



Oughtibridge Primary School

English Long Term Plan



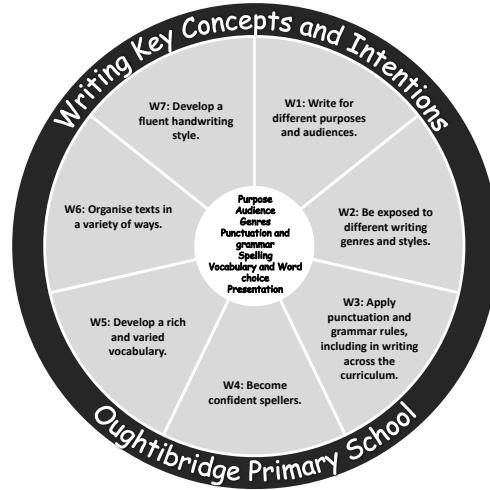
	Autumn Term	Spring Term	Summer Term
Foundation Stage	<p>Autumn 1</p> <p>Writing Genres</p> <p>Name Writing Mark Making Story Maps Labels Lists</p> <p>Whole Class Reading Texts</p> <p>All are Welcome Here Supertato When I Grow Up</p> <p>Autumn 2</p> <p>Writing Genres</p> <p>Name Writing Mark Making Story Maps Labels Lists Descriptions Posters Non-fiction writing Character Descriptions</p> <p>Whole Class Reading Texts</p> <p>Day and Night Animals (non-fiction) Owl Babies</p>	<p>Spring 1</p> <p>Writing Genres</p> <p>Story Maps Labels Lists Descriptions Posters Non-fiction Writing Character Descriptions Sentence structure</p> <p>Whole Class Reading Texts</p> <p>The Hundred Decker Bus Whatever Next? The Train Ride Duck in a Truck The Great Balloon The Runaway Train Mr Gumpy's Motor Car All Kinds of Cars All aboard for the Bobo Road Journey Lost and Found</p> <p>Poems to learn:</p> <p>Spin Like a Helicopter... Look at the Train - Kathy Henderson</p>	<p>Summer 1</p> <p>Writing Genres</p> <p>Story Maps Labels Lists Descriptions Posters Non-fiction Writing Character Descriptions Sentence Structure Instructions Story Writing</p> <p>Whole Class Reading Texts</p> <p>Jasper's Beanstalk Jack and the Beanstalk Tadpole's Promise Tiddalik The Big Wide Mouthed Frog What the Ladybird Heard Hungry Caterpillar The Bees Sneeze The Little Red Hen Chicken Licken Willbee the Bumblebee</p>

<p>Foundation Stage</p> <p>Day Monkey/ Night Monkey Dipal's Diwali Whatever Next Look Up My Pet Star Wow Said the Owl Wow! It's Night-time Man on the Moon We're Going on an Elf chase The Nativity Story Dear Santa All I want for Christmas Kipper's Christmas Eve The Christmas Bear</p> <p>Poems to learn: Remember, remember the fifth of November story Why is the poppy red? Hovis the Hedgehog It was a Cold, Dark Night (YouTube) Star Light, Star Bright</p>	<p>Spring 2</p> <p>Writing Genres</p> <p>Story Maps Labels Lists Descriptions Posters Non-fiction Writing Character Descriptions Sentence structure</p> <p>Whole Class Reading Texts</p> <p>Gingerbread Man Three Little Pigs Goldilocks and the Three Bears The Rainbow Bird Aboriginal Stories</p>	<p>Summer 2</p> <p>Writing Genres</p> <p>Story Maps Labels Lists Descriptions Posters Non-fiction Writing Character Descriptions Sentence Structure Instructions Story Writing</p> <p>Whole Class Reading Texts</p> <p>Rainbow Fish If a Fish Could Wish Tiddler Sharing A Shell Commotion in The Ocean The Bravest Fish Fidgety Fish Pirates Love Underpants Do Pirates Take Baths? I wish I was a Pirate Tip Tap Went The Crab</p>
--	---	---

<p>Year 1</p>	<p>Purpose(s) for Writing Writing to entertain Writing to inform</p> <p>Writing Genres Narrative Descriptions Recounts</p>	<p>Purpose(s) for Writing Writing to entertain Writing to inform Writing to persuade</p> <p>Writing Genres Narrative Descriptions Poetry Non-fiction texts Instructions Posters</p>	<p>Purpose(s) for Writing Writing to entertain Writing to inform</p> <p>Writing Genres Narrative Character descriptions Non-fiction texts</p>
<p>Year 2</p>	<p>Purpose(s) for Writing Writing to inform Writing to entertain</p> <p>Writing Genres Information text about London landmarks Instructions on 'how to defeat a fire giant' Non-chronological report about the Great Fire of London</p> <p>Texts Talk for Writing scheme Mr Big Ronald the Rhino The Magic Paintbrush</p>	<p>Purpose(s) for Writing Writing to inform Writing to entertain</p> <p>Writing Genres Diary writing from the point of view of historical figures Instructions Recounting real events</p> <p>Texts Anansi and Tiger Baba Yaga Ganesh Gets Married</p>	<p>Purpose(s) for Writing Writing to inform Writing to entertain</p> <p>Writing Genres Descriptive writing using the book 'Gregory Cool' Exploring rhyming description using the book 'Queen Victoria's Bathing Machine'. Writing letters/postcards about holiday experiences using the book 'Meerkat Mail'. Letter explaining why one city is better to visit than another when comparing New York and Cairo.</p> <p>Texts Literacy Shed – Embarked</p>

<p>Year 3</p>	<p>Purpose(s) for Writing Writing to inform Writing to entertain</p> <p>Writing Genres Acrostic poem (volcanoes) Non-Chronological reports (volcanoes) Newspaper articles (Sheffield floods) Information leaflets (earthquakes) Fictional narratives (flood) Storytelling (speaking and listening) Poetry (Christmas)</p> <p>Class Stories Fantastic Mr Fox The Twits</p>	<p>Purpose(s) for Writing Writing to inform Writing to entertain</p> <p>Writing Genres Fictional narrative (365 Penguins) Grammar - direct speech (How to Skin a Bear) Grammar - conjunctions (How to Skin a Bear) Diary writing (How to Skin a Bear) Letter writing (Marcus Rashford) Book week Fictional narrative (Stone Age Boy) Hot seating (Mary Anning) Speech writing and performing (Famous Women)</p> <p>Class Stories The Pebble in my Pocket How to Skin a Bear 365 Penguins The Girl Who Speaks Bear</p>	<p>Purpose(s) for Writing Writing to inform Writing to persuade Writing to entertain</p> <p>Writing Genres Poster (grammatical features) Recount (Egyptian WOW day) Non-Chronological report (Egypt) Recipe writing (Queen's Jubilee) Persuasive writing (healthy eating) Writing to inform (Paralympians) Comic strip (Tadeo Jones)</p> <p>Class Stories The House with Chicken Legs Sheep Pig Bastet the Cat</p>
<p>Year 4</p>	<p>Purpose(s) for Writing Writing to inform Writing to persuade Writing to entertain</p> <p>Writing Genres Non-Chronological reports Informative letters Persuasive letters Persuasive leaflets Character descriptions Setting descriptions</p>	<p>Purpose(s) for Writing Writing to inform Writing to entertain</p> <p>Writing Genres Diaries Reports Letters Information leaflets Poems Character descriptions Setting descriptions Creating own characters and settings Story writing</p>	<p>Purpose(s) for Writing Writing to inform Writing to persuade</p> <p>Writing Genres Letters Reports Biography Newspaper articles Posters Adverts</p>

<p>Year 5</p>	<p>Purposes for Writing</p> <p>Writing to entertain Writing to inform Writing to persuade Writing to discuss</p> <p>Writing Genres</p> <p>Description Poetry Report Diary Advertisements Newspaper report Narrative Balanced argument</p>	<p>Purposes for Writing</p> <p>Writing to inform Writing to discuss Writing to entertain Writing to persuade</p> <p>Writing Genres</p> <p>Letter to persuade Biography Poetry Characters Settings Narrative Report Letter to complain</p>	<p>Purposes for Writing</p> <p>Writing to entertain Writing to discuss Writing to inform Writing to persuade</p> <p>Writing Genres</p> <p>Letter Diary Balanced argument Information leaflet Plays Information website Campaign</p>
<p>Year 6</p>	<p>Miss Liasides' Group: Purpose(s) for Writing</p> <p>Writing to entertain Writing to inform</p> <p>Writing Genres</p> <p>Newspapers Letters</p> <p>Mr Delaney's Group: Purpose(s) for Writing</p> <p>Improving Grammar Writing to entertain</p> <p>Writing Genres</p> <p>Narrative</p>	<p>Miss Liasides' Group: Purpose(s) for Writing</p> <p>Writing to persuade Writing to inform Writing to discuss</p> <p>Writing Genres</p> <p>Narrative Letters Fact-files Balanced arguments</p> <p>Mr Delaney's Group: Purpose(s) for Writing</p> <p>Improving Grammar Writing to persuade Writing to inform</p> <p>Writing Genres</p> <p>Letters Newspaper reports</p>	<p>Miss Liasides' Group: Purpose(s) for Writing</p> <p>Writing to entertain Writing to inform Writing to discuss</p> <p>Writing Genres</p> <p>Narrative Poetry Non-fiction writing</p> <p>Mr Delaney's Group: Purpose(s) for Writing</p> <p>Writing to entertain Writing to inform Writing to discuss</p> <p>Writing Genres</p> <p>Narrative Biographies Balanced arguments</p>



Purpose – What is the reason for producing a particular piece of writing?

Audience – Who will be reading the piece of writing and how should we change our writing style to communicate with them effectively?

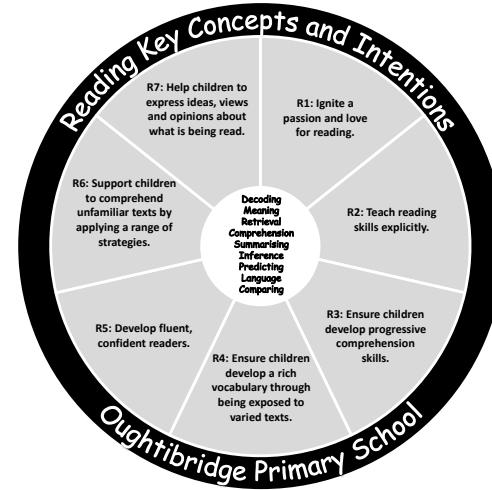
Genres – What style of writing do we want to produce?

Punctuation and grammar – How will our chosen punctuation and grammar improve our writing as a whole?

Spelling – How can we use strategies we already know to help us to spell a word correctly?

Vocabulary and Word choice – How can we select the most appropriate words and phrases to include in our writing and how does our choice of words affect our writing overall?

Presentation – How can we modify our handwriting and layout of our work to make sure our writing is clear and suits the purpose?



Decoding – How can we apply our knowledge of phonics to sound out unfamiliar words?

Meaning – What does a word mean and how does it affect a sentence or text as a whole?

Retrieval – How can we find information or key details from a text?

Comprehension – How can we understand, interpret and process what we have read in order to form conclusions?

Summarising – How can we identify the most important parts of the text and recall the main points and ideas?

Inference – How can we use the information we already know and clues within the text to help us understand the meaning of the text as a whole?

Predicting – How can we connect our existing knowledge to make informed predictions based around the text we have read?

Language – How is the meaning of a text enhanced through the choice of words and phrases?

Comparing – How can we make comparisons within a text and use our existing knowledge of texts to compare them with other texts?