

## English Long Term Plan 2022-2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p><b>Core book:</b> Rhyme time booklet</p> <p><i>Other topic books</i> Traditional Nursery Rhymes</p> <p>Drawing Humpty Name writing</p>	<p><b>Core book:</b> Can't you sleep Little Bear</p> <p><i>Other topic books</i> Day Monkey Night Monkey We're going on a Bear Hunt The Gruffalo Can't you sleep Little Bear?</p> <p>Letters to Santa Christmas cards Name writing</p>	<p><b>Core book:</b> Emergency</p> <p><i>Other topic books</i> The Train Ride The 100 Decker Bus The Cat, the Mouse and the Runaway Train</p> <p>Tickets Easter cards Name writing</p>	<p><b>Core book:</b> My Perfect Pet</p> <p><i>Other topic books</i> Our cat cuddles A New Dog What a Bad Dog</p> <p>Drawing favourite animal Name writing</p>	<p><b>Core book:</b> The Very Hungry Caterpillar</p> <p><i>Other topic books</i> Superworm Mad about Minibeasts The Bad-tempered Ladybird</p> <p>List writing Name writing</p>	<p><b>Core book:</b> Shiver Me Timbers</p> <p><i>Other topic books</i> The Lighthouse Keeper's Lunch On the Seashore</p> <p>Postcards What's in your suitcase? Name writing</p>
Reception	<p><b>Core book:</b> Goldilocks and the Three Bears</p> <p><i>Other topic books</i> Traditional Nursery Rhymes</p> <p>Writing name and initial sounds Story Maps</p>	<p><b>Core book:</b> The Three Little Pigs</p> <p><i>Other topic books</i> Traditional Nursery Rhymes</p> <p>Labelling, captioning and initial sounds. Continuing name writing.</p>	<p><b>Core book:</b> Whatever Next</p> <p><i>Other topic books</i> Traditional Nursery Rhymes</p> <p>Cards, captions, fact writing, simple sentences, labels and letters.</p>	<p><b>Core book:</b> The Gingerbread Man</p> <p><i>Other topic books</i> Traditional Nursery Rhymes</p> <p>Writing sentences and cards, menus, recipes and instruction writing.</p>	<p><b>Core book:</b> Jack and the Beanstalk</p> <p><i>Other topic books</i> Traditional Nursery Rhymes</p> <p>Descriptive writing, recounts, time ordering, adventure and imaginative stories.</p>	<p><b>Core book:</b> Handa's Noisy Night</p> <p><i>Other topic books</i> Traditional Nursery Rhymes</p> <p>Non-fiction writing linked to animals and places and recounts of trips.</p>

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<b>Year 1</b>	<p><b>Book</b> - Bog Baby</p> <p><b>Writing outcome</b> - story retelling</p> <p><b>Book</b> - The Tiger that came to tea</p> <p><b>Writing outcome</b> - instructions</p>	<p><b>Book</b> – Beegu</p> <p><b>Writing outcome</b>- story re-telling</p> <p><b>Book</b> - The Jolly Postman</p> <p><b>Writing outcome</b> – letters</p>	<p><b>Book</b> - Katie in London –</p> <p><b>Writing outcome</b> - story with a familiar structure</p> <p><b>Book</b> - The true story of the three little pigs</p> <p><b>Writing outcome</b> - story with a familiar structure</p>	<p><b>Book</b> - Peter Rabbit</p> <p><b>Writing outcome 1</b> -story retelling</p> <p><b>Writing outcome 2</b> Instructions - planting</p>	<p><b>Book</b> - The Queen's knickers</p> <p><b>Writing outcome</b>- story re-telling</p> <p><b>Book</b> – Tattybogle</p> <p><b>Writing outcome</b> - character description</p>	<p><b>Book</b> - The bee who spoke</p> <p><b>Writing outcome</b>- Descriptive writing</p> <p><b>Book</b> – The bee who spoke</p> <p><b>Writing outcome</b> – Letters home (power of reading teaching sequence)</p>
	<p><b>Poetry</b></p> <p>Traditional Nursery Rhymes</p> <p>When I was One – A.A Milne</p>	<p><b>Poetry</b></p> <p>Christmas poems</p>	<p><b>Poetry</b></p> <p>The Three Little Kittens - Eliza Lee Follen</p>	<p><b>Poetry</b></p> <p>The Frog – Hillary Belloc</p>	<p><b>Poetry</b></p> <p>Buckingham Palace – A.A. Milne</p>	<p><b>Poetry</b></p> <p>Ning Nang Nong – Spike Milligan</p>
<b>Year 2</b>	<p><b>Book</b> - The Snail &amp; The Whale</p> <p><b>Writing Outcome</b> - Retelling a story from the point of view of a character</p> <p><b>Book</b> - Pipers Passport</p>	<p><b>Book</b> - How to be safe on Bonfire night</p> <p><b>Writing outcome</b> Instructions</p> <p><b>Text (visual literacy)</b> Polar Express</p>	<p><b>Book</b> - The Red Prince</p> <p><b>Writing outcome</b> Retelling a story</p> <p><b>Book</b> – The Journey Home</p>	<p><b>Book</b> - Toby and The Great Fire of London</p> <p><b>Writing outcome</b> - diary entry (recounting)</p>	<p><b>Book</b> - Katie Morag</p> <p><b>Writing outcome</b> - describing the Isle of Struay</p> <p><b>Writing outcome 2</b> - story writing</p>	<p><b>Book</b> – The Faraway Tree</p> <p><b>Writing outcome</b> – setting description of their own magic land</p>

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	<b>Writing outcome -</b> factfile	<b>Writing outcome</b> Letter – recount of events writing	<b>Writing outcome -</b> story with a familiar structure			<b>Writing outcome 2</b> – Recount of trip to Filey
	<b>Poetry</b> Please Mrs Butler Allan Ahlberg	<b>Poetry</b> Remember: Bonfire Poem	<b>Poetry</b> The spider and the fly – Mary Howitt	<b>Poetry</b> Fire poetry	<b>Poetry</b> The Owl and the pussycat	<b>Poetry</b> Who Has Seen the Wind? Christina Rossetti
<b>Year 3</b>	<b>Book -</b> The Rhythm of the Rain	<b>Book -</b> Stone Age Boy	<b>Book -</b> Firework Maker’s daughter	<b>Book -</b> The Gold and the Grave Terry Deary	<b>Book -</b> The Secret Garden	<b>Texts:</b> a range of non-fiction texts featuring report
	<b>Writing outcome -</b> retelling the story	<b>Writing outcome -</b> story with a similar structure	<b>Writing outcome –</b> POV writing to show Lyla’s character.  <b>Book –</b> Pompeii  <b>Writing outcome -</b> Newspaper report	<b>Writing outcome -</b> Diary entry  <b>Book -</b> Egyptian Cinderella  <b>Writing outcome -</b> A fairy tale with a twist	<b>Writing outcome -</b> Setting description of contrasting seasons	<b>Writing outcome –</b> Non chronological on Fountains Abbey
	<b>Additional class text</b> The Witches	<b>Additional class text</b> Oi Caveboy		<b>Additional class text</b> Secrets of a Sun King	<b>Additional class text</b> The Sheep Pig	<b>Additional class text</b> Famous Five, 5 go off to camp
	<b>Poetry</b> Topsy Turvey World – William Brighty Rands  Water poetry	<b>Poetry</b> ‘Twas the night before Christmas – Clement Clarke Moore <b>Writing outcome –</b> setting description  Performance poetry	<b>Poetry</b> The Eagle – Lord Tennyson	<b>Poetry</b> Revolting Rhymes (poems) Roald Dahl		<b>Poetry</b> Dream Variations - Langston Hughes

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<b>Year 4</b>	<p><b>Book</b> - The Lion, the Witch and the Wardrobe</p> <p><b>Writing Outcome</b> - Setting description</p> <p><b>Writing outcome</b> - Non chronological report based on Ingleborough residential</p>	<p><b>Book</b> -Touching the Void – Joe Simpson</p> <p><b>Writing Outcome</b> - Newspaper Report</p> <p><b>Writing Outcome 2</b> Conflict writing – fiction building suspense</p> <p style="color: red;"><b>Additional class text</b></p> <p>Survival stories</p>	<p><b>Book(s):</b> Nim’s Island</p> <p><b>Writing outcome</b> - Diary entries</p> <p><b>Scooter</b> Explanation texts based on new school scooters</p> <p style="color: red;"><b>Additional class text</b> Maria’s Island</p>	<p><b>Book(s):</b> Saxon Tales The Shepherd who ate all his sheep</p> <p style="background-color: yellow;"><b>Writing outcome</b> - Non-fiction writing</p> <p>Anglo Saxon Boy</p> <p>POV writing from an object in the battle.</p>	<p><b>Book</b> - The Village that Vanished (power of reading sequence)</p> <p><b>Writing outcome</b> - Alternative ending</p>	<p><b>Book</b> - Beowulf</p> <p><b>Writing outcome</b> - character description</p> <p><b>Writing outcome 2</b> - battle scene</p> <p><b>Book</b> - Odd and the frost giants</p> <p><b>Writing outcome</b> - narrative, story writing</p>
		<p><b>Poetry</b> You Are Old Father William -Lewis Carroll</p>	<p><b>Poetry</b> Macavity the mystery Cat- T.S Elliot</p>			<p><b>Poetry</b> Beowulf</p>
<b>Year 5</b>	<p><b>Book</b> - The Explorer</p> <p><b>Writing outcome</b> - Setting Description</p> <p><b>Book</b> – The Great Kapok Tree</p> <p><b>Writing outcome</b> - discussion Text</p> <p><b>Texts</b> - Range of non-fiction texts linked to South America</p>	<p><b>Book</b> - Street Child</p> <p><b>Writing outcome</b> - Diary entries</p> <p><b>Book</b> - Just so stories Rudyard Kipling</p> <p><b>Writing outcome</b> - changing a story with a familiar structure</p>	<p><b>Text</b> - Greta Thunberg: No one is too small to make a difference</p> <p><b>Writing outcome</b> - Persuasive speech</p> <p style="color: red;"><b>Additional class text</b> Foodland</p>	<p><b>Book</b> – Holes</p> <p><b>Writing outcome</b> – Character description(warden)</p>	<p><b>Book</b> - Holes</p> <p><b>Writing outcome</b> – chapter written from an alternative perspective</p>	<p><b>Book</b> - The Children of Benin</p> <p><b>Writing outcome</b> – Travel guides/persuasive leaflets on Africa</p>
			<p><b>Poetry</b> The Highwayman</p>	<p><b>Poetry</b> Rudyard Kipling- If</p>	<p><b>Poetry</b> Albert and the Lion</p>	

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			<p><b>Writing outcome -</b> Newspaper report</p>			
<b>Year 6</b>	<p><b>Text (visual literacy)</b> -Piano</p> <p><b>Writing outcome-</b> stories with flashbacks</p> <p><b>Book -</b> The armistice runner</p> <p><b>Writing outcome -</b> diary entry from different points of view</p>	<p><b>Book -</b> Letters from the lighthouse</p> <p><b>Writing outcome -</b> WWII Setting Description</p> <p><b>Writing outcome –</b> Balanced argument writing – Bradford Clean Air Zone</p>	<p><b>Book –</b> Who let the Gods out</p> <p><b>Writing outcome -</b> Survival guides</p>	<p><b>Texts -</b> Greek Myths and Legends</p> <p><b>Writing outcome –</b> Persuasive leaflets South America</p> <p><b>Book -</b> The Journey (power of reading sequence) <b>Writing outcome –</b> POV writing</p>	<p><b>Book -</b> Wonder</p> <p><b>Writing outcome -</b> retelling a story from the point of view of a character</p>	<p><b>Texts -</b> Wonder</p> <p><b>Writing outcome-</b> Speech writing (civil rights)</p>
		<p><b>Poetry</b> In Flanders Fields - John McCrae</p>		<p><b>Poetry</b> The Jabberwocky- Lewis Carrol</p>		<p><b>Poetry</b> Palindromic poetry</p>