen on the basis of what has been read so far. Wed – Tense consistency Thurs – Suffixes – ful, -less, -ly Fri - Cold write – instructions – how to make green eggs and ham	Mon – 1d - Make inferences from the text Tues – 1e - Predict what might happen on the basis of what has been read so far. Wed – Apostrophes for contraction Thurs – Apostrophe for possession Fri - Cold write – narrative – setting description	Mon – 1a - Draw on knowledge of vocabulary to understand texts Tues – 1d - Make inferences from the text Wed – Co-ordinating Sentences (and, or, but) Thurs – Subordination (when, if, that, because) Fri - Cold write – diary – perspective of the giraffe	Mon – 1d - Make inferences from the text Tues – 1e - Predict what might happen on the basis of what has been read so far. Wed – Apostrophes for contraction Thurs – Apostrophe for possession Fri - Cold write – personal narrative – poem about me
Writing week:	Mon – PVPG Tues – PVPG Wed – PVPG Thurs – PVPG Fri – Cold write - Traditional Tale retelling –	Alternative traditional tale Mon - Class plan and investigate features for this purpose and audience Tue – draft	Narrative Mon - Class plan and investigate features for this purpose and audience Tue – draft Wed – draft	Poem Mon - Class plan and investigate features for this purpose and audience Tue – draft Wed – draft	Narrative Mon - Class plan and investigate features for this purpose and audience Tue – draft Wed – draft	Recount Mon - Class plan and investigate features for this purpose and audience Tue – draft Wed – draft

	Gingerbread Man Repeat until PVPG is complete	Wed – draft Thurs – Edit for cohesion Fri – final edit and publish	Thurs – Edit for cohesion Fri – final edit and publish	Thurs – Edit for cohesion Fri – final edit and publish	Thurs – Edit for cohesion Fri – final edit and publish	Thurs – Edit for cohesion Fri – final edit and publish
Term:	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Unit	<u>2</u>	<u>2</u>	<u>2</u>	<u>2</u>	<u>2</u>	<u>2</u>
Text, genre, purpose, audience, time frame:	 Text: Bug Hotel – Libby Walden Genre: Non-fiction Purpose: Inform Audience: Y2 Time Frame: 2 weeks	 Text: The Sound Collector – Roger McGough Genre: Fiction - Poetry Purpose: Entertain Audience: Y2 Time Frame: 2 weeks	 Text: Fantastically Great Women Who Saved the Planet – Kate Pankhurst Genre: Non-fiction Purpose: Inform Audience: Y2 Time Frame: 2 weeks	 Text: Molly's Moon Mission – Duncan Beedie Genre: Non-fiction Purpose: Inform Audience: Y2 Time Frame: 2 weeks	 Text: Winter's Child – Angela McAllister Genre: Fiction Purpose: Entertain Audience: Y2 Time Frame: 2 weeks	 Text: The Runaway Wok – Ying Chang Compestine Genre: Fiction Purpose: Entertain Audience: Y2 Time Frame: 2 weeks

Reading and SPAG week:	Mon – 1b - Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information. (Retrieval) Tues – 1b - Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information. (Retrieval) Wed – Noun Phrases (adjective and noun) Thurs – Co-ordinating Sentences (and, or, but) Fri – Cold write – non-chronological report - butterflies	Mon – 1d - Make inferences from the text. Tues – 1a - Draw on knowledge of vocabulary to understand texts Wed – Apostrophe for possession Thurs – Questions, statements, commands, exclamations Fri - Cold write – narrative – alternative ending to traditional tale	Mon – 1a - Draw on knowledge of vocabulary to understand texts. Tues – 1b - Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information. (Retrieval) Wed – Apostrophes for contraction Thurs – Commas in a list Fri - Cold write – Letter – Write to one of the women	Mon – 1b - Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information. (Retrieval) Tues – 1d - Make inferences from the text Wed – Questions, statements, commands, exclamations Thurs – Word types Fri - Cold write – instructions – how to build a rocket	Mon – 1a - Draw on knowledge of vocabulary to understand texts. Tues – 1b - Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information. (Retrieval) Wed – Suffix review Thurs – Questions, statements, commands, exclamations Fri - Cold write – narrative – re-telling Winter's Child	Mon – 1b - Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information. (Retrieval) Tues – 1d - Make inferences from the text Wed – Questions, statements, commands, exclamations Thurs – Word types Fri - Cold write – instructions – how to make stir fry
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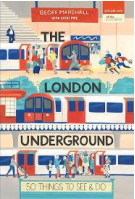
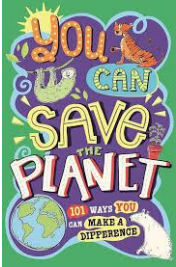
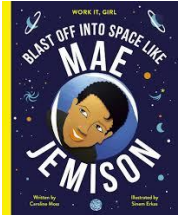
Writing week:	Non-chronological report – lady birds Mon - Class plan and investigate features for this purpose and audience Tue – draft Wed – draft Thurs – Edit for cohesion Fri – final edit and publish	Sound Poem Mon - Class plan and investigate features for this purpose and audience Tue – draft Wed – draft/perform Thurs – Edit for cohesion Fri – final edit and publish/perform	Instructions – How to build a compost bin (to help save the world) Mon - Class plan and investigate features for this purpose and audience Tue – draft Wed – draft Thurs – Edit for cohesion Fri – final edit and publish	Newspaper report/recount Mon - Class plan and investigate features for this purpose and audience Tue – draft Wed – draft Thurs – Edit for cohesion Fri – final edit and publish	Narrative – alternative perspective – Summer’s Child Mon - Class plan and investigate features for this purpose and audience Tue – draft Wed – draft Thurs – Edit for cohesion Fri – final edit and publish	Diary Mon - Class plan and investigate features for this purpose and audience Tue – draft Wed – draft Thurs – Edit for cohesion Fri – final edit and publish
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Term:	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Unit	<u>3</u>	<u>3</u>	<u>3</u>	<u>3</u>	<u>3</u>	<u>3</u>
Text, genre, purpose, audience, time frame:	 Text: And the Dish Ran Away with the Spoon – J Stevens (56 pages) Genre: Fiction Purpose: Entertain Audience: Y2 Time Frame: 2 weeks	 Text: Greta and the Giants - Zoe Tucker Genre: Non-fiction Purpose: Persuade Audience: Mr Appleby Time Frame: 2 weeks	 Text: Slug Needs A Hug – Jeanne Willis (32 pages) Genre: Fiction Purpose: Entertain Audience: Y2 Time Frame: 2 weeks	 Text: The Train Mouse – axel Scheffler Genre: Fiction Purpose: Entertain Audience: Y2 Time Frame: 2 weeks	 Text: George's Marvellous Medicine – Roald Dahl Genre: Fiction Purpose: Entertain Audience: Y2 Time Frame: 2 weeks	 Text: Flat Stanley- Jeff Brown (96 pages) Genre: Fiction Purpose: Entertain Audience: Y2 Time Frame: 2 weeks
Reading and SPAG week:	Mon – 1b - Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and	Mon – 1b - Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and	Mon – 1e - Predict what might happen on the basis of what has been read so far.	Mon – 1c - Identify and explain the sequence of events in texts. Tues – 1e - Predict what	Mon – 1c - Identify and explain the sequence of events in texts. Tues – 1e - Predict what	Mon – 1d - Make inferences from the text Tues – 1e - Predict what might happen on the basis of what

	information. (Retrieval) Tues – 1b - Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information. (Retrieval) Wed – Co-ordinating Sentences (and, or, but) Thurs – Subordination (when, if, that, because) Fri - Cold write – Diary Entry – from the perspective of the main character	information. (Retrieval) Tues – 1d - Make inferences from the text Wed – Verbs Thurs – Adverbs Fri - Cold write – letter – write to Greta asking for advice	Tues – 1d - Make inferences from the text Wed – Suffixes - ment, -ness Thurs – Noun Phrases (adjective and noun) Fri - Cold write – narrative -	might happen on the basis of what has been read so far. Wed – Apostrophe for possession Thurs – Tense consistency Fri - Cold write – letter – write a letter from Paris to your family back at home	might happen on the basis of what has been read so far. Wed – Apostrophe for possession Thurs – Tense consistency Fri - Cold write – instructions – how to make the marvellous medicine	has been read so far. Wed – Apostrophes for contraction Thurs – Apostrophe for possession Fri - Cold write – non-chronological report about California
Writing week:	Re-telling a traditional tale Mon - Class plan and investigate	Letter to persuade Mon - Class plan and investigate	Diary Mon - Class plan and investigate features for this	Diary Mon - Class plan and investigate features for this	Narrative Mon - Class plan and investigate features for this	Newspaper report/recount Mon - Class plan and investigate

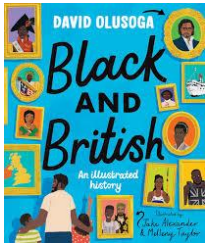
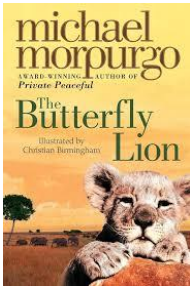
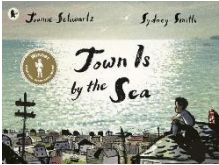
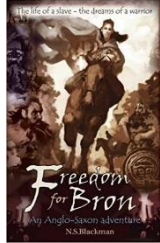
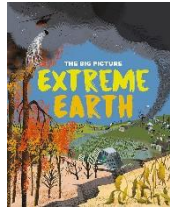
	features for this purpose and audience Tue – draft Wed – draft Thurs – Edit for cohesion Fri – final edit and publish	features for this purpose and audience Tue – draft Wed – draft Thurs – Edit for cohesion Fri – final edit and publish	purpose and audience Tue – draft Wed – draft Thurs – Edit for cohesion Fri – final edit and publish	purpose and audience Tue – draft Wed – draft Thurs – Edit for cohesion Fri – final edit and publish	purpose and audience Tue – draft Wed – draft Thurs – Edit for cohesion Fri – final edit and publish	features for this purpose and audience Tue – draft Wed – draft Thurs – Edit for cohesion Fri – final edit and publish
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Year 3 and Year 4 – English Long Term Plan Cycle A (25/26, 27/28, 29/30)

Term:	<u>Autumn 1</u> PVPG to begin the year	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Unit	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>
Text, genre, purpose, audience, time frame:	Mon – PVPG Tues – PVPG Wed – PVPG Thurs – PVPG Fri – Cold write - Personal narrative – poem about me Repeat until PVPG is complete	 Text: The London Underground: 50 Things to see and do – Vicky Pipe Genre: Non-fiction Purpose: Inform Audience: Y3 and Y4 Time Frame: 2 weeks	 Text: The Book of Time – Kathrin Koller Genre: Non-fiction Purpose: Inform Audience: Y3 and Y4 Time Frame: 2 weeks	 Text: You Can Save The Planet – 101 Ways You Can Make a Difference – J A Wines Genre: Non-fiction Purpose: Inform Audience: Y3 and Y4 Time Frame: 2 weeks	 Text: Work It Girl – Mae Jemison Genre: Non-fiction Purpose: Inform Audience: Y3 and Y4 Time Frame: 2 weeks	 Text: The Extraordinary Life of Malala Yousafzai – Hiba Noor Khan Genre: Non-fiction Purpose: Inform Audience: Y3 and Y4 Time Frame: 2 weeks

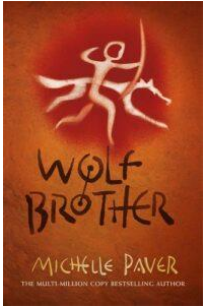
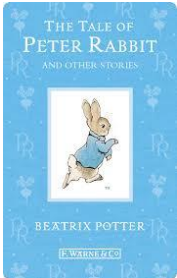
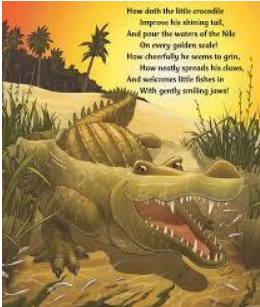
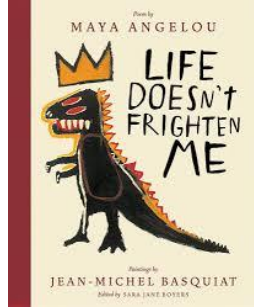
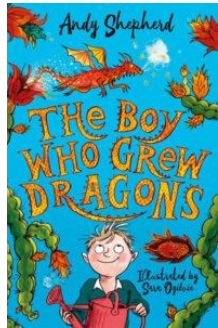
Reading and SPAG week:	Mon – PVPG Tues – PVPG Wed – PVPG Thurs – PVPG Fri – Cold write – instructions – linked to cooking unit in D&T Repeat until PVPG is complete	Mon – 2b - Retrieve and record information / identify key details Tues – 2a - give / explain the meaning of words in context Wed – Y3 – Fronted adverbials Y4 - Fronted adverbials Thurs – Y3 – Standard English Y4 - Standard English Fri - Cold write – setting description of London	Mon – 2b - Retrieve and record information / identify key details Tues – 2a - give / explain the meaning of words in context Wed – Y3 – Suffixes (-ly - ation) Y4 - Compound words Thurs – Y3 – Prepositions Y4 - Possessive Pronouns Fri - Cold write – instructions on how to tell time	Mon – 2b - Retrieve and record information / identify key details Tues – 2f - identify / explain how information / narrative content is related and contributes to meaning as a whole Wed – Y3 – Fronted adverbials (place and manner) Y4 - Fronted adverbials (place and manner) Thurs – Y3 – Present perfect Y4 - Present perfect	Mon – 2e - predict what might happen from details stated and implied Tues – 2g - identify / explain how meaning is enhanced through choice of words and phrases Wed – Y3 – Suffixes (-ly - ation) Y4 - Compound words Thurs – Y3 – Prepositions Y4 - Possessive Pronouns Fri - Cold write – debate – Should	Mon – 2b - Retrieve and record information / identify key details Tues – 2a - give / explain the meaning of words in context Wed – Y3 – Suffixes review Y4 - Suffixes review Thurs – Y3 – Prepositions Y4 - Possessive Pronouns Fri - Cold write Personal narrative – poem about me
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				Fri - Cold write – explanation – the importance of protecting the planet.	we build a city on Mars?	
Writing week:	Mon – PVPG Tues – PVPG Wed – PVPG Thurs – PVPG Fri – Cold write – narrative – character description of Peter Rabbit Repeat until PVPG is complete	Non-Chronological report Mon - Plan and investigate features for this purpose and audience Tue – draft Wed – draft Thurs – Edit for cohesion	Explanation Mon - Plan and investigate features for this purpose and audience Tue – draft Wed – draft Thurs – Edit for cohesion	Non-Chronological report Mon - Plan and investigate features for this purpose and audience Tue – draft Wed – draft Thurs – Edit for cohesion Fri – final edit and publish	Biography Mon - Plan and investigate features for this purpose and audience Tue – draft Wed – draft Thurs – Edit for cohesion Fri – final edit and publish	Biography Mon - Plan and investigate features for this purpose and audience Tue – draft Wed – draft Thurs – Edit for cohesion Fri – final edit and publish

Term:	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Unit	<u>2</u>	<u>2</u>	<u>2</u>	<u>2</u>	<u>2</u>	<u>2</u>
Text, genre, purpose, audience, time frame:	 Text: Black and British: An Illustrated History – David Olusoga Genre: Fiction Purpose: Entertain Audience: Y3 and Y4 Time Frame: 2 weeks	 Text: The Butterfly Lion – Michael Morpurgo Genre: Fiction Purpose: Entertain Audience: Y3 and Y4 Time Frame: 2 weeks	 Text: Town Is by the Sea – Joanne Schwartz Genre: Fiction Purpose: Entertain Audience: Y3 and Y4 Time Frame: 2 weeks	 Text: From A Railway Carriage – Robert Louis Stevenson (1884) Genre: Fiction - Poetry Purpose: Entertain Audience: Y3 and Y4 Time Frame: 2 weeks	 Text: Freedom for Bron: The Boy Who Saved a Kingdom – N. S. Blackman Genre: Fiction Purpose: Entertain Audience: Y3 and Y4 Time Frame: 2 weeks	 Text: The Big Picture: Extreme Earth – Jon Richards Genre: Fiction Purpose: Entertain Audience: Y3 and Y4 Time Frame: 2 weeks
Reading and SPAG week:	Mon – 2b - Retrieve and record information /	Mon – 2b - Retrieve and record information /	Mon – 2b - Retrieve and record information / identify key details	Mon – 2b - Retrieve and record information / identify key details	Mon – 2b - Retrieve and record information	Mon – 2b - Retrieve and record information /

	identify key details Tues – 2b - Retrieve and record information / identify key details Wed – Y3 – Noun phrases with prepositional phrase Y4 - Pronouns (for cohesion – use nouns, pronouns or possessive pronouns) Thurs – Y3 – Prefixes (il, im, ir, re, sub, inter, super, anti, auto) Y4 - Prefixes (il, im, ir, re, sub,	identify key details Tues – 2a - give / explain the meaning of words in context Wed – Y3 – Apostrophes for contractions Y4 - Apostrophes for contractions Thurs – Y3 – Subordinating conjunctions (complex sentences) Y4 - Subordinating conjunctions (complex sentences) Fri - Cold write – non-	Tues – 2f - identify / explain how information / narrative content is related and contributes to meaning as a whole Wed – Y3 – Inverted Commas Y4 - Inverted commas for speech Thurs – Y3 – Prepositions Y4 - Prepositions to express time and cause Fri - Cold write – personal narrative – recount of a memory	Tues – 2d - make inferences from the text / explain and justify inferences with evidence from the text Wed – Y3 – The difference between a clause and a phrase Y4 - The difference between a clause and a phrase Thurs – Y3 – Commas Y4 - Commas Fri - Cold write – newspaper report	/ identify key details Tues – 2h - make comparisons within the text Wed – Y3 – Present perfect Y4 - Present perfect Thurs – Y3 – Fronted adverbials (place and manner) Y4 - Fronted adverbials (place and manner) Fri - Cold write – diary of main character	identify key details Tues – 2h - make comparisons within the text Wed – Y3 – Co-ordinating conjunctions (compound sentences) Y4 - Co-ordinating conjunctions (compound sentences) Thurs – Y3 – Subordinating conjunctions (complex sentences) Y4 - Subordinating conjunctions
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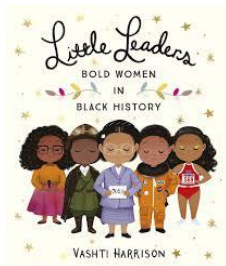
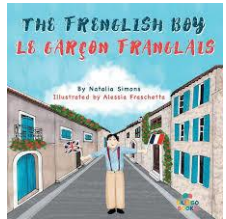
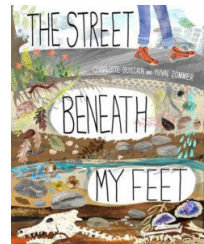
	inter, super, anti, auto) Fri - Cold write – Non-chronological report	chronological report - Lions				(complex sentences) Fri - Cold write – newspaper report about an eruption
Writing week:	Non-Chronological report Mon - Plan and investigate features for this purpose and audience Tue – draft Wed – draft Thurs – Edit for cohesion Fri – final edit and publish	Diary Mon - Plan and investigate features for this purpose and audience Tue – draft Wed – draft Thurs – Edit for cohesion Fri – final edit and publish	Newspaper Report Mon - Plan and investigate features for this purpose and audience Tue – draft Wed – draft Thurs – Edit for cohesion Fri – final edit and publish	Poem Mon - Plan and investigate features for this purpose and audience Tue – draft Wed – draft/perform Thurs – Edit for cohesion Fri – final edit and publish/perform	Play script Mon - Plan and investigate features for this purpose and audience Tue – draft Wed – draft Thurs – Edit for cohesion Fri – final edit and publish	Non-Chronological report Mon - Plan and investigate features for this purpose and audience Tue – draft Wed – draft Thurs – Edit for cohesion Fri – final edit and publish

Term:	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Unit	<u>3</u>	<u>3</u>	<u>3</u>	<u>3</u>	<u>3</u>	<u>3</u>
Text, genre, purpose, audience, time frame:	 Text: Wolf Brother – Michelle Paver Genre: Fiction Purpose: Entertain Audience: Y3 and Y4 Time Frame: 2 weeks	 Text: The Tale of Peter Rabbit – Beatrix Potter (69 pages) Genre: Fiction Purpose: Entertain Audience: Y3 and Y4 Time Frame: 2 weeks	 Text: How Doth the Little Crocodile – Lewis Carroll (1895) Genre: Fiction - Poetry Purpose: Entertain Audience: Y3 and Y4 Time Frame: 2 weeks	 Text: The Iron Man – Ted Hughes (80 pages) Genre: Fiction Purpose: Entertain Audience: Y3 and Y4 Time Frame: 2 weeks	 Text: Life Doesn't Frighten Me – Maya Angelou (1993) Genre: Fiction - Poetry Purpose: Entertain Audience: Y3 and Y4 Time Frame: 2 weeks	 Text: The Boy Who Grew Dragons - Andy Shepherd Genre: Fiction Purpose: Entertain Audience: Y3 and Y4 Time Frame: 2 weeks

Reading and SPAG week:	Mon – 2d - make inferences from the text / explain and justify inferences with evidence from the text Tues – 2d - make inferences from the text / explain and justify inferences with evidence from the text Wed – Y3 – Inverted Commas Y4 - Inverted commas for speech Thurs – Y3 – Co-ordinating conjunctions (compound sentences)	Mon – 2b - Retrieve and record information / identify key details Tues – 2d - make inferences from the text / explain and justify inferences with evidence from the text Wed – Y3 – Co-ordinating conjunctions (compound sentences) Y4 - Co-ordinating conjunctions (compound sentences) Thurs – Y3 – Subordinating	Mon – 2b - Retrieve and record information / identify key details Tues – 2d - make inferences from the text / explain and justify inferences with evidence from the text Wed – Y3 – Apostrophes for contraction Y4 - Apostrophes for contraction Thurs – Y3 – Apostrophes for possession Y4 - Apostrophes for possession Fri - Cold write - non-chronological	Mon – 2c - summarise main ideas from more than one paragraph Tues – 2e - predict what might happen from details stated and implied Wed – Y3 – Fronted adverbials Y4 - Fronted adverbials Thurs – Y3 – Speech (inverted commas) Y4 - Speech (inverted commas) Fri - Cold write – newspaper report	Mon – 2b - Retrieve and record information / identify key details Tues – 2d - make inferences from the text / explain and justify inferences with evidence from the text Wed – Y3 – Word families Y4 - Word families Thurs – Y3 – Apostrophes for possession Y4 - Apostrophes for possession Fri - Cold write – narrative –	Mon – 2b - Retrieve and record information / identify key details Tues – 2d - make inferences from the text / explain and justify inferences with evidence from the text Wed – Y3 – Speech (inverted commas) Y4 - Speech (inverted commas) Thurs – Y3 – Apostrophes for possession
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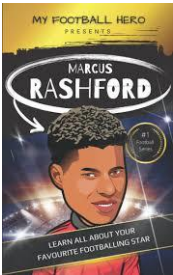
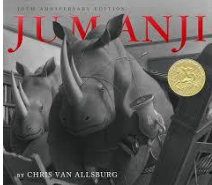
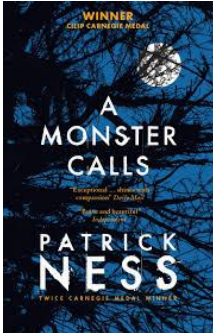
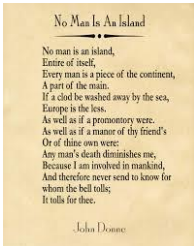
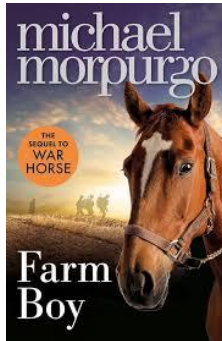
	Y4 - Co-ordinating conjunctions (compound sentences) Fri - Cold write – narrative – character description of main character	conjunctions (complex sentences) Y4 - Subordinating conjunctions (complex sentences) Fri - Cold write – instructions – how to grow cress	report on Crocodiles		linked to humanities	Y4 - Apostrophes for possession Fri - Cold write – instructions – how to look after a dragon
Writing week:	Narrative Mon - Plan and investigate features for this purpose and audience Tue – draft Wed – draft Thurs – Edit for cohesion Fri – final edit and publish	Alternative ending to a traditional tale Mon - Plan and investigate features for this purpose and audience Tue – draft Wed – draft Thurs – Edit for cohesion Fri – final edit and publish	Poem Mon - Plan and investigate features for this purpose and audience Tue – draft Wed – draft/perform Thurs – Edit for cohesion Fri – final edit and publish/perform	Narrative Mon - Plan and investigate features for this purpose and audience Tue – draft Wed – draft Thurs – Edit for cohesion Fri – final edit and publish	Poem Mon - Plan and investigate features for this purpose and audience Tue – draft Wed – draft/perform Thurs – Edit for cohesion Fri – final edit and publish/perform	Narrative Mon - Plan and investigate features for this purpose and audience Tue – draft Wed – draft Thurs – Edit for cohesion Fri – final edit and publish

Year 3 and Year 4 – English Long Term Plan Cycle B (26/27, 28/29, 30/31)

Term:	<u>Autumn 1</u> PVPG to begin the year	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Unit	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>
Text, genre, purpose, audience, time frame:	Mon – PVPG Tues – PVPG Wed – PVPG Thurs – PVPG Fri – Cold write - Personal narrative – poem about me Repeat until PVPG is complete	 Text: Little Leaders: Bold Women in Black History – Vashti Harrison Genre: Non-fiction Purpose: Inform Audience: Y3 and Y4	 Text: Work It Girl: Become a leader like – Caroline Moss Genre: Non-fiction Purpose: Inform Audience: Y3 and Y4 Time Frame: 2 weeks	 Text: The Frenlish Boy – Natalia Simons Genre: Non-fiction Purpose: Inform Audience: Y3 and Y4 Time Frame: 2 weeks	 Text: The Extraordinary Life of Amelia Earhart – Dr Sheila Kanani Genre: Non-fiction Purpose: Inform Audience: Y3 and Y4	 Text: The Street Beneath My Feet – Charlotte Guillian & Yuval Zommer Genre: Non-fiction Purpose: Inform Audience: Y3 and Y4

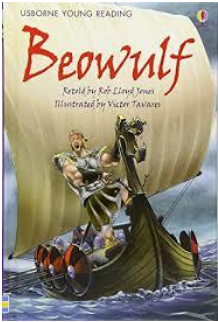
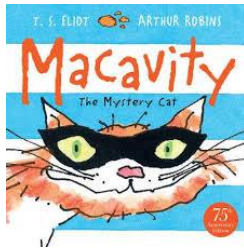
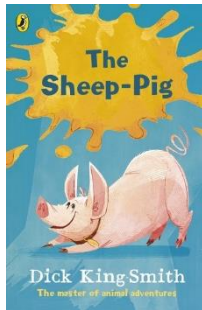
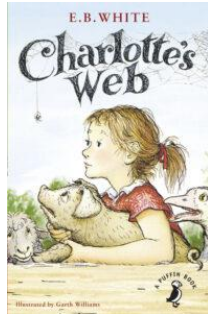
		Time Frame: 2 weeks			Time Frame: 2 weeks	Time Frame: 2 weeks
Reading and SPAG week:	Mon – PVPG Tues – PVPG Wed – PVPG Thurs – PVPG Fri – Cold write – non-chronological report – link to curriculum Repeat until PVPG is complete	Mon – 2b - Retrieve and record information / identify key details Tues – 2a - give / explain the meaning of words in context Wed – Y3 – Fronted adverbials Y4 - Fronted adverbials Thurs – Y3 – Standard English Y4 - Standard English Fri - Cold write – personal narrative –	Mon – 2b - Retrieve and record information / identify key details Tues – 2a - give / explain the meaning of words in context Wed – Y3 – Suffixes (-ly -ation) Y4 - Compound words Thurs – Y3 – Prepositions Y4 - Possessive Pronouns Fri - Cold write – narrative – linked to curriculum	Mon – 2b - Retrieve and record information / identify key details Tues – 2f - identify / explain how information / narrative content is related and contributes to meaning as a whole Wed – Y3 – Fronted adverbials (place and manner) Y4 - Fronted adverbials (place and manner) Thurs – Y3 – Present perfect Y4 - Present perfect	Mon – 2e - predict what might happen from details stated and implied Tues – 2g - identify / explain how meaning is enhanced through choice of words and phrases Wed – Y3 – Suffixes (-ly -ation) Y4 - Compound words Thurs – Y3 – Prepositions Y4 - Possessive Pronouns	Mon – 2b - Retrieve and record information / identify key details Tues – 2a - give / explain the meaning of words in context Wed – Y3 – Suffixes review Y4 - Suffixes review Thurs – Y3 – Prepositions Y4 - Possessive Pronouns Fri - Cold write Personal

		recount of a memory		Fri - Cold write – letter – to family after a visit to Paris	Fri - Cold write - biography	narrative – poem about me
Writing week:	Mon – PVP Tues – PVP Wed – PVP Thurs – PVP Fri – Cold write – narrative – character description Repeat until PVP is complete	Biography Mon - Plan and investigate features for this purpose and audience Tue – draft Wed – draft Thurs – Edit for cohesion	Biography Mon - Plan and investigate features for this purpose and audience Tue – draft Wed – draft Thurs – Edit for cohesion	Non-Chronological report Mon - Plan and investigate features for this purpose and audience Tue – draft Wed – draft Thurs – Edit for cohesion Fri – final edit and publish	Newspaper report Mon - Plan and investigate features for this purpose and audience Tue – draft Wed – draft Thurs – Edit for cohesion Fri – final edit and publish	Explanation Mon - Plan and investigate features for this purpose and audience Tue – draft Wed – draft Thurs – Edit for cohesion Fri – final edit and publish

Term:	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Unit	<u>2</u>	<u>2</u>	<u>2</u>	<u>2</u>	<u>2</u>	<u>2</u>
Text, genre, purpose, audience, time frame:	 Text: My Football Hero: Marcus Rashford – Rob Green Genre: Non-fiction Purpose: Inform Audience: Y3 and Y4 Time Frame: 2 weeks	 Text: Jumanji – Chris Van Allsburg Genre: Fiction Purpose: Entertain Audience: Y3 and Y4 Time Frame: 2 weeks	 Text: A Monster Calls - Patrick Ness Genre: Fiction Purpose: Entertain Audience: Y3 and Y4 Time Frame: 2 weeks	 Text: No Man Is an Island – John Donne Genre: Fiction - Poetry Purpose: Entertain Audience: Y3 and Y4 Time Frame: 2 weeks	 Text: Farm Boy – Michael Morpurgo Genre: Fiction Purpose: Entertain Audience: Y3 and Y4 Time Frame: 2 weeks	 Text: Macbeth – Andrew Matthews (64 pages) Genre: Fiction Purpose: Entertain Audience: Y3 and Y4 Time Frame: 2 weeks
Reading and SPAG week:	Mon – 2b - Retrieve and record information /	Mon – 2b - Retrieve and record information /	Mon – 2b - Retrieve and record information / identify key details	Mon – 2b - Retrieve and record information / identify key details	Mon – 2b - Retrieve and record information /	Mon – 2b - Retrieve and record information /

	identify key details Tues – 2b - Retrieve and record information / identify key details Wed – Y3 – Noun phrases with prepositional phrase Y4 - Pronouns (for cohesion – use nouns, pronouns or possessive pronouns) Thurs – Y3 – Prefixes (il, im, ir, re, sub, inter, super, anti, auto) Y4 - Prefixes (il, im, ir, re, sub,	identify key details Tues – 2a - give / explain the meaning of words in context Wed – Y3 – Apostrophes for contractions Y4 - Apostrophes for contractions Thurs – Y3 – Subordinating conjunctions (complex sentences) Y4 - Subordinating conjunctions (complex sentences) Fri - Cold write – narrative –	Tues – 2f - identify / explain how information / narrative content is related and contributes to meaning as a whole Wed – Y3 – Inverted Commas Y4 - Inverted commas for speech Thurs – Y3 – Prepositions Y4 - Prepositions to express time and cause Fri - Cold write – narrative – character description	Tues – 2d - make inferences from the text / explain and justify inferences with evidence from the text Wed – Y3 – The difference between a clause and a phrase Y4 - The difference between a clause and a phrase Thurs – Y3 – Commas Y4 - Commas Fri - Cold write – narrative – linked to curriculum	identify key details Tues – 2h - make comparisons within the text Wed – Y3 – Present perfect Y4 - Present perfect Thurs – Y3 – Fronted adverbials (place and manner) Y4 - Fronted adverbials (place and manner) Fri - Cold write – narrative – re-telling	identify key details Tues – 2h - make comparisons within the text Wed – Y3 – Co-ordinating conjunctions (compound sentences) Y4 - Co-ordinating conjunctions (compound sentences) Thurs – Y3 – Subordinating conjunctions (complex sentences) Y4 - Subordinating conjunctions
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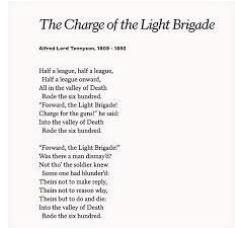
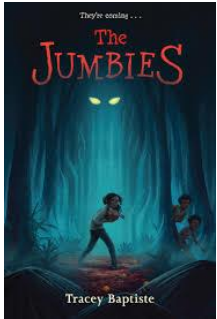
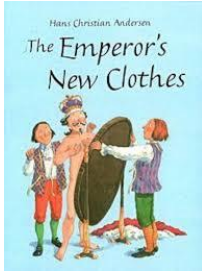
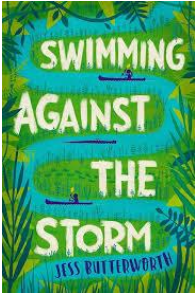
	inter, super, anti, auto) Fri - Cold write – non-chronological report - football	alternative ending				(complex sentences) Fri - Cold write - narrative
Writing week:	Non-Chronological report Mon - Plan and investigate features for this purpose and audience Tue – draft Wed – draft Thurs – Edit for cohesion Fri – final edit and publish	Diary Mon - Plan and investigate features for this purpose and audience Tue – draft Wed – draft Thurs – Edit for cohesion Fri – final edit and publish	Diary Mon - Plan and investigate features for this purpose and audience Tue – draft Wed – draft Thurs – Edit for cohesion Fri – final edit and publish	Poem Mon - Plan and investigate features for this purpose and audience Tue – draft Wed – draft/perform Thurs – Edit for cohesion Fri – final edit and publish/perform	Play script Mon - Plan and investigate features for this purpose and audience Tue – draft Wed – draft Thurs – Edit for cohesion Fri – final edit and publish	Narrative Mon - Plan and investigate features for this purpose and audience Tue – draft Wed – draft Thurs – Edit for cohesion Fri – final edit and publish

Term:	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Unit	<u>3</u>	<u>3</u>	<u>3</u>	<u>3</u>	<u>3</u>	<u>3</u>
Text, genre, purpose, audience, time frame:	 Text: Beowulf – Rob Lloyd Jones Genre: Fiction Purpose: Entertain Audience: Y3 and Y4 Time Frame: 2 weeks	 Text: The More it Snows – A.A. Milne (1928) Genre: Fiction Poetry Purpose: Entertain Audience: Y3 and Y4 Time Frame: 2 weeks	 Text: Macavity, the Mystery Cat – T. S. Eliot Genre: Fiction - Poetry Purpose: Entertain Audience: Y3 and Y4 Time Frame: 2 weeks	 Text: Sheep – Pig - Dick King Smith Genre: Fiction Purpose: Entertain Audience: Y3 and Y4 Time Frame: 2 weeks	 Text: The Wild Robot Peter Brown Genre: Fiction Purpose: Entertain Audience: Y3 and Y4 Time Frame: 2 weeks	 Text: Charlotte's Web - E. B. White & Garth Williams Genre: Fiction Purpose: Entertain Audience: Y3 and Y4 Time Frame: 2 weeks
Reading and SPAG week:	Mon – 2d - make inferences from the text /	Mon – 2b - Retrieve and record	Mon – 2b - Retrieve and record	Mon – 2c - summarise main	Mon – 2b - Retrieve and record	Mon – 2b - Retrieve and record

	explain and justify inferences with evidence from the text Tues – 2d - make inferences from the text / explain and justify inferences with evidence from the text Wed – Y3 – Inverted Commas Y4 - Inverted commas for speech Thurs – Y3 – Co-ordinating conjunctions (compound sentences) Y4 - Co-ordinating conjunctions	information / identify key details Tues – 2d - make inferences from the text / explain and justify inferences with evidence from the text Wed – Y3 – Co-ordinating conjunctions (compound sentences) Y4 - Co-ordinating conjunctions (compound sentences) Thurs – Y3 – Subordinating conjunctions (complex sentences)	information / identify key details Tues – 2d - make inferences from the text / explain and justify inferences with evidence from the text Wed – Y3 – Apostrophes for contraction Y4 - Apostrophes for contraction Thurs – Y3 – Apostrophes for possession Y4 - Apostrophes for possession Fri - Cold write – newspaper report	ideas from more than one paragraph Tues – 2e - predict what might happen from details stated and implied Wed – Y3 – Fronted adverbials Y4 - Fronted adverbials Thurs – Y3 – Speech (inverted commas) Y4 - Speech (inverted commas) Fri - Cold write – newspaper report	information / identify key details Tues – 2d - make inferences from the text / explain and justify inferences with evidence from the text Wed – Y3 – Word families Y4 - Word families Thurs – Y3 – Apostrophes for possession Y4 - Apostrophes for possession Fri - Cold write - narrative	information / identify key details Tues – 2d - make inferences from the text / explain and justify inferences with evidence from the text Wed – Y3 – Speech (inverted commas) Y4 - Speech (inverted commas) Thurs – Y3 – Apostrophes for possession Y4 - Apostrophes for possession
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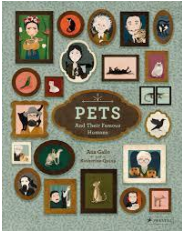
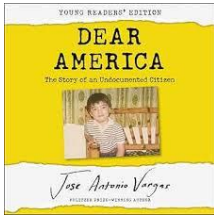
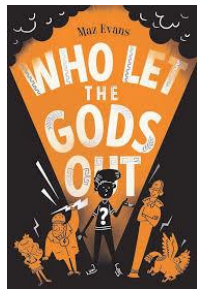
	(compound sentences) Fri - Cold write – narrative – re-tell a traditional tale	Y4 - Subordinating conjunctions (complex sentences) Fri - Cold write – newspaper report				Fri - Cold write – newspaper report
Writing week:	Narrative Mon - Plan and investigate features for this purpose and audience Tue – draft Wed – draft Thurs – Edit for cohesion Fri – final edit and publish	Poem Mon - Plan and investigate features for this purpose and audience Tue – draft Wed – draft/perform Thurs – Edit for cohesion Fri – final edit and publish/perform	Poem Mon - Plan and investigate features for this purpose and audience Tue – draft Wed – draft/perform Thurs – Edit for cohesion Fri – final edit and publish/perform	Narrative Mon - Plan and investigate features for this purpose and audience Tue – draft Wed – draft Thurs – Edit for cohesion Fri – final edit and publish	Narrative Mon - Plan and investigate features for this purpose and audience Tue – draft Wed – draft Thurs – Edit for cohesion Fri – final edit and publish	Narrative Mon - Plan and investigate features for this purpose and audience Tue – draft Wed – draft Thurs – Edit for cohesion Fri – final edit and publish

Year 4 and Year 5 – English Long Term Plan Cycle A (25/26, 27/28, 29/30)

Term:	<u>Autumn 1</u> PVPG to begin the year	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Unit:	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>
Text, genre, purpose, audience, time frame:	Mon – PVPG Tues – PVPG Wed – PVPG Thurs – PVPG Fri – Cold write - Personal narrative – poem about me Repeat until PVPG is complete	 Text: Charge of The Light Brigade – Alfred, Lord Tennyson (1854) Genre: Fiction-Poetry Purpose: Entertain Audience: Y4 and Y5 Time Frame: 2 weeks	 Text: The Jumbies – Tracey Baptiste Genre: Fiction Purpose: Entertain Audience: Y4 and Y5 Time Frame: 2 weeks	 Text: The Emperor's New Clothes – Hans Christian Andersen (26 pages) – available for free online Genre: Fiction Purpose: Entertain	 Text: Malamander – Thomas Taylor (320 pages) Genre: Fiction Purpose: Entertain Audience: Y4 and Y5 Time Frame: 2 weeks	 Text: Swimming Against the Storm - Jess Butterworth Genre: Fiction Purpose: Entertain Audience: Y4 and Y5 Time Frame: 2 weeks

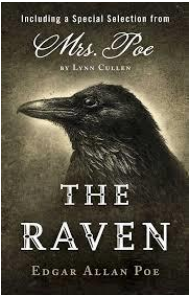
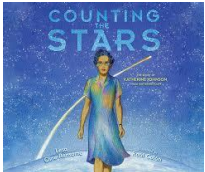
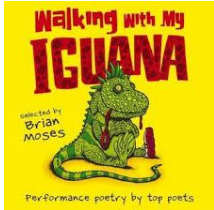
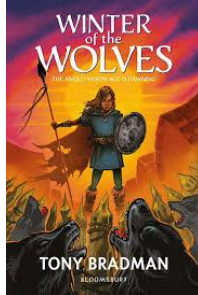
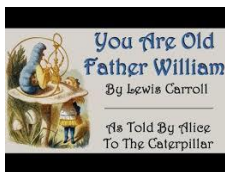
				Audience: Y4 and Y5 Time Frame: 2 weeks		
Reading and SPAG week:	Mon – PVP Tues – PVP Wed – PVP Thurs – PVP Fri – Cold write Repeat until PVP is complete	Mon – 2b - Retrieve and record information / identify key details Tues – 2a - give / explain the meaning of words in context Wed – Y4 – Subordinating conjunctions (complex sentences) Y5 – Relative pronouns (who, which, that) Thurs – Y4 – Standard English Y5 – Degrees of possibility (modal verbs)	Mon – 2e - predict what might happen from details stated and implied Tues – 2d - make inferences from the text / explain and justify inferences with evidence from the text Wed – Y4 – Compound words Y5 – Relative clauses Thurs – Y4 – Subordinating	Mon – 2b - Retrieve and record information / identify key details Tues – 2d - make inferences from the text / explain and justify inferences with evidence from the text Wed – Y4 – The difference between a clause and a phrase Y5 – Linking paragraphs with adverbials Thurs –	Mon – 2d - make inferences from the text / explain and justify inferences with evidence from the text Tues – 2b - Retrieve and record information / identify key details Wed – Y4 – Present perfect Y5 – Relative clauses Thurs – Y4 – Fronted adverbials	Mon – 2b - Retrieve and record information / identify key details Tues – 2d - make inferences from the text / explain and justify inferences with evidence from the text Wed – Y4 – Co-ordinating conjunctions (compound sentences) Y5 – Co-ordinating conjunctions

		Fri – Cold write	conjunctions (complex sentences) Y5 – Subordinating conjunctions (complex sentences) Fri – Cold write	Y4 – Speech (inverted commas) Y5 – Degrees of possibility (modal verbs) Fri – Cold write	Y5 – parenthesis (dashes) Fri – Cold write	(compound sentences) Thurs – Y4 – Subordinating conjunctions (complex sentences) Y5 – Subordinating conjunctions (complex sentences) Fri – Cold write Personal narrative – poem about me
Writing week:	Mon – PVP Tues – PVP Wed – PVP Thurs – PVP Fri – Cold write Repeat until PVP is complete	Poem Mon - Plan and investigate features for this purpose and audience Tue – draft Wed – draft	Diary Mon - Plan and investigate features for this purpose and audience Tue – draft Wed – draft	Playscript Mon - Plan and investigate features for this purpose and audience Tue – draft Wed – draft	Narrative Mon - Plan and investigate features for this purpose and audience Tue – draft Wed – draft	Explanation Mon - Plan and investigate features for this purpose and audience Tue – draft Wed – draft

		Thurs – Edit for cohesion Fri – final edit and publish	Thurs – Edit for cohesion Fri – final edit and publish	Thurs – Edit for cohesion Fri – final edit and publish	Thurs – Edit for cohesion Fri – final edit and publish	Thurs – Edit for cohesion Fri – final edit and publish
Unit:	<u>2</u>	<u>2</u>	<u>2</u>	<u>2</u>	<u>2</u>	<u>2</u>
Text, genre, purpose, audience, time frame:	 Text: Pets and Their Famous Humans – Ana Gallo Genre: Non-fiction Purpose: Inform Audience: Y4 and Y5 Time Frame: 2 weeks	 Text: Coming to England – Floella Benjamin Genre: Fiction Purpose: Entertain Audience: Y4 and Y5 Time Frame: 2 weeks	 Text: Dear America: The Story of an Undocumented Citizen: Young Readers Edition – Jose Antonio Vargas Genre: Non-fiction Purpose: Persuade Audience: MP Time Frame: 2 weeks	 Text: Greta's Story: The Schoolgirl Who Went on Strike to Save the Planet – Valentina Camerini Genre: Non-fiction Purpose: Inform Audience: Y4 and Y5	 Text: Hidden Figures: Young Reader's Edition – Margot Lee Shetterly Genre: Non-fiction Purpose: Inform Audience: Y4 and Y5 Time Frame: 2 weeks	 Text: Who Let the Gods Out? – Maz Evans Genre: Fiction Purpose: Entertain Audience: Y4 and Y5 Time Frame: 2 weeks

				Time Frame: 2 weeks		
Reading and SPAG week:	Mon – 2b - Retrieve and record information / identify key details Tues – 2b - Retrieve and record information / identify key details Wed – Y4 – Pronouns (for cohesion – use nouns, pronouns or possessive pronouns) Y5 – Relative pronouns (who, which, that) Thurs – Y4 – Fronted adverbials/	Mon – 2b - Retrieve and record information / identify key details Tues – 2c - summarise main ideas from more than one paragraph Wed – Y4 – Apostrophes for contractions Y5 – Brackets and commas for parenthesis Thurs – Y4 – Inverted commas for speech Y5 – Inverted commas for speech	Mon – 2f - identify / explain how information / narrative content is related and contributes to meaning as a whole Tues – 2b - Retrieve and record information / identify key details Wed – Y4 – Possessive Pronouns Y5 – Parathesis (brackets) Thurs – Y4 – Apostrophes for possession	Mon – 2f - identify / explain how information / narrative content is related and contributes to meaning as a whole Tues – 2b - Retrieve and record information / identify key details Wed – Y4 – Inverted commas for speech Y5 – Inverted commas for speech Thurs – Y4 – Subordinating	Mon – 2b - Retrieve and record information / identify key details Tues – 2d - make inferences from the text / explain and justify inferences with evidence from the text Wed – Y4 – Compound words Y5 – Relative clauses Thurs – Y4 – Apostrophes for contractions Y5 – Brackets and commas for parenthesis	Mon – 2c - summarise main ideas from more than one paragraph Tues – 2b - Retrieve and record information / identify key details Wed – Y4 – Present perfect Y5 – Relative clauses Thurs – Y4 – Fronted adverbials Y5 – parenthesis (dashes) Fri – Cold write

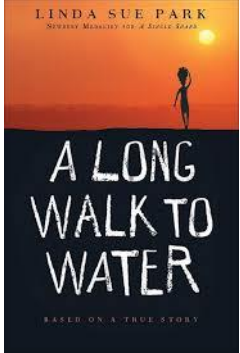
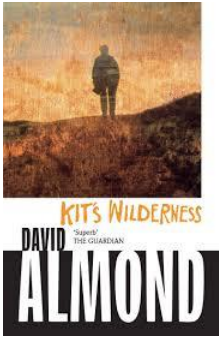
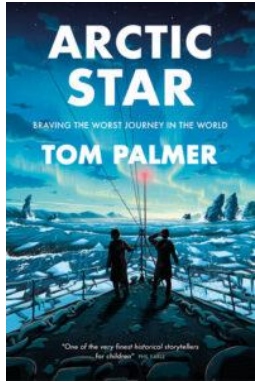
	Adverbial phrases (time) with a comma Y5 – Degrees of possibility (modal verbs) Fri – Cold write	Fri – Cold write	Y5 – Commas for meaning and clarity Fri – Cold write	conjunctions (complex sentences) Y5 – Subordinating conjunctions (complex sentences) Fri – Cold write	Fri – Cold write	
Writing week:	Non-chronological report Mon - Plan and investigate features for this purpose and audience Tue – draft Wed – draft Thurs – Edit for cohesion Fri – final edit and publish	Narrative Mon - Plan and investigate features for this purpose and audience Tue – draft Wed – draft Thurs – Edit for cohesion Fri – final edit and publish	Persuasive letter Mon - Plan and investigate features for this purpose and audience Tue – draft Wed – draft Thurs – Edit for cohesion Fri – final edit and publish	Newspaper report Mon - Plan and investigate features for this purpose and audience Tue – draft Wed – draft Thurs – Edit for cohesion Fri – final edit and publish	Biography Mon - Plan and investigate features for this purpose and audience Tue – draft Wed – draft Thurs – Edit for cohesion Fri – final edit and publish	Explanation Mon - Plan and investigate features for this purpose and audience Tue – draft Wed – draft Thurs – Edit for cohesion Fri – final edit and publish

Unit	<u>3</u>	<u>3</u>	<u>3</u>	<u>3</u>	<u>3</u>	<u>3</u>
Text, genre, purpose, audience, time frame:	 Text: The Raven – Edgar Allen Poe (46 pages) Genre: Fiction - Poetry Purpose: Entertain Audience: Y4 and Y5 Time Frame: 2 weeks	 Text: Counting the Stars: The Story of Katherine Johnson, Nasa Mathematician – Lesa Cline-Ransome Genre: Non-fiction Purpose: Inform Audience: Y4 and Y5 Time Frame: 2 weeks	 Text: Walking with my Iguana – Brian Moses (2000) Genre: Fiction-Poetry Purpose: Entertain Audience: Y4 and Y5 Time Frame: 2 weeks	 Text: Winter of the Wolves - Tony Bradman Genre: Fiction Purpose: Entertain Audience: Y4 and Y5 Time Frame: 2 weeks	 Text: You Are Old Father William – Lewis Carroll (1865) Genre: Fiction-Poetry Purpose: Entertain Audience: Y4 and Y5 Time Frame: 2 weeks	 Text: Something Told the Wild Geese – Rachel Field (1920) Genre: Fiction-Poetry Purpose: Entertain Audience: Y4 and Y5 Time Frame: 2 weeks
Reading and SPAG week:	Mon – 2d - make inferences from the text / explain and justify inferences with	Mon – 2e - predict what might happen from details stated and implied	Mon – 2b - Retrieve and record information / identify key details	Mon – 2e - predict what might happen from details stated and implied	Mon – 2e - predict what might happen from details stated and implied	Mon – 2e - predict what might happen from details stated and implied

	evidence from the text Tues – 2a - give / explain the meaning of words in context Wed – Y4 – Present perfect Y5 – Tenses (past and present progressive and present perfect) Thurs – Y4 – Prefixes (il, im, ir, re, sub, inter, super, anti, auto) Y5 – Verb inflections and standard English Fri – Cold write	Tues – 2d - make inferences from the text / explain and justify inferences with evidence from the text Wed – Y4 – Fronted adverbials/ Adverbial phrases (time) with a comma Y5 – Adverbs Thurs – Y4 – Subordinating conjunctions (complex sentences) Y5 – Subordinating conjunctions (complex sentences) Fri – Cold write	Tues – 2d - make inferences from the text / explain and justify inferences with evidence from the text Wed – Y4 – Prepositions to express time and cause Y5 – Determiners Thurs – Y4 – Fronted adverbials (place and manner) Y5 – Word families Fri – Cold write	Tues – 2d - make inferences from the text / explain and justify inferences with evidence from the text Wed – Y4 – Speech (inverted commas) Y5 – Speech (inverted commas) Thurs – Y4 – Tenses (past and present progressive and present perfect) Y5 – Tenses (past and present progressive and present perfect) Fri – Cold write	Tues – Y4 – The perfect form of verbs Y5 – The perfect form of verbs Wed – Y4 – Apostrophes for possession Y5 – Apostrophes for possession Thurs – Y4 – Prepositions to express time and cause Y5 – Prepositions to express time and cause Fri – Cold write	Tues – 2d - make inferences from the text / explain and justify inferences with evidence from the text Wed – Y4 – The difference between a clause and a phrase Y5 – The difference between a clause and a phrase Thurs – Y4 – Word families Y5 – Word families Fri – Cold write
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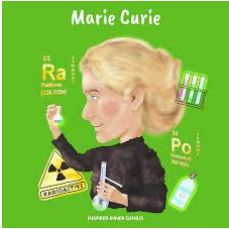
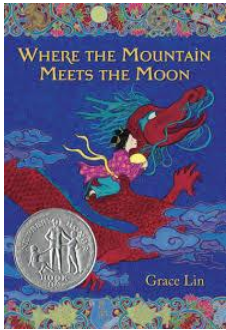
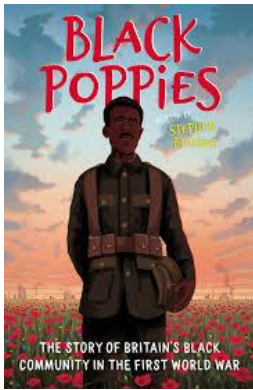
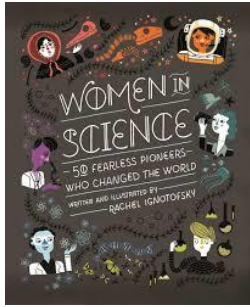
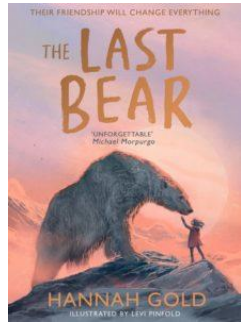
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Year 4 and Year 5 – English Long Term Plan Cycle B (26/27, 28/29, 30/31)

Term:	<u>Autumn 1</u> PVPG to begin the year	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Unit:	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>
Text, genre, purpose, audience, time frame:	Mon – PVPG Tues – PVPG Wed – PVPG Thurs – PVPG Fri – Cold write - Personal narrative – poem about me Repeat until PVPG is complete	 Text: A Long Walk To Water – Linda Sue Park) Genre: Fiction Purpose: Entertain Audience: Y4 and Y5 Time Frame: 2 weeks	 Text: Kits Wilderness – David Almond Genre: Fiction Purpose: Entertain Audience: Y4 and Y5 Time Frame: 2 weeks	 Text: The Arrival – Shaun Tan Genre: Fiction Purpose: Entertain Audience: Y4 and Y5 Time Frame: 2 weeks	 Text: Ghostlines - Katya Balen Genre: Fiction Purpose: Entertain Audience: Y4 and Y5 Time Frame: 2 weeks	 Text: Arctic Star - Tom Palmer Genre: Fiction Purpose: Entertain Audience: Y4 and Y5 Time Frame: 2 weeks

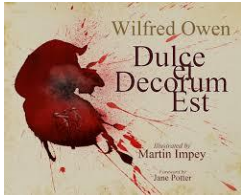
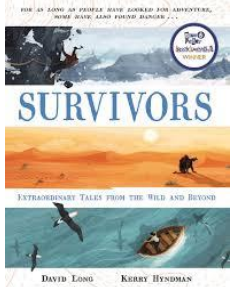
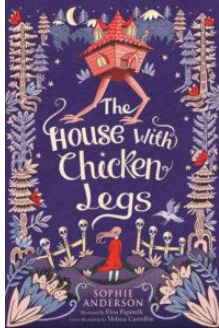
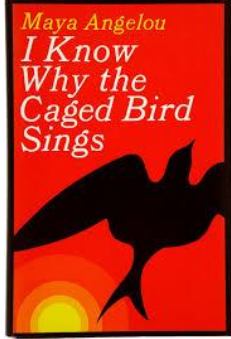
Reading and SPAG week:	Mon – PVPG Tues – PVPG Wed – PVPG Thurs – PVPG Fri – Cold write – narrative – linked to topic Repeat until PVPG is complete	Mon – 2b - Retrieve and record information / identify key details Tues – 2a - give / explain the meaning of words in context Wed – Y4 – Subordinating conjunctions (complex sentences) Y5 – Relative pronouns (who, which, that) Thurs – Y4 – Standard English Y5 – Degrees of possibility (modal verbs)	Mon – 2e - predict what might happen from details stated and implied Tues – 2d - make inferences from the text / explain and justify inferences with evidence from the text Wed – Y4 – Compound words Y5 – Relative clauses Thurs – Y4 – Subordinating conjunctions (complex sentences) Y5 – Subordinating conjunctions	Mon – 2b - Retrieve and record information / identify key details Tues – 2d - make inferences from the text / explain and justify inferences with evidence from the text Wed – Y4 – The difference between a clause and a phrase Y5 – Linking paragraphs with adverbials Thurs – Y4 – Speech (inverted commas) Y5 – Degrees of possibility (modal verbs)	Mon – 2d - make inferences from the text / explain and justify inferences with evidence from the text Tues – 2b - Retrieve and record information / identify key details Wed – Y4 – Present perfect Y5 – Relative clauses Thurs – Y4 – Fronted adverbials Y5 – parenthesis (dashes) Fri – Cold write – newspaper report	Mon – 2b - Retrieve and record information / identify key details Tues – 2d - make inferences from the text / explain and justify inferences with evidence from the text Wed – Y4 – Co-ordinating conjunctions (compound sentences) Y5 – Co-ordinating conjunctions (compound sentences) Thurs – Y4 – Subordinating conjunctions
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		Fri – Cold write – persuasive letter	(complex sentences) Fri – Cold write – personal narrative – recounting a memory	Fri – Cold write – diary entry		(complex sentences) Y5 – Subordinating conjunctions (complex sentences) Fri – Cold write Personal narrative – poem about me
Writing week:	Mon – PVP Tues – PVP Wed – PVP Thurs – PVP Fri – Cold write – non-chronological report linked to topic Repeat until PVP is complete	Narrative Mon - Plan and investigate features for this purpose and audience Tue – draft Wed – draft Thurs – Edit for cohesion Fri – final edit and publish	Diary Mon - Plan and investigate features for this purpose and audience Tue – draft Wed – draft Thurs – Edit for cohesion Fri – final edit and publish	Playscript Mon - Plan and investigate features for this purpose and audience Tue – draft Wed – draft Thurs – Edit for cohesion Fri – final edit and publish	Narrative Mon - Plan and investigate features for this purpose and audience Tue – draft Wed – draft Thurs – Edit for cohesion Fri – final edit and publish	Explanation Mon - Plan and investigate features for this purpose and audience Tue – draft Wed – draft Thurs – Edit for cohesion Fri – final edit and publish

Unit:	<u>2</u>	<u>2</u>	<u>2</u>	<u>2</u>	<u>2</u>	<u>2</u>
Text, genre, purpose, audience, time frame:	 Text: Marie Curie – Emma Fitzelle-Jones Genre: Non-fiction Purpose: Inform Audience: Y4 and Y5 Time Frame: 2 weeks	 Text: Where The Mountain Meets The Moon – Grace Lin Genre: Fiction Purpose: Entertain Audience: Y4 and Y5 Time Frame: 2 weeks	 Text: Black Poppies: The Story of Britain's Black Community in the First World War – Stephen Bourne Genre: Non-fiction Purpose: Persuade Audience: MP Time Frame: 2 weeks	 Text: Women in Science: 50 Fearless Pioneers Who Changed the World – Rachel Ignotofsky Genre: Non-fiction Purpose: Inform Audience: Y4 and Y5 Time Frame: 2 weeks	 Text: Great Adventures – Alastair Humphreys Genre: Non-fiction Purpose: Inform Audience: Y4 and Y5 Time Frame: 2 weeks	 Text: The Last Bear- Hannah Gold & Levi Pinfold Genre: Fiction Purpose: Entertain Audience: Y4 and Y5 Time Frame: 2 weeks
Reading and SPAG week:	Mon – 2b - Retrieve and record information /	Mon – 2b - Retrieve and record information /	Mon – 2f - identify / explain how information / narrative content	Mon – 2f - identify / explain how information / narrative content is	Mon – 2b - Retrieve and record information / identify key details	Mon – 2c - summarise main ideas from more than one paragraph

identify key details Tues – 2b - Retrieve and record information / identify key details Wed – Y4 – Pronouns (for cohesion – use nouns, pronouns or possessive pronouns) Y5 – Relative pronouns (who, which, that) Thurs – Y4 – Fronted adverbials/ Adverbial phrases (time) with a comma Y5 – Degrees of possibility (modal verbs)	identify key details Tues – 2c - summarise main ideas from more than one paragraph Wed – Y4 – Apostrophes for contractions Y5 – Brackets and commas for parenthesis Thurs – Y4 – Inverted commas for speech Y5 – Inverted commas for speech Fri – Cold write – narrative	is related and contributes to meaning as a whole Tues – 2b - Retrieve and record information / identify key details Wed – Y4 – Possessive Pronouns Y5 – Parathesis (brackets) Thurs – Y4 – Apostrophes for possession Y5 – Commas for meaning and clarity Fri – Cold write - biography	related and contributes to meaning as a whole Tues – 2b - Retrieve and record information / identify key details Wed – Y4 – Inverted commas for speech Y5 – Inverted commas for speech Thurs – Y4 – Subordinating conjunctions (complex sentences) Y5 – Subordinating conjunctions (complex sentences) Fri – Cold write – non-chronological report	Tues – 2d - make inferences from the text / explain and justify inferences with evidence from the text Wed – Y4 – Compound words Y5 – Relative clauses Thurs – Y4 – Apostrophes for contractions Y5 – Brackets and commas for parenthesis Fri – Cold write – non-chronological report of Everest missions	Tues – 2b - Retrieve and record information / identify key details Wed – Y4 – Present perfect Y5 – Relative clauses Thurs – Y4 – Fronted adverbials Y5 – parenthesis (dashes) Fri – Cold write – persuasive letter
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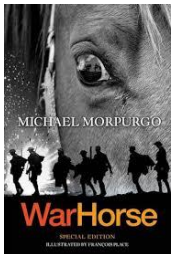
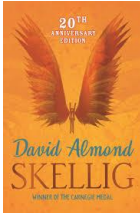
	Fri – Cold write – non-chronological report on the Nobel Prize					
Writing week:	Non-chronological report Mon - Plan and investigate features for this purpose and audience Tue – draft Wed – draft Thurs – Edit for cohesion Fri – final edit and publish	Narrative Mon - Plan and investigate features for this purpose and audience Tue – draft Wed – draft Thurs – Edit for cohesion Fri – final edit and publish	Persuasive letter Mon - Plan and investigate features for this purpose and audience Tue – draft Wed – draft Thurs – Edit for cohesion Fri – final edit and publish	Newspaper report Mon - Plan and investigate features for this purpose and audience Tue – draft Wed – draft Thurs – Edit for cohesion Fri – final edit and publish	Biography Mon - Plan and investigate features for this purpose and audience Tue – draft Wed – draft Thurs – Edit for cohesion Fri – final edit and publish	Explanation Mon - Plan and investigate features for this purpose and audience Tue – draft Wed – draft Thurs – Edit for cohesion Fri – final edit and publish

Unit	<u>3</u>	<u>3</u>	<u>3</u>	<u>3</u>	<u>3</u>	<u>3</u>
Text, genre, purpose, audience , time frame:	 Text: Dulce et Decorum Est – Wilfred Owen Genre: Fiction - Poetry Purpose: Entertain Audience: Y4 and Y5 Time Frame: 2 weeks	 Text: Survivors – David Long Genre: Non-fiction Purpose: Inform Audience: Y4 and Y5 Time Frame: 2 weeks	 Text: Fire and Ice – Robert Frost Genre: Fiction- Poetry Purpose: Entertain Audience: Y4 and Y5 Time Frame: 2 weeks	 Text: The House With Chicken Legs Sophie Anderson & Melissa Castrillon & Elisa Paganelli Genre: Fiction Purpose: Entertain Audience: Y4 and Y5 Time Frame: 2 weeks	 Text: The Time Travellers: Adventure Calling - Sufiya Ahmed & Alessia Trunfio Genre: Fiction- Poetry Purpose: Entertain Audience: Y4 and Y5 Time Frame: 2 weeks	 Text: Caged Bird – Maya Angelou Genre: Fiction- Poetry Purpose: Entertain Audience: Y4 and Y5 Time Frame: 2 weeks
Reading and	Mon – 2d - make inferences from	Mon – 2e - predict what might happen	Mon – 2b - Retrieve and record information	Mon – 2e - predict what might happen from	Mon – 2e - predict what might happen from	Mon – 2e - predict what might happen from

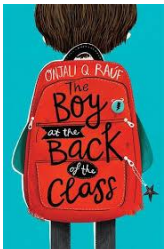
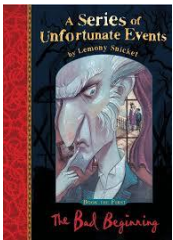
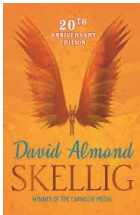
SPAG week:	the text / explain and justify inferences with evidence from the text Tues – 2a - give / explain the meaning of words in context Wed – Y4 – Present perfect Y5 – Tenses (past and present progressive and present perfect) Thurs – Y4 – Prefixes (il, im, ir, re, sub, inter, super, anti, auto) Y5 – Verb inflections and standard English Fri – Cold write – biography of	from details stated and implied Tues – 2d - make inferences from the text / explain and justify inferences with evidence from the text Wed – Y4 – Fronted adverbials/ Adverbial phrases (time) with a comma Y5 – Adverbs Thurs – Y4 – Subordinating conjunctions (complex sentences) Y5 – Subordinating conjunctions	/ identify key details Tues – 2d - make inferences from the text / explain and justify inferences with evidence from the text Wed – Y4 – Prepositions to express time and cause Y5 – Determiners Thurs – Y4 – Fronted adverbials (place and manner) Y5 – Word families Fri – Cold write - narrative	details stated and implied Tues – 2d - make inferences from the text / explain and justify inferences with evidence from the text Wed – Y4 – Speech (inverted commas) Y5 – Speech (inverted commas) Thurs – Y4 – Tenses (past and present progressive and present perfect) Y5 – Tenses (past and present progressive and present perfect) Fri – Cold write - narrative	details stated and implied Tues – Y4 – The perfect form of verbs Y5 – The perfect form of verbs Wed – Y4 – Apostrophes for possession Y5 – Apostrophes for possession Thurs – Y4 – Prepositions to express time and cause Y5 – Prepositions to express time and cause Fri – Cold write – diary entry	details stated and implied Tues – 2d - make inferences from the text / explain and justify inferences with evidence from the text Wed – Y4 – The difference between a clause and a phrase Y5 – The difference between a clause and a phrase Thurs – Y4 – Word families Y5 – Word families Fri – Cold write – personal
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	a local war hero	(complex sentences) Fri – Cold write – newspaper report				narrative – recount a memory
Writing week:	Poem Mon - Plan and investigate features for this purpose and audience Tue – draft Wed – draft Thurs – Edit for cohesion Fri – final edit and publish	Non-chronological report Mon - Plan and investigate features for this purpose and audience Tue – draft Wed – draft Thurs – Edit for cohesion Fri – final edit and publish	Poem Mon - Plan and investigate features for this purpose and audience Tue – draft Wed – draft Thurs – Edit for cohesion Fri – final edit and publish	Narrative Mon - Plan and investigate features for this purpose and audience Tue – draft Wed – draft Thurs – Edit for cohesion Fri – final edit and publish	Narrative Mon - Plan and investigate features for this purpose and audience Tue – draft Wed – draft Thurs – Edit for cohesion Fri – final edit and publish	Poem Mon - Plan and investigate features for this purpose and audience Tue – draft Wed – draft Thurs – Edit for cohesion Fri – final edit and publish

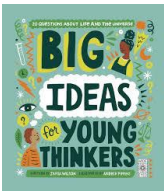
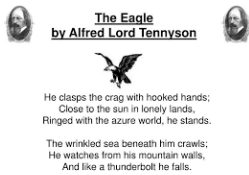
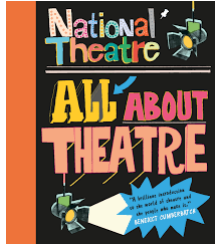
Year 6 – English Long Term Plan Cycle A and Cycle B (single year group class)

Term:	<u>Autumn 1</u> PVPG to begin the year	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Unit	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>
Text, genre, purpose, audience, time frame:	Mon – PVPG Tues – PVPG Wed – PVPG Thurs – PVPG Fri – Cold write - Personal narrative – poem about me Repeat until PVPG is complete	 Text: War Horse – Michael Morpurgo Genre: Fiction Purpose: Entertain Audience: Y6 Time Frame: 2 weeks	 Text: Skellig – David Almond Genre: Fiction Purpose: Persuade/Entertain Audience: Y6 Time Frame: 4 weeks	SATS PREP	SATS PREP	<u>MODERATION PREP</u>
Reading and SPAG week:	Mon – PVPG Tues – PVPG	Mon – 2d - make inferences from the text / explain and	Mon – 2b - Retrieve and record			

	Wed – PVPG Thurs – PVPG Fri – Cold write – personal narrative – recount of a memory Repeat until PVPG is complete	justify inferences with evidence from the text Tues – 2b - Retrieve and record information / identify key details Wed – Semi-colons Thurs – Colons Fri – Cold write – biography of a war veteran	information / identify key details Tues – 2b - Retrieve and record information / identify key details Wed – Phrase or clause Thurs – Subordinating conjunctions (complex sentences) Fri – Cold write – narrative			
Writing week:	Mon – PVPG Tues – PVPG Wed – PVPG Thurs – PVPG Fri – Cold write – explanation text - evolution Repeat until PVPG is complete	Narrative Mon - Plan and investigate features for this purpose and audience Tue – draft Wed – draft Thurs – Edit for cohesion	Persuasive letter Mon - Plan and investigate features for this purpose and audience Tue – draft Wed – draft			

		Fri – final edit and publish	Thurs – Edit for cohesion Fri – final edit and publish			
Term:	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Unit	<u>2</u>	<u>2</u>	<u>2</u>	<u>2</u>	<u>2</u>	<u>2</u>
Text, genre, purpose, audience, time frame:	 Text: The Boy at The Back of The Class- Onjali Rauf (256 pages) Genre: Fiction Purpose: Entertain Audience: Y6 Time Frame: 2 weeks	 Text: A Bad Beginning - Lemony Snicket Genre: Fiction Purpose: Entertain Audience: Y6 Time Frame: 2 weeks	 Text: Skellig – David Almond Genre: Fiction Purpose: Persuade/ Entertain Audience: Y6 Time Frame: 4 weeks	SATS PREP	SATS PREP	<u>MODERATION PREP</u>

Reading and SPAG week:	Mon – 2d - make inferences from the text / explain and justify inferences with evidence from the text Tues – 2d - make inferences from the text / explain and justify inferences with evidence from the text Wed – Modal verbs Thurs – Register in speech Fri – Cold write – setting description – world food market	Mon – 2e - predict what might happen from details stated and implied Tues – 2b - Retrieve and record information / identify key details Wed – Hyphens and bullet points Thurs – Subordinating conjunctions (complex sentences) Fri – Cold write – narrative - from the perspective of Count Olaf	Mon – 2a - give / explain the meaning of words in context Tues – 2d - make inferences from the text / explain and justify inferences with evidence from the text Wed – Subjunctive Thurs – Register in speech Fri – Cold write -alternative ending			
Writing week:	Non-chronological report – life as a refugee	Diary – Baudelaire child Mon - Plan and investigate features for this	Playscript Mon - Plan and investigate features for this			

	Mon - Plan and investigate features for this purpose and audience Tue – draft Wed – draft Thurs – Edit for cohesion Fri – final edit and publish	purpose and audience Tue – draft Wed – draft Thurs – Edit for cohesion Fri – final edit and publish	purpose and audience Tue – draft Wed – draft Thurs – Edit for cohesion Fri – final edit and publish			
Term:	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Unit	<u>3</u>	<u>3</u>	<u>3</u>	<u>3</u>	<u>3</u>	<u>3</u>
Text, genre, purpose, audience, time frame:	 Text: Big Ideas for Young Thinkers – Jamia Wilson Genre: Non-fiction Purpose: Inform Audience: Y6 Time Frame: 2 weeks	 Text: The Eagle – Alfred, Lord Tennyson (1851) Genre: Fiction - Poetry Purpose: Entertain Audience: Y6 Time Frame: 1 week	 Text: National Theatre: All About Theatre – National Theatre Genre: Non-fiction Purpose: Inform Audience: Y6	SATS PREP	SATS PREP	<u>MODERATION PREP</u>

			Time Frame: 2 week			
Reading and SPAG week:	Mon – 2d - make inferences from the text / explain and justify inferences with evidence from the text Tues – 2a - give / explain the meaning of words in context Wed – Subjunctive Thurs – Active and Passive voice Fri – Cold write – setting description – modern utopia city	Mon – 2h - make comparisons within the text Tues – Plan and investigate features for this purpose and audience Wed – draft/perform Thurs – Edit for cohesion Fri – final edit and publish/perform	Mon – 2d - make inferences from the text / explain and justify inferences with evidence from the text Tues – 2d - make inferences from the text / explain and justify inferences with evidence from the text Wed – Active and Passive voice Thurs – Speech (inverted commas) Fri – Cold write – linked to humanities – suffrage narrative			
Writing week:	Describe Utopia	See above	Non-Chronological report			

	Mon - Plan and investigate features for this purpose and audience Tue – draft Wed – draft Thurs – Edit for cohesion Fri – final edit and publish		Mon - Plan and investigate features for this purpose and audience Tue – draft Wed – draft Thurs – Edit for cohesion Fri – final edit and publish			
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Purpose of writing		
To Entertain	To Inform	Persuade
• Description (characters and settings) • Narrative (repeated language, well known stories, traditional tales, adventure stories, fairy tales, myths, legends, suspense, mystery, horror, literary heritage, modern fiction) • Poetry	• Explanation texts • Non-chronological reports • Recounts • Letters • Book reviews • Information texts • Newspaper reports • Information texts • Biographies • Report	• Letters • Speech/Debate/Discussion/Campaign • Balanced argument • Review •

Genre Progression			
EYFS	Year 1/ Year 2	Year 3/ Year 4	Year 5 / Year 6
	1. Narrative 2. Poetry 3. Non-Chronological Reports 4. Recount 5. Diary 6. Letter 7. Instructions	1. Narrative 2. Poetry 3. Non-Chronological Reports 4. Recount 5. Diary 6. Letter 7. Instructions 8. Explanation 9. Newspaper 10. Biographies 11. Play Scripts 12. Discussions/Debate	1. Narrative 2. Poetry 3. Non-Chronological Reports 4. Recount 5. Diary 6. Letter 7. Instructions 8. Explanation 9. Newspaper 10. Biographies 11. Play Scripts 12. Discussion/Debate 13. Persuasion

EYFS/YEAR1 English Cycle – Sequence of learning

Week 1

Monday	Drawing Club/Curious Quests: Daily writing
Tuesday	Drawing Club/Curious Quests: Daily writing
Wednesday	Drawing Club/Curious Quests: Daily writing
Thursday	Drawing Club/Curious Quests: Daily writing
Friday	Drawing Club/Curious Quests: Daily writing EYFS – 3 photocopied and put into Perfect Pink Publishing Book each term Year 1 - 3 examples to be written into Perfect Pink Publishing Book each term (Autumn term photocopy)

YEAR 2/KS2 English Two-Week Cycle – Sequence of learning

Week 1

Monday	Reading objective
Tuesday	Reading objective
Wednesday	SPAG objective

Thursday	SPAG objective
Friday	Cold write
Week 2	
Monday	Writing: Plan KS2 – teacher model part of the plan and children are to continue. KS1 – Class plan
Tuesday	Writing: Children are to follow the plan and use the skills taught in the previous week to include this in their plan. Autumn Term – Teacher to model writing sections and then the children write independently on repeat.
Wednesday	Writing: Children are to follow the plan and use the skills taught in the previous week to include this in their plan. Autumn Term – Teacher to model writing sections and then the children write independently on repeat
Thursday	Editing and improving: KS1 – children are to improve some of the sentences that the teacher has located in their work. KS2 – children are to improve a section of their composition.
Friday	Publish final draft – 3 examples to be written into Perfect Pink Publishing Book each term

Daily Plan Example:
KS1

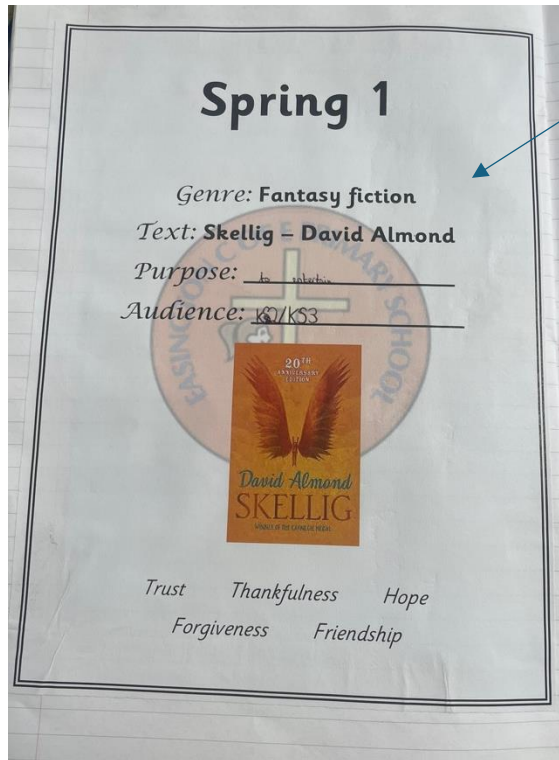
11:00	Children enter from break
11:00-11:15	Handwriting practice/spelling practice in handwriting and spelling journal: • Handwriting: Letterjoin • Spelling: EdShed
11:15-12:00	Input and independent activities: • Share LO • Main input • Independent activities
12:00	End of lesson: • Review LO label • Children to self-assess/peer assess on LO label in pink pen

Daily Plan Example:
Year 2/KS2

11:00	Children enter from break
11:00-11:15	Handwriting practice/spelling practice in English book underneath the LO: • Handwriting: Letterjoin • Spelling: EdShed
11:15-12:00	Input and independent activities: • Share LO • Main input • Independent activities
12:00	End of lesson: • Review LO label • Children to self-assess/peer assess on LO label in pink pen

Examples:

Examples of work:

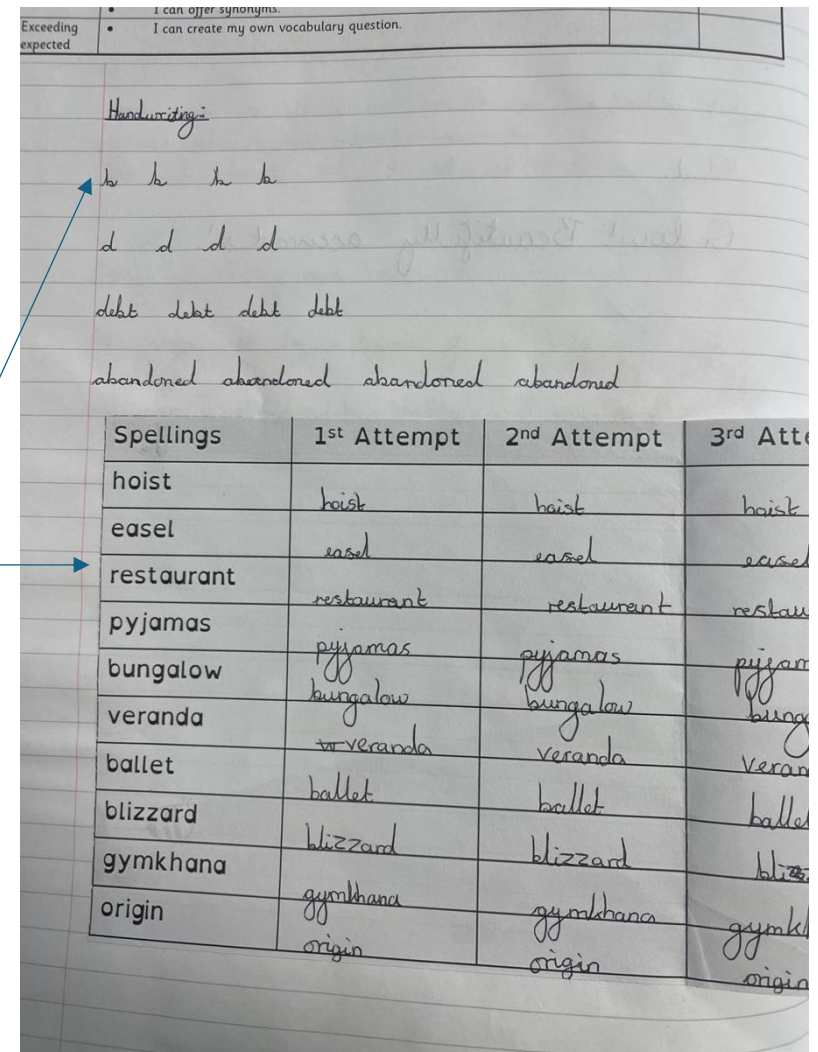


Title page at the beginning of a new unit of work.

Children complete the purpose and audience they will be writing for.

Handwriting and spelling are completed under the learning objective.

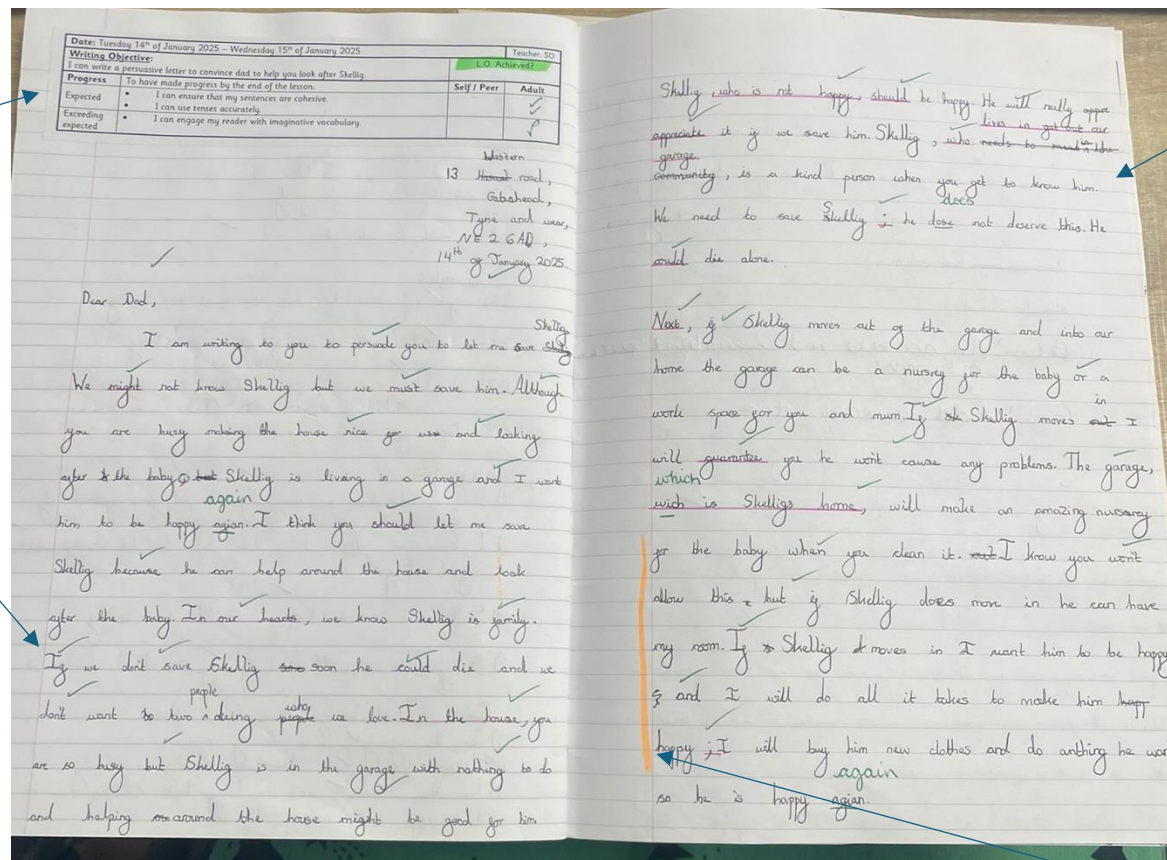
One or both activities to be completed daily for 15 minutes.



LO label:

1. Highlighted when marked to show progress.
2. Success criteria marked.

Features from the Writing End Points document marked.



Extended piece of writing:

1. Write a line, miss a line for editing and marking.
2. Joined handwriting.

Editing:

1. In lesson corrections completed in pink pen.
2. Teacher located a section to be uplevelled and edited in orange highlighter.

the baby and much more. I hope you do let him move in.
Thank you for reading and I hope to see Shellig soon.
Yours sincerely, best wishes,
Michael. Michael.
Glow! An accurate and beautiful piece
of work!
Grow! Add a subjunctive.
If I were you I would take my advice and save
Shellig. ✓ ✓

Extended piece of
writing:

Glow and Grow
given.

Grow responded to
by child in pink pen.

Grow marked by
teacher and
initialled.

Date: Wednesday 27th of November 2024

Teacher: SO

SPAG Objective:
I can use semi-colons.

L.O. Achieved?

Progress	To have made progress by the end of the lesson:	Self / Peer	Adult
Expected	I can identify semi-colons.	✓	✓
Exceeding	I can use semi-colons in context.	✓	✓
Exceeding expected	I can explain errors with semi-colons.	✓	✓

Y1&2 PROGRESSION IN MASTERY LESSON PACK - USING SEMI-COLONS

REASONING 1
Add semi-colons to complete each sentence.

- In the supermarket, I bought some bread from the bakery; a variety of fresh fruit, vegetables and a few tins of their finest soup.
- I pushed open the door; nobody was there.
- She had worked extremely hard for her SAT's; she deserved the to win the award.
- The house had been abandoned; it was in a state of disrepair.

REASONING 2
Tick to show which sentences use semi-colons correctly.

1. ☐ Could you help me to get my gift from Jerry? He had been incredibly generous.
2. ☒ He was determined to win the school election; she wanted to make a difference.
3. ☒ We were asked to perform on stage. Sarah was quiet and provided the strength.
4. ☐ Confidently, the mysterious magician claimed he could vanish using real magic.

REASONING 3
Explain and correct the mistakes that the children have made.

1. ☐ We should go on camping next week. The weather is expected to be warm and sunny.
2. ☐ He should go on camping next week. The weather is expected to be warm and sunny.
3. ☐ He should go on camping next week. The weather is expected to be warm and sunny.
4. ☐ He should go on camping next week. The weather is expected to be warm and sunny.

REASONING 4
What is the same and what is different?

1. ☐ I had used to go to the school every day; I used to go to the school every day.
2. ☐ I had used to go to the school every day; I used to go to the school every day.
3. ☐ I had used to go to the school every day; I used to go to the school every day.
4. ☐ I had used to go to the school every day; I used to go to the school every day.

REASONING 5
Write a sentence using a semi-colon correctly.

Handwriting:

This is the most delicious meal I've ever tasted.

Lola was ambitious; she wanted a good job.

Because of the vicious dog next in the next door's garden.

Also:

Sentences close related.

It links two independent clauses.

Separating items in a list.

Fluency one:

1. In the supermarket, I bought some bread from the bakery; a variety of fresh fruit, vegetables and a few tins of their finest soup.
2. I pushed open the door; nobody was there.
3. She had worked extremely hard for her SAT's; she deserved the to win the award.
4. The house had been abandoned; it was in a state of disrepair.

Self-assessment
completed in pink
pen by child or peer.

Work sheets:

1. Trimmed down to smallest size leaving no white border.
2. Minimal work completed on sheets (ticking multiply choice questions/completing tables).
3. Work completed on the lines in the child's book.