



Thornley Primary School English Long Term Plan 2023-24

2 Year Olds Ash	Autumn Term	Spring Term	Summer Term
Autumn Term *All about me Spring Term *Food, Glorious Food Summer Term *Amazing animals	     	     	     

<p>Autumn Term *Nursery Rhymes/Christmas</p> <p>Spring Term *Things that move/Easter</p> <p>Summer Term *Plants and flowers</p>			
<p>Nursery Oak</p>	<p>Autumn Term</p>	<p>Spring Term</p>	<p>Summer Term</p>

Autumn Term
*Marvellous me

Spring Term
*I wonder...

Summer Term
*Once upon a time ...



Autumn Term
*People who help us/Christmas

Spring Term
*All Creatures great and small/Plant growth/ Easter

Summer Term
*Oh I do like to be beside the seaside.



Reception Year	Autumn Term	Spring Term	Summer Term
<p>Autumn Term *Into the Woods</p> <p>Spring Term *Are we there yet?</p> <p>Summer Term *Dream big - Fiction</p>			
<p>Autumn Term *Sky full of stars</p> <p>Spring Term *Animal Kingdom</p> <p>Summer Term *Dream big Non-Fiction</p>			

Year 1 Beech	Autumn Term		Spring Term		Summer Term	
	Narrative - 3	Non-Fiction - 2	Narrative - 3	Non-Fiction - 2	Narrative 3	Non-Fiction 2
	<u>Overcoming the monster</u> Little Red Bethan Woolvin Hoodwinked (film) <i>Retell a story with predictable phrases</i> <i>Simple descriptions of the characters Little Red/Wolf</i>	<u>Labels, lists and captions</u> The sandwich that Max made/Pumpkin soup Helen Cooper Lists, labels and captions and a set of simple instructions about something they know well.	<u>Voyage and Return</u> <u>Romance and equality</u> Smeds and Smoos Julia Donaldson Beegu Alexis Deacon <i>Retell the story</i> <i>Speech bubbles and captions</i> <i>Innovate -set in Thornley.</i> <i>Plan and tell a three-part story.</i>	<u>Information</u> Beegu/information posters Create information poster for Beegu about Thornley Primary School Write a simple first person recount linked to topic or personal experience	<u>The Quest</u> Lost and found The way back home (Film) Oliver Jeffers <i>Retell the story - diary recount</i> <i>Write a complete simple story in three parts based on their own experiences or linked to a topic.</i>	<u>Instructions</u> The way back home Oliver Jeffers <i>Write instructions, how to build a rocket</i> <i>Write instructions with some expansion about something they know well</i>
	Narrative - 3	Non-Fiction - 2	Narrative - 3	Non-Fiction - 2	Narrative - 3	Non-Fiction - 2
	<u>Comedy</u> The Grinch who stole Christmas (Film) Dr Suess <i>Simple descriptions of the characters</i> <i>Tell a story about a central character.</i>	<u>Recount</u> Jolly Christmas Postman J&A Ahlberg <i>Write lists and recount letters</i> Write a simple first person recount linked to	<u>Tragedy</u> Grandad's Island Benji Davis Retell including description of the jungle shack. The Storm Whale Retell in 3 parts, including postcard from the whale	<u>Non-Chronological reports</u> Big Blue Whale Whales National Geographic The big book of blue Yuval Zommer	<u>Cultural stories</u> Lila and the secret of rain David Conway Zahara (Film) <i>Retell the story including a strong characterisation.</i>	<u>Discussion and Persuasion</u> Red cross poster everybody needs water Write a poster for water.

		topic or personal experience	describing the setting.	Assemble information about a topic Report on whales	Write a story based on the need for water.	
Poetry	<u>Acrostic Poem</u> Fireworks/Christmas Gervase Phinn		<u>Rhyming poem</u> Poems to perform Hands by Julia Donaldson		<u>List Poems</u> Alphabet poem Michael Rosen Pineapple Vyenne Samuel	
Year 2 Birch	Autumn Term		Spring Term		Summer Term	
	Narrative - 3	Non-Fiction - 2	Narrative - 3	Non-Fiction - 2	Narrative - 3	Non-Fiction - 2
	<u>Overcoming the monster/dark humour</u> Hansel and Gretel Bethan Woolvin Retell a traditional tale include character descriptions.	<u>Labels, lists and captions</u> Inside the Villains Clotilde Perrin Create a page for the book based on a new Villain	<u>Fantasy settings</u> The enchanted wood extract. Enid Blyton Create a description of their own fantasy land.	<u>Recount</u> Once in a lifetime (film) Write a recount of their visit to the fantasy land.	<u>Humour</u> Flat Stanley Jeff Brown Retell a three-part story	<u>Informative</u> Museum artefacts linked to Flat Stanley Create an information page/poster
	Narrative - 3	Non-Fiction - 2	Narrative - 3	Non-Fiction - 2	Narrative - 3	Non-Fiction - 2
	<u>Tragedy</u> The Snowman (film) Retell the story, set in a familiar setting	<u>Explanation</u> Story of Snow: The Science of Winter's Wonder Jon Nelson	<u>Voyage and return</u> Meerkat Mail Emily Gravett The Lonely Beast	<u>Non-Chronological reports</u> Meerkats Usborne Meerkats National	<u>Overcoming the monster</u> George's Marvellous Medicine Roald Dahl	<u>Instructions</u> Selection of high quality recipe books Recipe for Grandma and

	<i>(their home/garden/school)</i>	<i>Write an explanation text of the life cycle of a snowflake.</i>	Chris Judge <i>Write postcards or letters to parents</i>	Geographic (video clips) Fact files about Meerkats	Character descriptions Recount newspaper report	<i>contrasting recipe of kindness.</i>
Poetry	<u>Performance</u> A Winter Parcel Linda Hammond		<u>Classic humour poem</u> Please Mrs Butler Allan Ahlberg		<u>Concrete Poem</u> The mouse's Tale Lewis Carroll	

Year 3+4 Chestnut	Autumn Term		Spring Term		Summer Term	
	Narrative - 3	Non-Fiction - 2	Narrative - 3	Non-Fiction - 2	Narrative - 3	Non-Fiction - 2
	<u>Fables</u> The Lion and the mouse Sally Grindley <u>Aesop's Fables</u> <u>"The Lion and the Mouse"</u> <u>Short Film - Bing video</u> The Lion and the Mouse by Jerry Pinkney Character description introduce paragraphs to distinguish between appearance and personality.	<u>Instructions</u> Wallace and Gromit's Cracking Contraptions (Film) Derek Smith Design and label their own contraption and write a set on instructions of how it works.	<u>Polar setting/friendship</u> The Last Bear Hannah Gold Retell the story, creating atmosphere in setting using description.	<u>Persuasion</u> Zoo Anthony Browne Animals in captivity, explore the issues and then create an article for a website. Challenge - write from the opposing stance.	<u>Short animation</u> The lighthouse (Film) Retell the story, change the way the problem is solved.	<u>Explanation</u> How does a lighthouse work? Roman Belyaev Writing cohesive factual explanations with diagrams / captions to add information
	Narrative - 3	Non-Fiction - 2	Narrative - 3	Non-Fiction - 2	Narrative - 3	Non-Fiction - 2
	<u>Adventure</u> How to train your dragon Cressida Cowell	<u>Non-Chronological report</u> Dragonology: The Complete Book of Dragons	<u>Voyage and return</u> Journey (Trilogy) Aaron Becker	<u>Recount</u> Sycamore Gap Felling Newspaper article	<u>Historical adventure</u> The Lion above the door Onjali Q Rauf	<u>Discussion/Balanced arguments</u> Old enough to save the planet Loll Kirby

	Developing character (including feelings, behaviour and relationships) Use dialogue to develop character.	Dugald Steer Dracopedia online Create a report on dragons.	Plan and write a longer adventure story set in an imagined world.	Recount the same event in a variety of ways, such as in the form of a story, a letter, a news report ensuring agreement in the use of pronouns.	Plan, tell and write short stories set in the past. Include descriptive detail to evoke the historical setting and make it more vivid. Sequence events clearly and show how one event leads to another.	Link to climate change, Presenting two sides of an argument in an objective way – facts only
Poetry	<u>Free Verse</u> Halloween's Crumble Joseph Coelho		<u>Narrative with rhyme</u> The sound collector Roger McGough		<u>Nonsense</u> Jaberwocky Lewis Carroll	

Year 5 Hawthorn	Autumn Term		Spring Term		Summer Term	
	Narrative - 3	Non-Fiction - 2	Narrative - 3	Non-Fiction - 2	Narrative - 3	Non-Fiction - 2
	<u>Myths</u> King Midas Charlotte Craft Two versions of a character descriptions of the King Midas	<u>Recount</u> Shackleton's Journey William Grill Recount the same event for two contrasting audiences.	<u>Quest</u> Cogheart Peter Bunzl Effective description which evokes a time or place using literal and figurative language.	<u>Explanation</u> The Humans Matt Haig Organise writing and select appropriate vocabulary.	<u>Humour</u> Who let the God's out? Maz Evans Non-linear chronology and signal change of time and place.	<u>Discussion</u> Suffragette David Roberts Presenting a variety of viewpoints around an issue and concluding with a summary of the

						Various viewpoints
	Narrative - 3	Non-Fiction - 2	Narrative - 3	Non-Fiction - 2	Narrative - 3	Non-Fiction - 2
	<u>Rebirth</u> A Christmas Carol Charles Dickens Track changes within the character across the text.	<u>Non Chronological report</u> Counting on Katherine Katherine Helaine Becker Biography - Katherine Johnson	<u>Adventure</u> The Jungle Book Rudyard Kipling Create a setting that will affect the plot of the narrative.	<u>Persuasion</u> Planet SOS Marie Rohde Write and deliver persuasive speeches.	<u>Fantasy/friendship</u> The girl of ink and stars Kieran Millwood Hargrave Map out plot including high and low points.	<u>Procedural</u> Rise up Amanda Li Selecting vocabulary, editing and refining for clarity Writing using a clear structure and layout features
Poetry	<u>Narrative</u> The Highwayman Alfred Noyes		<u>Kenning</u> Tiger William Blake		<u>Sonnet Poem</u> Shall I compare thee to a summer's day? William Shakespeare	

Year 6 Sycamore	Autumn Term		Spring Term		Summer Term	
	Narrative - 3	Non-Fiction - 2	Narrative - 3	Non-Fiction - 2	Narrative - 3	Non-Fiction - 2
	<u>Legends</u> Outlaw Michael Morpurgo Character descriptions of Robin Hood and recreating his character traits in a modern world. GD contrasting opinions about the character and morality.	<u>Recount</u> Everest Alexandra Stewart Diary Writing for a range of purposes adopting appropriate level of formality and register GD Experimenting with tense changes - e.g. anecdotal storytelling may be in present tense - and techniques - e.g. flashbacks	<u>Fantasy</u> Jurassic Park film clips/book Discuss changes of scene and timing to effect characters and events. GD - using particular techniques such as expressive language to add detail of sight and sound and character responses.	<u>Explanation</u> Amazing Evolution Anna Clayborne Choose the appropriate form of writing and style to suit a specific purpose and audience drawing on knowledge of different non-fiction text types GD - Selecting the most effective mode of conveying information (through text / pictorially)	<u>Mystery/fantasy</u> Skellig David Almond Plan and write an extended story. Consider response to a narrative voice when evaluating a book. GD - identify ways to manipulate narrative viewpoint.	<u>Discussion/balanced arguments</u> Queens Victoria Crossman Produce a balanced and objective written report GD - selecting and developing the form in order to present.
	Narrative - 3	Non-Fiction - 2	Narrative - 3	Non-Fiction - 2	Narrative - 3	Non-Fiction - 2
	<u>Rebirth</u> Wonder R.J. Palacio Little Freak (Film) Use language to evoke time and place, expressive use of figurative language to describe a character's response. Discuss characters that challenge stereotypes. GD - respond as a different character.	<u>Non Chronological report</u> Titanic (1912) and the Costa Concordia cruise ship (2012) Collect and write a report in which two or more subjects are compared. GD- Experimenting with layout and presentation of information to engage reader	<u>Modern Fiction</u> The Arrival Shaun Tan Plan and write a non-linear story, using a range of devices to signal that the narrative is moving back or forward in time. GD - Produce a narrative viewpoint that has been adapted and think about the effect this may have on their own writing.	<u>Persuasion</u> How to Make a Better World Keilly Swift Participate in whole class debates using the conventions and language of debate including standard English GD - Adapting style of writing to suit comparative audiences.	<u>Horror</u> Gothic Cirque du Freak Darren O'Shaughnessy Use intended audience to influence style and use of language. GD - identify common elements of an author style and make comparisons between books	<u>Procedural</u> Politics for Beginners Louie Stowell Write succinct, clear information/procedure using appropriate formal language, disciplinary vocabulary and grammatical characteristics. GD - Succinct, clear and cohesive information for both simple and complex procedures, supported by diagrams as appropriate in which

	Compare and contrast different responses to the same character.				two or more subjects are compared.
Poetry	<u>Narrative</u> The Raven Edgar Allen Poe	<u>Free Verse</u> The Hill We Climb Amanda Gorman		<u>Dub (Rap)</u> Poems by Benjamin Zephaniah	