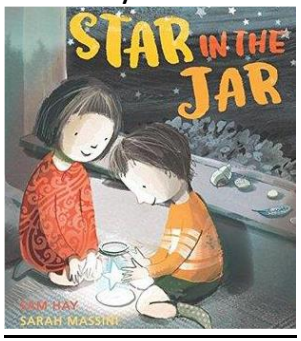
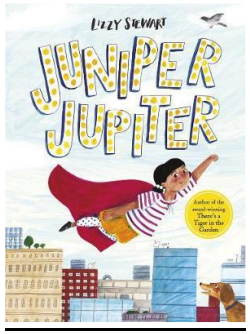
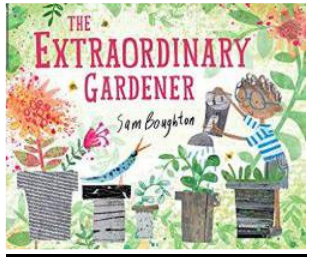
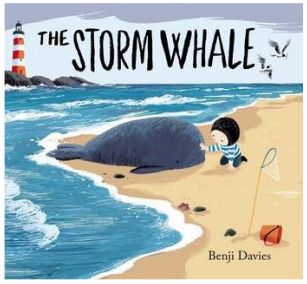
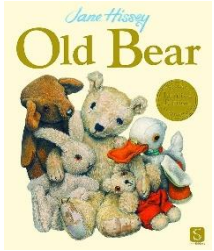
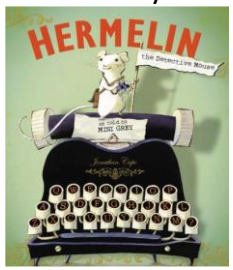
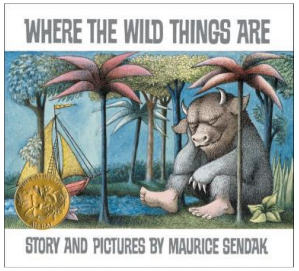
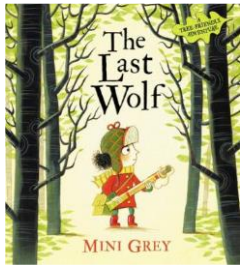
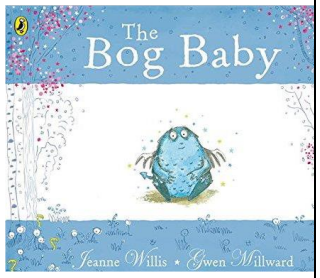
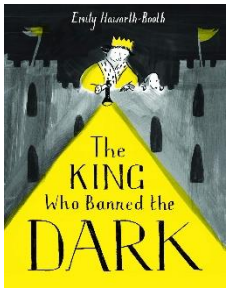
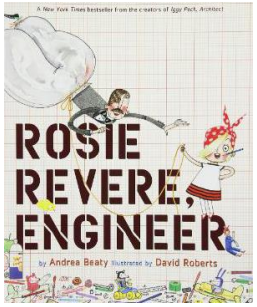
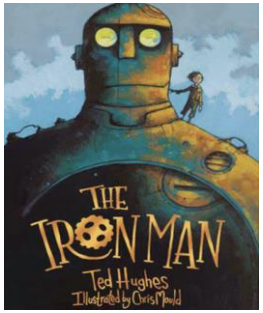
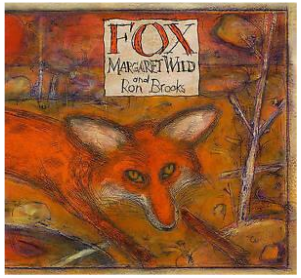
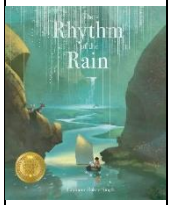
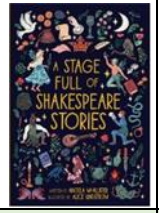
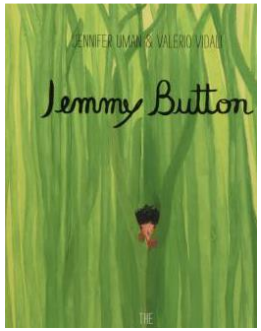
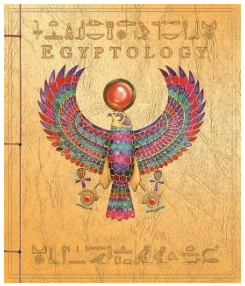
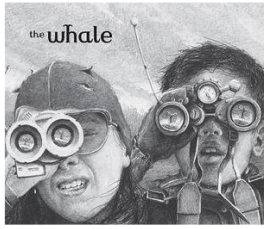
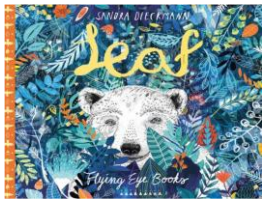
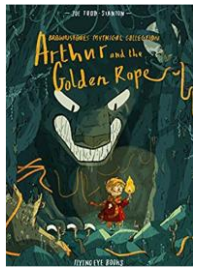
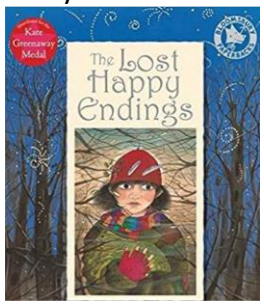
English Long Term Plan

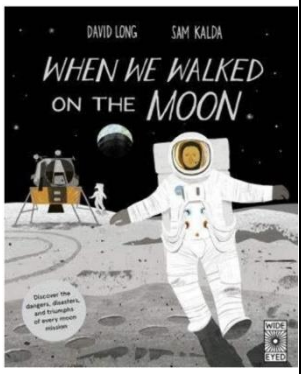
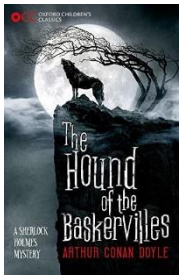
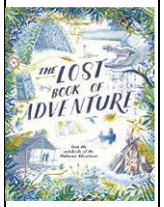
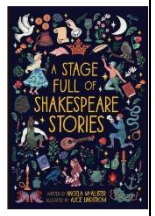
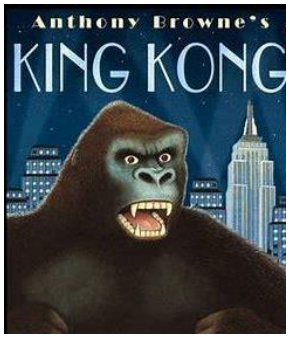
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R	The Something by Rebecca Cobb	Star in the Jar by Sam Hay 	Juniper Jupiter by Lizzie Stewart 	Little Red by Bethan Woollvin	The Extraordinary Gardener Sam Broughton 	The Storm Whale by Benji Davies 
Writing Outcome	• Losing story sentences • Animal information sentences	• Finding story sentences • Poster sentences	• A Superhero Narrative • Letter	• A traditional tale • Instructions	• Transformation • Instructions	• Friendship story sentences • Spine poems
SPaG Focus	• Letter formation • Separation of words with spaces • Personal pronoun - I		**Build on previous units & focus on:** • Capital Letters • Full Stops • Joining words and clauses using ‘and’		**Build on previous units & focus on:** • Capital Letters for names	

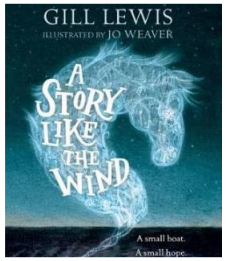
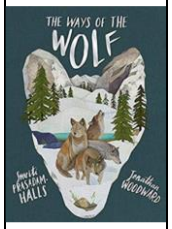
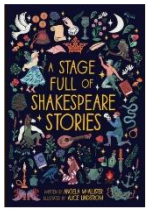
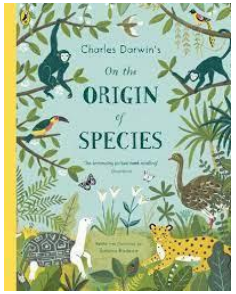
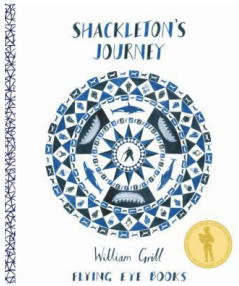
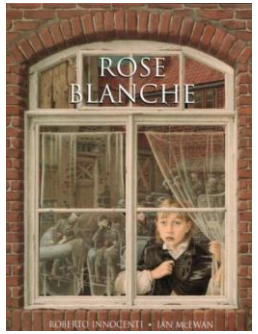
Year 1	Old Bear by Jane Hissey 	Rapunzel by Bethan Woolvin 	Hermelin by Mini Grey 	Where the Wild Things Are by Maurice Sendak 	The Secret of Black Rock by Joe Todd-Stanton 	The Last Wolf by Mini Grey 
Writing Outcome	• Finding Narrative • Message – covered within continuous provision	• Traditional Narrative • Instructions – covered within continuous provision	• Detective Narrative • Letter – covered within continuous provision	• Information	• Diary	• Hunting Narrative • Recipe - covered within continuous provision
SPaG Focus	**Build on year & focus on:** • Separation of words with spaces • Capital Letters • Full Stops • Plural Noun Suffix ‘s’		**Build on previous units & focus on:** • Question mark • Exclamation mark • Capital Letters for names • Personal pronoun ‘I’ • Suffix added to verbs • Prefix ‘un’ • Joining clauses using ‘and’, ‘because’, ‘so’		**Build on previous units & focus on:** • Joining clauses using ‘and’, ‘because’, ‘so’ and ‘but’ • Plural noun suffix ‘s’ ‘es’	

Year 2	A River by Marc Martin 	The Night Gardener by The Fan Brothers 	The Bog Baby by Jeanne Willis 	Grandad's Island by Benji Davies 	The King Who Banned the Dark by Emily Haworth-Booth 	Rosie Revere by Andrea Beaty 
Writing Outcome	• Circular Narrative • Letter	• Setting Narrative • Diary	• Finding Narrative • Instructions	• Return Narrative • Information texts	• Banning Narrative • Persuasive letter	• Invention Narrative • Explanation texts
SPaG Focus	**Build on year & focus on:** • Use of capital letters, full stops and question marks to demarcate sentences • Use apostrophes to mark singular possession in nouns • Commas to separate items in a list • Expanded Noun Phrases		**Build on previous units & focus on:** • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • Apostrophes for contractions • Statement, question and command • Consistent use of past and present tense		**Build on previous units & focus on:** • Formation of nouns using suffixes • Formation of adjectives using suffixes • Past and present tense including progressive forms of verbs.	

Year 3	The Iron Man by Ted Hughes and Chris Mould 	Fox by Margaret Wild and Ben Brooks 	Rhythm of the Rain by Grahame Baker-Smith 	A Midsummer Night's Dream from A Stage Full of Shakespeare Stories 	Jemmy Button by Valerio Vidali 	Egyptology by Dugald Steer 	Seen and Not Heard by Katie May Green
Writing Outcome	• Approaching Threat Narrative • Trap Explanation	• Fable Narrative • Information Report	• Setting Narrative (Rhythm of the Rain) • Potion Recipe (A Midsummer Night's Dream)		• Return Narrative • Recounts (Letters)	• Egyptian Mystery Narrative • Secret Diary	• Mischief Narrative • Instructions
SPaG Focus	**Build on year & focus on:** • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns • Expressing time, place and cause using conjunctions and prepositions		**Build on previous units & focus on:** • Introduction to paragraphs as a way to group related material • Expressing time, place and cause using conjunctions, prepositions and adverbs • Use of the forms 'a' or 'an' when next word starts with a consonant or a vowel			**Build on previous units & focus on:** • Using adverbs to show when, where or why something happened. • Headings and sub-headings to aid presentation • Word families based on common words showing how words are related in form and meaning • Developing the range of sentences with more than one clause by using a wider range of conjunctions • Expressing time, place and cause using adverbs	

Year 4	The Whale by Vita Murrow 	Leaf by Sandra Dieckmann 	Arthur and the Golden Rope by Joe Todd-Stanton 	The Lost Happy Endings by Carol Ann Duffy 	The Journey by Francesca Senna 	Manfish by Jennifer Berne
Writing Outcome	• Setting Narrative • Newspaper Report	• Outsider Narrative • Information Report	• Myth Narrative • Information Text	• Twisted Narrative • Persuasive letter	• Refugee Narrative • Diary	• Invention Narrative • Biography
SPaG Focus	**Build on year & focus on:** • Inverted commas and other punctuation to indicate direct speech • Use commas after fronted adverbials • Nouns or pronouns to aid cohesion and avoid repetition • Paragraphs to organise ideas around a theme		**Build on previous units & focus on:** • Apostrophes for possession (plural nouns) • Grammatical difference between plural and possessive -s		**Build on previous units & focus on:** • Verb inflections (‘we were’ instead of ‘we was’)	

Year 5	When We Walked on the Moon by David Long 	FArTHER by Grahame Baker-Smith 	The Hound of the Baskervilles by Arthur Conan Doyle 	The Promise by Nicola Davies 	The Lost Book of Adventure by Teddy Keen 	Macbeth from A Stage Full of Shakespeare Stories 	King Kong by Anthony Browne 
Writing Outcome	• Explanation Narrative • Formal Mission Log	• Setting Narrative • Letters	• Cliff hanger Narrative • Formal Report	• Character Narrative • Bargain Letter	• Survival Narrative (Lost Book of Adventure) • Persuasive Letter (Macbeth)		• Dilemma Narrative • Balanced Argument
SPaG Focus	**Build on year & focus on:** • Dashes to mark boundaries between independent clauses • Commas for parenthesis • Linking ideas across paragraphs, using adverbials • Indicate degrees of possibility using modal verbs • Understand the difference between structures typical of informal speech and structures appropriate to formal speech in writing		**Build on previous units & focus on:** • Use hyphens to avoid ambiguity • Semi-colons to mark boundaries between independent clauses • Colons and bullet point • Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun		**Build on previous units & focus on:** • Semi-colons to mark boundaries between independent clauses of equal weighting • Recap speech punctuation • Brackets for parenthesis • Use a range of devices to build cohesion, e.g. conjunctions • Indicate degrees of possibility using adverbs		

Year 6	Hansel and Gretal by Neil Gaiman 	A Story Like The Wind by Gill Lewis 	The Ways of the Wolf by Jonathan Woodward 	Romeo and Juliet from A Stage Full of Shakespeare Stories 	The Origin of the Species 	Shackleton's Journey by William Grill 	Rose Blanche by Christophe Gallaz 
Writing Outcome	• Dual Narrative • Persuasive Letter	• Flashback Narrative • Newspaper Report	• Documentary Narrative (The Ways of the Wolf) • Diary (Romeo and Juliet)		• Discovery Narrative • Explanation	• Endurance Narrative • Biography	• Diary • Bravery Award Speech
SPaG Focus	**Build on year & focus on:** • Colons to introduce a list and semi-colons for more elaborate lists • Use commas, brackets and dashes for parenthesis • Semi-colon to separate two main clauses • Use dashes, brackets and semi-colons to punctuate sentences precisely to enhance meaning • Use range of punctuation taught at KS2 (Speech punctuation) • Linking ideas within and across paragraphs using a wider range of cohesive devices – adverbials, repetition and ellipses		**Build on previous units & focus on:** • Use commas to punctuate relative clauses • Speech punctuation • Use the semi-colon as the boundary between independent clauses • Punctuation of bullet points • Hyphens used to avoid ambiguity • Linking ideas within and across paragraphs, using a wider range of cohesive devices - conjunctions, adverbials, pronouns and synonyms. • Develop understanding of the passive to affect the presentation of information in a sentence • Use the subjunctive form			**Build on previous units & focus on:** • Use commas to clarify meaning and avoid ambiguity: used as a break in a sentence, after a fronted adverbial, separate items in a list and parenthesis • Linking ideas within and across paragraphs using a wider range of cohesive devices – pronouns	