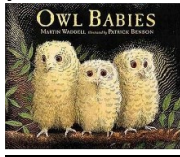
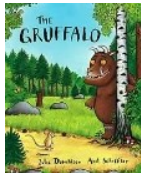
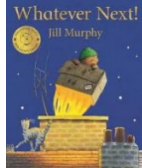
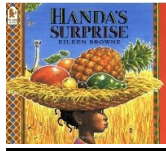
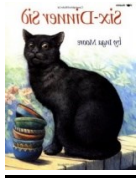

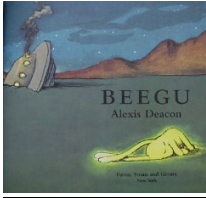
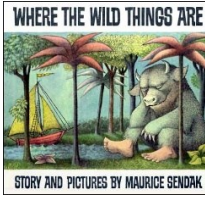

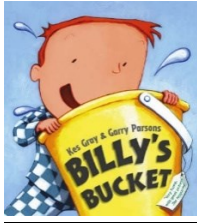
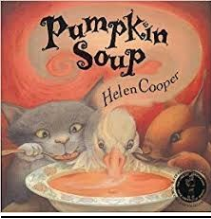
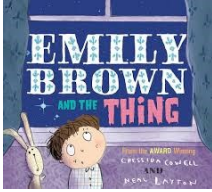
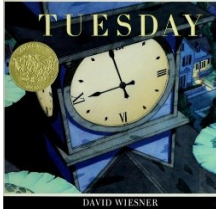
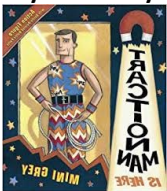

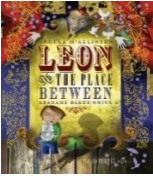



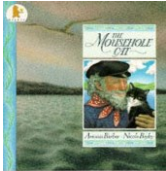


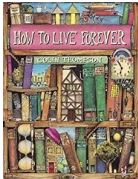
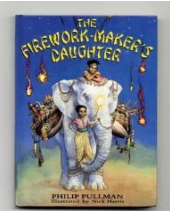
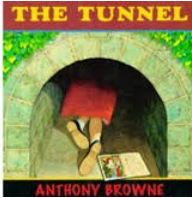
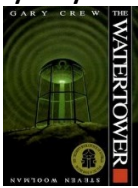

English Long term plan for writing November 2019


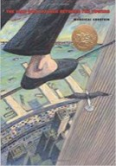
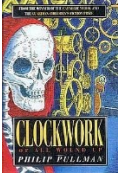
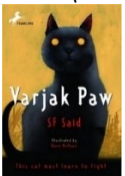
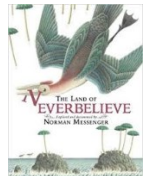
Year group	Term 1	Term 2 <i>Narrative focus for all</i>	Term 3
YR	<p>Goldilocks and the Three Bears (traditional) Owl babies By Martin Waddell</p> 	<p>The Three Little Pigs (traditional) The Gruffalo By Julia Donaldson</p> 	<p>The Gingerbread Man (traditional) Whatever Next By Jill Murphy</p> 
	<p><u>Main outcome</u>- use story book language to imagine and recreate roles and experiences. <u>Incidental writing ideas</u>-sequence events, write to owl, speech bubbles for characters, owl facts, make own story</p>	<p><u>Main outcome</u>- narrative- write sentences to match the pictures <u>Incidental writing ideas</u>- rhyming words, repetitive language,speech bubbles, retell the story using story language, innovate the characters, sequence beginning, middle, end</p>	<p><u>Main outcome</u>- Space log of what baby bear saw. <u>Incidental writing ideas</u>- retell using sequential language , speech bubbles, letters to aliens, postcards to earth, labels and captions, zig zag books</p>
	<p>Term 4 <i>Narrative focus for all</i></p>	<p>Term 5</p>	<p>Term 6 <i>Poetry focus for all</i></p>
	<p>Cinderella (traditional) Handa's Surprise By Eileen Browne</p> 	<p>Little Red Riding Hood (traditional) Six Dinner Sid By Inga Moore</p> 	<p>Nursery Rhymes (various) The Owl and the Pussycat By Edward Lear The Cat in the Hat Dr Seuss A Great Big Cuddle By Michael Rosen</p> <p>https://childrens.poetryarchive.org/ to choose poems by author or type</p>
	<p><u>Main outcome</u>- Narrative- write own version of the story, changing the fruits and animals <u>Incidental writing ideas</u>- facts about Kenya, writing questions, label and describe fruit, facts about African animals</p>	<p><u>Main outcome</u>- What Sid had to do to get his dinners <u>Incidental writing ideas</u>-sentences to describe Sid, captions and labels, order events, simple instructions- How to look after a pet, different ways Sid was taken to the vets, speech bubbles – what would the owners say about Sid?, Missing poster</p>	<p><u>Main outcome</u>- adapt and perform a familiar poem <u>Incidental writing ideas</u>- read and perform verse, recite familiar poems by heart, respond to poetry, shape poems, rhyming words, action poems</p>


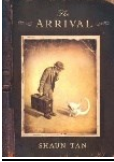

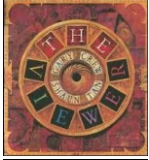

Year group	Term 1	Term 2 <i>Narrative focus for all</i>	Term 3
Y1	<p align="center">The Day the Crayons Quit By Drew Daywalt</p> 	<p align="center">Beegu By Alexis Deacon</p> 	<p align="center">Where the Wild Things Are By Maurice Sendak</p> 
	<p><u>Main outcome</u>- instructions for looking after classroom equipment <u>Incidental writing ideas</u>- retell using story language, innovate the characters ie to a glue stick, character description using noun phrases, write captions for pictures, letters and responses</p>	<p><u>Main outcome</u>- narrative- story with opening, build up, dilemma, resolution and end <u>Incidental writing ideas</u>- character description, setting description, letter/postcard home, instructions – how to get home, captions, speech bubbles</p>	<p><u>Main outcome</u>- monsters- a manual (instructions) <u>Incidental writing ideas</u>-design and describe a monster, describe feelings of the characters, write in role, fantasy settings, write mum's side of the story, similes for feelings, set of rules for the monsters, poetry</p>
	<p align="center">Term 4 <i>Narrative focus for all</i></p>	<p align="center">Term 5</p>	<p align="center">Term 6 <i>Poetry focus for all</i></p>
	<p align="center">Who's Afraid of the Big, Bad Book? By Lauren Child</p> <p align="center">Various fairy stories (especially Goldilocks, Rapunzel, Cinderella and Dick Whittington))</p> 	<p align="center">Billy's Bucket By Kes Gray</p> 	<p align="center">The puffin book of fantastic first poems Jelly Boots, smelly boots By Michael Rosen Prowling Tiger By Catusha Warry</p> <p align="center">https://childrens.poetryarchive.org/ to choose poems by author or type</p>
	<p><u>Main outcome</u>- Narrative- write a mixed-up fairy story <u>Incidental writing ideas</u>-write about a character who falls into a book, retell from Herb's point of view, character descriptions, create a new page for the story, How to write a fairy tale</p>	<p><u>Main outcome</u>- recount- write letter to Gran explaining what has happened to the bucket <u>Incidental writing ideas</u>-list of what's in the bucket (alliteration), describe settings, write own 'bucket' story, sea creature facts, shape poem</p>	<p><u>Main outcome</u>- adapt and perform a familiar poem <u>Incidental writing ideas</u>- rhyming couplets, shape poems (calligrams), read, write and perform free verse, recite familiar poems by heart, respond to poetry</p>

Year group	Term 1	Term 2 <i>Narrative focus for all</i>	Term 3
Y2	<p align="center">Pumpkin Soup By Helen Cooper</p> 	<p align="center">Emily Brown and the Thing By Cressida Cowell</p> 	<p align="center">Tuesday By David Wiesner</p> 
	<p><u>Main outcome</u>- eyewitness report/recount <u>Incidental writing ideas</u>-character description, Lost poster, link to own experiences of falling out with friends, story setting, alternative ending, recipe for pumpkin soup, instructions to grow a pumpkin, rhyming words- poetry, synonyms for said, diary, sequel, poster to advertise duck's kitchen</p>	<p><u>Main outcome</u>- Narrative with an opening, build up, dilemma, resolution and ending (5 part story) <u>Incidental writing ideas</u>-character descriptions-power of three and noun phrases, list of nice and scary things, describe your 'cuddly', instructions- How to get a good night's sleep, letter from Emily to the Thing describing her feelings, diary, nocturnal animals non-chron report, onomatopoeia- poem, synonyms, superlatives.</p>	<p><u>Main outcome</u>- Police report/ eyewitness report <u>Incidental writing ideas</u>-interview, setting and character descriptions- expanded noun phrases, letter, diary, 5 part story, story openers, sequel – what happens next Tuesday?</p>
	<p align="center">Term 4 <i>Narrative focus for all</i></p>	<p align="center">Term 5</p>	<p align="center">Term 6 <i>Poetry focus for all</i></p>
	<p align="center">Traction Man is Here By Mini Grey</p> 	<p align="center">Meerkat Mail By Emily Gravett</p> 	<p align="center">The puffin book of fantastic first poems Poetry to Perform By Julia Donaldson Dirty Beasts By Roald Dahl</p> <p align="center">https://childrens.poetryarchive.org/ to choose poems by author or type</p>
<p><u>Main outcome</u>- write a new narrative adventure (as a graphic novel?) <u>Incidental writing ideas</u>- character description , noun phrases, write in role, captions, letters, traction man advert, invent new superhero/heroine- character profile/ non-chron report on superheroes</p>	<p><u>Main outcome</u>-non – chron report on meercats or other animal <u>Incidental writing ideas</u>-recount Sunny's visit to one of the places, postcards, letters, persuasion- should he stay or go? advert.</p>	<p><u>Main outcome</u>- adapt and perform a familiar poem <u>Incidental writing ideas</u>- acrostic poems, list poems, read and perform free verse, recite familiar poems by heart, respond to poetry</p>	

Year group	Term 1	Term 2 <i>Narrative focus for all</i>	Term 3
Y3	<p align="center">Leon and the Place in Between By Graham Baker-Smith</p> 	<p align="center">Winter's Child By Angela McAllister</p> 	<p align="center">The Iron Man by Ted Hughes (<i>read T2</i>)</p> 
	<p><u>Main outcome</u>- Write in the style of an author – fantasy narrative <u>Incidental writing ideas</u>-dialogue, setting description- prepositions, noun phrases, figurative language, writing for suspense, character description- emotions, non- chron – circus acts, diary, advert</p>	<p><u>Main outcome</u>- sequel Spring's Child <u>Incidental writing ideas</u>-recount of the events, poetry, setting descriptions- noun phrases, prepositional phrases, non-chron report on the seasons, letter to Grandma, diary, tell story from different viewpoint, poetry</p>	<p><u>Main outcome</u>- newspaper report <u>Incidental writing idea</u>-write in role, rhetorical questions, recount- picnic/diary of Hogarth, biography of a character/ Ted Hughes, Instructions- how to trap the Iron Man, settings- adjectives and similes to create atmosphere – where did he come from?, character description, persuasive letters, recount of picnic, write next chapter, alternative ending</p>
	<p align="center">Term 4 <i>Narrative focus for all</i></p>	<p align="center">Term 5</p>	<p align="center">Term 6 <i>Poetry focus for all</i></p>
	<p align="center">The Wolves in the Walls By Neil Gaiman</p> 	<p align="center">The Mousehole Cat By Antonia Barber</p> 	<p align="center">Hot like Fire By Valerie Bloom The Dragon with a Big Nose By Kathy Henderson Bookside Down By Joanne Limburg Nonsense Limericks By Edward Lear</p> <p align="center">https://childrens.poetryarchive.org/ to choose poems by author or type</p>
<p><u>Main outcome</u>-continuation of a narrative – Elephants in the Walls <u>Incidental writing ideas</u>- setting description- senses, fronted adverbials, character description, letters to/from Lucy, non-chron report on wolves, write in role- diary, write from wolves' viewpoint, instructions</p>	<p><u>Main outcome</u>-recount of the legend of Tom Bawcock <u>Incidental writing ideas</u>- retell story from a different point of view, instructions for stargazy pie, poem or song based on story, description of the storm, newspaper report, visit Mousehole guide (persuasion), setting description (senses)</p>	<p><u>Main outcome</u>- adapt and perform a familiar poem <u>Incidental writing ideas</u>-limericks, haiku, tanka and kennings, read, write and perform free verse, research a particular poet, personal responses to poetry</p>	

Year group	Term 1	Term 2 <i>Narrative focus for all</i>	Term 3
Y4	<p align="center">How to Live Forever By Colin Thompson</p> 	<p align="center">The Firework Maker's Daughter By Philip Pullman (<i>read T1</i>)</p> 	<p align="center">The Tunnel By Anthony Browne</p> 
	<p><u>Main outcome</u>- persuasion – travel brochure based on settings <u>Incidental writing ideas</u>-setting descriptions, diary, Different character POV- The Ancient Child and Peter, adventure story based on book titles, Persuade Peter to read the book, Alternative ending where Peter reads the book</p>	<p><u>Main outcome</u>- 5 part quest story in the style of the author <u>Incidental writing ideas</u>- was Lila right to go on her quest?- written argument, character profiles, similes, metaphors, personification, setting description- (ie Ravini's cave)- power of 3, expanded noun phrases, letter from Lila to father, diary, instructions- how to make a winning firework, firework poems, non- chron report on fireworks, advert for show – persuasion, missing poster (Lila), travel brochure</p>	<p><u>Main outcome</u>- written argument- was Rosie right to follow her brother into the tunnel? moral dilemma <u>Incidental writing ideas</u>-adventure/ mystery story in the style of the author, settings – what else could be through the tunnel/portal?, alternative ending, tell from different POV, interview with Rosie, Newspaper report, diary of Jack, compare characters, eye witness account</p>
	<p align="center">Term 4 <i>Narrative focus for all</i></p>	<p align="center">Term 5</p>	<p align="center">Term 6 <i>Poetry focus for all</i></p>
	<p align="center">The Water Tower By Gary Crew</p> 	<p align="center">The Miraculous Journey of Edward Tulane By Kate DiCamillo (<i>read T4</i>)</p> 	<p align="center">Moon Whales By Ted Hughes A Caribbean Dozen By Various The Lost Words By Jackie Morris</p> <p align="center">https://childrens.poetryarchive.org/ to choose poems by author or type</p>
	<p><u>Main outcome</u>-tell the story as a rumour or from a different POV <u>Incidental writing ideas</u>- persuasion- travel brochure for Preston, eyewitness report, newspaper report, describe and compare main characters, interview boys for radio/ newspaper, diary, poetry</p>	<p><u>Main outcome</u>-written argument- did Edward deserve his fate? <u>Incidental writing ideas</u>- recount- letter from Edward to Abilene, setting description (rubbish dump), biography of Abilene, character descriptions- Top Trumps style Kindest to meanest, How did Edward's character change throughout story?, describe a dream Edward may have had, write a story linking the end to the beginning.</p>	<p><u>Main outcome</u>- adapt and perform a familiar poem <u>Incidental writing ideas</u>- read, write and perform free verse, read and write riddles, recite narrative poetry, acrostic poems, read and respond, research a particular poet, recite familiar poems by heart</p>

Year group	Term 1	Term 2 <i>Narrative focus for all</i>	Term 3
Y5	<p align="center">Varmints By Helen Ward</p> 	<p align="center">The Man Who Walked Between the Towers By Mordcai Gerstein</p> 	<p align="center">Clockwork By Philip Pullman (<i>read T2</i>)</p> 
	<p><u>Main outcome</u>- debate/ discuss whether development of the Varmint's land is good or bad <u>Incidental writing ideas</u>-character descriptions, retell story from opposing POVs, newspaper report on the arrival of the others, instructions – how to look after a plant, explanation leaflet- life cycle of a plant, story with an alternative ending/ cliffhanger ending, compare the film and book, settings comparison, discussion- what impact do humans have on the environment?, collaborative poem</p>	<p><u>Main outcome</u>- suspense story/story with an alternative ending <u>Incidental writing ideas</u>- eyewitness account, argument, setting description, comparisons with the character El Caminante (see short film), persuasion- was PP brave or foolish?, wanted poster, Recount of the two stories, write a story to accompany the film,</p>	<p><u>Main outcome</u>- Balanced argument- did Karl deserve to die? <u>Incidental writing ideas</u>-character profiles, describe the Great Clock of Glokenheim/tourist diary/persuasive leaflet, letter to/from Dr Otto, instructions- how to look after Sir Iron Soul, Explanation- How a clock works, Creating a story with atmosphere, Story with 2 setting, flashback story, Biography of Prince Otto, Rewrite ending, Retell story from another POV, persuasive speech</p>
	<p align="center">Term 4 <i>Narrative focus for all</i></p>	<p align="center">Term 5</p>	<p align="center">Term 6 <i>Poetry focus for all</i></p>
	<p align="center">Varjak Paw By SF Said (<i>read T3</i>)</p> 	<p align="center">The Land of Neverbelieve By Norman Messenger</p> 	<p align="center">Under the Moon and Over the Sea By Various New and Collected Poems for Children By Carol Ann Duffy</p> <p align="center">https://childrens.poetryarchive.org/ to choose poems by author or type</p>
	<p><u>Main outcome</u>- New chapter in style of author using atmosphere and suspense <u>Incidental writing ideas</u>- discussion- reasons family should stay or go, write from Varjak's POV – feelings, comparison of settings, describe Varjak hunting an animal, non- chron report on Mesopotamian Blue Cats, Letter to Society for the Protection of Rare Breeds, Persuasion- Varjak nominated for Cat of the Year, Biography of Varjak Paw</p>	<p><u>Main outcome</u>- persuasion- travel brochure <u>Incidental writing ideas</u>-write an introduction to own journal, non- chron report- invent a creature/ tree/setting, persuasion- market a new fruit/ vegetable- letters to Tesco/ posters/ radio adverts,, compare settings, poetry, write a bedtime story for the villagers, poetry</p>	<p><u>Main outcome</u>- adapt and perform a familiar poem <u>Incidental writing ideas</u>-narrative poems, cinquains, read, write and perform free verse, listen to, read and respond to raps, research a particular poet, personal responses to poetry, recite familiar poems by heart.</p>

Year group	Term 1	Term 2 <i>Narrative focus for all</i>	Term 3
Y6	<p align="center">The Invention of Hugo Cabret By Brian Selznick</p> 	<p align="center">The Arrival By Shaun Tan</p> 	<p align="center">Skellig By David Almond (read T2)</p> 
	<p><u>Main outcome</u>- Biography of George Melies, <u>Incidental writing ideas</u>- dialogue to show character and move the story forward, newspaper article on the museum fire or train crash, diary entry, letters, Discussion- is stealing ever acceptable?, setting- describe Hugo's room, Write the opening sequence from the pictures, Explanation of an automatron</p>	<p><u>Main outcome</u>- A flashback story/ a story with more than one setting <u>Incidental writing ideas</u>- setting description, character description, Persuasion- travel guide, non- chronological report, diary entry, letters, instructions, non-chron report on creatures, discussion- refugees</p>	<p><u>Main outcome</u>- home schooling- discussion <u>Incidental writing ideas</u>- diaries- Skellig/ Michael/Mina, detailed description of a room in your house using figurative language, write new chapter- what does Skellig do next?, William Blake poetry- the schoolboy, write a letter from Mina/Michael to their future children explaining events, letter from Skellig to the children, Letter to HT persuading her to buy the book, letter to David Almond/review</p>
	<p align="center">Term 4 <i>Narrative focus for all</i></p>	<p align="center">Term 5</p>	<p align="center">Term 6 <i>Poetry focus for all</i></p>
	<p align="center">The Viewer By Gary Crew</p> 	<p align="center">Holes By Louis Sachar (read T4)</p> 	<p align="center">Jabberwocky and Other Nonsense: Collected Poems By Lewis Carroll The Hunting of the Snark By Lewis Carroll Red Cherry Red By Jackie Kay</p>
	<p><u>Main outcome</u>- write a final chapter/ sequel <u>Incidental writing ideas</u>- rewrite opening using foreshadowing, recycling report , passive voice for empathy, dialogue to convey character and move the story on, setting description, persuasion- should Tristan open the box?, introduce a new character, warning letter from Tristan to the next finder of the box, explanation of how a viewer works</p>	<p><u>Main outcome</u>- non- chron report on the Wild West <u>Incidental writing ideas</u>- Newspaper report on Shooting of Sheriff, wanted poster for Kate, persuasive leaflet for an invention, informal persuasive letter from Stanley to his mum, Madam Zeroni's story, character description of the Warden, Kate's story</p>	<p><u>Main outcome</u>- adapt and perform a familiar poem <u>Incidental writing ideas</u>- elegies, sonnets, nonsense poems, read, write and perform free verse, research a particular poet, personal responses to poetry, recite familiar poems by heart</p>

