



# Ashton West End Primary Academy



## English Long Term Planning

### Year 1

<p><b>Autumn Term</b></p>	<p><b>Narrative: Traditional Fairy Tales (3 weeks)</b>  <b>Book- Goldilocks and the 3 bears.</b>          Children to identify the beginning middle and end of the story. Story retell.          Identify and describing characters.  <b>Book-The three little pigs</b>          Making comparisons. Setting description. Sequencing.          Writing simple sentences.          Planning and making up own version.</p>	<p><b>Non Fiction: Recount of events and daily routines (2weeks)</b>          *Using time connectives          *Using joining words and clauses          *Correct punctuation.</p>	<p><b>Poetry: Senses (Linked to science) (2 weeks)</b>          Reading and performing different poems.          Using props and instruments to accompany poems          Rhyming words.</p>		<p><b>Narrative: Stories from a range of cultures (4 weeks)</b>          Listen to and read an African story.          Identify and discuss the story setting.          Identify and empathize with character feelings.          Discuss how the story is from a different culture.          Retell a story from a different culture.          Describe different elements of the story.          Change the story.          Use the structures of a story from a different culture to plan our own story.          Write simple sentences to form a narrative.</p>	<p><b>Non-Fiction Information text Penguins (2 weeks)</b>          Ask questions to find information.          Identify key features of an information text.          Order topic words alphabetically.          Sort fiction and non-fiction texts.</p>	<p><b>Non-Fiction Instructions Christmas crafts (2 weeks)</b>          Read and follow a set of instructions.          Give oral instructions using verbs.          Sequence a set of actions          Write single instructions.</p>
<p><b>Spring Term</b></p>	<p><b>Narrative: Stories from familiar settings (4 Weeks)</b>  <b>Book-Not Now Bernard</b>          Make predictions.          Read and discuss a story from a familiar setting.          Sequence the main events of the story.          Discuss illustrations and retell through role play.</p>	<p><b>Poetry - Pattern and Rhymes (2 weeks)</b>          Explore existing knowledge of poetry.          Perform poems.          Plan and write a list poem using adjectives.          Add to a list poem.          Use rhyming words to make a list poem.</p>		<p><b>Narrative - Fantasy worlds Book- Where the wild things are (3 weeks)</b>          Read and compare stories about fantasy world settings.          Identify objects in the settings that make them different from the word around us.          Create fantasy settings.          Compose, plan and write an adventure narrative.          Write a short story with events organised sequentially into a problem and resolution.</p>	<p><b>Non-Fiction Non-chronological report - Plants (2 weeks)</b>          Order topic words alphabetically using dictionaries.          Locate words and information.          Understand and use contents page and index.          Extend captions          Write a non-chronological report.</p>		

<p><b>Summer Term</b></p>	<p><b>Poetry: Silly Stuff (2 weeks)</b>  Hear and respond to silly poems and humorous text.  Identify nonsense sentences.  Collect humorous words and phrases  Use actions and sound effects to respond to the poems and silly sentences.</p>	<p><b>Non-Fiction- Information text Australia (4 weeks)</b>  Ask questions to find information.  Identify key features of an information text.  Order topic words alphabetically.  Understand and use contents page and index.  Locate words and information.  Extend captions  Write a non-chronological report.</p>	<p><b>Non-Fiction Instructions Magic Potions (2 weeks)</b>  Read and follow a set of instructions.  Give oral instructions using verbs.  Sequence a set of actions  Write single instructions.  Carry out an activity using instructions.  Plan a set of instructions.  Write a set of instructions.</p>	<p><b>Narrative- Extended Stories (4 weeks) Book- Iron Man</b>  Read an extended story by a significant author as a serial. Summarise the plot and look at links between events.  Make predictions at key moments in the story.  Track a particular character and notice ways that they change. Analyse pieces of dialogue, re-enact and improvise new dialogue.  Evaluate the story and discuss techniques used by the author to sustain the reader's interest.  Plan and write a sustained story independently. Provide story ideas and support for planning and writing.  Discuss and agree success criteria.  Compose compound sentences and using subordination; temporal connectives.</p>	<p><b>SPAG (1 week)</b>  Introduction of cursive handwriting.  Spelling of year 1/2 keywords.  Recap suffixes and prefixes covered throughout the year.</p>		
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## English Long Term Planning

### Year 2



<b>Autumn Term</b>	Revision of grammar from year 1, comprehension and recount.  <b>Text:</b> Traditional stories.  Three Little Pigs	<i>Traditional stories</i>  <b>Little Red Riding Hood</b>	<b>Traditional stories</b>  <b>Goldilocks and the three bears</b>	<b>Nonfiction</b>  <b>Healthy lifestyles</b>  instruction	<b>Nonfiction</b>  <b>Healthy lifestyles</b>  instruction	<b>Poetry</b>  <b>Patterns on a page</b>	<b>Poetry</b>  <b>Patterns on a page.</b>		<b>Text:</b>  <b>Nonfiction</b>  <b>Finding facts-Guy Fawkes</b>	<b>Nonfiction</b>  <b>Science and DT links.</b>	<b>Nonfiction</b>  <b>Instructions.</b>	<b>Nonfiction</b>  <b>Instructions.</b>	<b>Narrative, stories with a familiar setting.</b>  The Bear and the Scary Night.	<b>Narrative stories with a familiar setting.</b>  The Tiger Who Came To Tea.	<b>Narrative stories with a familiar setting.</b>  The Tiger Who Came To Tea	<b>Narrative stories with a familiar setting.</b>  The Snowman.
<b>Spring Term</b>	<b>Poetry</b>  Read a variety of poems, animals, night time etc.	<b>Poetry</b>  Read a variety of poems, animals, night time etc.	<b>Nonfiction/non chronological reports.</b>  <b>Materials</b>	<b>Nonfiction/non chronological reports.</b>  <b>Materials</b>	<b>Nonfiction/non chronological reports.</b>  <b>Toys</b>	<b>Nonfiction/non chronological reports.</b>  <b>Toys</b>			<b>Nonfiction</b>  <b>Science link</b>  Features of nonfiction texts, reading diagrams, finding information.  Life cycles	<b>Nonfiction</b>  <b>Science link</b>  Features of nonfiction texts, reading diagrams, finding information.  Life cycles	Narrative  The Lighthouse Keepers Lunch.  Character description, problem and solution, planning own story.	Narrative  The Lighthouse Keepers Catastrophe.  Character description, problem and solution, planning own story.  Write own story.	<b>Poetry</b>  Read and respond to a variety of poems, 'The Top Step'. 'Night Time Fright'. 'After Dark'.			

<b>Summer Term</b>	<b>Narrative</b>	<b>Narrative</b>	<b>Narrative</b>	<b>Text; nonfiction Snakes</b>	<b>Revision; SPAG, Spellings, reading comprehension</b>	<b>SATs tests</b>		<b>Text:</b>	<b>Text:</b>	<b>Text;</b>	<b>Text;</b>	<b>Non-Fiction</b>	<b>Text:</b>	<b>Text: fiction and nonfiction.</b>		
	<b>The Gruffalo</b>	<b>The Gruffalo</b>	<b>The Gruffalo</b>	<b>The Gruffalo</b>	<b>The Gruffalo</b>			<b>I need my monster Monsters Inc-</b>	<b>I need my monster. Monsters Inc-</b>	Information text. Dinosaurs.	Information text. Dinosaurs.	Dinosaurs. Non chronological reports/information text. Dinosaurs.	Children are to create their own dinosaur and name it, and then write facts about their creation, where it lives, what it eats etc.	Looking at an author. Find out facts about the author.  Look at a simple biography explain what this means.		
	Detailed Character Description-focus on appearance and personality  *Editing and improving work with partner	Writing a letter to a friend as the mouse.  *Book review	*Children to plan, write and edit own Gruffalo stories.	*Research and find out facts about snakes. Record information gathered in a spider diagram under following headings (appearance, diet, habitat, behaviour WOW facts).  *To write non-chronological report.			*Create own monster and write a description	*Create own story about the monster children created last week.	Children are to think of their own questions about dinosaurs, use when, how, what, where, did etc  Find out facts about dinosaurs.	Children are to think of their own questions about dinosaurs, use when, how, what, where, did etc  Find out facts about dinosaurs.		Children to write their own report about their own dinosaur.				



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### Year 3

<b>Autumn Term</b>	Fiction Story writing  Charlie and the Chocolate Factory	Fiction Story writing  Charlie and the Chocolate Factory	Fiction Story writing  Charlie and the Chocolate Factory	Non-Fiction Formal Letter writing  Writing to Willy Wonka	Non-Fiction Information texts  Chocolate	Non-Fiction Information texts  Chocolate	Non-Fiction Information texts  Chocolate		Non-Fiction Writing Non-Chronological reports  Life in the Stone Age	Non-Fiction Writing Non-Chronological reports  Animals in the Stone Age	Non-Fiction Writing Instruction Writing  How to look after a Woolly mammoth	Fiction Narrative Writing  Adventure Stories in the Stone Age	Fiction Narrative Writing  Adventure Stories in the Stone Age	Fiction Narrative Writing  Adventure Stories in the Stone Age	Calligrams Poetry  Christmas	Calligrams Poetry  Christmas
<b>Spring Term</b>	Non-Fiction Biography Beatrix Potter	Non-Fiction Biography Beatrix Potter	Fiction Adventure Writing in the Style of Beatrix Potter	Fiction Adventure Writing in the Style of Beatrix Potter	Fiction Adventure Writing in the Style of Beatrix Potter	Poetry to Perform	Poetry to Perform		Non-Fiction Instruction Writing How to stay incognito?	Non-Fiction Instruction Writing How to be a Superhero?	Fiction Adventure Writing The Flying Man.	Fiction Adventure Writing  The Flying Man.	Fiction Adventure Writing  The Flying Man.			
<b>Summer Term</b>	Non Fiction Information writing What is Rome?	Non Fiction Speech Writing  Vote for me to be your Senator	Non Fiction Persuasive writing  Come to the Chariot racing and the Gladiators	Play writing Boudicca	Play writing Boudicca	Play writing Boudicca		Non-Fiction Instructions	Non-Fiction Information writing	Non-Fiction Information writing	Fiction Story writing set in a school  Harry Potter	Fiction Story writing set in a school  Harry Potter	Language Play Poetry	Language Play Poetry		



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## English Long Term Planning

### Year Four

<b>Autumn Term</b>	Stories with a Historical setting – Victorian Literacy Pack	Stories with a Historical setting – <b>Street Child – Berlie Doherty</b>	Stories with a Historical setting – <b>Street Child – Berlie Doherty</b>	Stories with a Historical setting – <b>Street Child – Berlie Doherty</b>	Stories with a Historical setting – <b>Street Child – Berlie Doherty</b>	Poetry Sound Poems	Poetry Shape Poems		Non Fiction Instructions	Non Fiction Instructions	Science Fiction (Fantasy)	Science Fiction (Fantasy)	Science Fiction (Fantasy)	Science Fiction (Fantasy)	Poetry	Poetry
<b>Spring Term</b>	Non Fiction Rules of Chivalry	Non Fiction Persuasive Writing – job descriptions	Narrative traditional stories, fables and myths  King Arthur	Narrative traditional stories, fables and myths  King Arthur	Narrative traditional stories, fables and myths  King Arthur	Non Fiction Explanati on texts	Non Fiction Explanati on texts		Significant Author - Beowulf by Michael Morpurgo	Significant Author - Beowulf by Michael Morpurgo	Significant Author - Beowulf by Michael Morpurgo	Poetry Poetry – exploring form CINQUAIN and KENNINGS	Poetry Exploring form HAIKU and TANKA			
<b>Summer Term</b>	Biograph y of significant author	Narrative writing Writing in the style of Jill Murphy	Narrative Writing Writing in the style of Jill Murphy	Non-Fiction Persuasiv e writing Letter writing	Non-Fiction Persuasiv e writing	Non Fiction Writing drama			Non-Fiction Research of geographic al area	Non Fiction Writing a guide to geographical area	Non Fiction Report writing Newspaper report -	Fiction Stories that raise issues	Fiction Stories that raise issues	Nonsens e Poetry	Nonsens e Poetry	



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## English Long Term Planning

### Year 5



Autumn Term	Spring Term	Summer Term
<p><u>Traditional Stories</u> Understand the difference between myths and legends</p> <p><u>Greek Myths</u> Children to identify common features of Greek myths..</p> <p><u>Greek Myths</u> Reading Daedalus and Icarus, Retelling the story.</p> <p><u>Greek Myths</u> Writing their own version of a myth- Icarus</p> <p><u>Greek Myths</u> Persephone - missing person / wanted posters for the main characters..</p> <p><u>Greek Myths</u> Using Persephone – write first person accounts by Hermes</p> <p><u>Greek Myths</u> Perseus and the Gorgon- children to write descriptions of the gorgon</p> <p><u>Greek Myths</u> Children to investigate Greek mythological creature</p> <p><u>Greek Myths</u> Children to create their own mythical creature</p> <p><u>Non Fiction – Space</u> Children to be introduced to Space Travel. Looking at the Moon Landing</p> <p><u>Non Fiction – Space</u> Children to write their own newspaper of Apollo XI</p> <p><u>Non- Fiction Space</u> Children to investigate the moon landing coming back</p> <p><u>Non – Fiction Space</u> Children to write their moon landing coming back</p> <p><u>Non-Fiction Space</u> Children to edit and redraft their moon landing coming back</p>	<p><u>Narrative Poetry – The Lion and The Albert</u> Children to investigate poetry</p> <p><u>Narrative Poetry – The Lion and Albert</u> Children to write a character description of one of the characters</p> <p><u>Narrative Poetry – The Lion and Albert</u> Children to write a diary entry from Wallace’s point of view</p> <p><u>Narrative Poetry</u> – children to investigate features of campaign posters</p> <p><u>Narrative Poetry</u> – Children to write a campaign poster to save Wallace</p> <p><u>Narrative poetry</u> – Children to compare the two poems of Wallace the Lion</p> <p><u>Narrative Poetry</u> – Children to write their own version of Wallace and the Lion poem</p> <p><u>The Vanishing Rainforest</u> – Children to investigate story and write character descriptions</p> <p><u>The Vanishing Rainforest</u> – Children to write a setting description of a rainforest</p> <p><u>The Great Kapok Tree vs The Vanishing Rainforest</u> – children to compare the stories, finding similarities and differences</p> <p><u>The Great Kapok Tree</u> – children to write an argument based on deforestation</p> <p><u>The Great Kapok Tree</u> – Children to edit and redraft their argument</p>	<p><u>The Vanishing Rainforest</u> – Where would you rather live? The city or the rainforest?</p> <p><u>The Great Kapok Tree</u> – Children to write a travel brochure</p> <p><u>The Great Kapok Tree</u> – Children to take on the roles of the characters and state how they would save the environment for the different</p> <p><u>The Great Kapok Tree</u> – children to write a fact file on an animal in the Rainforest</p> <p><u>Disney Rio</u> Children to write a letter in role as Tullio</p> <p><u>Disney Rio</u> Children to order the events as they happen and write the ending from a different point of view</p> <p><u>Narrative – Hugo</u> Investigating language.</p> <p><u>Narrative – Hugo</u> Investigating settings – compare book and film</p> <p><u>Narrative – Hugo</u> Describing characters.</p> <p><u>Narrative – Hugo</u> Alternative situations of characters in the story.</p> <p><u>Narrative – Hugo</u> Alternative ending to the story.</p> <p><u>Narrative – Hugo</u> Invent your own automaton</p>



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## English Long Term Planning

### Year 6- Miss Pizuti

Autumn Term	Narrative: The Piper by Danny Weston  Linked to WW2 history topic		Poetry: Timothy Winters Poem written by Charles Causley  Linked to WW2 history topic			Non-Fiction Journalistic Writing  Linked to WW2 history topic	Non Fiction : Biography and Autobiography  Linked to WW2 history topic	Christmas Performance Poetry			
Spring Term	Narrative: Wonder by R.J. Palacio			Poetry: Finding a Voice  Animal Cruelty			Narrative: Short stories with flashbacks	Non-fiction: Argument and persuasion (Graffiti)			
Summer Term	Non-fiction: Argument and persuasion (Graffiti)	Narrative: Francis short film from the Literacy Shed	SATS WEEK	Non-Fiction The Ghosts of Pere Lachaise		Non-Fiction The Ghosts of Pere Lachaise	Narrative: Quest Stories Text: Barrowquest	Non-Fiction: Instructions Making a Plastic Bottle Rocket			





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## English Long Term Planning

### Year 6- Mrs Green

<b>Autumn Term</b>	Narrative - Friend or Foie  Character and story mapping	Narrative - Friend or Foie  Diary and letters	Narrative - Friend or Foie  Persuasion and argument	Narrative - Friend or Foie  Newspaper/formal letter	Narrative - Friend or Foie  Story – conclusion/ own version	Biography  Investigate text type, look at key WW2 figures	Biography Research and notes – key figures from WW2		Biography  Write biography of key figure 0 edit and draft	Biography Present in alternative ways – e.g documentary/interview – film.	Persuasion and Advertisements  Persuade someone or buy/go/make something	Argument  Investigate text type. Present a biased argument	Argument Biased  Conclude biased and present as a debate	Argument balanced  Use ideas to write a balance argument.	War Poetry  Read and discuss – look at figurative language	War Poetry  Write own
<b>Spring Term</b>	Information texts – basic features and recap – prep for more specific text types.	Explanations  Based on cracking contraptions	Explanations  Based on cracking contraptions	Auto-biography  Investigate through reading – text analysis	Auto-biography  Write short pieces – find out about own lives	Auto-biography  Begin own auto-biography	Auto-biography  Complete own auto-biography		Main Focus Narrative – The Graveyard Book  Descriptive writing	Main Focus Narrative – The Graveyard Book  Diary Writing	Main Focus Narrative – The Graveyard Book  Report Writing	Main Focus Narrative – The Graveyard Book  Letter Writing	Main Focus Narrative – The Graveyard Book  Newspaper Recounts			
<b>Summer Term</b>	Main Focus Narrative – The Graveyard Book  Story Writing	Main Focus Non-Fiction  Reports	Main Focus Non-Fiction  Formal and informal writing - guides	Main Focus Non-Fiction  Formal and informal writing - guides	SATs Week	Main Focus Non-Fiction  Instructional texts		Poetry – forms of poetry  Short poems – haiku/limberrick etc	Poetry – forms of poetry  Structured poems – kenning, couplet, conversational	Poetry – forms of poetry  Free verse	Take a Book  Base around a specific book (chosen with children)  Include a range of fiction and non-fiction text types.  Link in with Y6 to Y7 transition.					

