

## Long Term Planning English Genres - Reception

	<b>Term 1 Core Book:</b> -Brown Bear, Brown Bear -Time For Bed - Dear Zoo -Little Red Riding Hood -Jack and the Beanstalk -Goldilocks -Three Billy Goats Gruff	<b>Term 2 Core Book:</b> - Can't You Sleep Little Bear? -The Way Back Home -Q Pootle 5 -Harry and the Bucketful of Dinosaurs -Stomp, Chomp, Big Roars! Here Come the Dinosaurs -Dig, Dig, Digging -Dinosaur Dig	<b>Term 3 Core Book:</b> -The Very Busy Spider -The Very Hungry Cat - Grumpy Ladybird -The Bog Baby -Hooray for Fish -The Night Pirates -Splash, Anna Hibiscus! -Billy's Bucket
<b>Narrative</b>	<b>Stories with repeated phrasing Traditional Tales – Fairy tales</b>	<b>Stories with familiar settings</b>	<b>Stories by the same author – Eric Carle Adventure</b>
	Write simple sentences using patterned language, words and phrases taken from familiar stories. Write a re-telling of a traditional story.	Write a series of sentences to retell events based on personal experience.	Retell story orally and create zig-zag book. Write postcards to their favourite character, letters, zig-zag books, labels and captions, etc.
<b>Non Fiction</b>		<b>Non Fiction/Instructions</b>	
		Draw pictures of their experiences, write photo captions, labels and lists of their own	
<b>Poetry</b>	<b>Vocabulary Building</b>	<b>Vocabulary Building</b>	<b>Vocabulary Building</b>
	We're Going on a Bear Hunt	Here's a Little Poem	
	Dahlicious Week		National Poetry Day
			Ace Week

## Long Term Planning English Genres - Year 1

	<b>Term 1 Core Book:</b> The Very Hungry Caterpillar The Tiger Who Came to Tea Walking through the Jungle		<b>Term 2 Core Book:</b> Little Red Riding Hood The Snail and the Whale		<b>Term 3 Core Book:</b> Man on the Moon Cinderella	
<b>Narrative</b>	<b>Stories with predictable phrasing</b> (6 weeks – or 3+3 weeks)		<b>Contemporary fiction – stories reflecting children’s own experience</b> (4 weeks – or 2+2 weeks)		<b>Traditional Tales – Fairy tales</b> (4 weeks – or 2+2 weeks)	
	Write simple sentences using patterned language, words and phrases taken from familiar stories		Write a series of sentences to retell events based on personal experience.		Write a re-telling of a traditional story.	
<b>Non - Fiction</b>	<b>Labels, lists and captions</b> (2 weeks)	<b>Recount</b> (2 weeks)	<b>Report</b> (2 weeks)	<b>Instructions</b> (2 weeks)	<b>Report</b> (2 weeks)	<b>Explanation</b> (1 week)
	Write labels and sentences for an in-class exhibition/ museum display	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; distinguish between a description of a single member of a group and the group in general	Following a practical experience, write up the instructions for a simple recipe	A simple non-chronological report with a series of sentences to describe aspects of the subject; distinguish between a description of a single member of a group and the group in general	Draw pictures to illustrate a simple process and prepare several sentences to support the explanation
<b>Poetry</b>	<b>Vocabulary Building</b> (1 weeks)	<b>Structure – riddles</b> (1 week)	<b>Vocabulary Building</b> (1 week)	<b>Structure – narrative poetry</b> (2 weeks)	<b>Vocabulary Building</b> (1 week)	<b>Poetry appreciation</b> (2 weeks)
	Read, write and perform free verse	Recite familiar poems by heart	Read, write and perform free verse	Recite familiar poems by heart. Not read, write and perform free verse	Read, write and perform free verse	Personal responses to poetry Recite familiar poems by heart
	Dahlicious Week		World Book Day	National Poetry Day		Ace Week

## Long Term Planning English Genres - Year 2

	<b>Term 1 Core Book:</b> The Great Fire of London Traction Man		<b>Term 2 Core Book:</b> Funny Bones I Know Where My Food Goes One Night, Far From Here		<b>Term 3 Core Book:</b> Dimity Dumpty Beegu	
<b>Narrative</b>	<b>Traditional Tales – Fairy Tales</b> (6 weeks – or 3+3 weeks)		<b>Stories with recurring literary language</b> (4 weeks)		<b>Traditional Tales – Myths (creation stories)</b> (4 weeks)	
	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>Explanation</b> 2 weeks	<b>Recount</b> 2 weeks	<b>Report</b> (4 weeks or 2+2 weeks)		<b>Instructions</b> (2 weeks)	<b>Explanation</b> (1 weeks)
	Following practical tasks, produce a simple flowchart or cyclical diagram and record a series of sentences to support the explanation.	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 (i.e. 'how to trap an ogre') including diagrams.	Produce a flowchart, ensuring content is clearly sequenced.
<b>Poetry</b>	<b>Vocabulary Building (list poems)</b> (1 weeks)	<b>Structure – calligrams</b> (1 week)	<b>Vocabulary Building</b> (1 week)	<b>Structure – calligrams</b> (2 weeks)	<b>Vocabulary Building</b> (1 week)	<b>Poetry appreciation (2 weeks)</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.
	Dahlicious Week		World Book Day	National Poetry Day		Ace Week

## Long Term Planning English Genres - Year 3

	Term 1 <b>Digital Gamers Scavengers and Settlers</b>		Term 2 <b>Bright Sparks How Humans Work</b>		Term 3 <b>Different Places Similar Lives Different Places Similar Lives</b>	
<b>Narrative</b>	<b>Traditional Tales - Fables</b> ( 2-3 weeks) Write a new fable to convey a moral.	<b>Writing and performing a play</b> (2-3 weeks) Write and perform a play, based on a familiar story.	<b>Folk Tales (4 weeks)</b> Write a traditional tale from a key characters perspective.		<b>Mystery</b> (2-3 weeks) Develop skills of building up atmosphere in writing e.g. passages building up tension	<b>Recount (diary &amp; biography)</b> (2 - 3 weeks) Compose a biographical account based on research
	<b>Aesop's Fables</b>	<b>Oogo the Caveboy</b>	<b>Into the Forest</b>	<b>The Ice Palace</b>	<b>The Miraculous Journey of Edward Tulane</b>	<b>Gregory Cool</b>
<b>Non - Fiction</b>	<b>Explanation</b> (2 weeks) Create and use a flow chart to write an explanation of a process, ensuring relevant details are included and accounts ended effectively.	<b>Discussion (For and Against)</b> (2 weeks) Consider different sides of an argument and decide on a course of action, summarising your reasons in a letter		<b>Novel as a theme/ Non-chronological Report</b> (2-3 weeks) Write own report independently based on notes gathered from several sources		<b>Persuasive letter writing</b> (2-3 weeks) Present a point of view in the form of a letter linking points persuasively and selecting style and vocabulary appropriate to the reader.
	<b>Pebble in my Pocket</b>	<b>Black History Month</b>		<b>Fiction text – The Ice Palace</b>		<b>Fiction text-Gregory Cool</b>
<b>Poetry</b>	<b>Vocabulary Building</b> (1 weeks)	<b>Poems on a theme - Limericks</b> (1 week)	<b>Poems on a theme - Kennings</b> (1 week)	<b>Poems on a theme - Haiku</b> (1 week)		<b>Classic poetry for performance</b> (2 weeks)
	<b>Roald Dahl – Revolting Rhymes</b>	<b>Christmas limericks</b>	<b>Kennings</b>	<b>Haiku</b>		Innovate and write own poems using classic poetry as a framework
	Dahlicious Week		World Book Day	National Poetry Day		Ace Week

### Long Term Planning English Genres - Year 4

	<b>Term 1 Core Book:</b> Hot Like Fire Krindlekrax		<b>Term 2 Core Book:</b> Myths – Theseus and the Minotaur Perseus and Medusa Iron Man		<b>Term 3 Core Book:</b> Jeremy Button Rainforest	
<b>Narrative</b>	<b>Traditional Tales – Myths (quests)</b> 6 weeks or 3+3 weeks		<b>Writing and performing a play</b> (2 weeks)	<b>Story setting</b> (3 weeks)	<b>Stories with a theme</b> (4 weeks)	
	Write a Greek myth focusing on effective characterisation e.g. descriptions (in the style of: a 'Wanted' poster; 'lonely hearts' advert; job application); link dialogue to effective characterisation, interweaving speech and action.		Write and perform a play, based on a familiar story	Write a section of a narrative (or several narratives) focusing on setting	Relate the theme of the story to personal experience and write an autobiographical story/account reflecting that theme.	
<b>Non - Fiction</b>	<b>Recount - Newspapers</b> 4 weeks		<b>Persuasion - Letters</b> (3 weeks)		<b>Discussion</b> (2 weeks)	<b>Explanation</b> (1 week)
	Write own report independently based on notes gathered from several sources		Assemble and sequence points in order to plan the presentation of a point of view, using graphs, images, visual aids to make the view more convincing		Consider different sides of an argument and decide on a course of action, summarising your reasons in a letter	Create a flowchart to explain how a new invention works; use the notes to write an explanation using an impersonal style
<b>Poetry</b>	<b>Classic Poetry</b> (1 week)			<b>Poetry on a Theme</b> (1 week)		
	Innovate and write own poems using classic poetry as a framework			Recite some narrative poetry by heart		
	Dahlicious Week		World Book Day	National Poetry Day		Ace Week

## Long Term Planning English Genres - Year 5

	<b>Term 1 Core Book:</b> Odysseus Shackleton		<b>Term 2 Core Book:</b> Journey to Jo'burg Floodlands		<b>Term 3 Core Book:</b> The Viewer Varjak Paw	
<b>Narrative</b>	<b>Traditional Tales – Legends</b> (6 weeks) <b>Historical Settings</b>		<b>Stories from Other Cultures</b> (4 weeks) <b>Novel as a theme</b>		<b>Film and Playscript</b> (4 weeks)	
	Reflect on the main character of the legend from different viewpoints. Re-tell the story from several different perspectives.		Develop skills of building up atmosphere in writing e.g. passages building up tension		Explore a text in detail. Write in the style of the author to complete sections of the stories. Take the plot and theme from the text to plan and write their own contemporary version.	
<b>Non - Fiction</b>	<b>Recount – Newspaper Articles</b> 2 weeks	<b>Explanation</b> 2 weeks	<b>Persuasion</b> (3 weeks)		<b>Discussion</b> (1 week)	<b>Report</b> (2 weeks)
		Links to Geography PoS 'physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	Show through a range of writing an understanding of how persuasive writing can be adapted for different audiences and purposes		Write up a balanced discussion presenting two sides of an argument, following a debate	Write a report, in the form of an information leaflet, in which two or more subjects are compared
<b>Poetry</b>	<b>Poetry</b> (1 week)	<b>Performance Poems</b> 1 week		<b>Poetry with Figurative Language</b>		<b>Classic Narrative Poetry</b>
		A new verse or new narrative poem, based on a model. Use of a shared writing approach to encourage creativity within a structure		A new verse or new narrative poem, based on a model. Use of a shared writing approach to encourage creativity within a structure.		A new verse or new narrative poem, based on a model. Use of a shared writing approach to encourage creativity within a structure.
	Dahlicious Week		World Book Day	National Poetry Day		Ace Week

## Long Term Planning English Genres - Year 6

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	Term 1 <b>The London Eye Mystery</b> <b>1001 Arabian Nights</b>			Term 2 <b>Cosmic</b> <b>Cosmic Disco</b>		Term 3 <b>Pig Heart Boy</b>	
<b>Narrative</b>	<b>Detective Fiction</b> <b>Classic Fiction</b>			<b>Flashbacks</b> <b>Sci-Fi</b>		<b>Focus on Study Skills</b>  <b>Assessment week - SATs</b>  <b>Extended Book Study</b>	<b>Novel as a theme</b>
	A range of short stories conveying different genres; a genre-swap story (where the genre changes from one paragraph to the next)			A single extended narrative, or several narratives on a similar theme e.g. autobiographical stories, each developing a key narrative technique			
<b>Non - Fiction</b>	<b>Explanation</b>	<b>Recounts - Biography</b>		<b>Persuasion – Formal Review</b>	<b>Discussion</b>		
	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.		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 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		
<b>Poetry</b>	<b>Poetry – Free Verse</b>				<b>Poetry with Imagery</b>		
	Read, write and perform free verse				Read and respond		
	Dahlicious Week			World Book Day	National Poetry Day		Ace Week