



## English Long Term Plan



	Autumn 1	Autumn 2	Spring 1 Inc National Storytelling Week	Spring 2	Summer 1	Summer 2 Inc Choral Speaking Performance
Nursery	<p>Randomly scribble on the page, sometimes with both hands.</p> <p>Begin to balance when sitting.</p> <p>Make connections between their actions and the marks being made.</p>	<p>Control the marks on the page.</p> <p>Use a range of tools to make marks and show an interest in their own and other's marks.</p>	<p>Make connections between their actions and the marks being made.</p> <p>Ascribe meaning to their marks.</p>	<p>Distinguish between the different marks they make.</p> <p>Tell an adult what their marks mean</p> <p>Draw lines and circles in the air, on the floor or on large sheets of paper, balancing well and using whole arm and body.</p> <p>Copy shapes, letter and pictures</p>	<p>Write some letters accurately.</p> <p>Write some or all of their name.</p>	<p>Write some letters accurately.</p> <p>Write some or all of their name.</p> <p>Use some of their print and letter knowledge in their early writing: write a pretend shopping list that starts at the top of the page, write 'm' for mummy etc.</p> <p>Recite a familiar rhyme.</p>
Reception	<p>Use dominant hand, tripod grip for mark making.</p> <p>Give meaning to marks.</p> <p>To write all or most letters in their name.</p> <p>Writing lists, labels and simple captions.</p>	<p>Writing labels, lists and captions.</p> <p>Retelling stories</p> <p>Writing messages and letters (Stick Man, to Santa) .</p> <p>Writing RWI Red words.</p>	<p>Using exciting adjectives and 'Wow words'.</p> <p>Recognising rhyming words.</p> <p>Writing instructions</p>	<p>Creating own story maps.</p> <p>Writing short sentences to accompany story maps.</p> <p>Writing captions, labels, and simple</p>	<p>Using phonetically plausible attempts at words.</p> <p>Beginning to use finger spaces.</p> <p>Form lower-case and capital letters correctly.</p>	<p>Non-fiction writing – instructions, explanations, recounts</p> <p>Story writing using familiar texts</p> <p>Character Descriptions</p> <p>Beginning to use finger spaces, capital letters</p>

	<p>Writing initial sounds.</p> <p>Use initial sounds to label characters / images.</p> <p>Writing for a purpose in role play</p>	<p>Writing CVC words with 'Fred'. Progress to CCVC, CVVC, CCVCC</p>	<p>Writing recipes, lists, captions, messages, letters. For a purpose.</p>	<p>sentences – life cycles, character descriptions</p> <p>Order the Easter story</p>	<p>Identify and say rhyming words.</p> <p>Recount – A trip to the farm</p>	<p>and full stops in simple sentences.</p> <p>Phonetically plausible attempts at spellings.</p> <p>Correct letter formation.</p> <p>Recite a familiar rhyme</p>
Year 1	<p>Labels and Captions</p> <p>Instructions</p>	<p>Poetry – Pattern, Rhythm and Rhyme</p> <p>Letters</p>	<p>Stories with Familiar Settings</p> <p>Poetry – using your senses</p>	<p>Traditional tales</p> <p>Explanation Texts</p>	<p>Stories from other Cultures</p> <p>Recounts</p>	<p>Sustainability</p> <p>Poetry – Choral Speaking</p>
Year 2	<p>Stories with Familiar Settings</p> <p>Instructions</p>	<p>Letters</p> <p>Poetry – Patterns on a page</p>	<p>Different Story, Same Author</p> <p>Explanation Texts</p>	<p>Traditional Tales</p> <p>Poetry – Really Looking</p>	<p>Recount</p> <p>Non-Chronological Report</p>	<p>Holiday Brochure</p> <p>Poetry – Choral Speaking</p>
Year 3	<p>Stories with Familiar Settings</p> <p>Instructions</p>	<p>Non-Chronological Reports</p> <p>Poetry – Shape Poems and Calligrams</p>	<p>Mystery Stories</p> <p>Biography</p>	<p>Adventure Stories</p> <p>Poetry – Language Play</p>	<p>Dialogues and Playscripts</p> <p>Myths</p>	<p>Balanced Argument</p> <p>Poetry – Choral Speaking</p>
Year 4	<p>Newspaper Articles</p> <p>Stories with Historical Settings</p>	<p>Stories in Imaginative Worlds</p> <p>Poetry – Exploring Form</p>	<p>Letters</p> <p>Explanation Texts</p>	<p>Stories from Other Cultures</p> <p>Poetry - Metaphoric</p>	<p>Holiday Brochures</p> <p>Folk Tales</p>	<p>Playscripts</p> <p>Poetry – Choral Speaking</p>
Year 5	<p>Stories from Significant Authors</p> <p>Instructions</p>	<p>Biography</p> <p>Poetry – poetic style</p> <p>Persuasion (Christmas Toy Advert)</p>	<p>Stories from Other Cultures</p> <p>Persuasive Letters</p>	<p>Balanced Argument/Debate</p> <p>Poetry - Classic</p>	<p>Non-Chronological Reports</p> <p>Recount</p>	<p>Mystery Stories</p> <p>Poetry – Choral Speaking</p>

Year 6	Grammar focus Setting Descriptions	Biography Recounts Newspaper Reports	Diaries (from two perspectives) National Story Telling Week	Persuasive Letter Non-Chronological Reports Narrative – Rock Paper Scissors	Balanced Arguments Narrative – Spooky Stories	Magazine to persuade Poetry – Choral Speaking
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