


WPPS - ENGLISH LONG TERM PLAN

	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
YEAR 1						
Fiction	Traditional Tales – Little Red Riding Hood Poetry – senses	Poetry	Narrative	Adventure Writing (Soar video)	Newspaper report	Instruction writing
Outcome (s)	<i>To write to story of Little Red Riding Hood</i>	<i>Senses</i>	<i>To write a descriptive passage about the polar bear</i>	<i>To write how the little boy is able to put the star back in the sky</i>	<i>To write about how the seagulls stole the lunches</i>	<i>To instruct</i>
Non-Fiction	Autobiography	Non-Chronological report – Woods: Owls Poetry	Persuasion letter	Explanation Text	Information text	Postcards
Outcome (s)	<i>To write or say what makes them special and unique</i>	<i>To write a non-chronological report about a woodland animal Autumn and Winter senses poem</i>	<i>Write a letter to the council about closing the park</i>	<i>To write an explanation text explaining why someone’s vehicle crashed</i>	<i>To write why we need to keep our beaches clean and how we can do this</i>	<i>Write a postcard about their time at the beach</i>
Book focus(es) for writing:	<i>Little Red Riding Wolf by Laurence Anholt</i> <i>Oscar the Otter – Nathaniel Benchley. Thought box text</i>	<i>Into the Forest by Anthony Browne</i> <i>Little Red Riding Hood</i> <i>Little Red Riding Wolf by Laurence Anholt</i> <i>Owl Who is Afraid of the Dark by Jill Tomlinson</i>	<i>The Jolly Postman by Janet Allan Ahlberg</i> <i>Leaf by Sandra Dieckmann</i>	<i>Mrs Armitage on wheels by Quentin Blake</i> <i>Janet and Allan Ahlberg books</i>	<i>The Lighthouse keeper’s lunch by David Armitage</i> <i>Somebody Swallowed Stanley by Sarah Roberts</i>	<i>Gracie the Lighthouse cat by Ruth Brown</i> <i>Toot and Puddle by Holly Hobbie</i>
Cross curricular, if applicable	PSHE – being the best I can be	Science and Geography – woodland animals and their habitats			Geography and PSHE – climate change, pollution, animal safety	Geography – beaches in Asia

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YEAR 2						
Fiction	Setting Description Story from a different perspective	Traditional Tale	Adventure tale	Diary/Personal Recount	Building suspense/atmosphere	Letter writing
<i>Outcome(s)</i>	<i>To write a setting description, intended to powerfully develop a picture in readers mind</i> <i>To write a story from the perspective of another character</i>	<i>To create a traditional tale within a modern setting</i>	<i>To write an adventure story.</i>	<i>To write a recount from a historical character's perspective</i>	<i>To create an alternative ending to a story.</i>	<i>To write an informal letter.</i>
Non-Fiction	Poetry	To write to inform: advert	To write to persuade Non-chronological report	Explanation – fire safety	Newspaper report	Instructions - Food
<i>Outcome(s)</i>	<i>To write a shape poem</i>	<i>To create an advert for a character</i>	<i>To write a persuasive letter.</i> <i>To write a non-chronological report about an animal of their choice.</i>	<i>To write an information leaflet about fire safety</i>	<i>To create a newspaper report about Sunny's adventures.</i>	<i>To write a set of instructions to make a dish.</i>
<i>Book focus for writing:</i>	<i>Journey – Aaron Becker</i> <i>The Tunnel – Anthony Browne</i>	<i>Princess & The Pea – Rachel Isadora</i> <i>Rapunzel – Chloe Perkins</i> <i>Rumpelstiltskin – Oxford Owl</i> <i>Prince Cinders – Babette Cole</i> <i>The Paper Bag Princess by Robert Munsch & Michael Martchenko</i>	<i>The Last Polar Bears by Harry Horse</i> <i>The Rainbow Bear by Michael Morpurgo</i> <i>The Snowflake Mistake by Lou Treleavan and Maddie Frost</i>	<i>Samuel Pepys' Diary</i> <i>Vlad and the Great Fire of London by Sam Cunningham</i>	<i>Meerkat Mail by Emily Gravett</i> <i>The Hunter by Paul Geraghty</i>	<i>Mama Panya's Pancakes by Mary and Rich Chamberlain.</i> <i>Oluby-Loon travels in her balloon: Kenya by Suzanne Tanner</i>
<i>Cross curricular, if applicable</i>						

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YEAR 3 and 4						
Fiction	Setting descriptions	Quest tale	Character description	Narrative: Twisted Tale	Persuasive letter	Diary entry
<i>Outcome(s)</i>	<i>Setting description based around rainforests and the animals</i>	<i>Quest myth organised into a clear sequence of events</i>	<i>Character description</i>	<i>Traditional tale from another perspective</i>	<i>Should animals be in zoos?</i>	<i>Recount, in character</i>
Non-fiction	Non-chronological report	Persuasive letter	Poetry	Instructions	Newspaper report	Debate (speech)
<i>Outcomes(s)</i>	<i>Non-chronological report on animals that live in the rainforest</i>	<i>Letter to persuade</i>	<i>Poetry based on courage friendship acceptance and perseverance</i>	<i>Create your own recipe</i>	<i>Newspaper report on Lion's being sold</i>	<i>To debate whether fox hunting should be allowed</i>
Book focus for writing:	<i>The Great Kapok Tree – Lynne Cherry</i>	<i>The Ice Palace – Robert Swindells</i>	<i>Max and the Millions</i>	<i>'Revolting Recipes' - Roald Dahl</i> Revolting Rhymes – Roald Dahl	<i>The Butterfly Lion – Michael Morpurgo</i>	<i>The Midnight Fox – Betsy Byars</i>

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YEAR 5						
Fiction	Diary entry	Building suspense/atmosphere	Informal recount – leaving Syria	Poetry – war torn countries/refugees	Setting Description	Missing Chapter
<i>Outcome(s)</i>	<i>To write a diary entry from the point of view of August as he starts school for the first time.</i>	<i>To write a short story about the main characters going in to school at Halloween at night.</i>	<i>To retell the story of Ahmet leaving Syria during the Syrian refugee crisis.</i>	<i>To write a poem based around war/refugees.</i>	<i>To describe the garden from Tom's Midnight Garden.</i>	<i>To write an alternative or an extra chapter for Tom's Midnight Garden.</i>
Non-fiction	Informal persuasive letter	Biography of a main character	Newspaper report	Formal persuasive letter	Instruction writing	Non-chronological report
<i>Outcome(s)</i>	<i>To write an informal persuasive letter from August to the school head teacher to ask for him to not exclude a child.</i>	<i>To write a biography of a main character from the text.</i>	<i>To write a newspaper report about the Syrian refugee crisis.</i>	<i>To write a letter to the Home Secretary persuading them to help with refugees/war torn countries.</i>	<i>To write a set of instructions for Tom to escape from the house.</i>	<i>To write a non-chronological report about Tom.</i>
<i>Book focus for writing:</i>	<i>Wonder - R. J. Palacio</i>	<i>Wonder - R. J. Palacio</i>	<i>The boy at the back of the class - Onjali Q. Raúf</i>	<i>The boy at the back of the class - Onjali Q. Raúf</i> <i>Poetry about refugees/war</i>	<i>Tom's Midnight Garden – Phillipa Pearce</i>	<i>Tom's Midnight Garden – Phillipa Pearce</i>
<i>Cross curricular, if applicable</i>	<i>Leaflet about how to mummify for Ancient Egyptians</i>	<i>Report about Tutankhamun's tomb Newspaper report about Howard Carter's discovers</i>				

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YEAR 6						
Fiction	Letter writing	Setting description	Suspense / building atmosphere	Poetry – poverty, social deprivation and equality	Editing and improving	Missing Chapter
Outcome(s)	<i>Informal letter, in character</i> <i>Diary entry, in character</i>	<i>Setting description, in character</i>	<i>To write the beginning of a murder mystery</i>	<i>To write a poem based around poverty</i>	<i>To find, rewrite and improve work from Autumn and Spring with newly consolidated writing control</i>	<i>To write an alternative chapter for Holes</i>
Non-fiction	Diary entry / recount	Poetry - War	Formal persuasive letter	Non-Chronological Report	Instruction writing	Newspaper report
Outcome(s)	<i>Recount of war, from a child's perspective</i>	<i>To write a poem about conditions in World War 2 from a child's perspective</i>	<i>To write a letter to the government</i>	<i>To write a non-chronological report on animals</i>	<i>How to survive in the desert / Character description</i>	<i>Missing boys in the desert</i>
Book focus for writing:	<i>Goodnight Mister Tom</i> <i>By Michelle Margorian</i>	<i>Boy in the Striped Pyjamas</i> <i>By John Boyne</i>	<i>High Rise Mystery</i> <i>By Sharna Jackson</i>	<i>High Rise Mystery</i> <i>By Sharna Jackson</i>	<i>Holes – Louis Sachar</i>	<i>Holes – Louis Sachar</i>
Cross curricular, if applicable				<i>Non-chronological report on the Olympics</i>	Information leaflet about climate change	

The 5 plagues of reading, text types

Archaic texts

Non-linear
time
sequences

Narratively
complex

Figurative/Symbolic
text

Resistant texts