

Hudson Road Primary School

English Long term Plan including texts used.

| Year group /Term | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Year one | <p><u>Narrative</u> Retell a story with predictable phrases eg. repetition of key phrases</p> <p><u>Recount</u> Write sentences to match sequenced pictures.</p> | <p><u>Narrative</u> Tell a basic 3 part story about a central character</p> <p><u>Instructions</u> Write simple instructions about something they know well.</p> | <p><u>Narrative</u> Plan and tell a three part traditional tale with basic ideas sequenced and traditional story language adopted.</p> <p><u>Recount</u> Write a simple first person recount linked to topic or personal experience</p> | <p><u>Narrative</u> Retell a familiar story in 3 parts. Include accurate sentence punctuation.</p> <p><u>Report</u> Describe something or someone</p> | <p><u>Narrative</u> Write a complete simple story in three parts based on their own experiences or linked to a topic.</p> <p><u>Instructions</u> Write instructions with some expansion about something they know well</p> | <p><u>Narrative</u> Write a story which includes strong characterisation</p> <p><u>Report</u> Assemble information about a topic</p> |
| | <p>Texts used Billy Goats Gruff</p> | <p>Texts used Dug the Bug that went Boing</p> | <p>Texts used Little Red Riding Hood</p> | <p>Texts used Jasper's Beanstalk</p> | <p>Texts used Jack and the Beanstalk</p> | <p>Texts used The Smartest Giant in town.</p> |

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| <p>Year two</p> | <p><u>Narrative</u> Retell a 3 part story that has a key central character.</p> <p><u>Non-chronological report</u> Use information from research to group and assemble information into a short non-chronological report.</p> | <p><u>Narrative</u> Retell a traditional tale - with repeated events using the rule of three.</p> <p><u>Recount</u> Write a simple first person recount linked to topic or personal experience</p> | <p><u>Narrative</u> Plan and tell a 3-part story based on own experience with a focus on expanded noun phrases to provide detail and specification.</p> <p><u>Instructions</u> Write instructions with some expansion about something they know well</p> | <p><u>Narrative</u> Plan and tell a story in four parts with clear use of subordination and co-ordination.</p> <p><u>Recount</u> Write a narrative recount in role. Write about a real experience.</p> | <p><u>Narrative</u> To plan and write your own four part story showing the use of a range of sentence types and language to add detail.</p> <p><u>Non-chronological report</u> Use the language and structural features in a specific form eg. leaflet.</p> | <p><u>Narrative</u> To plan and write a familiar story with a range of sentence types - applying the skills of Year 2.</p> <p><u>Persuasion</u> Write a simple persuasive piece based on research, a topic of interest or a fictional book.</p> |
| | <p><u>Texts Used</u> Super Daisy The Peril of Planet Pea</p> | <p><u>Texts Used</u> The Three Little Pigs Goldilocks and the three Bears Into the Forest</p> | <p><u>Texts Used</u> Here comes the aliens. Beegu</p> | <p><u>Texts Used</u> The Owl who was afraid of the dark</p> | <p><u>Texts Used</u> Flotsam The Window</p> | <p><u>Texts Used</u> We're going on a Bear hunt</p> |

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| <p>Year three</p> | <p><u>Narrative</u> To write a story in four parts, in the first person, with a definite ending.</p> <p><u>Recount</u> Write a recount in a specific form of an event in chronological order, expressing time, place and cause using conjunctions and adverbs</p> | <p><u>Narrative</u> To write a story in the third person organised into paragraphs, ensuring that the sequence is clear. Some basic dialogue included.</p> <p><u>Explanation</u> Write a series of extended sentences, organised appropriately for a specific form to explain a process, ensuring relevant items are grouped together and sufficient details are included.</p> | <p><u>Narrative</u> Re-tell or write their own story with varying voice and intonation to create a specific effect in the audience and sustain interest.</p> <p><u>Non-chronological report</u> Write an information piece with a clear audience requiring an impersonal style and specific choice of language features for more formal writing.</p> | <p><u>Narrative</u> To write a five part story with a strong dilemma, using conventions of written dialogue to show the relationships between two characters and move the action forward.</p> <p><u>Non-chronological report</u> Write a non-chronological report about a subject researched in a specific form e.g. leaflet</p> | <p><u>Narrative</u> Write a story that has a problem and a resolution. Organise into paragraphs that include adverbs of time.</p> <p><u>Instructions</u> Write increasingly complicated instructions with a clear audience ensuring they can be easily followed by the intended audience.</p> | <p><u>Narrative</u> Write a story where dialogue is the drive to move the story on.</p> <p><u>Persuasion</u> Present a persuasive point of view in the form of a letter, beginning to link points together, selecting style and vocabulary appropriate to the reader.</p> |
| | <p>Texts used Something Fish and The Lost Thing</p> | <p>Texts used King Arthur Robin Hood</p> | <p>Texts used Flood Escape from Pompeii</p> | <p>Texts used The Egyptian Cinderella</p> | <p>Texts used The Lighthouse</p> | <p>Texts used Pinocchio</p> |

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| <p>Year four</p> | <p><u>Narrative</u> To plan and write their own version of a familiar story.</p> <p><u>Recount</u> Write a recount in the 1st person with a clear audience and form</p> | <p><u>Narrative</u> Plan and write a complete story</p> <p><u>Persuasion</u> Write an advertisement</p> | <p><u>Narrative</u> Plan and write a longer story</p> <p><u>Non-chronological report</u> Write a report with a clear audience and specific form (different from one previous).</p> | <p><u>Narrative</u> Plan a complete story focussed on organisational devices</p> <p><u>Explanation</u> Write an explanation in an impersonal style.</p> | <p><u>Narrative</u> Write in role as a character from a story.</p> <p><u>Recount</u> Write a recount in the form of a newspaper report.</p> | <p><u>Narrative</u> Plan and write a story with a strong central character using "show not tell" techniques</p> <p><u>Non-chronological report</u> Write a comparative report based on their own notes taken from several sources.</p> |
| | <p>Texts used The True Story of the Three Little Pigs</p> | <p>Texts used The Iron Man</p> | <p>Texts used How to train your dragon</p> | <p>Texts used Rock, paper, scissors Voices in the Park</p> | <p>Texts used Kensukes Kingdom</p> | <p>Texts used Theseus and the Minotaur Jason and the Argonauts</p> |

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| <p>Year five</p> | <p><u>Narrative</u> Write a five part story using language to evoke mood and atmosphere</p> <p><u>Recount</u> Practise writing a recount with a specific form and audience</p> | <p><u>Narrative</u> Plan and tell a story demonstrating awareness of audience</p> <p><u>Non-chronological Reports</u> Plan, compose, edit and refine a non-chronological comparative report focusing on clarity and conciseness.</p> | <p><u>Narrative</u> Write in the style of a particular author, organised into chapters,</p> <p><u>Persuasion</u> Adapt a piece of persuasive writing for different audiences,</p> | <p><u>Narrative</u> Plan and tell a story to explore narrative viewpoint</p> <p><u>Procedural Text</u> Write a linear procedural text with a wide range of presentational and organisational devices,</p> | <p><u>Narrative</u> Plan and write a non - linear story eg. Flashbacks, parallel narrators.</p> <p><u>Discussion</u> Plan, compose, edit and refine a balanced discussion; presenting two sides of an argument.</p> | <p><u>Narrative</u> Plan and write a story with a clear narrative voice. Use dialogue to build character and move the action forward.</p> <p><u>Explanation</u> Plan, compose, edit and refine an explanation text;</p> |
| | <p>Texts used The Explorer</p> | <p>Texts used The Explorer</p> | <p>Texts used The Nowhere Emporium</p> | <p>Texts used The Highwayman</p> | <p>Texts used Wonder</p> | <p>Texts used Wonder</p> |

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| <p>Year six</p> | <p><u>Narrative</u> Change a play into a narrative. Review the story focussing on dialogue being used to develop characterisation and move action forward.</p> <p><u>Recount</u> Write a recount in a specific form with a clear audience ensuring formality is appropriate</p> | <p><u>Narrative</u> Plan and write a story with a very distinct atmosphere -eg. suspense, panic, humour</p> <p><u>Non-chronological report</u> Write a report with a distinct form and specific audience</p> | <p><u>Narrative</u> Plan and write a non-linear story, arranging paragraphs carefully</p> <p><u>Persuasion</u> Construct an effective persuasive argument using persuasive language techniques to deliberately influence the reader</p> | <p><u>Narrative</u> Plan and write a story with two narrators to tell the story from different perspectives.</p> <p><u>Discussion</u> Write a discussion text in a specific form with a specific audience</p> | <p><u>Narrative</u> Plan and write an extended narrative divided into chapters. Use of description and figurative language to create atmosphere.</p> <p><u>Explanation</u> Write an explanation using a range of presentational and organisational devices to structure the text and guide the reader.</p> | <p><u>Narrative</u> Plan and write a variety of parodies manipulating characters, setting and events to amuse the reader.</p> <p><u>Non-fiction (choice)</u> Present information or recount information in any way they choose, demonstrating appropriate language choices and structural features.</p> |
| | <p>Texts used Macbeth Biographies such as Rosa Park</p> | <p>Texts used Holes</p> | <p>Texts used Shackletons Journey</p> | <p>Texts used Alma Literacy Shed</p> | <p>Texts used There is a boy in the girls' bathroom</p> | |

