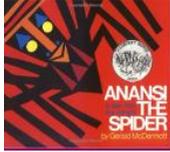
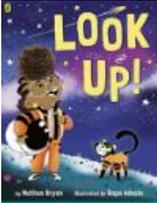
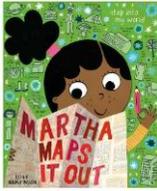
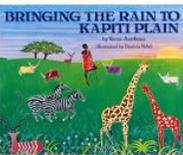
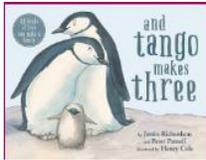
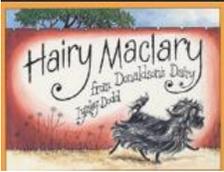
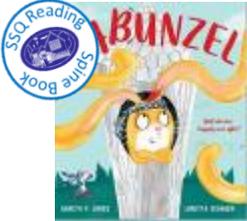
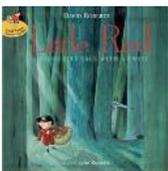




Children's choice will lead three of the terms, so texts and themes will be subject to change. However quality texts will always be chosen if substituting any of the below, with a balanced breadth of authors and genres being provided.

2023-24	Term 1 Outside/Inside	Term 2 Superhero's I know REME	Term 3 Light/Dark We are the Curious	Term 4 Explorers Orienteering Day	Term 5 Amazing Animals Wild Place Project	Term 6 Once Upon a time (Traditional Tale from another country) On sight fun day
	  <p>We're Going on a Bear Hunt</p>  <p>Anansi the Spider</p>   <p>Where the wild things are.</p>	 <p>What's My Superpower?</p>  <p>Super Milly and the Super School Day</p>  <p>Superbat</p>	 <p>Flashlight- Lizzie Boyd</p>  <p>Look Up</p>  <p>Ning and the Night Spirits</p>	 <p>Martha Maps it Out</p>  <p>Ernest Shackleton</p>  <p>Bringing the rain to Kapiti Plain</p>	  <p>Oi Frog</p>  <p>And Tango makes three</p>  <p>Hairy Maclary from Donaldson's Dairy</p>	 <p>The Gingerbread Man</p>  <p>Rabunzel</p>  <p>Little Red</p>
<p><b>Writing Focus</b> To develop writing skills, every opportunity will be taken to encourage in the moment writing, which will be child-led and not</p>	<p>Mark Making Ascribe meaning to marks Name writing Write some initial sounds- Design and label wild thing</p>	<p>Name writing with correct letter formation Use letter sound knowledge to write CVC words Form letters correctly</p>	<p>Form all letters correctly. Use letter sound knowledge to write CVCC and CCVC words. Write short sentences using capital letters and full stops.</p>	<p>Write CCVCC, CVCC, CCVC words. Apply know letter sounds knowledge to the writing of simple sentences- capital letters/full stops Re read sentences to check for sense.</p>	<p>Form all letters correctly Write known HF words Apply letter sound knowledge in writing, including 2 letters 1 sound. Write simple phrases and sentences that can be read by others.</p>	<p>Write a series of short sentences. Use and, but, so, because to link sentences. Edit work using a purple polisher.</p>

necessarily related to the current theme or text.			Re read sentences to check for sense. Write known HF words		Include adjectives in sentences	
<b>Comprehension</b>	<ul style="list-style-type: none"> <li>-Listen to a story and comment on events.</li> <li>-Name the characters from a familiar story.</li> <li>-Identify the characters and settings of a familiar book.</li> <li>-Join in with repeated refrains from a familiar story.</li> <li>-Begin to use language from a story when discussing it.</li> <li>-Sequence a familiar story using images or objects.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to a story and comment on events.</li> <li>-Name the characters from a familiar story.</li> <li>-Join in with repeated refrains from a familiar story.</li> <li>-Make a simple prediction based on the events of a story so far.</li> </ul>	<ul style="list-style-type: none"> <li>-Listen to a story and comment on events.</li> <li>-Name the characters from a familiar story.</li> <li>-Identify the characters and settings of a familiar book.</li> <li>-Begin to use language from a story when discussing it.</li> <li>-Sequence a familiar story using images or objects.</li> <li>-Tell the story to another person using the book or images,</li> <li>-Make a simple prediction based on the events of a story so far.</li> <li>-Use the language from a story within role-play and discussions.</li> </ul>	<ul style="list-style-type: none"> <li>-Listen to a story and comment on events.</li> <li>- Identify the characters and settings of a familiar book.</li> <li>-Begin to use language from a story when discussing it.</li> <li>-Make a simple prediction based on the events of a story so far.</li> <li>-Anticipate (where appropriate) key events in stories.</li> <li>-Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul>	<ul style="list-style-type: none"> <li>-Listen to a story and comment on events.</li> <li>-Name the characters from a familiar story.</li> <li>-Identify the characters and settings of a familiar book.</li> <li>-Join in with repeated refrains from a familiar story.</li> <li>-Begin to use language from a story when discussing it.</li> <li>Sequence a familiar story using images or objects.</li> <li>-Tell the story to another person using the book or images,</li> <li>-Make a simple prediction based on the events of a story so far.</li> <li>-Use the language from a story within role-play and discussions.</li> <li>-Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>-Anticipate key events in stories.</li> <li>- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul>	<ul style="list-style-type: none"> <li>-Listen to a story and comment on events.</li> <li>-Name the characters from a familiar story.</li> <li>-Identify the characters and settings of a familiar book.</li> <li>-Join in with repeated refrains from a familiar story.</li> <li>-Begin to use language from a story when discussing it.</li> <li>-Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>-Anticipate key events in stories.</li> <li>-Recycle familiar stories verbally (or in written form) recalling the structure of the original story.</li> <li>-Substantiate their predictions and opinions with evidence from the story.</li> <li>Use newly acquired language from books in different contexts.</li> </ul>
<b>Oracy Progression</b>	<p>I can use talk in play to practise new vocabulary.</p> <p>I can look at someone who is talking to me.</p>	<p>I can speak audibly so I can be heard and understood.</p> <p>I can speak in full sentences.</p>	<p>I can use gestures to support meaning in play.</p>	<p>I can make relevant contributions and ask questions.</p> <p>I can describe events that have happened to me in detail.</p>	<p>I can take turns to speak when working in a group and listen to others.</p> <p>I can use 'because' to develop my ideas.</p>	<p>I can join phrases with words such as 'if', 'because', 'so', 'could' and 'but'.</p>

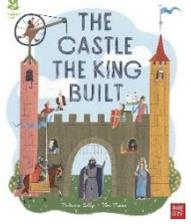
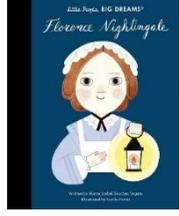
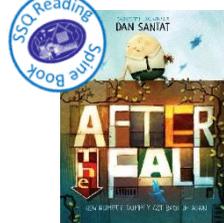
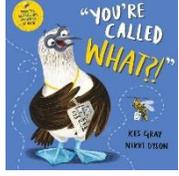
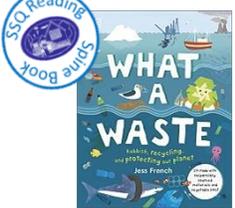
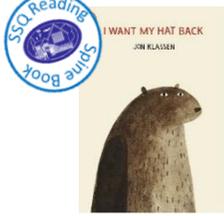
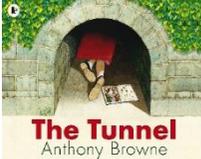
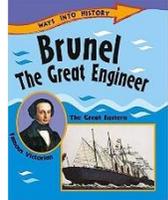
<p><b>Word Reading</b></p>	<p>Letters and Sounds – Phase 1          Environmental sounds          Instrumental sounds          Body percussion          Voice sounds          Sounds Write – Initial code (a, i, m, s, t, n, o, p, b, c, g, h, d, e, f, v),          VC and CVC words          Interventions</p>	<p>Letters and Sounds Phase 1          Environmental sounds          Instrumental sounds          Body percussion          Voice sounds          Sounds Write – Initial code (k, l, r, u, j, w, z, x, y, ff, ll, ss, zz)          VC and CVC words          Interventions</p>	<p>Letters and Sounds          Oral blending and segmenting          Rhythm          Rhyme and alliteration          Sounds Write – vcc, cvcc, ccvc, ccvcc, cvccc, cccvc words.          Sh, ch, th, ck, wh, ng, qu          Interventions</p>
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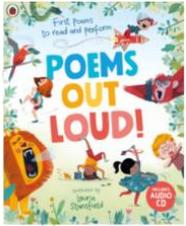
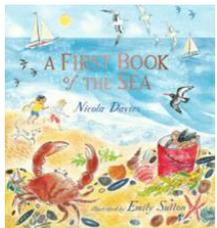
<p><b>Other Texts</b></p>						
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# Key Stage 1 English Curriculum Long Term Plan



The key texts that are stated below are subject to change at the discretion of the class teacher, however quality texts will always be chosen if substituting any of the below, with a balanced breadth of authors and genres being provided.

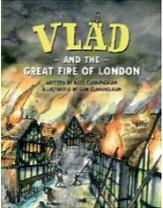
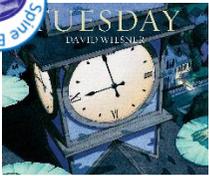
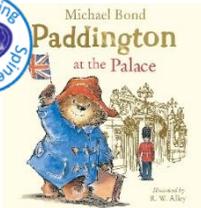
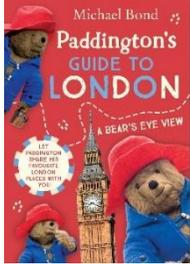
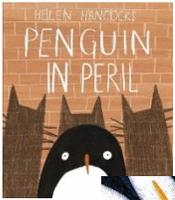
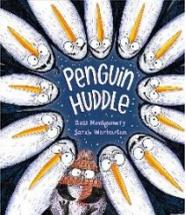
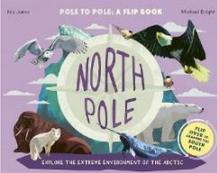
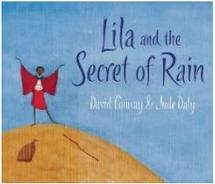
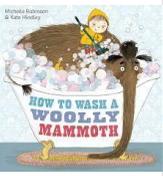
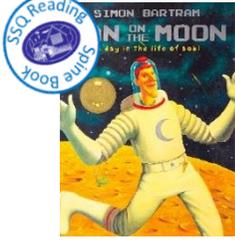
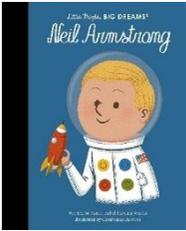
YEAR A	Term 1 Castles, Knights and Dragons	Term 2 Superheroes in History	Term 3 If You Were an Engineer What Would You Do?	Term 4 Awesome Animals	Term 5 Protect our Planet	Term 6 Brilliant Brunel
Focus texts	 The Paper Bag Princess or other Twisted Tales   The Castle the King Built	 Florence Nightingale   After the Fall	 Rosie Revere Engineer   IF YOU WERE AN ENGINEER WHAT WOULD YOU DO? CAMERON BALLOONS   THE GREAT PAPER CAPER	 "You're Called What?!"   Just So Stories   The Barnabus Project	 What a Waste   Somebody Swallowed Stanley   The Lumberjack's Beard	 I Want My Hat Back   The Tunnel   Brunel The Great Engineer
Writing focus	<b>Narrative:</b> Re-writing a twisted tale <b>Non-narrative:</b> Non-chronological report about castles	<b>Narrative:</b> Writing a series of diary entries <b>Non-narrative:</b> Writing a chronological report/biography	<b>Narrative:</b> Writing an innovated story <b>Non-narrative:</b> Persuasive letter writing Recount writing	<b>Narrative:</b> Writing a narrative story <b>Non-narrative:</b> Writing a non-chronological report/animal fact file	<b>Narrative:</b> Writing an innovated story about protecting our planet <b>Non-narrative:</b> Writing a persuasive speech for the Government	<b>Narrative:</b> Writing a portal story <b>Narrative:</b> Write a cartoon story board <b>Non-narrative:</b> Writing a chronological report/biography

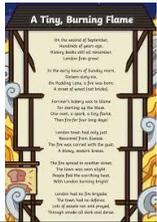
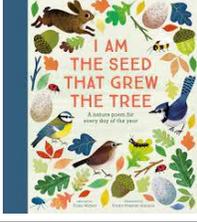
<b>Poetry</b>	 <b>Performance Poetry</b> <b>Poet focus: Michael Rosen</b>		 <b>Animal Poetry</b> <b>Poems Out Loud</b>		 <b>Coastal Poetry</b> <b>A First Book of the Sea</b>	
<b>Word Reading</b>	<b>Year 1:</b> Sounds Write Unit EC 1-3  <b>Year 2:</b> Revise EC U1-20 Sounds Write Unit EC 21-26	<b>Year 1:</b> Sounds Write Unit EC 4-6  <b>Year 2:</b> Sounds Write Unit EC 27-29	<b>Year 1:</b> Sounds Write Unit EC 7-9  <b>Year 2:</b> Sounds Write Unit EC 30-33	<b>Year 1:</b> Sounds Write Unit EC 10-11  <b>Year 2:</b> Sounds Write Unit EC 34-36	<b>Year 1:</b> Sounds Write Unit EC 12, 13, 19, 23  <b>Year 2:</b> Sounds Write Unit EC 37-42	<b>Year 1:</b> Sounds Write Unit EC 14-18, 20-22  <b>Year 2:</b> Sounds Write Unit EC 43-49
<b>Comprehension</b>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>- listening to, discussing and expressing views about a wide range of contemporary and classic, stories and non-fiction at a level beyond that at which they can read independently</li> <li>- discussing the sequence of events in books and how items of information are related</li> <li>- being encouraged to link what they read or hear to their own experiences</li> <li>- becoming increasingly familiar with a wider range of key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>- recognising and joining in with predictable phrases and recognising simple recurring literary language in stories and poetry</li> <li>- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> <li>- being introduced to non-fiction books that are structured in different ways</li> <li>- discussing word meanings, linking new meanings to those already known and discussing their favourite words and phrases</li> </ul> <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> <li>- drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>- checking that the text makes sense to them as they read, and correcting inaccurate reading</li> <li>- discussing the significance of the title and events</li> <li>- making inferences on the basis of what is being said and done</li> <li>- answering and asking questions</li> <li>- predicting what might happen on the basis of what has been read so far</li> <li>- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</li> <li>- explain clearly their understanding of what is read to them</li> </ul>					

# Key Stage 1 English Curriculum Long Term Plan



The key texts that are stated below are subject to change at the discretion of the class teacher, however quality texts will always be chosen if substituting any of the below, with a balanced breadth of authors and genres being provided.

YEAR B	Term 1 The Great Fire of London	Term 2 We're Off to London!	Term 3 Polar Explorers	Term 4 On Safari	Term 5 A Day in the Life of a Victorian Child	Term 6 To the Skies and Beyond
Focus text	 <p>Vlad and the the</p> <p>Great Fire of London</p>  <p>Wordless Picture Book: The Journey/Tuesday</p> <p><i>or other quality text</i></p>	 <p>Paddington at the Palace</p>  <p>Paddington's Guide to London</p>	    	 <p>Lila and the Secret of Rain</p>  <p>Meerkat Mail</p>   <p>How to Wash a Woolly Mammoth</p>	 <p>Sevington Victorian School experience</p>  <p>The Secret Garden</p> <p><i>or other quality text</i></p>	 <p>Man on the Moon</p>  <p>Neil Armstrong</p>
Writing genre	<p><b>Narrative:</b> Writing a diary as a character from the GFoL/or a narrative for a wordless picture book</p> <p><b>Non-narrative:</b> Explanation of the differences between fire services then and now</p>	<p><b>Narrative:</b> Innovated story based on Paddington Bear</p> <p><b>Non-narrative:</b> Non-chronological report/London guide</p>	<p><b>Narrative:</b> Descriptive writing</p> <p><b>Non-narrative:</b> Non-chronological report/emperor penguins fact file Persuasive letter-melting ice caps</p>	<p><b>Narrative:</b> Narrative tale from a different part of the world</p> <p><b>Non-narrative:</b> Writing instructions about how to care for a meerkats Recount writing</p>	<p><b>Narrative:</b> Narrative tale from a period in history</p> <p><b>Non-narrative:</b> Recount of our day as a Victorian child Letter writing</p>	<p><b>Non-narrative:</b> Newspaper report about alien sightings</p> <p><b>Non-narrative:</b> Chronological report about Neil Armstrong and the moon landing</p>

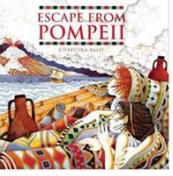
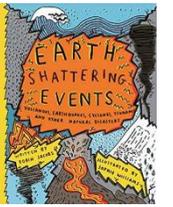
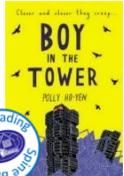
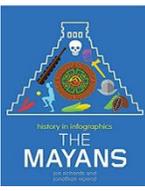
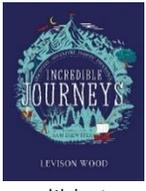
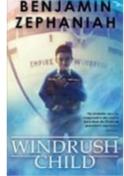
<p>Poetry</p>	 <p><b>Performance Poetry</b> A Tiny, Burning Flame</p>		<p>Sound poetry</p>			 <p><b>Nature Poetry</b> I Am the Seed That Grew the Tree</p>	
<p>Word Reading</p>	<p><b>Year 1:</b> Sounds Write Unit EC 1-3</p> <p><b>Year 2:</b> Revise EC U1-20 Sounds Write Unit EC 21-26</p>	<p><b>Year 1:</b> Sounds Write Unit EC 4-6</p> <p><b>Year 2:</b> Sounds Write Unit EC 27-29</p>	<p><b>Year 1:</b> Sounds Write Unit EC 7-9</p> <p><b>Year 2:</b> Sounds Write Unit EC 30-33</p>	<p><b>Year 1:</b> Sounds Write Unit EC 10-11</p> <p><b>Year 2:</b> Sounds Write Unit EC 34-36</p>	<p><b>Year 1:</b> Sounds Write Unit EC 12, 13, 19, 23</p> <p><b>Year 2:</b> Sounds Write Unit EC 37-42</p>	<p><b>Year 1:</b> Sounds Write Unit EC 14-18, 20-22</p> <p><b>Year 2:</b> Sounds Write Unit EC 43-49</p>	
<p>Comprehension</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>- listening to, discussing and expressing views about a wide range of contemporary and classic, stories and non-fiction at a level beyond that at which they can read independently</li> <li>- discussing the sequence of events in books and how items of information are related</li> <li>- being encouraged to link what they read or hear to their own experiences</li> <li>- becoming increasingly familiar with a wider range of key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>- recognising and joining in with predictable phrases and recognising simple recurring literary language in stories and poetry</li> <li>- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> <li>- being introduced to non-fiction books that are structured in different ways</li> <li>- discussing word meanings, linking new meanings to those already known and discussing their favourite words and phrases</li> </ul> <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> <li>- drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>- checking that the text makes sense to them as they read, and correcting inaccurate reading</li> <li>- discussing the significance of the title and events</li> <li>- making inferences on the basis of what is being said and done</li> <li>- answering and asking questions</li> <li>- predicting what might happen on the basis of what has been read so far</li> <li>- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</li> <li>- explain clearly their understanding of what is read to them</li> </ul>						

# Key Stage 2 English Curriculum Long Term Plan

Stanton St Quintin Primary School and Nursery



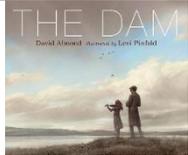
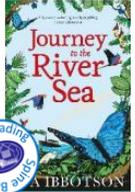
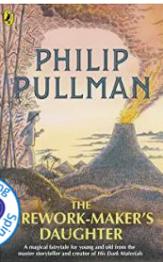
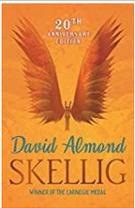
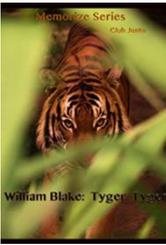
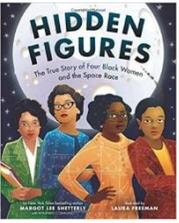
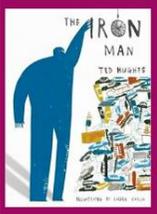
The key texts that are stated below are subject to change at the discretion of the class teacher, however quality texts will always be chosen if substituting any of the below, with a balanced breadth of authors and genres being provided.

YEAR A	Term 1 Extreme Earth	Term 2 Extreme Earth	Term 3 Builders & Growers	Term 4 Builders & Growers	Term 5 Journeys	Term 6 Journeys
	 Escape from Pompeii   Earth Shattering Events	 Boy in the Tower   Freedom Poetry: Caged Bird	 Pax   The Humans	 Rain Player   THE MAYANS	 Shackleton's Journey   INCREDIBLE JOURNEYS	 The Arrival   WINDRUSH CHILD   On the Move Poems About Migration
<b>Outcomes</b>	Setting descriptions, diaries, letters, thought bubbles	Journalistic writing, formal letters, non-chronological reports	Free writing, a diary entry, an advert, a newspaper report and a	Instructions, poster, missing scene, diary, newspaper, debate	Packing lists, letters (formal and informal), interviews, diaries	Thought bubble, informal letter, poem, diary entry, advice, short play scripts
<b>Writing Outcomes</b>	Non- narrative: Report on eruption	Narrative: Apocalyptic story	Narrative: magical adventure story	Non-narrative: Explanation - What did the Mayans do for us?	Non-narrative: Newspaper Report	Persuasive speech
<b>Themes</b>	Disaster, Hope & Healing	Utopia vs. Dystopia	Magic & Wonder	Migration & Movement	Exploration & Discovery	Migration & Movement

# Key Stage 2 English Curriculum Long Term Plan



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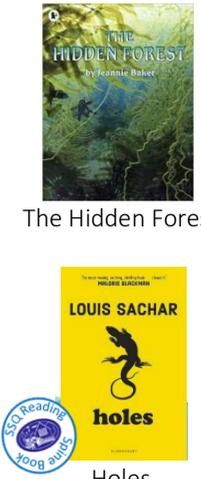
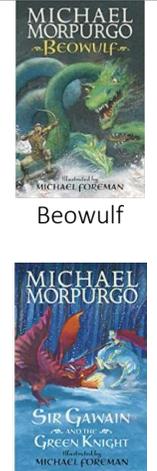
YEAR B	Term 1 Go with the Flow	Term 2 Great & Ghastly Events	Term 3 Tomb Raiders	Term 4 Flight	Term 5 Save our Planet	Term 6 Save our Planet
character descriptions	 <p>The Dam</p>  <p>The Rhythm of the Rain &amp; A River</p>  <p>Journey to the River Sea</p>	 <p>Spiderwick Chronicles</p>  <p>The Firework-Maker's Daughter</p>	 <p>The Story of Tutankhamun</p>  <p>Star Bearer &amp; Egyptology</p>	 <p>Skellig</p>  <p>William Blake Poetry: Tyger, Tyger</p>	 <p>The Last Wild</p>  <p>Can we save the tiger?</p>	 <p>Hidden Figures</p>  <p>Iron Man</p>  <p>Poems from the Green &amp; Blue Planet</p>
Outcomes	Narrative retelling, diamante poems, Describing a process, formal letter, descriptions, dialogue	Information writing letters of advice (formal), writing in role, interviews, persuasive speeches	Instructions, description,	Internal monologues, a personal narrative, a continuation of the story, diary entries, free writing and a formal piece of non-fiction	Poster, retellings, formal report, character descriptions, diary entries, formal letters	Character descriptions, short news report, letter of advice, poetry, Non-chronological reports, informal letters
Main Outcome	Non-narrative: tourist brochure	Non-narrative Biography / autobiography	Narrative: Write a creation myth	Poetry: William Blake style poem Non-narrative: Discussion text	Narrative: Own version of dystopian narrative	Non-narrative –formal persuasive letters
Themes	Re-build & Re-unite	Ambition & Desire	Legends & Folklore	Evolution & Inheritance	Utopia vs. Dystopia	Invention & Innovation

# Key Stage 2 English Curriculum Long Term Plan

Stanton St Quintin Primary School and Nursery



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YEAR C	Term 1 Colour	Term 2 Under the Canopy	Term 3 Invaders & Settlers	Term 4 Invaders & Settlers	Term 5 Location, Location	Term 6 Location, Location
	 <p>The Explorer</p> <p>To Carnival</p>	 <p>The Hidden Forest</p> <p>Holes</p>	 <p>Beowulf</p> <p>Sir Gawain &amp; the Green Knight</p>	 <p>Viking Boy</p> <p>Viking Voyagers</p>	 <p>High Rise Mystery</p> <p>Real- Life Mysteries</p>	 <p>The Promise</p> <p>New Poems</p>
<b>Outcomes</b>	Information leaflet, journal entry, persuasive letter	Story opener, Research notes, non-chronological report in the form of a letter to a character	Letter of advice, diary entry, dialogue, character and setting description, action scenes, obituary	Non narrative	Character Description, Police Report, Setting Description, Newspaper Article, Dialogue, Formal Persuasive Letter,	Experimentation with figurative language, report
<b>Main Outcome</b>	Narrative: short story Non- narrative	Balanced discussion	Narrative: Write a legend		Narrative: detective story	Sequel to continue the cyclical story
<b>Themes</b>	Exploration & Discovery	Evolution & Inheritance	Legends & Folklore	Ambition & Desire	Mystery & Truth	Evolution & Inheritance

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YEAR D	Term 1 Let's Remember	Term 2 Let's Remember	Term 3 Going Places	Term 4 Going places	Term 5 Great Inventions	Term 6 Great Inventions
	 The First Drawing  Wolf Brother	  The Lion & the Unicorn, Anne Frank  Judith Kerr When Hitler Stole Pink Rabbit  Poems from the Second World War	 The Lion, the Witch & the Wardrobe  Jabberwocky	 The Hobbit  GREAT ADVENTURERS	 The Invention of Hugo Cabret  MALALA Malala	 The Odyssey  WHO LET THE GODS OUT Who Let the Gods Out
<b>Outcomes</b>	Character description, diary entry, recount	Letters, short descriptions, extended diary entries, obituary, optional opinion piece	Setting description, character descriptions /comparisons, diary entry, dialogue	Re-telling events, character descriptions, settings	Diary entry, journalistic writing, flashback narrative, speech, discussion, letter, film critique	Speeches (proclamation, persuasive, soliloquy), diary entry, dialogue, missing scene, postcard, advertisement
<b>Main Outcome</b>	Narrative: own historical story	Non- narrative Newspaper Report	Narrative: Own version narrative (set in another world)	Narrative: write a lost chapter	Biography	Fiction: epic adventure story
<b>Themes</b>	Magic & Wonder	Lessons from History	Different Worlds	Exploration & Discovery	Enterprise	Power vs. Principles