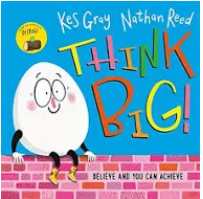
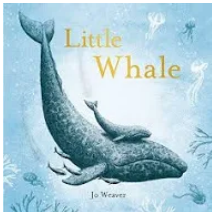
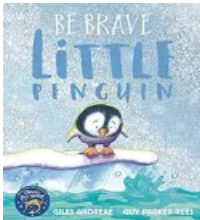
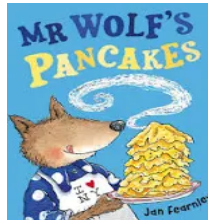
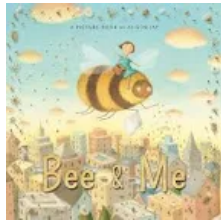
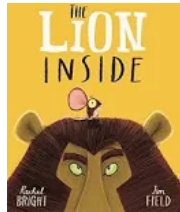
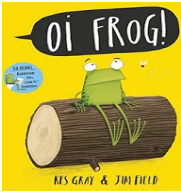


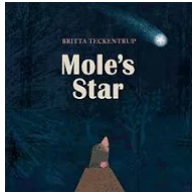

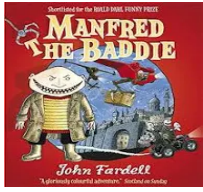





English Reading and Writing Subject Long Term Plan

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	<p>Think Big!</p>  <ul style="list-style-type: none"> Accident report Labels Captions and simple sentences Questions Nursery rhyme innovation Writing in role as nursery rhyme character Story endings Get-well letter 	<p>Little Whale</p>  <ul style="list-style-type: none"> Daily whole class shared and modelled writing Writing captions and labels for pictures and models made Story mapping and sequencing Generating adjective word banks Story writing themed on whales Labelling and captioning whale illustrations Poster making 	<p>Be Brave Little Penguin</p>  <ul style="list-style-type: none"> Modelled and shared writing opportunities Writing captions Thought bubbles Writing linked to personal experiences Story mapping and sequencing Story writing 	<p>Mr Wolf's Pancakes</p>  <ul style="list-style-type: none"> Instructions Predictions Speech bubbles A new ending for the story Sentence and story editing A simple debate, with arguments for and against 	<p>Bee and Me</p>  <ul style="list-style-type: none"> Non-narrative facts about bees Predictions Story captions A recount of an imaginary journey Questions A story sequel A poster Sentence editing 	<p>The Lion Inside</p>  <ul style="list-style-type: none"> Story mapping and sequencing Story writing

English Reading and Writing Subject Long Term Plan

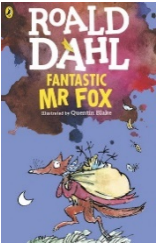
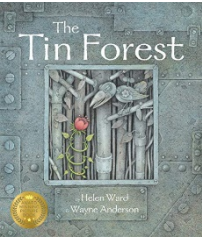

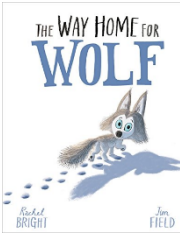
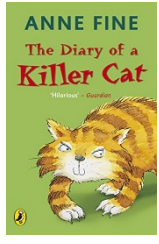
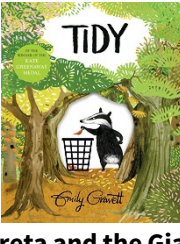

Year 1	<p>Oi Frog!</p>  <ul style="list-style-type: none"> An information page about frogs (session 2) – to inform Character thought bubbles (session 3) – to empathise A letter from one character to another (session 4) – to instruct A letter of complaint (session 8) – to inform A rhyming story in the style of the Oi! books (sessions 11–14) – to entertain 	<p>The Night Box</p>  <p>Orion and the Dark</p>  <ul style="list-style-type: none"> A list poem to describe the contents of a night box Writing in the style of Louise Greig to describe night Writing in the role as a character Making predictions based upon what happens at the beginning and end of a story Describing Orion Personal narrative about being afraid 	<p>Mole's Star</p>  <ul style="list-style-type: none"> Sentence work based on reading comprehension tasks (Sessions 1 and 3) Sentence work based on 'un-' words (Session 4) Personal narrative about making wishes (Session 5) Letter of apology (Sessions 7 and 8) Designing and making a poster (Session 11) A non-chronological report about moles 	<p>Where the Wild things are</p>  <ul style="list-style-type: none"> Annotated story maps (session 2) – familiarising, sequencing and planning Character description (session 6) – describing and then comparing their own wild things (to entertain), vocabulary generation and use of comparative language (-er, -est suffixes) Missing poster (session 8) – vocabulary generation and application of comparative language learned (to inform/explain) A letter to the Wild Things (session 9) – persuasive writing 	<p>Manfred the Baddie</p>  <ul style="list-style-type: none"> A 'Get Well' card/message (session 6) – to empathise Instructions for making a sandwich (session 8) – to inform A character description in the form of a Wanted poster (session 3) – to inform A comic strip story in the style of Manfred the Baddie (sessions 12–15) – to entertain 	<p>The Queen's Hat / The Queen's Handbag</p>  <ul style="list-style-type: none"> A prediction (session 1) – Who is the 'someone special' that the Queen is going to see? A sequence (sessions 3) – Sequencing the events in the story Speech bubbles (sessions 4 and 5) – Writing in role as the wind A diary entry (sessions 7 and 8) – Retelling the story as a chosen character
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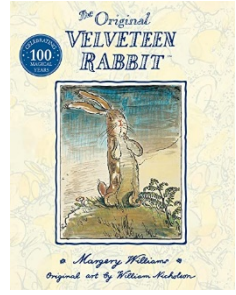
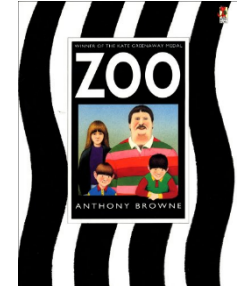
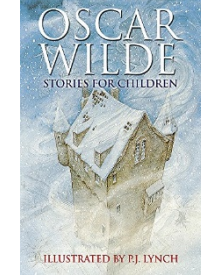
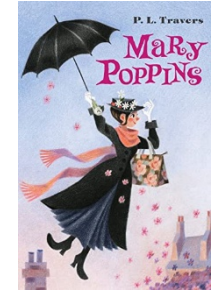
English Reading and Writing Subject Long Term Plan

		<ul style="list-style-type: none">• Writing a list of places where dark can be found• Questions to hot seat a character• Planning and inventing a new story about overcoming a fear		<ul style="list-style-type: none">• Retelling the story with innovation (session 12) – narrative writing (to entertain), an original version of the story, and creation of a class anthology of original work		<ul style="list-style-type: none">• Own versions of the story (sessions 9 and 18-20) – A shorter piece based in the school community, and a longer piece based on a location of choice Sentence work (session 12) – Can we improve Steve Antony's sentences?• Lists (sessions 13 and 17) – Alliterative animals, and what does the Queen have in her handbag?• Why I stole the Queen's handbag (session 14) – Writing in role as the sneaky swan
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English Reading and Writing Subject Long Term Plan

Year 2	Fantastic Mr Fox  <ul style="list-style-type: none"> Fact file (session 3) – to write and present a fact file about a fox Newspaper report (session 10) – to write a newspaper report of the hunt from the viewpoint of the villagers Non-fiction (session 18) – to write a non-fiction report about one of the other animals in the story Poem (sessions 23 and 24) – To learn a poem by heart and to write their own poem about a fox 	The Tin Forest  <ul style="list-style-type: none"> Lists – to write lists of mini-beasts A description – to write a detailed description of a forest setting Instructions – to write instructions on how to plant a seed Leaflet/poster – to write an information text Fiction – to write a story exploring the theme of recycling and litter with a focus on setting 	The Tale of Jemima Puddle-Duck  <ul style="list-style-type: none"> Non-fiction writing (session 3) – to make observations about a chick's development Instructions (session 5) – to write instructions about how to look after a chick Fact file (session 7) – to write and present a fact file on different aspects of Beatrix Potter's life Advert (session 13) – to write an advert for a safe place for Jemima to lay her eggs Diary entry (session 19) – to write a simple chronological diary 	The Way Home for Wolf  <ul style="list-style-type: none"> Writing Outcome 1 (session 3) – to write a PowerPoint presenting an aspect of a wolf's life. Writing Outcome 2 (session 8) – to write a winter poem Writing Outcome 3 (session 13) – to write a chronological account of an ice investigation Writing Outcome 4 (session 19) – to write simple instructions on teamwork for the leader of the wolf pack Writing Outcome 5 (session 22) – to write and present a fact 	The Diary of a Killer Cat  <ul style="list-style-type: none"> Writing outcome 1 (session 2) – to write a diary entry for Dad on Thursday evening Writing outcome 2 (session 5) – to write a theory for why Tuffy brought Thumper through the cat flap and into the house Writing outcome 3 (session 7) – to write instructions for cleaning up the rabbit Writing outcome 4 (session 14) – to write the blurb to the sequel of The Diary of a Killer Cat 	Tidy  Greta and the Giant  <ul style="list-style-type: none"> Thought, speech and question bubbles (Sessions 2, 8, 11, 21 and 23) Writing in role to retell the story (Session 5) A persuasive letter to Pete (Sessions 9 and 10) A discussion and debate – Has Pete changed? (Sessions 12 and 13)
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English Reading and Writing Subject Long Term Plan


	<ul style="list-style-type: none"> Letter (session 27) – To write a letter for one of the Small Foxes to their Grandmother Dictated sentence (sessions 28) – To write sentences that have been read aloud ensuring that they use correct grammar and vocabulary Final piece (session 29) – To write a narrative from Mr Fox’s perspective to show what life would be like for the a 		<ul style="list-style-type: none"> about how chicks develop Script (session 23) – to write a short script based on the story, changing one aspect Description (session 27) – to describe the Foxy gentleman Final piece: Story about an animal character from their experience or imagination – (session 29) – to entertain 	<ul style="list-style-type: none"> sheet on why there aren’t wolves in Britain anymore. Writing Outcome 6 (session 26) – to write an alternative ending to Wilf’s adventure Writing Outcome 9 Final piece (session 30) – to write a diary entry for Wilf for the end of the story, completing the sentence ‘I knew I was home because...’ 	<ul style="list-style-type: none"> Writing outcome 5 (session 19) – to write a letter from the vet to Ellie’s family Writing outcome 6 (sessions 23) – to write a pamphlet for a new cat owner on how to look after their pet Writing outcome 9 (session 29) – to write a letter from Ellie to her grandpa explaining the misunderstanding with Tuffy, detailing what Tuffy is and isn’t guilty of 	<ul style="list-style-type: none"> A personal reflection (Session 14) An explanation (Session 18) A book review (Session 20) A list of suggestions using bullet points (Session 24) A news recount (Sessions 27 and 28) A poem (Session 30)
Year 3	The Iron Man 	The Bear and the Piano 	The Velveteen Rabbit 	Zoo 	The Selfish Giant / The Happy Prince 	Mary Poppins  <ul style="list-style-type: none"> A series of diary



English Reading and Writing Subject Long Term Plan

	<ul style="list-style-type: none"> Internal monologue (sessions 4–5) – write from a seagull’s perspective Free writing (session 9) – the Iron Man reflecting on his day Hogarth’s diary (session 10–11) – explore feelings Formal speech (session 13) – persuade adults Poem (session 15) – entertain other children Free write (session 21) – an informal letter to a friend Final piece: a newspaper report (sessions 25–30) – inform a wide audience, including adults 	<ul style="list-style-type: none"> Fact file (session 5) – to present facts and inform others about the seasons Free writing (session 6) – to reflect on a personal experience of perseverance Diary (sessions 11–12) – to write in character as the bear; his viewpoint as he leaves for the city Postcard (session 14) – for the bear to inform and keep in touch with his friends Free writing (session 16) – to write about a celebrity of choice Poster (session 17) – to persuade people to attend a concert Informal letter (sessions 18–19) – for the bear to explain his thoughts to his friend, grey bear Internal monologue (sessions 21–22) – to 	<ul style="list-style-type: none"> Presentation on toys of the 1920s – to inform adults Rabbit’s internal monologue – to explore characters for themselves as Rabbit Write the next part of the story – to entertain other children Class poem about love – to create emotion for other children Advice sheet about scarlet fever – to advise adults Free writing the next part of the story – to entertain other children 	<ul style="list-style-type: none"> Short diary entries from the perspective of both Mum and Dad regarding their recount of specific parts of their day A letter of complaint from Dad to the zoo to complain about his disastrous visit with his family A fact file based on one of the animals from Zoo An extended narrative – pupils will plan, draft and publish a story based on the orang-utan’s dreams of a life of freedom A piece based on the text My Dad – pupils will select the father from either Zoo or Gorilla as the focus of a piece based on My Dad 	<ul style="list-style-type: none"> A character description of the Giant – to describe A letter – to persuade The next part of the story in the style of the author – to entertain/to predict An alternative ending to ‘The Selfish Giant’ – to entertain An internal monologue in the role of the Swallow – to empathise Diary entries in the role of the Seamstress, Theatre Director and Match Girl – to empathise An alternative ending to ‘The Happy Prince’ – to entertain A short traditional tale – to entertain/to teach a moral lesson 	<ul style="list-style-type: none"> entries (sessions 6, 9–10) from the perspective of Jane, Michael and other characters they meet along the way Poetry (session 16) – shape poems based on Mary Poppins An extended narrative (sessions 20–23) – ‘the missing chapter’ based on the film version A persuasive letter (sessions 28–30) from Jane and Michael Banks to Mary Poppins asking for her to return
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English Reading and Writing Subject Long Term Plan



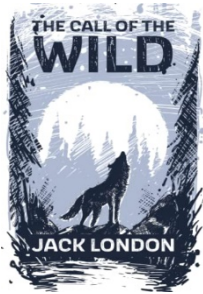

		<p>reflect on the bear's dilemma</p> <ul style="list-style-type: none"> Final piece: an adventure story (sessions 27–30) – to inform a wide audience, including adults 				
Year 4	<p>The Wolves in the Walls</p>  <ul style="list-style-type: none"> Internal monologues (Sessions 4–5) – to recount and reflect Poems (Sessions 7–8) – to entertain Non-fiction fact cards (Sessions 9–10) – to describe and inform Free writing (Session 16) – to reflect Narratives (Sessions 19–20) – to entertain 	<p>Phileas's Fortune</p>  <ul style="list-style-type: none"> A narrative setting description – to describe and entertain An internal monologue with choice of character – to entertain and explain A prediction – to explain and describe An internal monologue as main character – to explain and entertain 	<p>How to Train your Dragon</p>  <ul style="list-style-type: none"> Fact file (session 5) – to inform Written dialogue (session 7) – to entertain Hiccup's monologue (session 10) – to explore the character's thoughts and feelings Formal persuasive letter (session 13–14) – to persuade 	<p>The Lion the Witch and the Wardrobe</p>  <ul style="list-style-type: none"> Character spider diagram (session 3) – to inform Thought bubble from the perspective of Lucy (session 4) – to recount Diary Entry as Lucy of her meeting with Mr Tumnus (session 7) – to recount 	<p>The Day I was Erased</p>  <ul style="list-style-type: none"> A diary entry character study – to recount A missing chapter in the style of the author – to entertain A comparative description – to explain A report in the form of an interview – to entertain and inform 	<p>The Miraculous Journey of Edward Tulane</p>  <ul style="list-style-type: none"> Free write 'Something precious to me' (Session 2) – biographical, to reflect and recount Diary entry of household events (Sessions 4–5) – to write in character as Edward Non-fiction fact sheet or poster on the RMS



English Reading and Writing Subject Long Term Plan

	<ul style="list-style-type: none"> Internal monologues (Sessions 22–23) – to explain and reflect A multi-modal ‘spooky’ story – to entertain. 	<ul style="list-style-type: none"> A formal letter – to inform and persuade 	<ul style="list-style-type: none"> Hiccup’s diary entry (session 17-18) – to explore change in the character’s thoughts and feelings Description of a sea dragon (session 19) – to imagine Final piece: first person narrative from Hiccup’s POV or continuing the story (sessions 26-30) – to entertain 	<ul style="list-style-type: none"> Letter Home as Lucy (sessions 12 and 13) – to reflect and recount Writing in the style of the story about what happened to Mr Tumnus (sessions 14 and 15) – to recount Mind map of the Key Events of Chapters 7 and 8 (session 16) – to summarise and recount Monologue from Edmund’s perspective (session 19–21) – to reflect and recount Spider diagram about changes in Peter’s character (session 22) – to reflect Paragraph from the point of view of Aslan or the White Witch regarding the fate of Edmund (session 24) – to persuade Haiku (session 25) – to recount 	<ul style="list-style-type: none"> A speech to other Year 4 children – to explain and inform A letter to Charlie – to persuade and explain ‘Maxwell’s top five’ – to explain and describe A written analysis – to describe and explain A character discussion – to inform and persuade 	<ul style="list-style-type: none"> Queen Mary (Session 7) – to inform Free write Edward’s reflections (Sessions 10 and 19) Internal monologue on Edward’s time at the dump (Sessions 13–14) – to explain and reflect Poem ‘A Travelling Life’ (Sessions 17–18) – to inform and entertain Free write diary or internal monologue (Sessions 22–23) – to inform us about Edward from another character’s POV Final piece: a new chapter
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English Reading and Writing Subject Long Term Plan


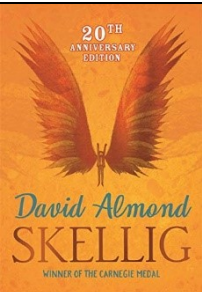


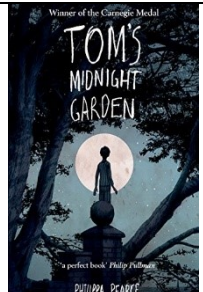
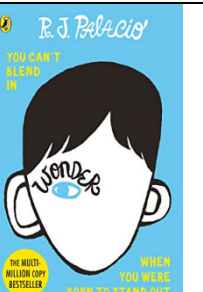
				<ul style="list-style-type: none"> Travel guide to Narnia (sessions 28–30) – to inform 		
Year 5	The Boy at the back of the Class  <ul style="list-style-type: none"> A piece of persuasive writing (sessions 5 and 6) – to persuade adults Free writing as Ahmet (session 7) – to explore the character's thoughts and feelings A letter to the Prime Minister (session 14) – to persuade Free writing as the narrator (session 17) – to explore the character's thoughts and feelings 	The Wizard of Once  <ul style="list-style-type: none"> Descriptive paragraph of Xar or Wish (session 5) – to describe Internal monologue (session 7) – to explore a character's thoughts and feelings Brief monologue (session 9) – to explore a character's thoughts and feelings Writing the next part of the story in the style of the author (sessions 13 and 14) – to entertain 	Nevermoor: The trials of Morrigan Crow  <ul style="list-style-type: none"> An apology letter – to apologise Diary entries – to recount An internal monologue – to recount An advertisement – to persuade A newspaper report – to inform A continuation of the story – to entertain A trial account – to inform 	The Jungle Book  <ul style="list-style-type: none"> Personal narrative (session 1) – to link with the themes of the book (family, identity, community, society) Scene description of Rousseau's painting (session 7) – to write with authenticity in the style of the author Mowgli's diary (sessions 11 and 12) – to explore Mowgli's feelings Formal instructions (session 19) – to write 	The Call of the Wild  <ul style="list-style-type: none"> Give reasons for a point of view including evidence – to develop comprehension skills The next part of a fight scene – to explore and consolidate writing in this style Free writing as Buck – to explore the character's thoughts and feelings Non-fiction writing on dog sled teams – to inform 	The Rocket / All Summer in a Day  <ul style="list-style-type: none"> Internal monologue as Bodoni (Sessions 3 and 8) – to understand character Write in the style of the text (Sessions 5, 10, 11, 18 and 21) – to entertain, create character Free-write narrative using language from the text (Session 7) – to develop writing Free-write as characters (Sessions 14 and 20) – to explore figurative



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	<ul style="list-style-type: none"> The next part of the story (session 20) – to entertain A news broadcast (session 21) – to inform A speech (session 23) – to persuade A news feature (sessions 26–29) – to inform but with bias 	<ul style="list-style-type: none"> Conversation in the style of the main characters and using reported speech (sessions 16 and 17) – to entertain Note to Queen Sychorax to request that Rule 13 be amended (session 20) – to persuade Detailed monologue from the point of view of Xar reflecting on the story (sessions 24 and 25) – to empathise with the character, considering how events have affected them Labelled diagram of a magical creature (session 29) – to inform 	<ul style="list-style-type: none"> A magical adventure story – to entertain 	<p>formally to instruct an unknown person (Mowgli)</p> <ul style="list-style-type: none"> Internal monologue (sessions 21–23) – to explore the feelings of Messua, Mother Wolf or Mowgli, to empathise A story (sessions 27–30) – to entertain 	<ul style="list-style-type: none"> A presentation on research into dog sled teams Writing a narrative of a dog fight – to entertain and consolidate writing in this style Writing dialect – to explore and consolidate the writing of dialogue A narrative poem – to entertain Writing a character monologue – to explore the portrayal of character A story – to entertain 	<p>language, evaluate themes</p> <ul style="list-style-type: none"> Write a soliloquy as a character (Session 16) – to investigate character Evaluate and redraft a piece of writing (Session 22) – to improve writing Write a story in the style of Bradbury (Sessions 26–30) – to entertain
Year 6	The Arrival	Skellig	<ul style="list-style-type: none"> The Lost Magician (WW2) 	Macbeth	Tom's Midnight Garden	Wonder

English Reading and Writing Subject Long Term Plan

	 <ul style="list-style-type: none"> • A farewell letter (session 5) – from the father to his daughter – to inform and reassure • Journal entries (sessions 7, 11 and 14) – A series of journal entries documenting a journey to a new place, and exploring a character's feelings • A narrative (sessions 21–24) – An extended narrative based on a character in the book – to entertain • A letter from the father to his family (sessions 27–29) – A 	 <ul style="list-style-type: none"> • Internal monologue – to explore Michael's feelings (he is problem solving and therefore the purpose for the reader is to empathise at this point – same with the other monologues and diaries) • Personal narrative – to describe and entertain • Internal monologue – to explore Skellig's feelings • An extra excerpt for the story – to entertain • Mina's diary – to explore Mina's feelings 	 <ul style="list-style-type: none"> • Writing Outcome 1 (session 1) – Informational text, to inform • Writing Outcome 2 (session 2) – Letter or advice sheet to refugee/ evacuee, to inform • Writing Outcome 3 (session 7) – Persuasive text to convince a non-reader to read, to persuade • Writing Outcome 4 (session 9) – Story in style of Torday (story continuation), to entertain 	 <ul style="list-style-type: none"> • The opening of a story (Session 2) – to entertain/engage • Macbeth's internal monologue (Sessions 5, 12 and 23) – to recount and reflect • A description of the heath (Sessions 8–11) – to entertain/engage • Lady Macbeth's soliloquy (Sessions 13–14) – to develop understanding of character • Macbeth's speech to Lady Macbeth (Sessions 18–20) – to persuade 	 <ul style="list-style-type: none"> • Internal monologue as Tom (Session 5) – to reflect and evaluate • Free written letter from Tom to Peter (Sessions 8–9) – to inform, explain and entertain • The next part of the story in the style of the writer (Session 10) – to entertain A description (Session 12) – to entertain and create a visual • Write as Hatty (Sessions 16–17, 28, 31) – to explore feelings and develop 	 <ul style="list-style-type: none"> • Personal narrative about a big move (session 3) – To entertain • Diary entries (sessions 4 and 6) – To reflect • Continuations of the story (sessions 10, 15, 16) – To entertain • Non-fiction piece on friend qualities (session 12) – To explain • Internal monologues (sessions 14, 19, 23, 24) – To reflect • Apology letter (session 20) – To explain
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English Reading and Writing Subject Long Term Plan

	letter of guidance/instruction from the father to his family – to inform and advise	<ul style="list-style-type: none">• Michael's diary – to explore the change in Michael's feelings• Final piece – Story – to entertain• Formal piece of non-fiction writing – a one-sided or balanced argument on the topic of home school vs state school.	<ul style="list-style-type: none">• Writing Outcome 5 (session 10) – Internal monologue/diary from character's POV, to recount• Writing Outcome 6 (sessions 16–17) – Balanced argument (Reads vs Unreads), to discuss• Writing Outcome 7 (sessions 19–20) – Story in style of Torday (story continuation), to entertain• Writing Outcome 8 (session 22) – Story in style of Torday (story continuation – how do they think Rodrick's story ends?, to entertain• Writing Outcome 9 (session 23) – Story in style of Torday (story continuation – what will happen next with Larry? Simon?), to entertain	<ul style="list-style-type: none">• Defence or prosecution statements (Sessions 24–26) – to persuade• A closing statement for the defence (Sessions 27–30) – to persuade	<p>character understanding Write in the style of the story (Sessions 21–22) – to entertain</p> <ul style="list-style-type: none">• A leaflet, advice sheet or instructions (Sessions 24–25) – to inform, advise or persuade young late Victorian women• The next part of the story (Sessions 34–55) – to entertain	<ul style="list-style-type: none">• Email/text string (session 21) – To reflect/to inform/to entertain (depending on the topic of the messages)• A story from Julian's POV (sessions 26–30) – To entertain
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English Reading and Writing Subject Long Term Plan

			<ul style="list-style-type: none">Final piece (sessions 26-30) – Write a story from Nicholas Crowne’s POV or write their own story paying homage to their favourite book (like Torday), to entertain			
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