



Dewhurst St Mary Primary School English Long Term Plan



This Long Term Plan suggests a summary of the learning that takes place in English during the children's time at Dewhurst St Mary. It is impossible to capture all the wonderful and inspiring resources and learning opportunities used, however this plan gives a flavour of how learning is sequenced each term, taking into account links across subjects and development over time. Our English curriculum is bespoke to our children and is adapted to meet the needs of individuals and classes each year. The plan shows a few examples of books from our literature, poetry and non-fiction spines which can be found in more detail on the Medium Term Plans (MTP) and the Poetry Progression Plan (PPP).

	Autumn	Spring	Summer
EYFS	<p>Learning Journey: All About Me & Transport</p>	<p>Learning Journey: People Who Might Help us & Animal World</p>	<p>Learning Journey Growing/Life Cycles & Once Upon a Time</p>
	<p>Learning in English develops through essential and numerous opportunities for speaking, listening and sharing prose and poetry. The intention is for the children's understanding to progress by connecting ideas, events and language. The children are encouraged to ask and answer questions, this learning takes place in an exciting, vibrant, language rich environment. Children are encouraged to mark make or use their early writing skills. Writing opportunities are sometimes linked to role play e.g., shopping lists, doctor's notes, menu orders, tally charts, making the process more purposeful. Rich and varied texts are shared with the children from our poetry and rhyme, literature and non-fiction reading spines. However, texts choices are also inspired by current events and the children's own interests. Daily phonic sessions (Read Write Inc) support the children's growing skills in reading and writing. Books are re-read to build up confidence in word reading, fluency as well as understanding and enjoyment. Through the development of phonic knowledge children are able to read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 'English' happens in many areas of the EYFS curriculum and is underpinned by the whole school ethos of developing a wider and broad vocabulary.</p>		
	   <p> <u>Only One You</u> by Linda Kranz <u>Mr Gumpy's Outing</u> by John Burningham <u>Fruits: A Caribbean Counting Poem</u> by Valerie Bloom <u>On Sudden Hill</u> by Linda Sarah <u>Harvest Festival - Festival and Celebration</u> by Nancy Dickmann <u>My Many Coloured Days</u> by Dr Suess </p>   	   <p> <u>Superatato - Veggies Assemble</u> by Sue Hendra <u>Walking Through the Jungle</u> by Julia Lacombe <u>The Bee Book</u> by Charlotte Miller <u>Rosie's Walk</u> by Pat Hutchins <u>The Goggle-Eyed Goats</u> by Stephen Davies <u>I Wanna Iguana</u> by Karen Kaufman </p>   	   <p> <u>What If...</u> by Samantha Berger <u>Goldilocks and the Three Bears</u>, <u>The Three Little Pigs</u>, <u>The Gingerbread Man</u>, <u>Little Red Riding Hood</u> (various traditional tales) <u>A Tiny Seed</u> by Eric Carle <u>Jack and the Jelly Beanstalk</u> by Rachel Mortimer <u>Katie and the Sunflowers</u> by James Mayhew <u>The Princess And The Pea</u> retold by Rachel Isadora </p>   

During this term the children will continue to learn to write labels and simple sentences. They will be encouraged to use familiar, repeating language from a story they have read as a class as well as adjectives to create their own interesting sentences. Children work using spoken language, computer software and pencil and paper to capture their ideas. During the second half of the term the focus changes to non-fiction texts, children begin to write recounts and 'how to' guides. They write letters to persuade a reader and perform and adapt poetry. Read Write Inc sessions continue in Year 1 forming strong teaching and learning of phonics, spelling and writing.



Here We Are by Oliver Jeffers
Astro Girl by Ken Wilson Max
The Witches Spell (MacBeth) by William Shakespeare

During the Spring term the children plan, write and publish their own short narratives based on their own experiences and an unlikely friendship. They think carefully about the sequence of their ideas while writing a set of instructions and use their senses to write their own poems, inspired by the story *Peace At Last*.

The children write for purpose to support their learning in Science and History presenting reports and diary entries using subject specific vocabulary learn in other areas of the curriculum. The children continue to read and perform poetry focusing on the poet, James Carter. The children are enjoying reading and being read to becoming more familiar with author's who form part of the Year 1 literature spine (Marie Hedderwick, Martin Waddell, Oliver Jeffers, Michael Bond and Mini Grey)






Peace at Last by Jill Murphy
The Great Fire of London by Emma Adams and James Weston Lewis
ZIM, ZAM, ZOOM! Poems to Read Out Loud by James Carter


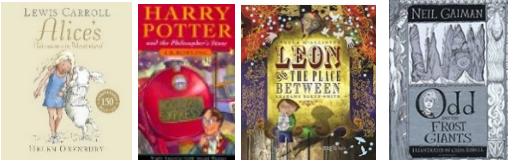

By the Summer term the children are ready to think more carefully about the characters in their writing. They consider what these characters might say and do and how they feel. Their imagination starts to run wild with their own fantasy narratives as they develop the style of their writing using features like repeated language and noun phrases. The children continue to progress with their knowledge of non-fiction using both Science and Geography lessons as stimulus for their writing. Children continue to practice their handwriting ensuring that capital and lower case letters (and digits) are correctly formed and that spacing between words reflects the size of the letters. In books that they can already read fluently, the children correct any inaccurate reading, answer questions and make some inferences. They can explain what has happened so far in what they have read and some children can make predictions as to what might happen next.



Traction Man by Mini Grey
The Magic Bed by John Burningham
A Selection of Katie Morag Stories by Marie Hedderwick (Geography Link)

Year 2			
	<p>During this term the children will learn how to plan and retell a traditional tale using story telling vocabulary and descriptive language. They will use conjunctions to help sequence sentences. Using poetry as inspiration, they will create or adapt a nonsense poem and create their own calligrams.</p> <p>In the second half of the term, the children will write a historical narrative (Gunpowder Plot) ensuring the events are explained in order. They will recount a soldier's day as a diary, using short sentences for impact. They will use diagrams and sentences to write a clear explanation texts and adapt or write a list poem.</p>	<p>In the Spring term, the children will be inspired by natural world to write non chronological reports. Using their research in Geography lessons, they will write informal letters from Antarctica and by selecting vocabulary carefully they will write their own free verse poem.</p> <p>Before Easter, the children will use existing stories as models for their own longer narrative, focusing on how the story ends. They will think more carefully about characters and how they think and feel and how best to describe them.</p> <p>They will also write more formal letter explaining thoughts and feelings whilst in role as a character from history.</p>	<p>By the summer term, the children will be writing their own adventure stories and performing poetry aloud. They will use two authors who write about dragons as inspiration for their own dragon story.</p> <p>Later in the term, they will focus on using vocabulary really thoughtfully and carefully to write powerful character descriptions, informative explanations and reports. Finally, they will use conjunctions to help sequence their ideas when they justify their own opinions on who from the history they have studied deserves to be remembered.</p>
	 <p><u>Walter Tull's Scrapbook</u> by Michaela Morgan. <u>Rapunzel</u> by Beth Woolvin <u>The Owl and the Pussy Cat</u> by Edward Lear</p>	 <p><u>Emily Brown and the Elephant Emergency</u> by Cressida Cowell <u>The Ocean Meets the Sky</u> by Eric Fan and Fan Terry <u>Eyewitness Sharks</u> by DK</p>	 <p><u>We Are Water Protectors</u> by Carole Lindstrom <u>The Dragon Machine</u> by Helen Ward <u>The Boy Who Grew Dragons</u> by Andi Shepherd (series)</p>

Year 3			
	<p>During this term the will children retell fables learning how to use using direct speech and to begin to organise their writing into paragraphs. They will adapt or write their own poem in the style of another poet, suggesting their own endings to a cautionary tale. They will use their imagination to turn a well-known fairy tale on its head, using paragraphs to write an engaging newspaper report. In the second half of the term the children will plan and write a mystery story using language, punctuation and grammar techniques which keeps the reader guessing and wondering. After reading a class novel or extract from a classic book, they will write imaginative list poem exploring what I feel might be found through a magic wardrobe door or inside a black hole. Using their knowledge gained in their history lessons, they will plan and produce a clearly organise information to inform others about the history of Dewhurst St Mary Primary School. Finally in a task inspired by the class they will write a clear set of instructions using the features of instructional writing.</p>	<p>Using folk tales for inspiration, the children will grab their reader's attention by writing an engaging setting or character description. They will explore the tea trade and tea traditions through a thoroughly engaging story before planning and writing a non-chronological report on tea. Continuing their knowledge of trade and fair trade from their geography lessons they will write a letter to explain their point of view.</p> <p>During the second half of the term, the children are emersed in their learning of prehistory, this will inspire reading and writing of write a short recount and a descriptive and engaging historical narrative using information, specific language and details they have discovered. After an exciting trip to Celtic Harmony Camp, they produce a well organised and clear report about an aspect of the Prehistoric Era. Finally, they will create their own sound poems in the style of Roger McGough to reflect the everyday sounds they would miss if the Sound Collector stole them away.</p>	<p>By the summer term, the children will be reading a greater number of books with chapters, exploring these with the support of their class teacher or independently.</p> <p>They will further develop their use of dialogue; producing their own fantasy narrative and learning how to manipulate and develop language through authors like Roald Dahl and Philip Pullman. They will use rhyming poetry to engage with feelings and emotion, building rich varied word banks. Based on learning from geography fieldwork, they will create a clear explanation text about the processes and features of a river system. During final half term the children's reading takes them to far flung places around the globe. They explore places and characters in The Firework Maker's Daughter by Philip Pullman turning the narrative into a playscript. Finally, using knowledge from the Autumn term and Spring term they write and present their point of view about the habitat destruction and the trade in palm oil in a persuasive letter.</p>
	 <p>Various fables by Aesop (retold) <u>The Lion, the Witch and the Wardrobe</u> by C S Lewis <u>The Boy Who Made the World Disappear</u> by Ben Miller <u>Flotsam</u> by David Wiesner</p>	 <p><u>Cloud Tea Monkeys</u> by Mal Peet <u>Mufaro's Beautiful Daughters</u> by John Steptoe <u>The First Drawing</u> by Mordicai Gerstein</p>	 <p><u>The BFG</u> by Roald Dahl <u>The Firework Maker's Daughter</u> by Philip Pullman <u>There's a Rang-Tan in my Bedroom</u> by James Sellick <u>Junior Primary Atlas</u> by Collins</p>

Year 4			
	<p>Using classic fiction as a starting point the children use compound and complex sentences to write a clearly organised news report. From their own research, children use interesting and informative paragraphs to form a non-chronological report based on notes gathered from several sources. Linking their artwork with poetry, the children create, write and perform a nonsense verse about a gruesome creature based on the same poetic devices used in <i>The Jabberwocky</i> by Lewis Carroll.</p> <p>Linking with their learning about Ancient Greece, the children will create their own speeches (proclamation, persuasive, soliloquy), diary entries and will retell classic myths using ICT. Working carefully on dialogue within their work they will plan, write, edit and publish their own epic adventure story.</p>	<p>The Spring term brings new creative English challenges with children using poetry and prose as a stimulus to write their own play, including stage direction, synopsis, list of characters and props. They create an informative and persuasive piece to be used on the website of The National Trust linking with their study of coastal environments and use careful language choices and sentence techniques to write an engaging description of a setting which will make a reader want to read on.</p> <p>The wonderful book, <i>Leon and the Place Between</i> forms the back bone to the children developing their persuasive writing as well as poetry and ways to describe the magical world found in the 'place between'.</p> <p>Linking their developing knowledge of myths and legends with their new history focus the children will use drama techniques to deepen their understanding of a character before rewriting a narrative from another perspective.</p>	<p>During the Summer term the children will begin to explore explanation texts, considering formal and informal language. They will focus on work by the author Neil Gaimen, firstly using his book <i>Cinnamon</i> to write dialogue effectively in a mythical narrative and then enjoying the modern classic <i>Coraline</i> as a class novel. The children will continue to explore and perform poetry, thinking very carefully about the language choices they make and what they can learn from the language and phrases used in poems they read.</p> <p>In the final part of the year the children will use film extracts, the book <i>Varmints</i> and their knowledge of lifecycles to write detailed explanation texts. They will link their learning in history to a historical narrative ending in the writing of a non-chronological report about the Benin Kingdom.</p>
	 <p><u>Charlie and the Chocolate Factory</u> by Roald Dahl <u>Real Life Creatures of the Deep</u> by Matthew Rake <u>The Jabberwocky</u> by Lewis Carroll <u>The Odyssey</u> retold by Gillian Cross</p>	 <p><u>Alice in Wonderland</u> by Lewis Carroll <u>Harry Potter and the Philosopher's Stone</u> by JK Rowling <u>Leon and The Place Between</u> by Angela Mcallister/Grahame Baker-Smith <u>Odd and The Frost Giants</u> By Neil Gaimen and Chris Riddell</p>	 <p><u>Cinnamon</u> by Neil Gaimen and Divya Srinivasan <u>Words are Ours</u>, by Michael Rosen <u>The Magic Box</u>, by Kit Wright <u>Varmints</u> by Helen Ward and Marc Craste <u>Children of Benin</u> by Dinah Orji</p>

Year 5			
	<p>In the Autumn term the children will focus on being able to independently use a story planning tool. They will tell a fairy tale narrative-focusing on how the introduction can take many forms (action/description -character or setting /dialogue). Using their knowledge from geography they will write a how to guide and continuing their science they will write a significant 'hidden' figure in history.</p> <p>They will read, perform and create cinquain poems as well as writing a sequel or a prequel to a fairy tale narrative. The term will end in heated debate with the children creating persuasive speeches, discussion texts and a sci-fi narrative based on Robot Girl.</p>	<p>In the Spring term the children will take part in performance, appraisal and adaptation of poem, thinking how music can also be used to form a link with creating an atmosphere.</p> <p>By using a selection of prose and poetry written around the subject of the Windrush, the children will heard from many <u>Voices of the Past</u> (History unit) to create diary entries, letters and a formal persuasive pitch to the local council.</p> <p>In the second half of the term, they will use written text and oral narrative to write a mystery setting and alternative ending. Use footage from a BBC nature documentary o create a poem and additional movie footage to develop and use imaginative, descriptive literary devices in their writing.</p>	<p>During the summer term the children will immerse themselves in rich language,plots and characters through their study of Macbeth. They will debate and attempt to persuade others, presenting a two sided piece following a debate.</p> <p>Using their knowledge of Greek Gods, Anglo Saxon and Vikings (Year 40 they will work on an ode, an obituary and a soliloquy before writing their own version of a mythical narrative or adding a chapter to a legend.</p> <p>During the second half term the children will read and review historical set in England in 866AD, evaluating the protagonist and comparing her to the hero in other historical narrative they have read.</p>
	 <p><u>Firebird</u> by Saviour Pirotta <u>Hidden Figures</u> by Margot Lee Shetterly <u>The Sleeper and the Spindle</u> by Neil Gaiman and Chris Riddell <u>Robot Girl</u> by Malerie Blackman</p>	 <p><u>The Listeners</u> by Walter de La Mere <u>Windrush Child</u> by Benjamin Zephaniah (Supporting text; <u>Coming to England</u> by Floella Benjamin) <u>Windrush Child</u> by John Agard <u>The London Eye Mystery</u> by Siobhan Dowd <u>The Boy in the Tower</u> by Polly Ho-Yen</p>	 <p><u>Percy Jackson and the Lightning Thief</u> by Rick Riordan <u>Beowulf</u> by Michael Morpurgo <u>She Wolf</u> by Dam Smith <u>Zoo</u> by Anthony Brown</p>

Year 6			
	<p>At the beginning of the Autumn term the children dive straight into the text <i>Flood lands</i> by Marcus Sedgewick. The story links strongly with their learning about the effects of climate change in geography. The children create reports, poems, diary entries and descriptions using specific terms and language. The children then explore and write their own dystopian narrative. The second half of the autumn terms allows the children to immerse themselves in the wide selection of prose written about experiences of WWII. They write and present speeches, create flashback stories, develop effective description and write with empathy as a child of the time.</p>	<p>During the spring term the children will escape into the graphic novel <i>The Arrival</i> by Shaun Tan, developing their ability to describe atmosphere and to convey character through dialogue. While reading <i>Skellig</i> the children will work on their use of alliteration, onomatopoeia, similes and metaphors as well as presenting themselves in the role as one of the characters justifying their actions at part of the action within the story.</p> <p>The second half of the term allows the children to develop their ability to write balanced arguments and persuasive writing. They also use their knowledge from geography in year 5 & 6 to write a detailed explanation of a physical feature.</p>	<p>The summer term starts with a powerful book which will enable the children to write a narrative from a different perspective. They will bring together learning in history, crime and the poem <i>The Highwayman</i> by Alfred Noyes, performing the poem in groups. They will begin to look at autobiographies.</p> <p>In the second half of the term, they will develop mystery and suspense through language choices and other literary devices as well as further developing their knowledge about biographies and autobiographies..</p> <p>In readiness for their transition to secondary school they will examine the text <i>A Beautiful Lie</i> by Irfan Master, creating an extended piece of fiction writing based on events that could have happened in the 'lie'.</p>
	 <p><u><i>Flood Lands</i></u> by Marcus Sedgewick <u><i>The Last Wild</i></u> by Piers Torday <u><i>Goodnight Mr Tom</i></u> by Michelle Magorian <u><i>Letters from the Lighthouse</i></u> by Emma Carroll <u><i>Rose Blanche</i></u> Originally written by Roberto Innocenti translation by Ian McEwan</p>	 <p><u><i>The Arrival</i></u> by Shaun Tan <u><i>Skellig</i></u> by David Almond <u><i>Suffragette: The Battle for Equality</i></u> by David Roberts <u><i>Everything Volcanoes and Earthquakes</i></u> by Kathy Furgang <u><i>Overheard in the Tower Block</i></u> by Joseph Coelho</p>	 <p><u><i>The Island</i></u> by Armin Greder <u><i>The Highwayman</i></u> by Alfred Noyes <u><i>Through the Tunnel</i></u> by Doris Lessing <u><i>Some Places More Than Others</i></u> by Renee Watson <u><i>A Beautiful Lie</i></u> by Irfan Master</p>