



English

LTP

English Planning:

- Lessons will be based on High Quality Texts.
- Sequences of lessons will be planned to incorporate: Experiencing and Playing with a text; Reading as a Writer; Text Deconstruction; Planning and Independent Writing, which will include both modelled and shared writing.
- Independent Writing will include a range of genres covering fiction, non-fiction and poetry.
- Grammar and Punctuation will be taught discretely but within context.
- Spelling will be taught discretely using the Oxford Owl spelling scheme, linking to phonics and relevant to year group expectations.
- 'Visual Writing' opportunities are available for teachers to use throughout the year at their discretion.
- Writing focus' will cover a range of genres from Year 1 to 6, enabling children to develop and refine skills they have been prior taught. Teachers might choose to change genres used occasionally to suit the needs of their class however this will be agreed with the literacy lead and be informed by cohort needs.
- Whole class novel teaching order can be flexible from term to term, depending on class cohort.
- Whole class novels include books that we hope to buy long term to ensure that children are exposed to a variety of texts that include classic and inclusive literature.

Nursery

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	Marvellous Me	Let's Celebrate	Destination Outer Space	Terrific Tales	Come Outside	Amazing Animals
Key Texts	Happy To Be Me The Family Book Dear Zoo	Wow Said The Owl We're Going On A Bear Hunt	Aliens Love Underpants How to Catch a Star Day Money, Night Monkey	Goldilocks and The Three Bears Little Red Riding Hood The Three Billy Goats Gruff	The Very Hungry Caterpillar Jasper's Beanstalk	It's Mine -eggs and chicks Tropical Terry - aquarium visit Oh Look a Boat - journeys/transition
Nursery Rhymes, Songs and Poetry	Head, shoulders, knees and toes If you're happy and you know it Harvest songs	Autumn Leaves Poem Nursery Rhyme Week Christmas songs	Ten Little Men in a Flying Saucer Twinkle Twinkle Little Star	When Goldilocks went to the house of the bears Hickory dickory dock Easter/spring songs	Creepy Crawly Poem Ring-a-ring-a-roses Incy Wincy Spider Little Miss Muffet	Baa Baa Black Sheep Old MacDonald
Communication and Language	<p>Join in with familiar songs/nursery rhymes.</p> <p>Use words to say how they are feeling such as happy, sad, tired, angry, excited.</p> <p>Enjoys talking about themselves and their family.</p> <p>Understand simple instructions 'line up', 'sit down', 'stop'.</p> <p>Use words to say how they are feeling such as happy, sad, tired, angry, excited.</p> <p>Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'.</p>	<p>Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</p> <p>To listen and respond when conversation interests them.</p> <p>Begins to answer simple questions e.g "what?" questions.</p> <p>Begins to ask simple questions.</p> <p>Talks in short sentences which others can understand.</p> <p>Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.</p>	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>To listen to stories with interest, understanding what is happening with the help of the pictures.</p> <p>Beginning to use a wider range of vocabulary.</p> <p>To begin to show understanding of prepositions.</p> <p>Use longer sentences of four to six words.</p> <p>Knows many rhymes and sings a large repertoire of songs</p>	<p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Use talk to organise themselves and their play; "I'm the mum and you're the baby... let's have a picnic."</p> <p>Talk about what they think is happening when looking at a picture, where is he? What is she doing? How do you think he feels? How do you know that?</p> <p>Begins to develop conversational skills, listening and responding appropriately.</p>	<p>Begins to understand and answer 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>To explain what is happening and anticipate what might happen next.</p> <p>To contribute ideas and ask appropriate questions in small groups.</p> <p>To be able to answer questions and share opinions using the relevant vocabulary.</p> <p>To begin to express a point of view and give reason.</p>	<p>I can listen to longer stories with increasing attention and I can recall key events.</p> <p>I understand and follow two part instructions, "get your coat and wait at the door".</p> <p>I can recall past experiences and discuss these using a wide vocabulary.</p> <p>I can talk more extensively about things that are of importance to me.</p>

				Use a wide range of vocabulary to describe how things look, smell, taste, feel and sound like.	Start a conversation with an adult or a friend and continue it for many turns.	
Literacy	<p>Develop phonological awareness so they can: - identify and differentiate between environmental sounds.</p> <p>Show curiosity when looking at books and enjoy sharing books with adults.</p> <p>Enjoys mark making freely using a variety of materials (chalk, pens, pencils, crayons, paint)</p> <p>Make a wide variety of marks with control, such as a variety of simple shapes and lines.</p> <p>Pre-writing shapes: horizontal lines, vertical lines and circles.</p>	<p>Develop my phonological awareness, so that I can: - spot and suggest rhymes -count or clap syllables in a word</p> <p>Distinguishes between the different marks they have made. For example: "That's my mummy. That's a bus."</p> <p>Have favourite books which they want to share with an adult, with another child, or to look at alone.</p> <p>Begins to recognise their name and writes the first letter of their name.</p> <p>To join in with a range of nursery rhymes.</p>	<p>Develop phonological awareness, so that they can:</p> <p>-recognise words with the same initial sound, such as mountain, mouse, moon, mirror.</p> <p>Use mark-making tools to form the variety of marks needed for letter formation, such as clockwise and anticlockwise rotational movements.</p> <p>To show interest in writing the letters in my name.</p> <p>Pre-writing shapes: plus signs and squares</p>	<p>Develop my phonological awareness, so that I can:</p> <p>-orally blend simple cvc words</p> <p>Writes their name using a name card for support with some recognisable letters.</p> <p>Engage in conversations about stories, learning new vocabulary.</p> <p>Predict what might happen next in a story.</p> <p>Sequence a story, arranging pictures in order.</p> <p>Say what I like and dislike about a book.</p> <p>Write with a purpose, such as a shopping list, a birthday card etc</p>	<p>Develop my phonological awareness, so that I can recognise some set 1 sounds.</p> <p>Repeat sounds and blend them orally to make a cvc word e.g. c-a-t cat.</p> <p>Identify some sounds in words and write the corresponding letter.</p> <p>Use some print and letter knowledge in my early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Develop phonological awareness, so that they can recognise most set 1 sounds.</p> <p>Use their developing phonetic knowledge to identify initial sounds and orally blend CVC words.</p> <p>Confidently write their first name with most letters correctly formed.</p> <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing

Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	Marvellous Me	Let's Celebrate	Destination Outer Space	Terrific Tales	Come Outside	Amazing Animals
Key Texts	Fill a Bucket A Little Bit Brave The Very Hungry Worm Monsters Zog The Colour Monster Happy To Be Me The Family Book	Room on the Broom The Leaf Thief Robin Red Vest	Here We Are The Way Back Home	Gingerbread Man The Three Little Pigs	The Tiny Seed Bloom	Things With Wings Somebody Swallowed Stanley Tiddler The Ugly Five The Lion Inside What the Ladybird Heard
Nursery Rhymes, Songs and Poetry	Head, shoulders, knees and toes If you're happy and you know it Good to be me Harvest songs	Five little speckled frogs Humpty Dumpty Nursery Rhyme Week Christmas songs	Miss Polly had a dolly The wheels on the bus Row, row, row your boat	Hickory dickory dock When Goldilocks went to the house of the bears Easter/spring songs	Ring-a-ring-a-roses It's raining, it's pouring I hear thunder	Incy wincy spider Down in the jungle Old MacDonald
Communication and Language	Use longer sentences of four to six words. Understand how to listen carefully and why listening is important. Listen carefully to rhymes and songs, paying attention to how they sound.	Listen to and talk about stories to build familiarity and understanding. Use new vocabulary through the day in different contexts. Listen and respond to questions about key texts.	Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Ask questions to find out more and to check they understand what has been said to them.	Learn rhymes, poems and songs. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.	Connect one idea or action to another using a range of connectives. Connect one idea or action to another using a range of connectives Describe events in some detail.	Describe events in some detail. Articulate their ideas and thoughts in well-formed sentences. Use talk to help work out problems and organise thinking.
Literacy	Write some letters accurately. Write some, or all, of their name.	Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.	Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme.	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Spell words by identifying the sounds and then writing the sound with letter/s.	Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.	Re-read what they have written to check that it makes sense.

Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Text	The Bog Baby – Jeanne Willis	Lost and Found – Oliver Jeffers	Beegu – Alexis Deacon	Dogger – Shirley Hughes	The Rabbit Problem – Emily Gravett Peter Rabbit – Beatrix Potter	The Naughty Bus – Jan and Jerry Oke
Visual Literacy Stimulus Literacy Shed	Jeanne Willis reads The Bog Baby with live animals https://www.youtube.com/watch?v=44Ds1r7PP00 Brave	Little Boat Lost and Found Space Monkey	The Way Back Home Once in a Lifetime	The Present	Peter Rabbit film trailer	The Naughty Bus Song
Writing Focus Fiction Non-Fiction	Character description Diary Instructions Descriptive poem Newspaper report Letter	Fact file Letter Book review Postcard Narrative Recipe Alternative story	Newspaper report Diary Letter Instructions Narrative – retell Narrative – alternative ending	Descriptive writing Newspaper report Diary Letter Narrative Poetry	Letter Newspaper report Character description Diary Narrative	Booklets? Wanted poster Postcard Instructions Poem Narrative
Poetry Opportunities	Nursery rhymes	Christmas poems	Poet study: Puffin Book of Fantastic First Poems – June Crebbin	All Aboard the Toy Train – Tony Bradman	Animal poems Rabbits – Matt Mooney	Transport poems – Vroom, Vroom – poems about things with wheels – Paul Nicholls (The Song of the Train)
Additional Reading Opportunities	In the Forest – David Schwartz	Penguins – Sally Morgan	Look up! – Nathan Bryon & Dapo Adeola	Puppy – Jean Coppendale	I Spy in the Countryside	William Bee's Wonderful World of Things That Go! – William Bee
Whole Class Novel	Funny Bones by Janet and Allan Alhberg	Lost and Found – Oliver Jeffers The Pirate Cruncher/The Pirates Next Door	Herman's Letter – Tom Percival	Rabbit's Spring Time Adventure – Anita Loughrey	Cinnamon – Neil Gaiman	Ruby's Worry – Tom Percival

Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Text	Wild – Emily Hughes	Man on the Moon – Simon Bartram	Lila and the Secret of Rain – David Conway and Jude Daly	Traction Man – Mini Grey	Little Evie in the Wild Wood – Jackie Morris/ Little Red Riding Hood	The Owl and the Pussycat – Edward Lear
Writing Focus Fiction Non-Fiction	Recount Character description Narrative Poetry Information text	Predictions Instructions Recount Narrative Information text Poetry	Instructions Recount Narrative Information text	Poetry Character description Letter Narrative Recount Information text	Poetry Narrative Information text	Recount Setting description Instructions Narrative Character description Information text
Visual Literacy Stimulus Literacy Shed	Brave	Space Monkey	Bringing the Rain to Kapiti Plain – Live Story on YouTube	Once in a Lifetime	YouTube – Alternative tale of Little Red Riding Hood	Aesop's Fables – YouTube (explore a range)
Poetry Opportunities	Out and About by Shirley Hughes	Space Poems chosen by Gaby Morgan	Brining the Rain to Kapiti Plain – Verna Aardeema	Machine Poetry – Nick Sharratt and Jill Bennet	Dragonfly out in the Sun – David Windle (online)	The Owl and the Pussycat
Additional Reading Opportunities	Why Should I Protect Nature? – Jen Green	Astronaut Academy – Are you Ready for the Challenge? – Steve Martin	Seasons and Weather – Claudette Williams	Real Superheroes - DK & Julia Seal	Forest - DK	Healthy Food – John Quinn (science link)
Whole Class Novel	The Jolley Rogers and the Cave of Doom – Jonny Duddle	An Alien in the Jam Factory – Chrissie Sains and Jenny Taylor	Cinderboy by Laurence Anholt Mr. Penguin and the Lost Treasure – Alex T Smith	Sonya Sharma – Very Best Big Sister? – Chitra Soundar	Dear Greenpeace – Simon James	Sulwe – Lupita Nyong'o.

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Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Text	Orion and the Dark – Emma Yarlett	Greek Myths – Marcia Williams/ The Orchard Book of Greek Myths	Stone Age Boy – Satoshi Kitamura/ The First Drawing – Modicai Gerstein	Alice in Wonderland – Lewis Carroll	The Flower – John Light	The Firework Maker's Daughter – Phillip Pullman
Writing Focus Fiction Non-Fiction	Diary entry Character description Story Retell Poetry	Factfile Newspaper report Character description of a new creature Story Informative leaflet Diary entry	Story retell Non-chronological report Instructions Recount	Story retell Dialogue/ playscript Instructions Recount Comparative report	Recount Fact file Explanation text Story retell with added dialogue	Story retell from a character's point of view Information text Instructions
Visual Literacy Stimulus Literacy Shed	The Lighthouse Moz the Monster	Clips of the Labyrinth	Horrible Histories	Film clip from Alice in Wonderland Bubbles	Passing Through	BBC Teach - https://www.youtube.com/watch?v=nD45Et8Jhqk
Poetry Opportunities	The Sound Collector – Roger McGough (online)	Falling Out of the Sky – Rachel Piercey and Emma Wright	Poetry by Michael Rosen – poet study (online)	You Are Old Father William – Lewis Carroll (online)	The Mouse's Tail – Lewis Carroll	Fireworks – James Reeves (online)
Additional Reading Opportunities	Science Magic with Light – Chris Oxlade	Children's Encyclopedia of the ancient world – John Haywood (Ancient Greece)	Children's Encyclopedia of the ancient world – John Haywood (The Stone Age)	The Little Book of Garden Wildlife – Kirsteen Rogers	Electricity and Magnetism – Kay Davies (science link)	Here Come the Girls – Helena Pielichaty
Whole Class Novel	Charlie and the Chocolate Factory by Roald Dahl	Ice Monster – David Walliams	Spy Toys – Mark Powers	Leonora Bolt – Lucy Brandt and Gladys Jose	Agent Zaiba Investigates: The Missing Diamonds – Annabelle Sami	Bedknobs and Broomsticks – Mary Norton/ A Dinosaur Ate My Sister – Pooja Puri

Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Text	The Promise – Nicola Davies	The Pied Piper – Michael Morpurgo	Egyptian Cinderella – Shirley Climo	Escape from Pompeii – Christina Ballit	The Incredible Book Eating Boy – Oliver Jeffers	The Wind in the Willows – Kenneth Grahame
Writing Focus Fiction Non-Fiction	Setting description Diary Eye witness account Newspaper report List poem Persuasive leaflet	Diary Letter Character description Monologue Alternate retell Christmas poetry	Explanation text Character description Diary News report Setting description Alternate traditional story Instructions	Non-chronological report Setting description Eye witness account First person re-tell Poetry	Dialogue Persuasive advert Character description Formal letter First person re-tell	Setting description Diary entry Play script News report Information text Poetry
Visual Literacy Stimulus Literacy Shed	Invention of Love	The Pied Piper animation https://www.youtube.com/watch?v=4RFLm5eZuHM&t=438s	Tadeo Jones The Egyptian Pyramids	Dum Spiro A Day in Pompeii animation https://www.youtube.com/watch?v=dY_3ggKg0Bc&t=380s	Incredible Book Eating Boy animation https://www.youtube.com/watch?v=2rK_D0VPXhA	The Wind in the Willows 1995 film
Poetry Opportunities	Poet study – class choice based on core text	The Pied Piper – Robert Browning	The Dancing Bear – Charles Causley	Fire poetry Bush Fire – Jacky Kay		The River – Valerie Bloom
Additional Reading Opportunities	Nature at Risk – Sally Morgan	Wildlife in Danger – Steve Parker (science link)	100 Facts on Ancient Egypt – Jane Walker	Volcanoes - DK	Batteries, Blubs and Wires – David Glover (science link)	Who were the Vikings? – Jane Chisholm
Whole Class Novel	Charlotte's Web – E.B White	The Highland Falcon Thief - M. G. Leonard & Sam Sedgman & Elisa Paganelli	How to Train Your Dragon. – Cressida Cowell The Time Travelling Cat and the Egyptian Goddess	Children of Winter – Berlie Dougherty	The Butterfly Lion – Michael Morpurgo	Oranges in No Man's Land – Elizabeth Laird

Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Text	Leon and the Place Between – Grahame Baker-Smith	Journey to Jo'burg – Beverley Naidoo	The Lady of Shalott – Alfred Lord Tennyson	Beowulf -Michael Morpurgo	The Man who Walked Between the Towers – Mordecai Gerstein	The Nowhere Emporium – Ross Mackenzie
Writing Focus Fiction Non-Fiction	Setting description Character description Dialogue Information text Narrative Poetry	Persuasive writing Recount Argument Informal letter Biography	Flashback Fact file Non-chronological report Comparison of characters Persuasive argument	Historical report about the Vikings Beowulf character description Diary entry Re-write of the story Kenning poem Jabberwocky	Setting description Flashback Poetry Eye-witness report Newspaper report Diary entry	Descriptive writing Missing person's appeal Note to parents Letter Film synopsis Book review
Visual Literacy Stimulus Literacy Shed	Black Hat	Swing of Change Zahra	The Raven	The Dragon Slayer	Live News Reports on YouTube/ film clip	Full unit on Literacy Shed The Alchemist's Letter
Poetry Opportunities	The Magic Box – Kit Wright	S is for South Africa – Beverley Naidoo	The Highway Man	Kennings	If – Rudyard Kipling	Poet study – Brian Patten
Additional Reading Opportunities	Seven quintillion, five hundred quadrillion grains of sand on the planet earth – Paul Rockett	A Long Walk to Freedom – children's version Nelson Mandela	The Middle Ages – Pan Macmillan	Vikings - DK	Newspaper reports, interviews of Phillipe Petit	Kaboom! Explosive science to blow your mind. Magazine. (Science link)
Whole Class Novel	Hacker – Malorie Blackman	Street Child – Berlie Dougherty	A Little Princess – Frances Hodgson Burnett	The Bubble Boy – Stewart Foster	Jazz Santos vs The World – Priscilla Mante	Friend or Foe – Michael Morpurgo

Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Text	Tales from the Arabian Nights	Trash – Andy Mulligan		Macbeth - Shakespeare	Visual Literacy	The Spider and the Fly – Mary Howitt and Tony Di Terlizzi
Writing Focus Fiction Non-Fiction	House Captain Speeches Monologue Short Story – retelling Short Story – alternative chapter	Atmospheric Setting Description Diary entries from different perspectives Balanced argument Personal/ informal letter Newspaper article		Atmospheric Setting Description Monologue Balanced Argument Diary entries across a narrative Informal Letter Non-chronological report	Setting description Flashback narrative Newspaper article Descriptive narrative Flashback narrative News report	Balanced Argument Newspaper Report Kenning Letter Short Story -retelling
Visual Literacy Stimulus Literacy Shed	Treasure	Little Freak		Macbeth Film Trailer	Francis Beyond the lines Dracula's Whitby	The Spider and the Fly https://www.youtube.com/watch?v=XOjXlIqoCyo
Poetry Opportunities	The Door – Miroslav Holub	The Barefoot Book of Earth Poems – Grace Nicholls		Macbeth – Shakespearean blank verse	No poetry as time used to refine writing for possible moderation.	The Spider and the Fly
Additional Reading Opportunities	Facts about Islam – Alison Cooper	Brazil – David Marshall		Welcome to the Globe – Peter Chrisp	Charging About – The Story of Electricity – Jacqui Bailey	Impact of the Empire – Christopher Culpin
Whole Class Novel	The Lion Above the Door Onjali Q. Raúf	Trash – Andy Mulligan	How High the Moon – Karyn Parsons	Pig Heart Boy – Malorie Blackman	The Shadow of the Trojan Horse – Wendy Leighton-Porter	No Ballet Shoes in Syria – Catherine Bruton

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