

## Long Term Plan: Two year rolling programme for mixed year groups/ single age plan

English Modules – Year 1-2 (Year A)						
	Term 1		Term 2		Term 3	
Narrative	Stories with predictable phrasing (6 weeks – or 2 + 2 + 2 weeks)		Contemporary fiction – stories reflecting children’s own experience (4 weeks – or 2 + 2 weeks)		Traditional Tales - Fairy tales (6 weeks – or 2 + 2 + 2 weeks)	
Suggested final written outcome	Y1 Write simple sentences using patterned language, words and phrases taken from familiar stories. Y2 Use the patterned language to write own stories with similar characteristics to those read.		Write a series of sentences to retell events based on personal experience.		Write a re-telling of a traditional story.	
Non-fiction	Y1 <i>Labels, lists and captions</i> / Y2 <i>Explanations</i> <i>1 week</i> <i>(transition unit)</i>	Recount 2 weeks - or 1 + 1 week	Report 2 weeks	Instructions 2 weeks	Report 2 weeks	Explanations 2 weeks
Suggested final written outcome	Write labels and captions for an in- class exhibition/ museum display Y2 add explanations about items.	Write simple first person recounts based on personal experience, using adverbs of time to aid sequencing.	A simple non- chronological report with a series of sentences to describe aspects of the subject.	Following a practical experience, write up the instructions eg steps for a simple recipe.	A simple non- chronological report with a series of sentences to describe aspects of the subject.	Draw pictures to illustrate a simple process and prepare several sentences to support the explanation.
Poetry	Vocabulary Building (1 week)	Structure – rhyming couplets (1 week)	Vocabulary Building (1 week)	Structure – rhyming couplets (1 week)	Vocabulary Building (1 week)	Take One Poet – poetry appreciation (1 week)
Suggested outcome	Read, write and perform free verse.	Recite familiar poems by heart.	Read, write and perform free verse.	Recite familiar poems by heart.	Read, write and perform free verse.	Personal responses to poetry Recite familiar poems by heart.
Skills focus	Check your children’s needs and track against planning and assessment documents.					

## English Modules – Year 1-2 (Year B)

	Term 1			Term 2			Term 3		
<b>Narrative</b>	<b>Traditional Tales - Fairy Tales</b> (6 weeks – or 2 + 2 +2 weeks)		<b>'Take One Book'</b> (1 or 2 weeks)  One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term	<b>Stories with recurring literary language</b> (4 weeks – or 2 + 2 weeks)		<b>'Take One Book'</b> (1 or 2 weeks)  One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term	<b>Traditional Tales - Myths (creation stories)</b> (4 weeks - or 2 + 2 weeks)		<b>'Take One Book'</b> (1 or 2 weeks)  One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term
<b>Suggested final written outcome</b>	Write a re-telling of a traditional story.			Use a familiar story as a model to write a new story.			Write a creation myth based on ones read e.g. how the zebra got his stripes.		
<b>Non-fiction</b>	<b>Y1 Labels, lists and captions/ Y2 Explanations</b> <u>1 week</u> (transition unit)	<b>Recount</b> ( 2 weeks – or 1 + 1 weeks)		<b>Report</b> (4 weeks – or 2 + 2 weeks)			<b>Instructions</b> (2 weeks)	<b>Explanations</b> (2 weeks)	
<b>Suggested final written outcome</b>	Produce a flowchart, ensuring content is clearly sequenced. Add labels and captions. Y2 add explanations.	Write first person recounts re-telling historical events, using adverbs of time to aid sequencing, and maintaining consistency in tense and person.		Assemble information on a subject, sorting and categorising information; use comparative language to describe and differentiate.			Write a series of fiction-based instructions (eg How to Wash a Woolly Mammoth) including diagrams.	Following practical tasks, produce a simple flowchart or cyclical diagram and record a series of sentences to support the explanation.	
<b>Poetry</b>	<b>Vocabulary building (list poems)</b> (1 week)	<b>Structure – calligrams</b> (1 week)		<b>Vocabulary building</b> (1 week)	<b>Structure – calligrams</b> (2 weeks – or 1+1 weeks)		<b>Vocabulary building</b> (1 week)	<b>Take one poet-poetry appreciation</b> (2 weeks)	
<b>Suggested outcome</b>	Read list poems. Write and perform own versions.	Write own calligrams (based on single words).		Read, write and perform free verse.	Write own calligrams (shape poems).		Read, write and perform free verse.	Personal responses to poetry Recite familiar poems by heart.	
<b>Skills focus</b>	Check your children's needs and track against planning and assessment documents.								

## English Modules – Year 3/4 Year A

	Term 1			Term 2			Term 3		
<b>Narrative</b>	<b>Traditional Tales – Fables (2 weeks)</b>	<b>Writing and performing a Play (2 weeks)</b>	<b>‘Take One Book’ (2 weeks)</b>  One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term	<b>Traditional Tales – fairy tales (alternative versions) (3 weeks)</b>		<b>‘Take One Book’ (2 weeks)</b>  One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term	<b>Adventure stories (4 weeks or 2+2))</b>		<b>‘Take One Book’ (2 weeks)</b>  One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term
<b>Suggested final written outcome</b>	Y3: retell a fable showing understanding of the moral Y4: Write a new fable to convey a moral.	Write and perform a play, based on a familiar story.		Write a traditional tale from a key character’s perspective.			Write an adventure story, pulling together characters, setting and plot focusing on devices that move the plot on.		
<b>Non-fiction</b>	<b>Recount (2 weeks)</b>	<b>Instructions (2 weeks)</b>		<b>Explanations (2 weeks)</b>	<b>Report (3 weeks)</b>		<b>Letters (informal/formal) (1 week)</b>	<b>Persuasion - persuasive letter writing (3 weeks)</b>	
<b>Suggested final written outcome</b>	Write a news/sports report of an ‘unfolding event’ (e.g. commentary), including detail expressed in ways that will engage the reader/viewer.	Write and evaluate a range of instructions, including directions e.g. a treasure hunt. Include introduction and top tips/warnings.		Write an explanation of a process, ensuring relevant details are included and accounts ended effectively.	Write (non-comparative) non-chronological reports, independently, including the use of organisational devices to aid conciseness, such as headings, based on notes from several sources e.g. a keeping healthy leaflet.		Layout of letters. Write a letter to a family/ member / friend and a more formal letter.	Present a point of view in the form of a letter linking points persuasively and selecting style and vocabulary appropriate to the reader e.g. local environmental issue.	
<b>Poetry</b>	<b>Free verse (2 weeks)</b>	<b>Structure – kennings (1 week)</b>		<b>Free verse (1 week)</b>	<b>Structure – haiku and tanka (2 weeks)</b>		<b>Free Verse (1 week)</b>	<b>Take one poet-poetry appreciation (2 weeks)</b>	
<b>Suggested outcome</b>	Build vocabulary through reading, writing and performing free verse of choice.	Read and write a kenning.		Build vocabulary through reading, writing and performing free verse of choice.	Read and write a haiku and a tanka.		Build vocabulary through reading, writing and performing free verse of choice.	Research a particular poet. Personal responses to poetry Recite familiar poems by heart.	
<b>Skills focus</b>	Vocabulary building	Poetic structure		Vocabulary building	Poetic structure		Vocabulary building	Personal response and performance	

**English Modules – Year 3/4 Year B**

	Term 1		Term 2		Term 3				
<b>Narrative</b>	<b>Traditional Tales - Legends (4 weeks)</b>		<b>'Take One Book' (2 weeks)</b>	<b>Writing and performing a play (2 weeks)</b>	<b>Story Settings (2 weeks)</b>	<b>'Take One Book' (2 weeks)</b>		<b>Stories from relevant cultures (3 weeks)</b>	<b>'Take One Book' (2 weeks)</b>
<b>Suggested final written outcome</b>	Write a legend focusing on effective characterisation. Y4 Link dialogue to effective characterisation, interweaving speech and action.		One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term  <i>This could include non-fiction text types not taught as a unit in this year group (e.g. recounts, instructions)</i>	Write and perform a play, based on a familiar story.	Write a section of a narrative (or several narratives) focusing on setting.	Write a narrative pulling together characters, setting and plot, focusing on devices that move the plot on.			One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term  <i>This could include non-fiction text types not taught as a unit in this year group (e.g. recounts, instructions)</i>
<b>Non-fiction</b>	<b>Report (4 weeks)</b>			<b>Persuasion (3 weeks)</b>	<b>Instructions (1 week)</b>	<b>Discussion (2 weeks)</b>	<b>Explanation (3 weeks)</b>		
<b>Suggested final written outcome</b>	Write own reports independently based on notes gathered from several sources e.g. historical report on Vikings			Assemble and sequence points in order to plan the presentation of a point of view, using graphs, images, visual aids e.g. global environmental issue.	Link to science/DT – write a set of instructions of how to do or make something eg a lamp light up, a pop up page, brush teeth properly.	Consider different sides of an argument and decide on a course of action, summarising your reasons in a letter.	Use notes to write an explanation, of how a piece of technology works, using an impersonal style.		
<b>Poetry</b>	<b>Free verse (2 weeks)</b>	<b>Structure–riddles (1 week)</b>		<b>Free verse (1 week)</b>	<b>Structure–narrative poetry (2 weeks)</b>	<b>Free verse (1 week)</b>	<b>Take one poet- (2 weeks)</b>		
<b>Suggested outcome</b>	Building vocabulary through reading, writing and performing free verse of choice	Read and write riddles and kennings e.g. linked to history	Building vocabulary through reading, writing and performing free verse	Recite some narrative poetry by heart Read and respond	Building vocabulary through reading, writing and performing free verse of choice	Research a particular poet. Personal responses to poetry Recite familiar poems by heart			
<b>Skills focus</b>	Vocabulary building	Poetic structure	Vocabulary building	Poetic structure	Vocabulary building	Personal response and performance			

Herts for Learning

Herts for Learning

## English Modules – Year 5/ 6 Year A

	Term 1			Term 2		Term 3		
<b>Narrative</b>	<b>Traditional Tales - Myths (quests) (3 weeks)</b>			<b>Mixed genre eg Science-fiction/Suspense and mystery Historical/ Adventure (4 weeks)</b>		<b>Literary Heritage: Shakespeare (3 weeks)</b>		
<b>Suggested final written outcome</b>	Reflect on the main characters of the myth and re-tell the story from different perspectives.			A single extended narrative, or two narratives on a different theme e.g., each developing skills of describing setting; building up atmosphere and tension		Cover all VGP statements A range of written outcomes, linked with fiction/non-fiction/ poetry/ speeches/ playscripts an opportunity to revisit modules already covered during the term as well as introduce new writing styles.		
<b>Non-fiction</b>	<b>Report (2 weeks)</b>	<b>Discussion (2 weeks)</b>	<b>Explanation (3 weeks)</b>	<b>Persuasion (3 weeks)</b>	<b>Recount (3 weeks)</b>	<b>Context based theme on current affairs eg Olympics/ Conservation/ Global citizenship (2 weeks)</b>		
<b>Suggested final written outcome</b>	Write a report, in the form of an information leaflet, in which two or more subjects are compared eg different sports/ animals	Write up a balanced discussion presenting two sides of an argument, following a debate	Explanation of a natural process Links to Geography PoS 'eg volcanos/ the water cycle	An article advertising and explaining a new product to persuade consumers.	Compose a biographical account based on research	Cover all VGP statements A range of written outcomes, linked with fiction/non-fiction modules already covered during the term		
<b>Poetry</b>	<b>Free Verse (1 week)</b>	<b>Structure – cinquain (1 week)</b>		<b>Structure – spoken word poetry/rap (1 week)</b>		<b>Take one poet - Poetry appreciation (2 weeks)</b>		
<b>Suggested outcome</b>	Build vocabulary through reading, writing and performing free verse of choice	Read and respond to cinquains. Experiment with writing their own.		Listen to, read, and respond to raps. Experiment with writing their own.		Research a particular poet. Personal responses to poetry Recite familiar poems by heart		
<b>Skills focus</b>	Build vocabulary	Syllabification and structure		Personal response and performance		Personal response and performance		
						<b>Focus on Study Skills for Y6 (3 weeks)</b>	<b>Assessment Week</b>	
								<b>Take One Book' (2 weeks)</b>  One (or more) written outcomes, linked with fiction/n on-fiction module s already covered during the term

## English Modules – Year 5/ 6 Year B

		Term 1			Term 2		Term 3			
Narrative	Fiction from our literary heritage (3 weeks)			‘Take One Book’ (2 weeks)  One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term	Mixed genre eg Science-fiction/Suspense and mystery Historical/ Adventure (4 weeks)		‘Take One Book’ (2 weeks)  One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term	Take one film/ visual literacy unit (4 weeks) Using a book, film or TV programme as a stimulus for a range of writing		Take One Book’ (2 weeks)  One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term
Suggested final written outcome	Explore one or two texts in detail. Write in the style of the author to complete sections of the stories.				A single extended narrative, or two narratives on a different theme e.g., each developing a key narrative technique			Cover all VGP statements A range of written outcomes, linked with fiction/non-fiction modules already covered during the term		
Non-fiction	Explanation (2 weeks)	Recounts (2 week)	Report (2 week)	<i>This could include non-fiction text types not taught as a unit in this year group (e.g. reports, explanations, instructions)</i>	Persuasion (3 weeks)	Discussion (2 weeks)	Focus on Study Skills for Y6 (3 weeks)	Context based theme on current affairs eg Olympics/ Conservation/ Global citizenship (2 weeks)	Assessment Week	Cover all VGP statements A range of written outcomes, linked with fiction/non-fiction modules already covered during the term
Suggested final written outcome	Links to science PoS ‘reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results	Write in role, adapting distinctive voices, e.g. of historical characters, through preparing a CV; composing a biographical account or describing a person from different perspectives, e.g. police description, school report, newspaper obituary	Write reports as part of a presentation on a non-fiction subject. Choose the appropriate style and form of writing to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types.		Construct an argument in note form or full text to persuade others of a point of view and present the case to the class or a group; use standard English appropriately; evaluate its effectiveness	A debate followed by a write-up which presents and evaluates the opinions of multiple differing viewpoints		<i>This could include non-fiction text types not taught as a unit in this year group (e.g. reports, explanations, instructions)</i>		
Poetry	Free Verse (2 weeks)				Free Verse (1 week)	Structure monologues (1 week)		Take one poet – Poetry appreciation (2 weeks)		
Suggested outcome	Build vocabulary through reading, writing and performing free verse of choice			Reading, writing and performing free verse of choice	Read and respond	Research a particular poet Personal responses to poetry Recite familiar poems by heart Personal response and performance				
Skills focus	Build vocabulary			Build vocabulary Personal response and performance						