

THRUPP PRIMARY SCHOOL ENGLISH LONG TERM PLANNING - KESTRELS – YEAR R and YEAR 1 - YEAR A

KEY:		Writing to entertain		Writing to inform		Writing to argue		Writing to explain	
Term	Reading for pleasure text	English unit text	Narrative outcome	Non-fiction outcome	EYFS Provision	Grammar objectives - Y1	Cross-curricular writing outcomes		
1 - We are Magic! (Geog)	Who Are You? – Smiriti Halls and Ali Pye All are Welcome – Alexandra Penfold Super Duper You! – Sophy Henn I Love Me! – Marvyn Harrison & Diane Ewen I like Bees, I don't like Honey! – Fiona Lumbers Three Little Pigs <u>Non-Fiction:</u> Children of the World – Nicola Edwards	Elmer by David Mckee	Retell/ Innovate - Animal story	Fact file All about me	Spot and suggest rhymes Count phonemes in words (segmenting fingers) Know that print has meaning Know that print can have different purposes Begin to break down the flow of speech into words Hears and says the initial sounds in words Links phase 2 phonemes to graphemes. Orally blends and segments CVC words. Writes own name. Write some letters accurately.	Use names of people, places and things. Use captions to communicate ideas. Write a range of simple sentences. Demarcate a sentence using a capital letter. Demarcate a sentence using a full stop.	Label parts of the body Explanation of which sense in linked to which body part. Comparison of baby and child (History)		
2 - We are Magic! (History)	Not Like The Others – Jana Broecker Mince Spies – Mark Sperring and Sophie Corrigan Snowball – Sue Hendra/ Paul Linnet Jesus' Christmas Party – Nicholas Allan (RE) Mog's Christmas- Judith Kerr <u>Non-Fiction:</u> Little Leaders – Bold Women in History How to Be Extra-Ordinary – Rashmi Sirdreshpande Fantastically Great Women Who Changed the World – Kate Pankhurst	The Night Before Christmas – Clement C. Moore – Illustrated by Angela Barrett	Retell story	Persuasion Letter to Father Christmas	Continues a rhyming string. Blend sounds into words, so that they can read short words made up of known phoneme-grapheme correspondences. Write labels and other forms of writing. Read some digraphs that each represent one sound and say sounds for them.	Join words using 'and' Use 'and; to join simple sentences. Demarcate a sentence using a capital letter. Demarcate a sentence using a full stop.	Write own address (Geography) Label common animals that are herbivores, carnivore and omnivores.		

3 – Moon Zoom! (Hist)	Astro Girl – Ken Wilson-Max Look up! – Nathan Bryon Beegu – Alexis Deacon Stardust – Jeanne Willis <u>Non-Fiction:</u> Look Inside: Space – Rob Lloyd Jones, Benedetta Giaufret and Enrica Rusina Neil Armstrong – Little People, Big Dreams Counting on Katherine – Helaine Becker & Dow Phumiruk The Darkest Dark – Chris Hadfield	Aliens love Underpants – Claire Freedman	Retell / innovation of story opening	Persuasion Missing/Wanted posters	Attempts to write short captions in meaningful contexts. Read a few 'tricky' words matched to the Little Wandle phonics programme. Read simple phrases and sentences made up of words with known phoneme-grapheme correspondences and, where necessary, a few 'tricky' words.	Use past tense accurately. Use present tense accurately. Begin to demarcate sentences using a question mark. Begin to demarcate sentences using an exclamation mark. Demarcate sentences using capital letters and full stops.	Recount – first moon landing Questions about moon landing
4 – Moon Zoom! (Geog – Hot/Cold)	Arlo – The Lion who Couldn't Sleep – Catherine Rayner A Walk in the Woods – Flora Martyn and Hannah Tolson The Marvellous Moon Map – Teresa Heapy & David Litchfield <u>Non-Fiction:</u> T ree: Seasons Come, Seasons Go – Patricia Hegarty Professor Astro Cat's Solar System – Dominic Walliman & Ben Newman Look Inside Our World - Usborne	How to Catch a Star – Oliver Jeffers	Innovation of the story	Instructions How to catch a star.	Form lower-case letters correctly and some capitals (e.g. in own name). Spell words using segmenting fingers and know GPCs. Begin to write a short sentence. Recognise phase 3 digraphs and trigraphs and use these to read words. Begin to read longer words with known GPCs.	Use simple language features for fiction Use simple language features for non-fiction Apply spellings of verbs ending in -ing and -ed where no change is needed to the spelling of root words. Apply spellings of Y1 common exception words and compound words.	Label pictures of hot and cold places Report - Evaluation of parachute design

5 – Castles (Geog)	Jim and the Beanstalk – Raymond Briggs The Knight Who Said “No!” – Lucy Rowland A River – Marc Martin The River – Tom Percival <u>Non-Fiction:</u> The River: An Epic Journey to the Sea – Patricia Hegarty	Humpty Dumpty Nursery Rhyme After The Fall – Dan Santat	Retell nursery rhyme.	Instructions Instructions for making paper aeroplane/meringue	Write short sentences with words with known GPCs. Begin to re-read what they have written to check that it makes sense. Read longer words and compound words with known GPCs. Begin to blend words with adjacent consonants. Begin to read phase 4 ‘tricky words’.	Use simple language features for fiction Use simple language features for non-fiction Apply spellings of adjectives ending in -er and -est Apply spellings of plural nouns by adding s and es	Persuasion – job advert for roles in a castle.
				Fact file Facts about the author			Factfile / report – castles Recount – trip to castle
6 – Castles (Hist)	Three Little Wolves and the Big Bad Pig The Castle The King Built – Rebecca Colby The Knight Who Wouldn’t Fight – Helen Docherty & Thomas Docherty <u>Non-Fiction:</u> See Inside Castles – Katie Daynes Look inside a Castle – Conrad Mason & Barry Ablett Attacking a Norman Castle – Robin Twiddy	The Three Little Pigs – Susanna Davidson	Innovation of story	Persuasion Letter from the Big Bad Wolf For Sale Poster	Write short sentences with words with known GPCs. Begin to use a capital letter and full stop. Re-read what they have written to check that it makes sense. Read phase 4 ‘tricky’ words. Begin to read phonically decodable books with some fluency. ELG - Writing: • Write recognisable letters, most of which are formed correctly. • Spell words by identifying sounds in them and representing the sounds with a letter or letters • Write simple phrases and sentences that can be read by others.	Use simple language features for fiction Use simple language features for non-fiction Apply spellings of words using the prefix un-	Instructions – medieval cooking Instruction for planting a bean

THRUPP PRIMARY SCHOOL ENGLISH LONG TERM PLANNING - HAWKS – YEAR 1 and YEAR 2 - YEAR A

KEY:		Writing to entertain		Writing to inform		Writing to argue		Writing to explain
Term	Whole class reading text	Reading for pleasure text	English unit text	Narrative outcome	Non-fiction outcome	Writing Milestones Y1	Writing Milestones Y2	Cross-curricular writing outcomes
1 Topic: What makes Gloucester shire special?	N/A	Picture books chosen from book corner by children throughout year (Izzy Gizmo, Ruby's Worry, My name is not Refugee, We're all Wonders)	Be More Bernard – Simon Philip	Story opening	Recount Diary entry as Bernard	Use names of people, places and things. Use captions to communicate ideas. Write a range of simple sentences. Demarcate a sentence using a capital letter. Demarcate a sentence using a full stop.	Use simple expanded noun phrases to describe and specify Use commas in a list Use full stops and capital letters consistently.	Fact files about ourselves
2	N/A	How Winston delivered Christmas (chapter book) Anna Hibiscus - Atinuke	The Secret Sky Garden – Linda Sarah	Own version of story	Persuasion Letter to headteacher or council	Join words using 'and' Use 'and'; to join simple sentences. Demarcate a sentence using a capital letter. Demarcate a sentence using a full stop.	Use co-ordinating conjunctions (but/so/and/or) Use full stops and capital letters consistently. Use simple expanded noun phrases to describe and specify Use commas in a list	Letter to Father Christmas
3 Topic: London	N/A	Katie in London	Claude in the City – Alex T Smith	Character description Adventure story opening/ ending	Recount Postcard	Use past tense accurately. Use present tense accurately. Begin to demarcate sentences using a question mark. Begin to demarcate sentences using an exclamation mark. Demarcate sentences using capital letters and full stops.	Use the present and past tenses correctly and consistently. Use exclamation marks and question marks mostly consistently. Use full stops and capital letters consistently.	Leaflet - London

4	Y2 – The Bear called Paddington	Picture books from book corner Including poetry	Vlad and the Great Fire of London Toby and the Great Fire of London	Retelling the story of Boxtan and Great Fire of London	Recount Boxton's diary Newspaper article – Great Fire of London	Use simple language features for fiction Use simple language features for non-fiction Apply spellings of verbs ending in -ing and -ed where no change is needed to the spelling of root words. Apply spellings of Y1 common exception words and compound words.	Use simple expanded noun phrases to describe and specify Use commas in a list Use subordinating conjunctions (when/if/that/because) to add extra information. Use sentences with all different forms: statement, question, exclamation, command. Apply spelling of Y2 common exception words and homophones.	Fact file – Samuel Pepys
5 Topic: Who rules England?	SATS prep	Picture books from book corner (The Proudest Blue)	The Dragon and the Nibblesome Knight	Alternative ending	Persuasion Advert for friend Invitations	Use simple language features for fiction Use simple language features for non-fiction Apply spellings of adjectives ending in -er and -est Apply spellings of plural nouns by adding s and es	Create simple character in narrative Create simple setting in narrative Use apostrophes for singular possession. Use apostrophes for contracted forms	Recount of Berkeley Castle trip
6	Y2 - 'The Queen's Nose' - Dick King-Smith and Ann Kronheimer	Picture books from book corner	Rapunzel – Bethan Woollvin	Twisted fairy tale	Instructions How to defeat witches	Use simple language features for fiction Use simple language features for non-fiction Apply spellings of words using the prefix un-	Use the main language features of narrative Use the main language features of non-fiction – including some features of standard written English Apply spellings of longer words using suffixes including -ment, -ness, -ful, -less, -ly Apply rules for plurals.	Instructions How to be a Queen/King

THRUPP PRIMARY SCHOOL ENGLISH LONG TERM PLANNING - BUZZARDS – YEAR 3 and YEAR 4 - YEAR A

KEY:		Writing to entertain		Writing to inform		Writing to argue		Writing to explain
Term	Whole class reading text	Reading for pleasure text	English unit text	Narrative outcome	Non-fiction outcome	Writing Milestones Y3	Writing Milestones Y4	Cross-curricular writing outcomes
1 Ancient Greece	Y3: Leo and the Gorgon's Curse - Joe Todd Stanton (Vipers resources) Y4: How to Train Your Dragon – Cressida Cowell	Authors: Michael Morpurgo Anne Fine David Almond Elizabeth Laird	Esio Trot by Roald Dahl	Adventure story (eg that Alfie may have)	Report Non Chronological reports (tortoises and other animals) Animalium & The Screaming Hairy Armadillo by Murries	Use a mixture of simple and compound sentences. Use full stops and capital letters consistently. Use noun phrases appropriately to clarify and add details. Use commas in lists consistently Demarcate direct speech with inverted commas (speech marks)	Use a mixture of simple, compound and complex sentences. Use full stops and capital letter consistently. Use noun phrases expanded by adjectives and prepositional phrases Use inverted commas and other punctuation accurately to indicate direct speech.	Recount – letter in role as Ancient Greek
2 Ancient Greece	Y3: Hansel and Gretel - Anthony Browne Y4: How to Train Your Dragon – Cressida Cowell		Winter's Child by Angela McAllister Links to Fox and The Boy, The Mole, The Fox and The Horse	Innovation on text (eg Summer's Child story)	Persuasion Advert / travel brochure for Winter Wonderland	Use a range of adverbs and prepositions to express time, place and cause Use paragraphs to group related ideas. Use apostrophes for contractions Demarcate direct speech with inverted commas (speech marks)	Use fronted adverbials for effect. Use commas after fronted adverbials Use paragraphs and cohesive devices to organise related ideas Use apostrophes to indicate plural possession. Use inverted commas and other punctuation accurately to indicate direct speech.	NC report linked to Ancient Greece
3 Enormous Eruptions	Y3: The Minpins – Roald Dahl Y4: The Wild Robot – Peter Brown		Tell Me a Dragon By Jackie Morris Links with The Lost Words Escape From Pompeii - Christina Balit	Poetry	Recount Events in Pompeii	Write complex sentences by using a range of conjunctions accurately. Use the present perfect form of verbs. Use paragraphs to group related ideas. Demarcate direct speech with inverted commas (speech marks)	Use a wider range of connectives to extend the range of complex sentences. Use past and present tense accurately inc. perfect verb form. Organise content into relevant paragraphs Use inverted commas and other punctuation accurately to indicate direct speech.	Advert / travel brochure for Rome

4 Enormous Eruptions	Y3: Y4: The Wild Robot – Peter Brown		The Wolves in the Walls by Neil Gaiman	Sequel (Elephants in the Walls)	Instructions How to scare away Wolves	Use figurative devices such as similes and alliteration. Create and describe characters in narratives, Consistency use the language features of narrative Consistently use the language features of non-fiction – know the difference between standard and non-standard English.	Use figurative devices such as similes and hyperbole. Create and expand characters in narrative. Expand the use of narrative/ non-fiction language features - control the use of standard and non-standard English Use nouns and pronouns to aid cohesion between sentences.	Recount
5 Romans (local)	Y3: Romans, Gods and Emperors - Marcia Williams Y4: Varjak Paw – SF Said		Cloud Tea Monkeys by Elspeth Graham	Change of viewpoint (from Monkey's POV)	Report News report (success of local tea picker's offerings)	Create and describe settings in narrative. Consistency use the language features of narrative Consistently use the language features of non-fiction - explore when non-standard written English could be used Apply accurate spelling of some words using some the year 3/4 prefixes and suffixes.	Use past and present tense accurately, including continuous and perfect form. Create and expand settings in narratives. Apply accurate spelling of words using some the year 3/4 prefixes and suffixes.	Instructions on how to be a good Roman
6 Romans (local)	Y3: A Nest Full of Stars - James Berry Y4: Varjak Paw – SF Said		Iron Man by Ted Hughes	Change of viewpoint (from Iron Man's perspective)	Persuasion Letter/advert	Create and describe plots in narrative. Consistency use the language features of narrative Consistently use the language features of non-fiction Apply accurate spelling of at least half of the Year 3/4 words list, homophones and words from other origins.	Use commas after or before phrases and clauses. Create and expand plots on narrative. Expand the use of narrative/ non-fiction language features - control the use of standard and non-standard English Apply accurate spelling of the Year 3/4 words list, homophones and words from other origins.	News report on the arrival/ departure of Romans

THRUPP PRIMARY SCHOOL ENGLISH LONG TERM PLANNING - EAGLES – YEAR 4 and YEAR 5 - YEAR A

KEY:								
Writing to entertain			Writing to inform		Writing to argue		Writing to explain	
Term	Whole class reading text	Reading for pleasure text	English unit text	Narrative outcome	Non-fiction outcome	Writing Milestones Y4	Writing Milestones Y5	Cross-curricular writing outcomes
Topic: Vikings 1	Y4: How to Train Your Dragon – Cressida Cowell Y5: The Wizards of Once – Cressida Cowell	Malamander - Thomas Taylor	Arthur and the Golden Rope – Joe Todd Stanton	Story of another part of Arthur's adventure	Persuasive Letters	Use a mixture of simple, compound and complex sentences.	Use a mixture of simple, compound and complex sentences.	Recount of Viking raid
					Report News /bulletin	Use full stops and capital letter consistently. Use noun phrases expanded by adjectives and prepositional phrases Use inverted commas and other punctuation accurately to indicate direct speech.	Use full stops and capital letters consistently. Use expanded noun phrases precisely to add detail Use inverted commas and other punctuation to indicate direct and reported speech.	
2		Christmas text e.g. Matt Haig/Ben Miller	The Dragon's Hoard: Stories from Viking Sagas – Lari Don and Cate James	Viking saga story	Instructions	Use fronted adverbials for effect. Use commas after fronted adverbials Use paragraphs and cohesive devices to organise related ideas Use apostrophes to indicate plural possession. Use inverted commas and other punctuation accurately to indicate direct speech.	Use relative clauses Use embedded clauses Use main and subordinate clauses and move their position in sentences Use inverted commas and other punctuation to indicate direct and reported speech.	Persuasive advert for longhouse
					How to defeat a dragon			Retelling of the Divali story
Topic: Victorian Stroud 3	Y4: The Wild Robot – Peter Brown Y5: Brightstorm – Vashti Hardy	Pupil's choice - new text	Who was Charles Dickens? (non-fiction)	Write the story of the train crash	Recount Biography of Charles Dickens	Use a wider range of connectives to extend the range of complex sentences. Use past and present tense accurately inc. perfect verb form. Organise content into relevant paragraphs Use inverted commas and other punctuation accurately to indicate direct speech.	Use commas accurately to demarcate clauses in complex sentences. Indicate degrees of possibility though the use of adverbs and modal verbs. Use inverted commas and other punctuation to indicate direct and reported speech.	Diary recount – mill worker Letter – arrival of the railways

4		Pupil's choice - new text	Oliver Twist (Classic Starts)	Rags to Riches story	Argument Who was to blame?	Use figurative devices such as similes and hyperbole. Create and expand characters in narrative. Expand the use of narrative/ non-fiction language features - control the use of standard and non-standard English Use nouns and pronouns to aid cohesion between sentences.	Use figurative devices such as metaphors and personification. Use brackets, dashes or commas to indicate parenthesis. Distinguish between the language of speech and writing and develop formal language structures. Describe setting and atmosphere in detail. Describe characters in detail. Use a range of devices to link paragraphs.	Persuasive letter – Dr Barnardo
Topic: Arabian Nights 5	Y4: Varjak Paw – SF Said Y5: Tyger – SF Said	The Ship of Shadows – Maria Kuznar	Aladdin and the Enchanted Lamp – Philip Pullman	Sequel – what happens to the lamp?	Explanation How the lamp works	Use past and present tense accurately, including continuous and perfect form. Create and expand settings in narratives. Apply accurate spelling of words using some the year 3/4 prefixes and suffixes.	Use correct tenses consistently. Punctuate bullet points consistently. Use a range of cohesive devices in paragraphs Apply accurate spelling of words using some of the Year 5/6 prefixes and suffixes.	Explanation of Global Warming
6		Pupils choice – new text.	Tales from Arabian Nights (Usborne Illustrated)	1001 nights story	Report Non-chron about genies	Use commas after or before phrases and clauses. Create and expand plots on narrative. Expand the use of narrative/ non-fiction language features - control the use of standard and non-standard English Apply accurate spelling of the Year 3/4 words list, homophones and words from other origins.	Use commas to clarify meaning or avoid ambiguity Modify and control use of narrative language features Modify and control use of non-fiction language features. Apply accurate spelling of at least half the Y5/6 words, homophones and words from other origins.	Persuasive leaflet - sustainability

THRUPP PRIMARY SCHOOL ENGLISH LONG TERM PLANNING - OWLS – YEAR 5 and YEAR 6 - YEAR A

KEY:		Writing to entertain		Writing to inform		Writing to argue	Writing to explain	
Term	Whole class reading text	Reading for pleasure text	English unit text	Narrative outcome	Non-fiction outcome	Writing Milestones Y5	Writing Milestones Y6	Cross-curricular writing outcomes
1	Topic: Black History Y5: The Wizards of Once – Cressida Cowell Y6: Journey to Jo'burg – Beverley Nadoo	The Boy at the Back of the Class – Onjali Q Rauf	The Boy at the Back of the Class – Onjali Q Rauf	Prequel - Write Ahmet's story before coming to England.	Persuasion Formal letter	Use a mixture of simple, compound and complex sentences. Use full stops and capital letters consistently.	Use a mixture of simple, compound and complex sentences. Use full stops and capital letters consistently.	Report about the slave trade
					Report Info leaflet about Thrupp school	Use expanded noun phrases precisely to add detail Use inverted commas and other punctuation to indicate direct and reported speech.	Use expanded noun phrases to convey complicated information concisely. Control the use of inverted commas for direct speech, reported speech and quotations. Use accurately punctuated dialogue to advance the action and build character.	
2		Cogheart – Peter Bundlz	The Arrival – Shaun Tan	Short story based on Chapter 2	Recount Letter home. Diary of 1 st day in new place.	Use relative clauses Use embedded clauses Use main and subordinate clauses and move their position in sentences Use inverted commas and other punctuation to indicate direct and reported speech.	Use an effective range of sentence structures, including sentences with multiple clauses (revise subordinate clauses, relative clauses, parenthesis) Use punctuation accurately for parenthesis (revise relative clauses and parenthesis) Use accurately punctuated dialogue to advance the action and build character.	Abolition speech/letter

Topic: Crime and Punish- ment 3	Y5: Brightstorm – Vashti Hardy Y6: The Good Thieves – Katherine Rundell	Text by Piers Torday	The True Story of the Three Little Pigs – John Scie	Alternative version of classic fairy-tale.	Report Newspaper Article	Use commas accurately to demarcate clauses in complex sentences. Indicate degrees of possibility through the use of adverbs and modal verbs. Use inverted commas and other punctuation to indicate direct and reported speech.	Use semi-colons, colons or dashes to mark boundaries between independent clauses Use a colon to introduce a list and semi-colons within a list. Use the passive voice deliberately Use the perfect form of verbs Use accurately punctuated dialogue to advance the action and build character.	Diary of a prisoner **Short unit to teach explanation writing in context of scientific process
4		Text by Phillip Pulman	Dick Turpin- Legend and Lies	Story of the robbery from Dick Turpin's perspective	Discussion Hero or Villain? Instructions Highwayman handbook	Use figurative devices such as metaphors and personification. Use brackets, dashes or commas to indicate parenthesis. Distinguish between the language of speech and writing and develop formal language structures. Describe setting and atmosphere in detail. Describe characters in detail. Use a range of devices to link paragraphs.	Use figurative devices such as extended metaphors and colloquialisms Use formal language structures in speech and in writing Develop settings and atmosphere in detail. Use hyphens to avoid ambiguity Use a range of cohesive devices within and between paragraphs.	New report linked to History
Topic: Titanic 5	Y5: Tyger – SF Said Y6: SATS PREP	The Titanic Detective Agency – Lindsey Littleton	The Titanic Detective Agency – Lindsey Littleton	Extended setting description – the sinking of the Titanic.	Report Non-chron report about the Titanic	Use correct tenses consistently. Punctuate bullet points consistently. Use a range of cohesive devices in paragraphs Apply accurate spelling of words using some of the Year 5/6 prefixes and suffixes.	Punctuate bullet points consistently. Use hyphens correctly to avoid ambiguity Use a range of cohesive devices within and between paragraphs. Apply accurate spelling of Y5/6 words list, homophones and words from other origins Apply accurate spelling of words using some of the Y5/6 prefixes and suffixes	Letter describing life on board

6	Y5: Tyger – SF Said Y6: Playscripts	Stories from Shakespeare – Geraldine McCaughlean	Hamlet (retelling)	Soliloquy Re-write part of the narrative from a different character's perspective	Persuasive	Use commas to clarify meaning or avoid ambiguity	Manipulate and control the use of narrative language features.	Discussion- Who was to blame for the sinking of the Titanic
					Speech	Modify and control use of narrative language features	Manipulate and control the use of non-fiction language features.	Explanation of Scientific process
					Recount	Modify and control use of non-fiction language features.	Proof-read and evaluate writing in relation to Y5/6 expectations.	
					Biography of William Shakespeare	Apply accurate spelling of at least half the Y5/6 words, homophones and words from other origins.		