














Hollyfast Primary School – English Long-Term Plan KS1 & KS2






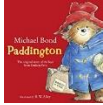





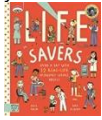

Traditional Tales + Shakespeare Y6 / Contemporary Fiction / Classic Literature / Visual Literacy (KS2) / Non-Fiction / Poetry

YEAR 1	Autumn Term				Poetry 1	Spring Term				Summer Term				Poetry 2	
Core Texts	Trad Tales <i>The Three Little Pigs</i> Ladybird 	Classic Lit <i>Mr Gumpy's Motor Car</i> John Burningham 	Contemp Fiction <i>Supertato</i> Sue Hendra 	Non-Fiction <i>Look what I found in the woods</i> Moira Butterfield 	Contemp Poetry <i>Zim Zam Zoom</i> James Carter 	Classic Lit <i>Where the Wild Things Are</i> Maurice Sendak 	Non-Fiction <i>Usborne First Cookbook</i> Angela Wilkes 	Trad Tales <i>Zomo the Rabbit</i> Gerald McDermott 	Contemp Fiction <i>Grandma Bird</i> Benji Davies 	Trad Tales <i>The Gingerbread Man</i> Ladybird 	Classic Lit <i>Whatever Next!</i> Jill Murphy 	Non-Fiction <i>Info Buzz: Paramedics</i> Izzi Howell 	Contemp Fiction <i>Hair Love</i> Matthew Cherry 	Forms of Poetry - Riddle Selection of examples of the form	
Writing Outcomes - Narrative	Traditional Tale <i>Writing to narrate</i> Sentences about the story	Setting <i>Writing to describe</i> Sentences to describe places in the story	Character <i>Writing to describe</i> Sentences to describe Supertato		Description Description of a rocket <i>Writing to describe</i> + Performance of poem	Setting <i>Writing to describe</i> Sentences to describe the place where the wild things are		Traditional Tale <i>Writing to narrate</i> Rewrite the story in own words	Character <i>Writing to describe</i> Sentences about Noi		Adventure Story <i>Writing to narrate</i> Sequel story for Baby Bear			Form of Poetry <i>Writing to narrate</i> Riddle	
Writing Outcomes – Non-Narrative		Recount (fictional) <i>Writing to recount events</i> 1 st person recount in role as Mr Gumpy		Recount (real) <i>Writing to recount events</i> Recount of walk in the woods Non-Chron Report <i>Writing to inform</i> Woodland animal			Instructions <i>Writing to instruct</i> Simple instructions for a favourite dish		Non-Chron Report <i>Writing to inform</i> Birds	Recount (fictional) <i>Writing to recount events</i> 1 st person recount in role as the fox e.g. letter to other fox		Non-Chron Report <i>Writing to inform</i> People who help us Recount (real) <i>Writing to recount events</i> Recount of a visit/visitor e.g. fire fighters	Recount (fictional) <i>Writing to recount events</i> 1 st person recount in role as Zuri		
Grammar & Punctuation Foci	<ul style="list-style-type: none"> - Combine words to make a sentence. - Separate words with spaces. - Demarcate most sentences with capital letters and full stops. - Use a capital letter for the personal pronoun <i>I</i>. 					<ul style="list-style-type: none"> - Combine words to make a sentence. - Separate words with spaces. - Demarcate most sentences with capital letters and full stops. - Use a capital letter for the personal pronoun <i>I</i>. - Join words using <i>and</i>. - Use the conjunction <i>and</i> to join sentences which are linked. - Use capital letters for names of people, places, days and months. 					<ul style="list-style-type: none"> - Combine words to make a sentence. - Separate words with spaces. - Demarcate most sentences with capital letters and full stops. - Use a capital letter for the personal pronoun <i>I</i>. - Join words using <i>and</i>. - Use the conjunction <i>and</i> to join sentences which are linked. - Use capital letters for names of people, places, days and months. - Begin to use 1st and 3rd person consistently. - Use simple past tense and simple present tense consistently. - Begin to use question marks and exclamation marks to demarcate sentences. 				

Hollyfast Primary School – English Long-Term Plan KS1 & KS2








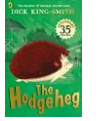


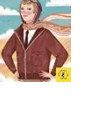

Traditional Tales + Shakespeare Y6 / Contemporary Fiction / Classic Literature / Visual Literacy (KS2) / Non-Fiction / Poetry

YEAR 2	Autumn Term				Poetry 1	Spring Term			Summer Term			Poetry 2
Core Texts	Trad Tales <i>The Pied Piper of Hamelin</i> <i>Ladybird</i> 	Non-Fiction <i>Fact Cat: Weather</i> 	Contemp Fiction <i>The Building Boy</i> Ross Montgomery 	Classic Lit <i>Paddington</i> Michael Bond 	Classic Poetry <i>Please Mrs Butler</i> Alan Ahlberg 	Contemp Fiction <i>The Koala who Could</i> Rachel Bright 	Non-Fiction <i>The Big Book of Beasts</i> Yuval Zommer 	Classic Lit <i>The Twits</i> Roald Dahl 	Trad Tales <i>Pattan's Pumpkin</i> Chitra Soundar 	Non-Fiction <i>Life Savers</i> Eryl Nash 	Contemp Fiction <i>Ellie and the Cat</i> Malorie Blackman 	Poems of Poetry – List poems Selection of examples of the form
Writing Outcomes – Narrative	Character Description <i>Writing to describe</i> Description of the Pied Piper		Adventure Story <i>Writing to narrate</i> Own 'building boy/girl' story	Setting Description <i>Writing to describe</i> Description of the Railway station	+ Performance of poem	Character Description <i>Writing to describe</i> Description of Kevin the Koala		New Chapter <i>Writing to narrate</i> New trick for The Twits	Setting Description <i>Writing to describe</i> Description of the location in the story Traditional Tale <i>Writing to narrate</i> Rewrite the story in own words			Form of Poetry <i>Writing poetry</i> List poem
Writing Outcomes – Non-Narrative		Non-Chron Report <i>Writing to inform</i> Different types of weather		Recount (fictional) <i>Writing to recount events</i> Letter in role as Paddington about the events from the story	Recount (real) <i>Writing to recount events</i> Recount of an event at school		Non-Chron Report <i>Writing to inform</i> An animal	Instructions <i>Writing to instruct</i> How to make wormy spaghetti		Recount (real) <i>Writing to recount events</i> Recount of a day in the life of a ...	Recount (fictional) <i>Writing to recount events</i> Diary in role of a character e.g. Ellie, Grandma	
Grammar & Punctuation Foci	<ul style="list-style-type: none"> - Combine words to make a sentence. (Y1) - Join words using and. (Y1) - Use the conjunction and to join sentences which are linked. (Y1) - Begin to use 1st and 3rd person consistently. (Y1) - Use simple past tense and simple present tense consistently. (Y1) - Use capital letters for names of people, places, days and months. (Y1) - Use noun phrases. - Use expanded noun phrases for description and specification. - Use conjunctions to join sentences. - Demarcate sentences with capital letters and full stops. 					<ul style="list-style-type: none"> - Use noun phrases. - Use expanded noun phrases for description and specification. - Use conjunctions to join sentences. - Demarcate sentences with capital letters and full stops. - Identify and use statements, questions, exclamations and commands. - Use consistent 1st or 3rd person. - Use question marks and exclamation marks when required. - Begin to identify and use apostrophes to mark where letters are missing (contractions) - Use the progressive form of verbs in the present and past tense to show an action in progress. - Use commas to separate items in a list. - Begin to identify and use apostrophes to show singular possession. 			<ul style="list-style-type: none"> - Use noun phrases. - Use expanded noun phrases for description and specification. - Use conjunctions to join sentences. - Identify and use statements, questions, exclamations and commands. - Use consistent 1st or 3rd person. - Use question marks and exclamation marks when required. - Begin to identify and use apostrophes to mark where letters are missing (contractions) - Use the progressive form of verbs in the present and past tense to show an action in progress. - Use commas to separate items in a list. - Begin to identify and use apostrophes to show singular possession. 			

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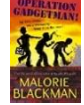

Traditional Tales + Shakespeare Y6 / Contemporary Fiction / Classic Literature / Visual Literacy (KS2) / Non-Fiction / Poetry

YEAR 3	Autumn Term			Poetry 1	Spring Term			Summer Term			Poetry 2
Core Texts	Contemp Fiction <i>Claude in the City</i> Alex T Smith 	Visual Literacy <i>The Proudest Blue</i> Ibtihaj Muhammad 	Traditional Tales <i>The True Story of the Three Little Pigs</i> Jon Scieszka 	Contemp Poetry <i>Clever Trevor</i> Benjamin Zephaniah 	Traditional Tales <i>Beowulf</i> Rob Lloyd Jones 	Classic Literature <i>The Hodgeheg</i> Dick King Smith 	Non-Fiction <i>The Big Book of the UK</i> Imogen Russell Williams 	Visual Literacy <i>Leon & the Place Between</i> Angela McAllister 	Non-Fiction <i>Amelia Earhart</i> Shelia Kanani 	Contemp Fiction <i>Leonora Bolt Secret Inventor</i> Lucy Brandt 	Forms of Poetry – Shape poems Selection of examples of the form
Writing Outcomes – Narrative	Narrative Writing to narrate Retell story in own words		Dialogue Writing to narrate Conversation between two characters	+ Performance of poem	Traditional Tale Writing to narrate Write a new <i>Beowulf</i> legend	Character Description Writing to describe Description of Max the Hodgeheg		Setting Description Writing to describe Description of the place between			Form of Poetry Writing poetry Shape poem
							Adventure Story Writing to narrate Own adventure in the place between				
Writing Outcomes – Non-Narrative	Non-Chron Report Writing to inform London (or another suitable city)	Recount (fictional) Writing to recount events Diary in role of Faizah		Recount (real) Writing to recount events Recount of a sports match e.g. for school newsletter		Instructions Writing to instruct How to cross the road safely	Persuasion Writing to persuade 'Come to X' persuasive leaflet		Non-Chron Report Writing to inform Amelia Earhart – Who? Greatest achievement? Etc.	Persuasion Writing to persuade Advert for one of Leonora's inventions	
Grammar & Punctuation Foci	<ul style="list-style-type: none"> - Use expanded noun phrases for description and specification. (Y2) - Identify and use statements, questions, exclamations and commands. (Y2) - Use the progressive form of verbs in the present and past tense to show an action in progress. (Y2) - Use commas to separate items in a list. (Y2) - Begin to identify and use apostrophes to show singular possession. (Y2) - Use conjunctions in multi-clause sentences to show time and cause. - Identify and use apostrophes to mark where letters are missing (contractions). - Use <i>a</i> and <i>an</i> according to whether the next word begins with a consonant or a vowel sound. 				<ul style="list-style-type: none"> - Use conjunctions in multi-clause sentences to show time and cause. - Identify and use apostrophes to mark where letters are missing (contractions). - Use <i>a</i> and <i>an</i> according to whether the next word begins with a consonant or a vowel sound. - Use prepositions for time and place. - Use adverbs to show time and cause. - Identify and use apostrophes to show singular possession. - Use inverted commas to punctuate direct speech with the reporting clause at the end. 			<ul style="list-style-type: none"> - Use conjunctions in multi-clause sentences to show time and cause. - Identify and use apostrophes to mark where letters are missing (contractions). - Use <i>a</i> and <i>an</i> according to whether the next word begins with a consonant or a vowel sound. - Use prepositions for time and place. - Use adverbs to show time and cause. - Identify and use apostrophes to show singular possession, - Use inverted commas to punctuate direct speech with the reporting clause at the end. - Identify and use preposition phrases. - Identify and use simple and progressive past tense verb forms in sentences. - Identify and use simple and progressive present tense verb forms in sentences. 			

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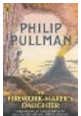







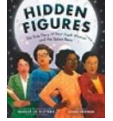

Traditional Tales + Shakespeare Y6 / Contemporary Fiction / Classic Literature / Visual Literacy (KS2) / Non-Fiction / Poetry

YEAR 4	Autumn Term			Poetry 1	Spring Term			Summer Term			Poetry 2
Core Texts	Traditional Tales Firebird Saviour Pirotta 	Contemp Fiction The Boy who grew Dragons Andy Shepherd 	Non-Fiction The Street beneath my Feet Charlotte Guillian 	Classic Poetry Overheard on a Saltmarsh Harold Monro 	Traditional Tales The Snow Queen Hans Christian Anderson 	Visual Literacy The Bear and the Piano David Litchfield 	Classic Literature The Lion, the Witch & the Wardrobe CS Lewis 	Visual Literacy The Lost Happy Endings Carol Ann Duffy 	Contemp Fiction Operation Gadgetman Malorie Blackman 	Non-Fiction What a Waste! Jess French 	Forms of Poetry – Kennings Selection of examples of the form
Writing Outcomes - Narrative	Traditional Tale <i>Writing to narrate</i> Rewrite the story from a character's perspective			Dialogue <i>Writing to narrate</i> Conversation between two characters + Performance of poem	Setting Description <i>Writing to describe</i> Detailed description of the setting		Adventure Story <i>Writing to narrate</i> Own adventure story set through the wardrobe	Narrative <i>Writing to narrate</i> Resolution and ending for the story	Narrative <i>Writing to narrate</i> Section of the story in own words – creating atmosphere		Form of Poetry <i>Writing poetry</i> Kenning
Writing Outcomes – Non-Narrative		Non-Chron Report <i>Writing to inform</i> Dragons	Explanation <i>Writing to explain</i> How a kettle works or other suitable process linked to the text			Recount (fictional) <i>Writing to recount events</i> Diary entries in role as the bear at different points in the story	Persuasion <i>Writing to persuade</i> Persuasive speech in role as Aslan		Explanation <i>Writing to explain</i> How the spy kit works	Persuasion <i>Writing to persuade</i> Persuasive letter linked to pollution e.g. to a company	
		Recount (fictional) <i>Writing to recount events</i> Letter in role as Tomas									
Grammar & Punctuation Foci	<ul style="list-style-type: none"> - Use conjunctions in multi-clause sentences to show time and cause. (Y3) - Use prepositions for time and place. (Y3) - Use adverbs to show time and cause. (Y3) - Identify and use simple and progressive past tense verb forms in sentences. (Y3) - Identify and use simple and progressive present tense verb forms in sentences. (Y3) - Use subordinate clauses at the start of sentences. - Use a comma to demarcate sentences starting with a subordinate clause. 				<ul style="list-style-type: none"> - Use subordinate clauses at the start of sentences. - Use a comma to demarcate sentences starting with a subordinate clause. - Extend the range of sentences with more than one clause. (multi-clause sentences) by using a range of conjunctions. - Use fronted adverbials for time, manner and place. - Use a range of expanded noun phrases. - Use commas after fronted adverbials. - Use inverted commas and other punctuation to indicate direct speech. 			<ul style="list-style-type: none"> - Use subordinate clauses at the start of sentences. - Use a comma to demarcate sentences starting with a subordinate clause. - Extend the range of sentences with more than one clause (multi-clause sentences) by using a range of conjunctions. - Use fronted adverbials for time, manner and place. - Use a range of expanded noun phrases. - Use commas after fronted adverbials. - Use inverted commas and other punctuation to indicate direct speech. - Use the present perfect form of verbs instead of the simple past. - Vary the position of the reporting clause in direct speech. - Begin to use apostrophes to mark plural possession. 			

Hollyfast Primary School – English Long-Term Plan KS1 & KS2













Traditional Tales + Shakespeare Y6 / Contemporary Fiction / Classic Literature / Visual Literacy (KS2) / Non-Fiction / Poetry

YEAR 5	Autumn Term			Poetry 1	Spring Term			Summer Term			Poetry 2
Core Texts	Contemp Fiction <i>The Firework Maker's Daughter</i> Philip Pullman 	Non-Fiction Charity website e.g. <i>Water Aid</i> 	Traditional Tales <i>Theseus & the Minotaur</i> 	Contemp Poetry Comet Kate Wakeling 	Visual Literacy <i>The Land of Never Believe</i> Norman Messenger 	Traditional Tales <i>Gender-swapped Fairy Tales</i> Karrie Fransman 	Classic Literature <i>Oliver Twist</i> [from <i>A World full of Dickens</i>] Angela McAllister 	Visual Literacy – Film <i>The Piano</i> Literacy Shed 	Non-Fiction <i>Hidden Figures</i> Margot Lee Shetterly 	Contemp Fiction <i>Oranges in No-Man's Land</i> Elizabeth Laird 	Forms of Poetry – Haiku Selection of examples of the form
Writing Outcomes - Narrative	New Chapter Writing to narrate New chapter on Lila's quest with dialogue included		Traditional Tale Writing to narrate Rewrite the story from a character's perspective	+ Performance of poem		Traditional Tale Writing to narrate Own gender-swapped fairy tale	Descriptive Narrative Writing to narrate Descriptive narrative at the workhouse	Flashback Narrative Writing to narrate Flashback narrative to accompany the film		Narrative Writing to narrate Section of the story in own words – creating atmosphere	Form of Poetry Writing poetry Haiku
Writing Outcomes – Non-Narrative		Persuasion Writing to persuade Persuasive speech linked to charity / event		Non-Chron Report Writing to inform Space-related e.g. comets, stars, planets etc.	Recount (fictional) Writing to recount events Recount of the discovery of a creature		Recount (fictional) Writing to recount events Two diary entries of the same event, in role as two contrasting characters		Recount - biography Writing to recount events Biography of one of the 'hidden figures'	Balanced Argument Writing to present arguments Should Ayesha go and get the medicine or not?	
Grammar & Punctuation Foci	<ul style="list-style-type: none"> - Use fronted adverbials for time, manner and place. (Y4) - Use a range of expanded noun phrases. (Y4) - Use commas after fronted adverbials. (Y4) - Use inverted commas and other punctuation to indicate direct speech. (Y4) - Use subordinate clauses in a variety of positions in sentences. - Indicate degrees of possibility using adverbs or modal verbs. - Use commas to mark clauses in sentences. 				<ul style="list-style-type: none"> - Use subordinate clauses in a variety of positions in sentences. - Indicate degrees of possibility using adverbs or modal verbs. - Use commas to mark clauses in sentences. - Use relative clauses beginning with <i>who, which, where, when, whose, that</i>. - Use the perfect form of verbs to mark relationships of time and cause. - Use apostrophes to mark plural possession. - Use apostrophes to mark plural possession. 			<ul style="list-style-type: none"> - Use subordinate clauses in a variety of positions in sentences. - Indicate degrees of possibility using adverbs or modal verbs. - Use commas to mark clauses in sentences. - Use relative clauses beginning with <i>who, which, where, when, whose, that</i>. - Use the perfect form of verbs to mark relationships of time and cause. - Use apostrophes to mark plural possession. - Indicate parenthesis using brackets, dashes or commas. - Use commas to clarify meaning. 			

Hollyfast Primary School – English Long-Term Plan KS1 & KS2



Traditional Tales + Shakespeare Y6 / Contemporary Fiction / Classic Literature / Visual Literacy (KS2) / Non-Fiction / Poetry

YEAR 6	Autumn Term			Poetry 1	Spring Term			Summer Term			Poetry 2
Core Texts	Visual Literacy <i>The Whale</i> Vita Murrow 	Classic Literature <i>Goodnight Mister Tom</i> Michelle Magorian 	Non-Fiction Plas Dol-y-Moch website 	Classic Poetry <i>The Listeners</i> Walter de la Mare 	Contemp Fiction <i>Ghost Prison</i> Joseph Delaney 	Traditional Tales – Shakespeare <i>Macbeth</i> 	Non-Fiction <i>Everest</i> Alexandra Stewart 	Contemp Fiction <i>The Giant's Necklace</i> Michael Morpurgo 	Visual Literacy – Film <i>Alma</i> Literacy Shed 	Traditional Tales <i>Snow White in New York</i> Fiona French 	Forms of Poetry – Free Verse Selection of examples of the form
Writing Outcomes - Narrative	Descriptive Narrative <i>Writing to narrate</i> Descriptive narrative before and during the storm	Narrative <i>Writing to narrate</i> Section of the story in role as a character		+ Performance of poem	Suspense Story <i>Writing to narrate</i> Suspense story based on the text	Narrative <i>Writing to narrate</i> Opening section in own words – creating atmosphere		Descriptive Narrative <i>Writing to narrate</i> Descriptive narrative in role as Cherry	Suspense Story <i>Writing to narrate</i> Suspense story to accompany the film sequel	Traditional Tale <i>Writing to narrate</i> Transpose known fairy tale character to other setting / time	Form of Poetry <i>Writing poetry</i> Free Verse
								Flashback Narrative <i>Writing to narrate</i> Flashback narrative – the miners' backstory			
Writing Outcomes – Non-Narrative		Non-Chron Report <i>Writing to inform</i> WWII-linked e.g. evacuation, rationing, air raid shelters	Persuasion <i>Writing to persuade</i> Promotional leaflet for other schools	Recount (fictional) <i>Writing to recount events</i> Letter in role as the Traveller – events before and during the poem		Recount (fictional) <i>Writing to recount events</i> Diary in role as Macbeth and/or Lady Macbeth	Recount - biography <i>Writing to recount events</i> Biography of one of Edmund Hillary or Tenzing Norgay	Explanation <i>Writing to explain</i> How a product is manufactured e.g. crisps	Balanced Argument <i>Writing to present arguments</i> Controversial / current issue		
								Multi-Genre Information Text <i>Writing to inform, recount etc.</i> Linked to text e.g. mountains			
Grammar & Punctuation Foci	<ul style="list-style-type: none"> - Use commas to mark clauses in sentences. (Y5) - Use relative clauses beginning with who, which, where, when, whose, that. (Y5) - Use the perfect form of verbs to mark relationships of time and cause. (Y5) - Indicate parenthesis using brackets, dashes or commas. (Y5) - Identify and use active and passive voice in sentences. - Punctuate bullet points accurately. 				<ul style="list-style-type: none"> - Identify and use active and passive voice in sentences. - Punctuate bullet points accurately. - Use semi-colons, colons and dashes to mark the boundary between independent clauses. - Use colons to introduce a list. - Use semi-colons within lists. - Use hyphens to avoid ambiguity. 			<ul style="list-style-type: none"> - Identify and use active and passive voice in sentences. - Punctuate bullet points accurately. - Use semi-colons, colons and dashes to mark the boundary between independent clauses. - Use colons to introduce a list. - Use semi-colons within lists. - Use hyphens to avoid ambiguity. 			